INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

ENVIRONMENT AND SOCIAL SYSTEMS ASSESSMENT

FOR

PROPOSED LOAN IN THE AMOUNT OF US$315 MILLION EQUIVALENT TO INDIA

FOR THE

PUNJAB OUTCOMES-ACCELERATION IN SCHOOL EDUCATION OPERATION (POISE) (P500564)

June 27, 2024

(Draft)

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ABBREVIATIONS

BPEO	Block Primary Education Officer
CSS	Centrally Sponsored Scheme
CWSN	Children with Special Needs
DEDC	District Educational Development Committee
DEO	District Education Officer
DGSE	Director General School Education (DGSE)
DIET	District Institute of Education and Training
DRDP	Department of Rural Development and Panchayats
DoSE	Department of School Education
EAC	Expert Appraisal Committee
EC	Environmental Clearance
E&S	Environmental and Social
EBB	Educationally Backward Blocks
EE	Executive Engineer
EHS	Environmental Health and Safety
EMF	Environmental Management Framework
ESMS	Environmental and Social Management System
ESSA	Environmental and Social Systems Assessment
GoI	Government of India
GoP	Government of Punjab
GRM	Grievance Redress Mechanism
ICC	Internal Complaints Committee
ICT	Information and Communications Technology
JE	Junior Engineer
MDM	Mid-Day Meal
NAS	National Achievement Survey
NCPCR	National Commission for Protection of Child Rights
NDMA	National Disaster Management Authority
NEP	National Education Policy
NGO	Non-governmental organizations
P for R	Program for Results
PAP	Program Action Plan
PDO	Project Development Objective
PEDB	Punjab Education Development Board
PICTES	Punjab ICT Education Society

PIDB	Punjab Infrastructure Development Board
POCSO Act	Protection of Children from Sexual Offences (POCSO) Act, 2012
POSH Act	Protection of Women from Sexual Harassment Act, 2013 which is named as 'The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013'
PSEB	Punjab School Education Board
PWD	Public Works Department
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RTE	Right to Education
RTI	Right to Information
SC	Scheduled Caste
SCERT	State Council for Educational Research and Training
SE	Superintending Engineer
SEA	Sexual exploitation and abuse
SEIAA	State Environmental Impact Assessment Authority
SFD	Special Focus Districts
SH	Sexual harassment
SIP	School Improvement Plan
SMC	School Management Committee
SoE	Schools of Excellence
SPD	State Project Director
SRGBV	School-Related Gender Based Violence
SS	Samagra Shiksha
SSA	Sarva Shiksha Abhiyan
TaRL	Teaching at Right Level

EXECUTIVE SUMMARY

ES.1 Introduction

The Government of India in collaboration with the World Bank (WB) is developing the PUNJAB **OUTCOMES-ACCELERATION IN SCHOOL EDUCATION OPERATION** (**(POISE) (P500564**), in accordance with the WB policy: *Program for Results Financing*. The POISE will be financed through a hybrid financial modality; Program for Results (PforR) and Investment Project Financing (IPF).

The Program Development Objective (PDO) is to improve to improve learning outcomes and teaching and strengthen school management in Punjab. The proposed POISE duration will be for a period of six years (estimated from September 2024 to June 2030). **The proposed operation will benefit from the experiences and lessons learned from the World Bank's continuing engagements on education reforms in India, both at the national and state level, as well as global knowledge** captured in the World Development Report (2018): Learning to Realize the Promise of Education, and World Bank's Ready to Learn Report. With education as one of the priority areas of development identified by the state, it is well positioned to benefit from the World Bank's strategy of learning recovery and acceleration to overcome the learning losses caused by Covid-19 and build a resilient education system in the state. The PforR component of the program will incentivize government's ownership and implementation of critical reforms and policies as the PforR will support GoP's education program which follows the State's 2047 vision for school education. The state is experienced with the modalities of the instrument through an ongoing operation of the World Bank with the Department of Finance. The PforR Program will be supported by a small Investment Project Financing (IPF) - Technical Assistance (TA) component, which could support inter alia procurement of external resource agencies for technical assistance.

The government program is guided by the 'Punjab Vision Document – 2047' and encompasses the state's target for school education for 2024-2030 to ensure that a) all girls and boys have access to high-quality pre-primary, primary, upper-primary, secondary and higher secondary education; b) all youth achieve literacy and numeracy; c) more number of youth have relevant skills, including technical and vocational skills, for employment; and d) all education facilities are safe and inclusive. The program is being implemented by the state's education department with support from 'Samagra Shiksha' (SS), which is the central government sponsored scheme covering the entire school education system from pre-school to grade 12, along with state owned schemes. This Environmental and Social Systems Assessment (ESSA) has been conducted in line with the World Bank's Guidance for conducting ESSA for PforR financing operations. The findings and recommendations of the ESSA are based on the review of relevant environmental and social (E&S) management systems of the *Samagra Shiksha* (SS) program in Punjab, consultations with key staff at Department of School Education (DoSE), district and block officials, school Principals/ Headmasters, teachers, students, parents and with School Management Committee (SMC) community members, along with primary field visits across different districts and schools in Punjab (about 300 participants) along with primary field visits to districts and schools in Punjab. Consultations were also held with other departments involved and civil society members. A final workshop with all relevant stakeholders, program implementers and Civil Society Organization (CSOs) in the state will be conducted to consult the draft ESSA, post which the ESSA will be finalized and disclosed.

The ESSA provides an assessment with a summary of the key E&S risks and impacts associated with the Program, along with the existing institutions and systems of the GoI to manage and mitigate anticipated E&S risks and impacts, and thereby ensure effective and successful Program implementation. The Program shall adhere with the following six core principles (CP) of the World

Bank that guide the ESSA analysis as presented in the PforR Financing Guidelines. CP1: General Principle of Environmental and Social Management, CP2: Natural Habitats and Physical Cultural Resources, CP3: Public and Worker Safety, CP4: Land Acquisition, CP5: Indigenous Peoples and Vulnerable Groups, and CP6: Social Conflict. All the CPs, except some of the Indigenous Peoples related aspects, will be applicable for the POISE implementation.

In consistency with the sustainability principles of the WB policy: *Program for Results Financing*, the ESSA is intended to ensure that programs supported by PforR financing are implemented in a manner that maximizes potential E&S benefits; and avoids, minimizes, or mitigates any E&S risks and adverse E&S impacts. For the PforR window of the Program, the ESSA examined Punjab's existing E&S management systems as applicable to the set of activities supported. In this regard, the ESSA provides a comprehensive review of relevant government systems and procedures that address E&S issues associated with the Program.

The ESSA describes the extent to which the applicable government E&S policies, legislation, Program procedures and institutional systems are consistent with the above listed six CPs of the WB policy: *Program for Results Financing* and recommends actions to address the gaps and enhance performance during Program implementation. This ESSA report, therefore, presents a summary of the findings based on an assessment of the extent to which the existing Program procedures for E&S meet the applicable core principles, and where they do not, recommends a Program Action Plan (PAP) to address shortfalls.

ES.2 Methodology Used for ESSA

The ESSA exercise identified key E&S risks/impacts associated with the Program. It also assessed the technical capacity and institutional mechanisms of the implementing agencies to manage and mitigate these E&S risks/impacts. It then recommended measures to address the identified gaps in meeting the core principles laid out for ESSA and for improving the E&S performance of the program. The methodology for the ESSA involved a comprehensive review of relevant data including government policies, legal frameworks, Program documents, national guidelines for SS, and was complemented by consultations, interviews/ discussions with DoSE, Samagra Shiksha, PWD, DRDP, Department of Social Justice and Empowerment, Department of Women and Child Development, and civil society representatives to capture opinions, anecdotal evidence, functional knowledge, and concerns in managing E&S risks and impacts. Consultations were held with DoSE and Samagra Shiksha officials, district and block staff, school Principals/Headmasters, teachers, students, and SMC members in select districts.

The Environment Systems Assessment focused on various elements of campus/infrastructure management to promote improved, safe, and hygienic learning and teaching environment in the schools. Aspects such as natural light, ventilation, water supply, sanitation facilities, drainage, waste management (including e-waste), energy efficiency, water efficiency, acoustics, universal access, safety (including life and fire safety), laboratory management (including practices related to handling of chemicals, residues, spills), availability of open space/playground, emergency response and disaster preparedness were covered.

The Social Systems Assessment, on the other hand, evaluated differentiated access resulting from intra-state variations, land availability and associated issues, SMCs and their involvement and any other socio-economic exclusionary barriers that prevent local population in taking benefit of the Program.

ES.3 Institutional Arrangements

The Department of School Education (DoSE), Government of Punjab (GoP) will be the nodal implementing agency. The DoSE operates through three key bodies - Directorate of School Education

(Elementary) and Directorate of School Education (Secondary), and the Punjab State Council of Educational Research and Training (SCERT) to oversee quality and academic aspects.

ES.4 Stakeholders Consultations

Consultations were conducted with various stakeholders, including both primary and secondary stakeholders in the state. This included visits to 14 schools and a District Institute of Education and Training (DIET) across Patiala, Pathankot, Taran Taran, and Fazilka districts and discussions with Principals/Headmasters, teachers, and SMCs community representatives, parents and students between December 2023 and March 2024. During these visits, about 100 SMC members, more than 150 lecturers and teachers, and more than 100 students and parents were consulted. Most of these representatives were women.

At the state level, consultations were conducted with DoSE officials, Civil Wing team, and other stakeholders such as Public Works Department (PWD), Department of Rural Development and Panchayats (DRDP), Department of Social Justice and Empowerment, Department of Women and Child Development, and civil society representatives to capture opinions, anecdotal evidence, functional knowledge, and concerns in managing E&S risks and impacts.

ES.5 Key Environment and Social Risks/Impacts

The overall environment and socail impacts of the POISE Program are likely to be positive owing to benefits from improved learning environment and enhanced capacity of teachers. The project does not anticipate any land acquisition and/or any land restriction. It also does not anticipate any diversion of forest land or adverse impacts on natural habitats on account of proposed interventions. The proposed civil works will use land and buildings within its existing school campus for extension and upgradation works. However, there are deficiencies and gaps in the planning of buildings/school infrastructure from an environment, health and safety, and resilience perspective.

A few specific environmental risks and issues include: (i) the absence of a holistic planning approach in schools leading to short-sighted and inefficient solutions/utilization of space, (ii) non-existence of green/resilient building design or implementation capacity of the existing institutions, (iii) occupational health and safety issues arising out of poor construction practices, (iv) pollution risks arising out of unsegregated waste and outfall of septic tanks, and (v) lack of provisions for universal access to students and teachers. In addition, a key risk or concern pertains to presence of old structures/buildings (with or without heritage tag) that are being used as schools, which if treated without expertise might lose the cultural value or may become hazardous because of the deteriorating/dilapidated structural condition.

The key social risks and impacts emerge from (i) weak institutional capacity for identifying and mitigating the environmental and social risks related to infrastructure, (ii) lack of mechanism to address community health and safety risks, (iii) weak community participation in school development and day-to-day functioning of schools, (iv) need for strengthening preventive and response mechanisms for GBV/SEA/SH risks, and (v) need for strengthening grievance redress mechanism including its monitoring and reporting.

Overall, the environmental and social impacts/effects are likely to be site-specific/localized, reversible, predictable and can be mitigated with improved capacity, standards, and practices, including adherence to regulations/guidelines and by strengthening the existing E&S management systems, and for which ESSA has made specific recommendations. Therefore, the E&S risk rating for the operation has been assessed as ‘moderate’.

ES.6 Major Gaps Identified

The main gaps with regard to environment management that have been identified include: (a) DoSE does not include green and resilience features in the 'scope of work' for school construction/upgradation, which among other issues leads to missed opportunities on resource optimization, integrating safety and making facilities more resilient to climate events; (b) PWD/Architecture Department does not have in-house capacity for design or construction of green and resilient buildings – for example – use of high flood line data before designing the structure is not part of the practice; (c) planning of the entire campus is not done holistically, which leads to non-optimal utilization of spaces; (d) hydrological analysis is not done before building/campus design; (e) the present specifications and schedule of rates published by the Public Works Department in 2020 do not cover aspects like recycled materials, non-VOC paints, high SRI materials on roof etc.; (f) staffing constraints in the Civil Wing of DoSE (only 10 JEs are available for the 23 districts including at the headquarters level); (g) lack of exposure of SMC members on construction work management, results in poorly quality of work and high risk environment (exposure to noise, dust and unsafe work zones) in school during construction. In addition, lack of universal access and features for differently abled, weak life and fire safety arrangements and deficiencies in menstrual hygiene management were noted across many schools that were covered during the field assessment.

The major gaps on the social management aspects include the following: (a) most schools visited didn't have a system to properly identify and mitigate the environmental and social risks related to infrastructure activities; (b) practice shows that whenever schools do incremental construction, the Community, Health, and Safety risks are not carefully identified and managed - potential risks related to accidental injuries, potential GBV/SEA/SH and other safety risks to the students and teachers were noted; (c) though the SMC is supposed to play an important role in accountability and transparency of school development and management, in practice their participation is very limited and requires strengthening including capacity building about their roles and responsibilities; (d) Despite DoSE adopting policies for the POCSO Act (2012) and the POSH Act (2013), implementation varies greatly across schools. This results in weak preventive and response mechanisms for GBV, SEA/SH, needing further strengthening, including institutional mechanisms at the school level. Adherence to these acts is weak, with inadequate recording and reporting, necessitating capacity building, policy awareness, and simplified guidelines for grievance recording and reporting and; (e) many schools visited had missing elements of child safety in the existing infrastructure.

ES.7 Assessment of Borrower's Capacity and Systems

The most relevant E&S core principles for the program are those that promote E&S sustainability in the program design (including mitigation at infrastructure design and construction stages), public and workers' safety, and giving due consideration to the cultural appropriateness and equitable access, and rights and interests of vulnerable and marginalized population. From this perspective, capacities, and systems at DoSE/Samagra Shiiksha, including at district and school level along with the capacities of the PWD and DRDP were assessed. The program guidelines propose and require school buildings/infrastructure to be environment-friendly and provide a clean, hygienic, and safe learning environment. The guidelines also provide the institutional mechanism for school education program implementation and detail out roles and responsibilities to be followed in the state. These follow the process of consultations with various stakeholders and aim to create transparency and accountability in the program implementation at the school level through the participation of community members and other stakeholders in the SMC.

In line with SS guidelines, DoSE also identifies children of SC, ST, minorities, low-income households, and children with special needs (CWSN), etc., and attempts to provide educational opportunities in an inclusive environment, free from discrimination. The Right to Education (RTE) Act, 2009 further addresses gender and social equity within a framework that is holistic and systemic. However, the

implementation at the state level requires: (i) strengthening infrastructure design measures in line and spirit with SSF that address universal access, fire safety and other design norms, (ii) maintenance mechanisms for upkeep of facilities and equipment, (iii) strengthening community and stakeholder participation through SMC and, (iv) building institutional capacity for transparency and accountability.

The PWD and DRDP have the capacity to undertake the school construction work, as they have experience in constructing and maintaining schools in Punjab. PWD has their district and block level engineers to supervise construction and has their own structural design and electric and mechanical teams, and an architectural team which also supports DoSE and DRDP for school construction. Both the PWD and DRDP departments have a presence in each district. However, their capacity needs to be developed to incorporate green elements in building design and implementation, including updating of specifications and Schedule of Rates.

The DRDP department also has a presence in each district and works together with the District Collectors. They have the capacity for all kinds of repair, maintenance, medium to small-size construction and upgradation work. Any civil work up to Rs. 30 lakhs are being undertaken by the SMC/ School Management with the Junior Engineers (JEs) of the DoSE Civil Wing supporting SMCs in design, estimations, and limited supervision. Apart from JEs, the rest of the members have limited exposure to planning of the building, construction technicalities, or construction management.

ES.8 Exclusions from the Program

Activities that are likely to have significant adverse impacts, and are sensitive, diverse, or unprecedented on the environment and/or affected people will be excluded and have been listed in the ESSA. These include:

1. Any land acquisition, physical relocation and/or involuntary resettlement impacts.
2. Activities that are non-compliant with central and state environmental and social legislations.
3. Destruction or damage to physical and cultural resources.
4. Convert or encroach upon forests, notified wetlands or eco-sensitive areas, and/or construction within all protected/forest areas (national parks, wildlife sanctuaries and corridors) and, within eco-sensitive zones for which final or draft notifications have been published by the MoEFCC, GoI.
5. Any conversion of common property resources, including grazing lands; (vi) construction or demolition within 100-meter radius of protected monuments identified by the Archaeological Survey of India (ASI) and without due permission within 300-meter radius of such structures and,
6. Construction and/or renovation involving ‘asbestos containing material’.

ES.9 Recommended Measures to Strengthen E&S Systems

Environment: The key recommendations to strengthen environmental systems include:

1. Preparation and adoption of environment management protocols for schools to ensure compliance with national and state regulations on water and energy management, water purification systems, indoor air quality management, sanitation, wastewater disposal/management, solid waste management (including e-wastes and laboratory wastes), universal access and Menstrual Hygiene Management.
2. Use of “green school” model/approach for all schools to be taken-up under the Program (the level and type of interventions may vary depending on the type/extent of civil work proposed; condition of infrastructure available within the school/campus and specific contextual requirements).

- These options will include discouraging CC pavement for internal circulation and promote use of appropriate colour, materials, open spaces, multi-purpose space usage etc.
- Use of greener construction materials (such as recycled and local materials, VOC free materials)
- Create 'water positive' and 'energy positive models' in each district or at least zero footprint schools following water and energy audits (including use of energy/water efficient fixtures, and rainwater harvesting).
- All new construction to adopt 'green building' concept/norms.
- Promote 'inclusive infrastructure' in all schools to be taken-up under the Program.
- Use of local species

3. Vulnerability Assessment (VA) to disasters using the available GIS platforms – floods/storm surge/earthquake (micro-zonation) and chemical disasters and integrate findings from VA into the planning and design of infrastructure related works. This should include a specific study and interventions on thermal comfort (heat stress) and promote cost effective options.
4. Sensitization/awareness creation on environment, climate, safety, and other associated topics (such as dealing with pandemics) - for teachers and students.
5. Improving emergency response with specific focus on life and fire safety and Provision of Lightening Arrestors in Schools
6. Safe construction practices, with specific focus on occupational health and safety and student's safety.
7. Strengthen contractual obligations/clauses on EHS management in construction contracts for building users/workers/public - a generic EMP/OHS plan to be made and integrated in the bidding documents.
8. Periodic sensitization/training for field functionaries of Civil Branch (architects/engineers) on design and construction related EHS requirements by using "anytime, anywhere and any device" for delivering the content.
9. Strengthen menstrual hygiene management (MHM) for adolescent girls/women staff – with sanitary pad dispensers and hygienic/safe disposal arrangements.
10. Strengthen waste management system, including segregation at source and storage of e-waste before it is disposed to authorized recyclers.
11. Strengthened staffing and monitoring systems in form of performance score cards or grading system - Environmental Report Cards at school/ district/ state level deriving key data from existing EMIS/data collection systems/audits (can start with basic parameters).

Social: The key recommendations to strengthen social systems focus on:

1. Strengthening SMC and school heads' capacity on E&S risk identification and mitigation,
2. Enhance SMC's participation and its role in preparation of school development plan apart from monitoring the functioning of schools,
3. Increasing school community and other stakeholders' awareness on E&S risks and impacts of the proposed operation.
4. Strengthening mechanisms to address GBV, SEA/SH issues, including increased adherence to POCSO and POSH Acts (i.e., the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013) and,
5. Strengthening community health and safety aspects during construction and operation of schools.
6. Strengthening and maintaining a functional Grievance Redress Mechanism (GRM)

Other Recommended Environment and Social Management Measures

1. Strengthening and maintaining the Environmental and Social Management System of the implementing agencies, including (a) the preparation of simplified Environmental and Social Management System Guidelines (ESMSG); (b) capacity building of the implementing agencies including school administration on the guidelines and overall ES management; (c) screening of all sub-projects and preparation of E&S instruments for sub-projects; (d) establishing the Environmental and Social Management System (ESMS) at state level PMU including hiring one Environment Specialist and one Social Specialist.
2. Ensuring workers' and public safety management including students and school community safety, including developing proper construction implementation plan to minimize the overlapping of construction and teaching learning time.

ES.10 Program Action Plan (PAP)

To manage risks/potential adverse impacts, and to strengthen the sector system for environmental, social and safety management in Punjab, particularly at the school level, the ESSA suggests the following principal measures/actions.

Suggested Program Action Plan (PAP) for E&S Risk Management

Action Description	Responsibility	Timing	Completion Measurement
1. Development and adoption of guidelines for SMC and school heads on identifying E&S risks and mitigation.	DoSE	By Effectiveness	Guideline developed and adopted for implementation addressing (i) EHS/ OHS risks, (ii) Community Health and Safety (CHS) risks, (iii) GBV, SEA/SH risks, and (iv) GRM for GBV, and SEA/SH trainings provided.
2. Developing and adopting strategy and protocol for preventive and response mechanisms for GBV, SEA/SH including adherence to POCSO Act and POSH Act (i.e., The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013).	DoSE	(a) 12 months from effectiveness (b) 12 to 24 months from effectiveness (c) 12 months from effectiveness	(a) Strategy/ protocol developed and adopted for implementation addressing (i) institutional mechanism for prevention and response to GBV, SEA/SH at school level; and (ii) Code of practices (CoP) for schools including for teachers and staffs; (b) School level institutions in place (50% by end of year 1; and remaining by end of Year-2), and trainings provided; and (c) Notification issued for implementation
3. Preparation and adoption of environment	DoSE	6 months from effectiveness	Protocols/Code of Practice prepared and integrated into

Action Description	Responsibility	Timing	Completion Measurement
management protocols/Codes of Practice for Green and Resilient schools			Program Guidelines + Applied to the School Development Plan
4. Strengthen contractual obligations/clauses on Environment Health and Safety Management (including OHS/CHS aspects) in construction contracts	PWD and DoSE	Prior to Bid Invitation for Civil Works	Generic Environment Management Plan to be prepared and integrated in the bidding documents

ES.11 State Level Consultation Workshop and Disclosure of ESSA

A multi-stakeholder workshop involving DoSE, Samagra Shiksha officials and other partner agencies, key departments including Tribal Development Department, Social Welfare Department, Department of Women and Child Development, Forest Department, SDMA, district and taluka level officials, NGOs, representatives from community groups including members of SMC/SDMCs, and other stakeholders will be conducted by Appraisal. The ESSA will benefit from the feedback and suggestions received during this consultation workshop. This revised ESSA will be disclosed in country at the Department of School Education, Government of Punjab's website and on the World Bank's external website, prior to completion of Appraisal Mission.

ES. 12 Technical Assistance Activities under IPF

Activities under the proposed Investment Project Financing (IPF)-Technical Assistance (TA) component are not expected to have any adverse environmental and social impacts and will be restricted to capacity building of nodal state and district implementing agencies and procurement of consultancy/advisory services to render technical support to the main PforR operation. The TA will not involve any construction works or activities with a significant physical footprint. Given that the IPF component focuses on soft TA activities, the environmental and social footprints are expected to be limited and therefore, the E&S risks are assessed to be 'low'.

Relevant aspects of ESS 1, ESS 2, ESS 3, ESS 4, ESS 7, ESS 8 and ESS 10 along with national/state (Borrower) systems have been assessed and required mitigation measures have been reflected in the Environment and Social Commitment Plan (ESCP).

INTRODUCTION

1.1 Background and Context

1. Punjab extends from the latitudes 29.30° North to 32.32° North and longitudes 73.55° East to 76.50° East and the total area of the state is 50,362 sqkm of which 48,265 sqkm is rural. Its average elevation is 300 meters above sea level, with a range from 180 meters in the Southwest to more than 500 meters around the northeast border. The state is divided into three regions: Majha, Doaba and Malwa. Majha is the region between the rivers Ravi and Beas. The Doaba region is between Beas and Sutlej. Malwa lies below the river Sutlej and extends till the Yamuna River. Malwa region covers major part of the state and comprises of cities like Ludhiana, Patiala, Sangrur, Bathinda and Mohali. The main districts of the Majha region include Amritsar, Gurdaspur and Tarn Taran. Doaba is one of the most fertile regions in the state and was the centre of the Green Revolution in India. This region includes the cities such as Jalandhar, Kapurthala, Hoshiarpur, Nawanshahr and Phagwara.

2. According to Census 2011, population of Punjab was about 27.7 million in 2011, which by now is expected to be about 32 million by the end of 2023 as per census of India projections. The state has a high population density with 550 persons per square kilometre compared to national average of 327 persons per square kilometre. Punjab has the highest percent (31.94 percent) of Scheduled Caste (SC) population in the country. SC in Punjab has higher levels of poverty and have witnessed slower poverty reduction than other groups. The SC population is predominantly rural by residence. As per Census 2011, the majority of the SC population (73.33 percent) live in the rural areas, whereas 26.67 percent reside in the urban area of the state.

3. Agriculture is the mainstay of Punjab's economy. The state contributes nearly two thirds to the total production of food grains and a third of milk production in the country and is a leading producer of wheat. Other major industries include manufacturing of scientific instruments, electrical goods, machine tools, textiles, etc. Punjab economy is mainly dominated by agricultural production and small and medium-sized enterprises. Punjab has the ninth highest ranking among Indian states and union territories in human development index as of 2018.

4. Punjab's major natural resources (air, water, and land) are heavily polluted. Groundwater in more than half of the districts is contaminated by arsenic, uranium. cadmium, and lead. Through excessive use of chemical fertilizers and pesticides, food shortages have been met, but it has drastically impacted human health and environment.

5. Forest cover in Punjab is only 3.67 percent of the total area. With Shivaliks on the northwest, and Rajasthan in the South, the state has huge variations in climatic conditions. It is expected to face rising temperatures and precipitation levels, which increases the risk of floods, and water logging. Vulnerabilities owing to climate change is a potential barrier for Punjab in achieving sustainable economic development.

6. Punjab has made considerable effort in improving education outcomes. The government school education system serves 3.1 million students, or 50.2 percent of the overall student enrolment. Of 27,701 schools, 71.2 percent are government and government aided and 28.8 percent are private. According to the Government of India's (GoI) Unified District Information System for Education (UDISE), the Gross Enrolment Rate (GER) in Punjab since 2018 has been above 100 percent in primary education and the Net Enrolment Rate (NER) has increased from 78.8 percent in 2018 to 89.7 percent in 2021. The GER for secondary and higher secondary education stood at 95.1 percent and 82.1 percent respectively in 2021.

7. However, overall learning deficiencies remain a concern. As per the National Achievement Survey (NAS) 2021, 55 percent of Grade 5 students did not attain grade level proficiency in Mathematics. Primary school learning deficits carry forward to secondary grades as well. NAS 2021 results indicate that 41 percent and 49 percent of learners in Grade 8 do not meet the minimum

proficiency levels in Language and Mathematics. In Grade 10, the comparative figures are 41 percent, 80 percent and 49 percent learners not meeting grade level proficiency for English, Science and Mathematics. Inter-district variations in results are significant, with mean achievement levels varying between 82.3 percent (Barnala) and 63.4 percent (Pathankot) in Grade 3, with a similar trend across grades.

8. Between 2018 and 2021, the transition rate from secondary to senior secondary school declined from 81.4 to 79.2 percent. This is accompanied by a high rise in the dropout rate at the secondary levels. At 17.24 percent, the 2021-22 secondary education dropout rate in Punjab was above the national average of 12.61 percent. The retention rate of students at secondary stage is 81.3 percent, which drops to 64.5 percent at senior secondary. Low availability of science and commerce streams at senior secondary and poor quality of vocational streams limit students' pathways to further education/employment.

9. A decentralized and user centric system of school management for greater transparency and accountability is lacking. Most of the decisions are centralized at the state level with limited accountability and transparency towards parents and communities on school performance. The state currently lacks effective planning mechanisms for infrastructure upgradation of schools, including embedding climate change mitigation and resilience features in existing school infrastructure and their maintenance. There is a need to strengthen school management practices by empowering communities to inform such decision making and monitoring of reforms.

1.2 Program Design and Components

10. The Program Development Objective(s) (PDO) of the Program is 'to improve learning outcomes and teaching and strengthen school management in Punjab'. The PDO indictors include a) Improved grade level proficiency in English, Punjabi and Math for grade 4 students; (b) Enhanced teaching effectiveness; (c) Improved enrollment in science and commerce streams at senior secondary grades, and (d) Enhanced school performance.

11. The POISE Program has four Results Areas. The sub-sections below present the details of each Results Areas:

12. **Results Area 1 (RA-1) - Improved foundational learning skills at pre-primary and primary levels**: Through an upgraded pedagogy and curriculum, this results area will focus on improving school readiness among students at pre-primary and achieving age and grade appropriate competencies in reading comprehension and mathematics among primary school children. This will include, inter alia, teaching at the right level, remedial and accelerated learning methodologies, feedback from classroom observations and formative learning assessments to inform pedagogy. The student learning levels at grade 5 will be measured to assess the progress and achievement of foundational skills over time.

13. **Results Area 2 (RA-2) - Improved school to higher education and work transition**: This result area will focus on: a) strengthening teaching and learning practices in secondary and senior secondary grades with a focus on promoting higher order skills among students and remedial support for students who are at risk of dropping out; and b) facilitating school to work transition for better academic and career pathways. POISE will support expansion of science and commerce streams in more senior secondary schools with a focus on reducing the gender gaps in access to science and commerce streams. This will be accompanied by age-appropriate career orientation through the establishment of a student counselling system that will inform the state's investments in senior secondary and vocational education to be responsive to student choices and market needs.

14. **Results Area 3 (RA-3) – Improved teacher effectiveness**: POISE will support strengthening the pre-service curriculum and delivery for pre-primary and elementary (grades 1 to 8) school teachers. The in-service training course content including the practical assignments and assessments will be

upgraded for teachers at all school levels. Strengthening of in-service training will be guided by, inter alia, (i) a focus on content knowledge, (ii) opportunities to practice what is learnt with colleagues, (iii) continued support through follow up visits focused on training content, and (iv) enabling efficient career management pathways. Additionally, POISE will support improved planning and delivery of in-service teacher training with structured needs assessment from teachers (including post-training feedback), development of annual training calendars, and focused match selection of trainees with topics to be covered in the trainings. For the first time, a structured plan for professional development of teachers and school heads will be developed and implemented to prepare them for leadership roles and enable them to upgrade their leadership and management skills throughout their career. Teacher effectiveness will be monitored through a pre and post assessment survey.

15. **Results Area 4 (RA-4) – Decentralized and user centric system of school management**: POISE will focus on strengthening school management to become need-based, transparent and user-centric to enable evidence-based methods of planning, decision making and monitoring to improve school performance. This will include empowering community and parental engagements through extensive capacity building of School Management Committees (SMCs) to develop and support implementation of school improvement plans in a participatory approach. A key focus would be to enhance the planning and execution of school infrastructure upgradation activities in close collaboration with district and block level officials, including non-structural risk assessment, mitigation, and school disaster management planning. POISE will strengthen the state's system of affiliation and monitoring of private schools as per requisite central and state level norms and will support necessary capacity building of state and district level officials for efficient supervision and quality assurance of private schools. Information regarding school performance to be made available to parents and communities will also include private schools to the extent possible to build a more transparent system and enable parents to make informed choices in school selection.

1.3 Government Program and Bank Financed Program (P Vs p)

16. The program is being implemented by the state's education department with support from 'Samagra Shiksha' (SS), which is the central government sponsored scheme covering the entire school education system from pre-school to grade 12, along with state owned schemes. The POISE Program boundary will include a portion of the government program for 2024-2030 aiming at enhancing foundational learning, teacher effectiveness, school to higher education/work transition and strengthening school management through decentralized planning.

	Government program	**Program supported by the PforR (PforR Program)**	**Reasons for non-alignment**
Objective	To build a resilient and future ready education system in Punjab	To improve school education outcomes and strengthen the school education system management in Punjab	The objective of the PforR Program is more outcome oriented with measurable results
Duration	*2024-2030*	*2024-2030*	-
Geographic coverage	All government, government aided, private aided schools	Government and government aided schools	The PforR Program will support all government-managed schools as priority engagement fo the World Bank

	Government program	Program supported by the PforR (PforR Program)	Reasons for non-alignment
Results areas	**RA1**: Strengthening pre-primary and primary education (facilities, teaching and learning materials, student assessments); **RA2**: Universal access to quality secondary education and build technical and vocational skills of students; **RA3**: Strengthening training for teachers and school leaders; **RA4**: Effective school management and school upgradation; **RA5**: Support to students through scholarships, mid-day meals, hostels, other concessions and entitlements; **RA6:** Teacher salaries	PforR will cover the first four results areas of the government program, though titles used for the operation are shorter and more outcome oriented. **RA1**: - Improved foundational learning skills at pre-primary and primary levels; **RA2**: Improved school to higher education and work transition; **RA3**: Improved teacher effectiveness; RA**4**: Decentralized and user centric system of school management	RA 5 and RA6 include committed costs towards salaries, establishment, and scholarships
Overall Financing	US$ 4294 million	US$ 420 million	

17. The program will support all government and government aided schools across various districts in Punjab.

1.4 Program Implementing Agencies and Partners

18. The Department of School Education (DoSE), Government of Punjab (GoP) will be the nodal implementing agency. DoSE operates through three key bodies- Directorate of School Education (elementary) and Directorate of School Education (secondary) to oversee administrative functions, and the Punjab State Council of Educational Research and Training (SCERT) to oversee quality and academic aspects. The SCERT will be supported by the Punjab School Education Board (PSEB), which is an autonomous body under DoSE, responsible for board examinations and textbook publishing. The implementation of the central government's 'Samagra Shiksha' (SS) scheme covering the entire school education sector is also administered under the DoSE through the Samagra Shiksha Abhiyan Authority. State governments have the flexibility to utilize funds from the SS scheme on contextual needs aligned with the NEP (2020). The District Institutes of Education and Training (DIETs) will support the SCERT in delivering activities at the district/block/cluster level as prescribed in the existing system. The DoSE has a sound institutional structure with administrative and academic units at the state, district and block levels that have the capacity of managing large scale state-wide education reforms. The state also has functional SMCs constituted for every school that will support the implementation of community level interventions.

19. Activities related to infrastructure in government schools are undertaken by the DoSE's civil wing under the Samagra Siksha, in association with Public Works Department (PWD) and further supported by DRDP and other executing agencies.

1.5 Environment and Social Systems Assessment (ESSA)

20. This Environmental and Social Systems Assessment (ESSA) has been prepared by a World Bank ESSA Team for the proposed Punjab Outcomes-Acceleration in School Education (POISE) operation, in accordance with the requirements of the World Bank Policy for Program-for-Results Financing. The PforR Policy requires that the Bank conducts a comprehensive ESSA to assess the degree to which the PforR Program promotes environmental and social sustainability and to ensure that effective measures are in place to identify, avoid, minimize, or mitigate any environmental, health, safety, and social impacts. Through the ESSA process, recommendations to enhance environmental and social management outcomes within the Program are developed, which become part of the overall Program Action Plan.

21. The main objectives of this ESSA are 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 borrower's institutional capacity to manage the potential adverse environmental and social impacts; (iv) and to recommend specific actions to address gaps in the Program's environmental and social management system. The ESSA also describes the extent to which the applicable government environmental and social policies, legislations, program procedures and institutional systems are consistent with the six ESSA 'core principles' and recommends actions to address the gaps and 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.

1.6 Methodology Adopted for ESSA

22. ESSA refers both to the process for evaluating the acceptability of a borrower's system for managing the Program's environmental and social (E&S) risks in the operational context, and to the final report that is an output of that process. The ESSA process is a multistep 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.

23. The ESSA covered a comprehensive review of relevant existing information and data sources, 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, national guidelines for Samagra Shiksha (SS) and other relevant information and assessments of Government of India (GoI) and Government of Punjab's (GoP) environmental and social management systems (b) interviews and consultations were conducted with relevant experts and officials from Department of School Education (DoSE), GoP including consultations and discussions with SS team members/officials looking after different aspects of the Program on environmental and social systems and procedures including civil wing of the DoSE, inclusive education, and equity and gender teams. Consultations were also undertaken with Public Works Department (PWD), Department of Rural Development and Panchayats (DRDP), and Department of Social Justice and Empowerment, Department of Women and Child Development, and civil society members to capture opinions, anecdotal evidence, functional knowledge, and concerns in managing E&S risks and impacts. Consultations were held with DoSE and district and block staff, school Principals/ Headmasters, teachers, students, and SMC members in select districtsalong with primary field visits across four districts (Patiala, Pathankot, Taran Taran, and Fazilka) in different regions and more than 12 schools ranging from primary, secondary, senior secondary, and School of Eminence in Punjab.

POTENTIAL ENVIRONMENTAL AND SOCIAL EFFECTS OF THE PROGRAM

2.1 Environmental Risks or Impacts and Benefits of the Program

1. Through the above tasks, the Bank team reviewed the risks and benefits associated with various Program activities, to the Core Principles of ESSA. The team also assessed the magnitude and likelihood of risks and benefits associated with this Program which will be implemented in multiple geographical locations of Punjab.

2. **Environmental Benefits**: The overall environmental impact of the Program is positive with measures contributing to construction of new components of the existing schools using green and sustainability principles. The new aspects of the buildings would have better indoor environment for students and teachers and would also contribute positively in treating the solid waste generated in the campus and energy efficiency of the buildings.

3. The Program will also help the state to develop procurement of greener materials and proper disposal of Construction and Demolition waste and E-waste generated by the construction and operation of the DoSE schools.

4. **Environmental Risks or Impacts:** The Program does not anticipate major construction work to be undertaken or handling of hazardous materials/ waste in its implementation which reduces major environmental impacts and risks.

5. The key environmental impacts and risks might arise from i) involvement of heritage structures being used as schools which if treated without expertise might lose the cultural value or become hazardous because of dilapidated structures. ii) non-existence of green building design or implementation capacity of the existing institutions. iii) absence of holistic planning approach for the entire school which generates short sighted and ultimately inefficient solutions. iv) CHS and OHS issues arising out of unsecure construction practices v) CHS risk arising out of potential for pollution from unsegregated waste and outfall of septic tanks.

2.2 Social Risks or Impacts and Benefits of the Program

6. **Social Benefits**: The overall social effect of the Program is positive with measures contributing to access to quality education and overall educational outcomes by improving foundational learning skills at pre-primary and primary levels, and improving teachers' effectiveness through enhancing both pre-service and in-service teachers' trainings, improving quality of teaching through grade appropriate teachings and learning, improving school infrastructure for better learning environment, bridging social and gender gaps in school education, and improving school to higher education and work transition of adolescent boys and girls and in line with Government of Punjab vision 2047.

7. The Program also aims to promote community led development and management and enhancing accountability and transparency of school management and performance, which is currently lacking through empowering communities and enhancing participation in decision making and monitoring of the school management practices.

8. **Social Risks or Impacts**: The project does not anticipate any land acquisition and/or any land restriction, and all construction/renovation works will be inside the existing compound. Hence, investments requiring involuntary land acquisition and/or involuntary resettlements are excluded from the Program. The proposed civil works will use land and buildings within its existing campus for extension and upgradation.

9. The key social risks and impacts emerge from (a) weak institutional capacity for identifying and mitigating the environmental and social risks related to infrastructure activities, (b) lack of mechanism to address community health and safety risks such as risks of accidental injuries, potential

GBV/SEA/SH, and other safety risks, (c) lack of provisions for universal access to students and teachers, (d) weak community participation in school development and day-to-day functioning of schools, (e) though the policy and guidance exists and adopted by DoSE for POCSO act and POSH act (i.e., The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013(, its implementation across schools vary and lot, and hence both preventive and response mechanisms for GBV, SEA/SH needs further strengthening including the institutional mechanism at school level, and requires strengthening through capacity building, awareness creation on its availability, and a simplified guideline on the recording and reporting of the grievance, and (f) need for strengthening grievance redress mechanism including its monitoring and reporting.

10. There are deficiencies and gaps in the planning of buildings/school infrastructure from a design, community health and safety, occupational health and safety, and resilience perspective and are proposed to be addressed by strengthening institutional capacity, systems, and procedures. Overall, the environmental and social impacts/effects are likely to be site-specific/localized and can be mitigated with improved capacity for proper planning/design, and adoption of good standards and practices for the construction, operation, and maintenance of school education facilities. Therefore, the overall E&S risk rating is 'moderate', given that most of the E&S effects of the Program are likely to be localized, reversible, predictable, and mitigable by complying with existing environmental regulations and guidelines and by strengthening the existing E&S management systems, and for which ESSA has made specific recommendations.

ASSESSMENT OF ENVIRONMENTAL AND SOCIAL MANAGEMENT SYSTEM, CAPACITY AND PERFORMANCE

3.1 Assessment of Existing Systems

1. As mentioned earlier, the PforR Policy of the Bank requires the proposed Program to operate within an adequate environmental and social management system that can manage environmental and social effects (particularly adverse impacts and risks) identified during the ESSA process. This includes:

a. an adequate legal and regulatory framework and institutional setting to guide environmental and social impact assessment and the management of environmental and social effects, and

b. adequate institutional capacity to effectively implement the requirements of the system including staffing, resources and process and practices in place.

2. This section assesses whether the program's environmental and social management systems are consistent with the core principles and key planning elements contained in the PforR Policy and whether the involved institutions have the requisite capacity to implement the requirements of these systems. Both elements (e.g., Program systems and capacity) are necessary towards ensuring that the environmental and social effects identified in Chapter-2 of this document are effectively managed. Through the analysis, the ESSA team has identified some gaps, which can be addressed through actions recommended under Chapter-5 of this report.

3. A Program system is constituted by the rules and "arrangements within a Program for managing environmental and social effects[1], "including institutional, organizational, and procedural considerations that are relevant to environmental and social management[2]" and that provide "authority" to those institutions involved in the Program "to achieve environmental and social objectives against the range of environmental and social impacts that may be associated with the Program[3]." This includes existing laws, policies, rules, regulations, procedures, and implementing guidelines, etc. that are applicable to the Program or the management of its environmental and social effects. It also includes inter-agency coordination arrangements if there are shared implementation responsibilities in practice[4].

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

a. Adequacy of human resources (including in terms of training and experience), budget, and other implementation resources allocated to the institutions.
b. Adequacy of institutional organization and the division of labour among institutions.
c. Effectiveness of inter-agency coordination arrangements where multiple agencies or jurisdictions are involved; and
d. The degree to which the institutions can demonstrate prior experience in effectively managing environmental and social effects in the context in projects or Programs of similar type and magnitude.

[1] Drawn from Program-for-Results Financing: Interim Guidance Notes on Staff Assessments, "Chapter Four: Environmental and Social Systems Assessment Interim Guidance Note," Page 77, paragraph 1

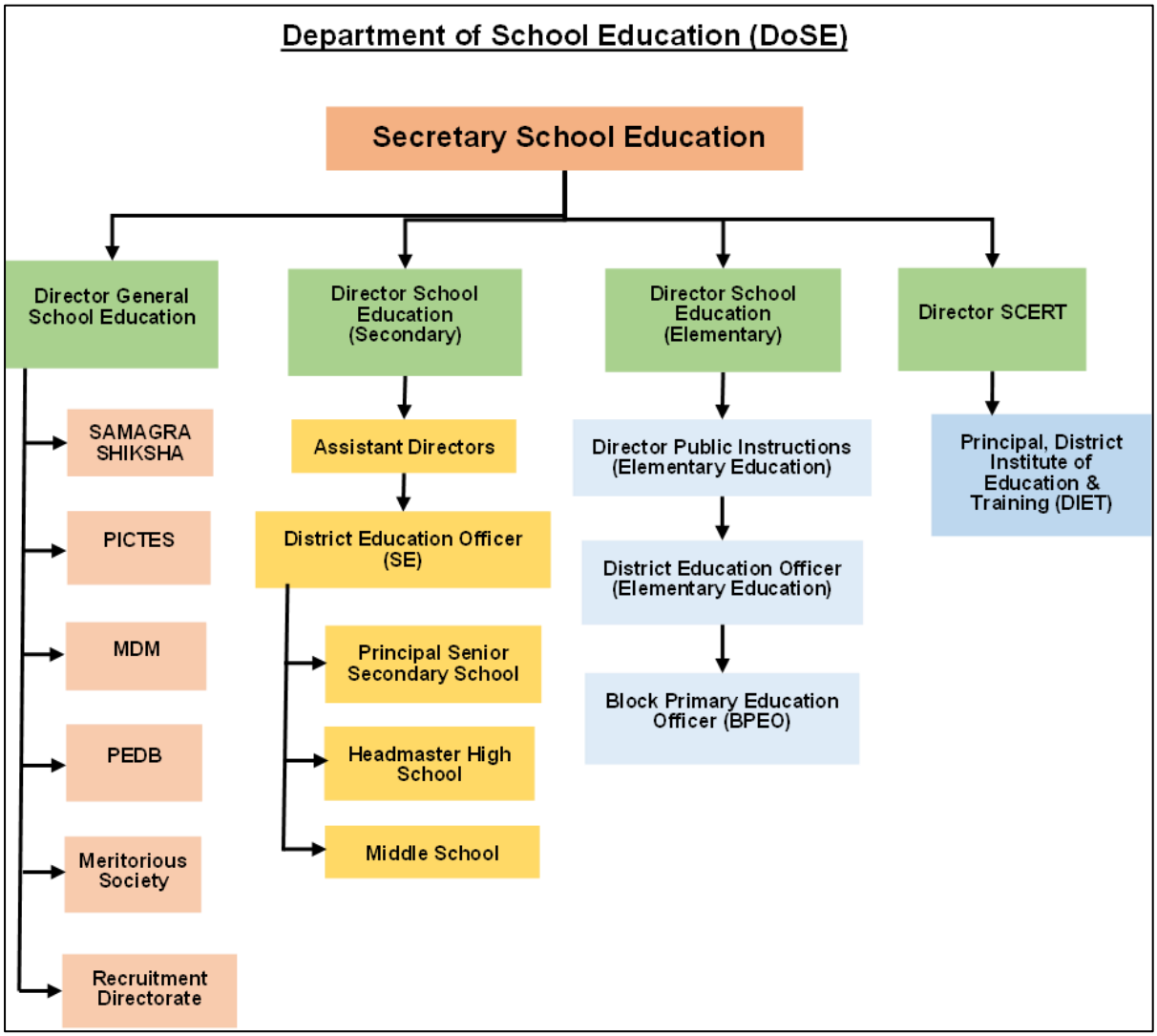
[2] Ibid, page 82, paragraph 12

[3] Ibid., Page 77, paragraph 2, and page 82 paragraph 12.

[4] Based "Chapter Four: Environmental and Social Systems Assessment Interim Guidance Note," Program-for Results Financing: Interim Guidance Notes on Staff Assessments

3.2 Assessment of Institutional Capacity and Gaps

5. The School Education Program in Punjab is handled mainly by the Department of School Education (DoSE). The DoSE is headed by the Secretary School Education, under which there are four Directors in-charge of different streams of the DoSE i.e. (a) Director, General School Education, (b) Director School Education (Secondary), (c) Director School Education (Elementary), and (d) Director SCERT. The implementation of the central government's 'Samagra Shiksha' (SS) scheme covering the entire school education sector is also administered under the DoSE through the Samagra Shiksha Abhiyan Authority. The diagram below presents the DoSE structure.



6. The POISE program is being implemented by the state's education department with support from 'Samagra Shiksha' (SS), which is the central government sponsored scheme covering the entire school education system from pre-school to grade 12, along with state owned schemes.

7. While the structure of implementing SS is robust as per the SS national framework, it requires strengthening, which the POISE Program aims through its IPF component supporting various consultancies including the project management consultants at the DoSE.

8. The PWD and P&RD have the capacity to undertake school construction work, as they have experience in constructing and maintaining schools in Punjab. PWD has its district and block level engineers to supervise construction and its own structural design and electric and mechanical teams, and an architectural team which also supports DoSE and P&RD for school construction. Both the PWD and P&RD have a presence in each district. However, they need capacity enhancement to incorporate

green elements in building design and implementation and update the PWD Common Scheduled Rates and should include recycled /VOC free/ local material.

9. The P&RD also has a presence in each district and works together with the District Collectors. They have the capacity for all kinds of repair, maintenance, and medium to small-size construction and upgradation work.

10. **Process of planning and undertaking civil works:** Physical infrastructure need assessment starts with Principal/ School Staff/ SMC and DoSE's own specifications (e.g. for a given number of students one library is required). The final needs document is called 'Scope of Work'. The 'Scope of work' is signed by Principals on behalf of the school. It is then checked and approved by the district education officer/ district smart school mentor/ JE of DoSE for the district, then Assistant Director Estate and Infrastructure.

11. The 'Scope of Work' is then sent to the Architecture Department of PWD for preparation of drawings. At present, DoSE does not include green building features in 'Scope of Work'. These drawings are with specifications but not quantities. The architecture department would take inputs from the following departments and send finalized drawings to the client department.

a. Public Health Engineering on sewage, storm water, and drinking water
b. Horticulture Department on trees and landscaping
c. Punjab Energy Development Authority for getting energy modelling, daylight analysis, solar panel, LED lighting.

12. The drawings are checked by the School Principal, then the DEO/ District Smart School Mentor (DSSM)/ JE of DoSE for the district, and then by Assistant Director Estate and Infrastructure.

13. Then DoSE would give the work to either PWD or to P&RD. The agency would give an estimate as per the norms of PWD Schedule of Rates to DoSE. The estimates are approved, and they issue Administrative and Financial Approval. The funds are then transferred to the agency for construction.

14. The work is supervised by the Principal, then the DEO/ (DSM)/ JE of DoSE for the district, and then the Assistant Director of Estate and Infrastructure. DoSE forms a committee for audit before taking handover for buildings above INR 1 crores (approximately US$0.1 million). This is a techno-commercial audit of the sub-project, which is carried out at 25 percent, 50 percent and 75 percent completion of the project. This is performed by the Finance Department through empaneled agencies as mandated by the state.

15. The Sub-project costing more than INR 30,00,000 is carried out by PWD) and P&RD. Any civil work up to INR 30,00,000 are being undertaken by the SMC/ School Management and the JEs of the DoSE civil wing support SMCs in design and estimations and provide limited supervision. However, there are limited number of JEs (10 JEs across 23 districts including at headquarter level) in the DoSE civil wing, and therefore, majority of the construction management lies in the hands of the SMC/ school administration.

16. Apart from JEs, the rest of the members have limited exposure to planning of the building, construction technicalities, or construction management. Apart from JE, the rest of the members have limited exposure to planning of the building, construction technicalities or construction management. As a result of the limited number of JEs, the entire construction management lies in the hands of SMC. This generally results in unsafe construction practices and faulty execution.

3.3 Implementation Arrangement for School Education Program

17. With the launch of the Government of India's Samagra Shiksha in 2018, the management structures for elementary and secondary level education as well as teacher education were integrated

into a unified administrative mechanism, pooling together existing and additional personnel at both the national and sub-national levels.

18. **Management Structure at the State Level:** The DoSE, GoP is the nodal agency for implementing the POISE program. DoSE is further supported by the State Council of Education Research and Training (SCERT) which is the nodal educational institution that works with a network of District Institutes of Education and Training (DIETs) to manage teacher professional development, learning assessments, and remedial education under the aegis of DoSE. The PWD, GoP and the P&RD, GoP, are the nodal agencies to support DoSE with any civil works. In addition, DoSE also has its own civil wing and coordinates any civil works undertaken for DoSE.

19. **Implementation Arrangements at the districts and below**: At the district level, the District Education Officer (DEO) – Secondary is responsible for implementing and reviewing the progress of the Program in Secondary and Senior Secondary Schools, while the DEO – Elementary is responsible for Primary and Upper Primary Schools.

20. Under the DEOs (Elementary and Secondary), are the School Principals and Headmasters, and below them are the lecturers and teachers. For the Primary and Upper Primary grades, the DEO-EL have the Block Primary Education Officer (BPEO) and Block Nodal Officer (BNO), and under them at the cluster level covering 8-10 schools, there are Cluster Head Teachers (CHTs) and then at the school level there are Head Teachers, and then the elementary school teachers. In addition, for the School of Eminence and Smart Schools, there are District Smart School Managers (DSM) at the district level.

21. **Implementation Arrangements at the School Level by the School Management Committee (SMC):** In line with SS, there are SMCs at the school level. The SMCs composition in Punjab includes about 16 members – with the school head as the Convener/ Member Secretary, 9 parents/ guardians whose children are studying in the school (of which 5 are supposed to be women members and should also include parents from the weaker/ disadvantaged section), one from Panchayati Raj Institution (PRI)/ Municipal Corporation, one teacher and one student, and one special educator, and one social worker. The SMC assists with school-level monitoring and implementation through community mobilization, preparing School Development Plans, conducting Social Audits, and monitoring attendance of students and teachers. The role of SMC includes ensuring quality infrastructure including repair and maintenance, building strong relationship with parents, promoting gender equality, promoting and ensuring safety of students in school, conducting activities related to health and nutrition of the children, and supporting learning outcomes of the students.

3.4 Summary of Institutional Capacity and Gaps

22. While the structure of implementing school education program is robust and in line with the SS framework, it requires further strengthening of capacity, especially to address environmental and social risks and impacts. Also, in case of Punjab, while SMCs exist and are supposed to play an important role in accountability and transparency of school development and management, in practice, their participation is very limited and requires strengthening including capacity building about their roles and responsibilities.

23. The PWD and P&RD have the capacity to undertake the school construction work, as they have experience in constructing and maintaining schools in Punjab. PWD has district and block level engineers to supervise construction and its own structural design and electric and mechanical teams, and an architectural team which also supports DoSE and P&RD for school construction. However, they need capacity enhancement to incorporate green elements in building design and implementation, and the PWD Common Scheduled Rates should be updated to include recycled/VOC free/local materials. The P&RD also has a presence in each district and works together with the District Collectors. They have the capacity for all kinds of repair, maintenance, and medium to small-size

construction and upgradation work. However, some of the gap includes (a) DoSE does not include green building features in 'Scope of Work' for school construction/ upgradation; (b) PWD and Architecture department does not have in-house capacity for design or construction of green building; (c) JEs are less than required in the Civil Wing of DoSE - only 10 JEs are available for the 23 districts including at the head quarter level; (h) the Common Scheduled Rates published by PWD 2020 does not include recycled/local/VOC free material rates and hence are not used in the buildings; and (i) SMC members lack exposure to basic technical aspects of construction work or management resulting in poorly executed work and high risk physical environment in school during construction.

3.5 Legal and Regulatory System

24. India has specific policy, legal and regulatory provisions directly relevant to the activities being carried out under the program. ESSA has reviewed these national and state specific Guidance, laws and regulations relevant to managing the environmental and social effects of the proposed Program. The key legislations that guide the Program are (a) National Education Policy 2020; and (b) Samagra Shiksha Framework 2022. In addition, there are a number of environmental and social laws, regulations, and guidance relevant to the Program is listed in Annex-3.

25. The legal/regulatory framework on social aspects ensures the following: (a) protection of the interest of SC and ST population, (b) non-discrimination based on religion, race, caste, and gender, (c) transparency with the right to information, (d) the right to fair compensation in case of land acquisition. A comprehensive listing and assessment of environmental policies, laws and regulations, as applicable to the Program is provided in Section 3 of Annexure 3.

26. Overall, the provisions of the existing environmental and social legal/regulatory framework, including the stipulations to protect the interest of marginalized and vulnerable population such as the SCs and STs, are adequate though enabling institutional and technical capacity building is required for achieving full and more uniform compliance on the ground across districts and blocks of the state.

27. Various legal and regulatory frameworks with respect to environmental management help in achieving objectives and outcomes.

a. The Environment (Protection) Act, 1986 and amended thereto
b. EIA notification 2006 and amendments thereto
c. Air (Prevention and Control of Pollution) Act, 1981 and amended thereto
d. Water (Prevention and Control of Pollution) Act, 1974
e. Noise Pollution (Regulation and Control Rules), 2000
f. Hazardous Wastes (Management Handling and Trans Boundary Movement) Rules, 2016
g. Solid Waste Management Rules, 2016
h. E-waste Management Rules, 2016
i. Bio-medical Waste Management Rules, 2016
j. Plastic Waste Management Rules, 2016
k. Construction & Demolition Waste Management Rules, 2016
l. Forest Conservation Act, 1980
m. Biodiversity Conservation Act, 2016

28. In addition to the above, following regulatory framework requires to be looked in from disaster, health, and safety perspective.

a. Disaster Management Act, 2005
b. The Occupational Safety, Health, and Working Conditions Code, 2020

29. The legal and regulatory provisions for environment and social (E&S) management are adequate. The SS guidelines spell out clear roles and responsibilities along with the process to be

adopted for school education and cover all aspects of program implementation. However, its adherence requires further strengthening and capacity building.

30. The School of Eminence (SoE) has separate guidelines and mainly caters to grades 9-12 having optimally designed state-of-the-art facilities and infrastructure for holistic development of students and promotes technology-based teaching-learning methods, along with efficient school leadership, human resource management, and effective community engagement. The infrastructure development at the SoE includes provision for well-lit spacious rooms, adequate furniture, functional and sufficient electrical appliances, safe drinking water facilities, separate clean and functional toilets for staff and students (male and female) with the provision of incinerators and vending machines for girls/ women, clean and green environment painted and well-maintained school premises, rainwater harvesting system, rooftop solar panel system, swimming pool, Wi-Fi enabled campus, auditorium and multi-purpose hall, barrier-free environment for CWSN among others. While the DoSE is trying to meet these specifications, there is need for having a proper maintenance system to ensure that these equipment's and infrastructures are well maintained.

3.6 Environmental and Social Management System Assessed Against Core Principles

Core Principle 1: Program E&S Management System

Program E&S management systems are designed to: (a) avoid, minimize, or mitigate adverse impacts; (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.

System and Capacity Assessment

31. The SS framework proposes to undertake community mobilization and close involvement of community members in school education to foster a 'bottom-up approach' not only in effective planning and implementation of interventions but also for effective monitoring, evaluation, and ownership of the government programs by the community through the mechanism of instituting SMCs at the school level. Though the SMC is supposed to play an important role in accountability and transparency of school development and management, in practice the SMC members' participation is very limited and requires strengthening including capacity building about their roles and responsibilities.

32. The National Disaster Management Guidelines of the National Disaster Management Authority for School Safety Policy, 2016, provides the infrastructure design standards for the school. In addition, the EHS issues are also an important area that the civil infrastructure team is supposed to follow as per the guidance provided in the SS framework that includes (a) sustainable school design (b) site selection and preservation (c) use of site features, site planning and landscape design (d) energy efficient building envelope I construction material (f) indoor air quality (g) lighting (h) ventilation (i) water (j) energy (k) solid waste (l) barrier-free environment (m) safety (n) construction safety.

33. Punjab is prone to various natural hazards, especially certain districts being flood-affected, and many of the schools getting waterlogged, which not only damages school infrastructure but also disrupts the educational process in the school for a certain period. As per DoSE, about 4,000 schools have major water logging issues, and another 600-700 schools have flooding issues. While the design of new blocks/ buildings tries to work out on drainage system, there are larger drainage issues that persist given the local geography.

34. As per the Punjab RTE Rules, 2011, the preparation of a School Development Plan requires the active involvement of the SMC and shall have at least a two-year plan based on current and proposed enrolments, the requirement of additional teachers, additional infrastructure and equipment's

including classrooms and labs, etc. following norms and standards, additional financial requirements, the requirement for providing special training facilities, etc. However, in practice, at present, it is more of a top-down approach where a Google sheet is shared with the school to fill up their requirements, which is often filled by the school heads without any involvement of SMC members. A visit to some of the schools by the E&S team suggests that while the Google sheets become the basis on which the overall state and district level planning is done, not all the requirements are captured in the Google sheet which may be specific to that school (e.g., if the school needs a rest room for adolescent girls to take rest for an hour or so due to menstrual cramps during school hours) or specific to the region (e.g., need for school bus/ transport in some of the remote and border areas, etc.), and hence, need the flexibility to put up their requirements.

Key Gaps Identified

35. The schools visited suggest SMCs having limited role to play in the school development and management and require strengthening along with capacity building about their roles and responsibilities.

36. There is lack of awareness and capacity at SMC and school administration level on adverse impacts on environment, occupational health and safety, and community health and safety.

37. Most schools visited did not have a system to properly identify and mitigate the environmental and social risks related to infrastructure activities. There is no simplified guideline available for them guide the schools.

38. The DoSE have guidelines for segregation of waste but there is limited implementation of that in the field.

Core Principle 2: Natural Habitat and Physical and Cultural Resources

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.

System and Capacity Assessment

39. The civil works under the POISE Program are to be undertaken within the school campus and/or the available land with the schools, and hence, any direct impacts to any physical and cultural resources are not anticipated. However, E&S guidance needs to be provided to the contractor, to ensure that there are no indirect impacts due to releasing of wastewater, disposal of solid waste, and depletion of water resources.

40. 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 meters of a centrally protected monument and regulates construction within 100-200 meters. Also, the national and state level laws and regulations exist for the regulation of activities in natural habitats, critical natural habitats, in the proximity of protected monuments, and for management of chance finds.

41. As per DoSE, there are 338 schools in the state that have been identified as heritage buildings. However, there is a clear gap as there are no separate guidelines or capacity within DoSE civil wing on the management and restoration of such buildings.

42. The safety of these buildings and other old buildings is assessed by the PWD, based on which the buildings are rated as safe or unsafe for any further use. Depending on the structural condition,

PWD would recommend demolition, where needed. While the PWD has guidelines for demolition and management of construction and demolition waste, awareness about it among the school management and SMCs is lacking.

Key Gaps Identified

43. The limited implementation of waste segregation and management creates adverse impact on natural environment within and in the surrounding of school. Outfall of septic tank can create water pollution in the surrounding ground and surface water. Also, the non-existence of safe disposal methods of bio medical waste creates hazard for users of the school and surrounding inhabitants.

44. Use of wood and LPG is creating a larger carbon footprint which can be reduced by using solar power. Lack of expertise in working with heritage structures poses a risk of damaging cultural resources.

45. Many heritage structures (whether listed under the law or not) can be rehabilitated and brought to adaptive use. However, given the constrained financial resources of the state and huge needs on infrastructure development on one hand and the lack of clear road map and capacity (skills, systems, and protocols) of the agencies such as PWD and civil wing of DoSE, on the other, undertaking appropriate repair/rehabilitation of the built heritage in the near future is a challenging task.

Core Principle 3: Public and Workers Safety

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.

46. The guidelines for School Safety and Security, 2021, by the Ministry of Education (MoE), GoI has been adopted by DoSE for overall safety. It deliberates upon the health, physical, socio-emotional, psycho-social, and cognitive aspects of school safety and security. The guidelines aim towards fixing accountability of the school management in the matter of the safety of children studying in schools. In addition, the Code on Occupational Safety, Health, and Working Conditions, 2020, is applicable to civil works under the Program. While school safety and security guidelines are quite comprehensive, implementation is weak and requires capacity building across the implementation chain from the state, district, block, and school level for proper implementation.

47. The school visits made to different districts suggest the local practices are far from desirable and poses community health and safety risks as the construction activities were ongoing without screening the safety risks and any mitigation measure for environment and social risks. In most schools visited where construction was happening, there was no barricading or segregation of construction activities from school operations - construction was ongoing while students are learning; building materials are lying in open close to classrooms or areas easily accessible to children; workers have access to areas where students learn and play; all of which pose risks and impact related to noise, dust, accidental injuries, potential GBV/SEA/SH and other safety risks to the students and teachers. Therefore, the assessment identified a significant need for strengthening community health and safety measures along with enhancing capacities of SMC and school administration. There is a need to develop a strategy and protocols for preventive and response mechanisms for GBV, SEA/SH including a code of practices (CoP) on GBV, SEA/SH, and mechanism for enhanced adherence to POCSO and POSH Acts along with monitoring and reporting protocols. The strategy shall also look into the institutional mechanism at school level for school related gender-based violence (SRGBV), and provision of training on the same.

Ongoing construction work at SoE, Badhani, Pathankot

Ongoing construction work at SoE, Badhani, Pathankot

Ongoing construction at Govt. Elementary School, Khadur Sahib, Taran Taran

Ongoing construction at Government Smart Primary School, Chananwala, Fazilka

Key Gaps Identified

48. Though engineers of the PWD, P&RD and Civil wing of DoSE are familiar with the EHS provisions and measures, its adherence during implementation at the field level is a concern and often goes unchecked due to lack of monitoring on these aspects. Also, the awareness about it among SMC and school administration is very weak.

49. A lot of small civil works upto Rs. 30 lakhs are managed by SMC where the practice is to hire local mason and laborer to get the work done. Site visits have shown that the labor or supervisors lack training on OHS, creating risks for accidents on the construction site.

50. Practice shows that whenever schools do incremental construction, the community, health, and safety risks are not carefully identified and managed and pose risks related to noise, dust, accidental injuries, and potential GBV/, SH and other safety risks to the students and teachers.

51. Awareness about CHS and OHS provisions under the SS framework for civil construction as well as other legal and regulatory provisions is low among Principals/ Headmasters, CHTs, teachers and SMC, and among other stakeholders.

Core Principle 4: Land Acquisition and Resettlement

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

52. The Government of India and Government of Punjab follows the 'The Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act, 2013 (and further amendments)', and based on the request by the respective department, Revenue Departments through the District Collector follow the procedures as laid out in the above Act and the rules.

53. While the system and capacity for land acquisition and resettlement exist within the Government of Punjab, any investment requiring land and involuntary resettlement will be excluded under POISE. All construction/renovation works will be in the existing compound. The proposed civil works under the POISE Program will use land and buildings within its existing campus for extension and upgradation.

Core Principle 5: Rights and Interests of Indigenous People

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 Scheduled Tribe people (Indigenous Peoples) and scheduled caste people, and to the needs or concerns of vulnerable groups.

System and Capacity Assessment

54. The SS guidelines provide the institutional mechanism for school education implementation and detailed roles and responsibilities to be followed in the state. It also follows the process of consultations with various stakeholders and aims to create transparency and accountability in implementation at the school level through the participation of community members and other stakeholders in SMCs. In line with the SS guidelines, DoSE also identifies children of SC, ST, minorities, low-income households, and CWSN, etc., and attempts to provide educational opportunities in an inclusive environment, free from discrimination.

55. The RTE Act, 2009, further addresses gender and social equity within a framework that is holistic and systemic. However, the implementation at the state level requires strengthening in areas of incorporating infrastructure design measures in line and spirit with SS framework and addressing universal access, fire safety, and other design norms, and maintenance mechanisms for upkeep of facilities and equipment, along with strengthening community and stakeholder participation through SMC and building institutional capacity for transparency and accountability.

56. **Addressing the need of CWSN students**: The key focus on inclusive education under the SS framework and by the DoSE has been largely on CWSN. The mechanism developed under the SS framework has been that there will be Special Educators at the state and district level and in addition, some regular teachers are also trained along with the Block Resource Coordinators (BRCs)and Cluster Resource Coordinators (CRCs). For home-based teaching for children who cannot come to school, Inclusive Education Associate Teachers (IEATs) are placed to teach for 1-2 hours per day on basic needs.

57. There are about 70,000 CWSN enrolled in government schools in Punjab, of which about 13,000 students have been mainstreamed into regular teaching; and 1100 students are home based. Given the diverse range of disability that exists among CWSN, the key challenge includes a smaller number of trained CWSN teachers, to cater to the need of each type of disability.

Inclusive Education for Disabled (IED)

Department of School Education or Samagra Shiksha Abhiyan Punjab focuses on providing quality, relevant education to all children with special needs in the most suitable environment in an inclusive setting in a neighbourhood school.

During the year 2023-24 59898 CWSN have been identified in the state. Out of these, 42064 children are enrolled in classes Pre-Primary to 8th and 16732 are studying in classes 9th to 12th. Apart from this, 1102 children are out of school, who are being covered under home based education (HBE).

Stages of Intervention

Under this system, the CWSN are first identified, then after informal assessment they are provided education either in their home (only severe to profound category CWSN) or depending on their condition, they are enrolled in a Resource Room set-up in the general school. Thereafter, formal assessment takes place, after which, the children are provided the recommended aids and assistive devices. After teaching school readiness skills to these children, they are shifted to an age-appropriate class in the neighbourhood school.

Support Services for CWSN

Apart from this, there are a number of interventions implemented under SSA for children with special needs. Some of these are given below:-

- 360 Special Educators are in place at the block level for teaching the children in itinerant mode.
- 1058 IE Volunteers are in place at the cluster level for taking care of the needs of the CWSN in Resource Rooms and HBE.
- Surgical correction is provided to children free of cost, for children suffering from cerebral palsy, polio, congenital deformities, cleft lip & palette and burn cases.
- Physiotherapy and speech therapy services are provided to CWSN as per their need.
- Mobility aids & assistive devices like wheelchairs, tricycles, callipers, artificial limbs, crutches, Rotellers, Blind Sticks, Blind canes, Retractable stick, MR Kit, CP chairs, etc. are provided to the children as per recommendation by rehabilitation experts through ALIMCO, to assist them in accessing the educational system.
- Disability Certificates are issued in convergence with Health Department.
- Bus pass, Rail pass and Pensions are provided in convergence with Dept. of Social Security.
- Braille Books are provided to visually impaired children through Braille Bhawan Ludhiana.
- Extra-curricular activities like special sports tournaments and cultural programs are organized to channelize their energy and hone the varied skills of CWSN and give them a platform for expressing their talents.
- Various festivals are celebrated with CWSN, like Raksha Bandhan, Holi, Diwali, Mother's Day, Teej, Lohri, Christmas, etc.
- Functions are held on special days like the World Disabled Day on 3rd December every year to celebrate the cause of differently-abled children.
- Exposure visits to places of educational and historic importance like Science City, Virasat-e-Khalsa, Jallianwalla Bagh, etc. are organized to give children an understanding of the outside world.
- Vocational life skills training is imparted to the cwsn like soft toy making, candle & diya making, pen making, pickle & chutney making, handbags and cushion making, card making, *lafafa* making, *shagun* envelope making, cloth bags, cutting & tailoring, mobile repair, computer skills and decorative items.
- Travel Allowance is provided to CWSN coming to school from far off areas. The allowance is in the form of payment @ 600/- per month to the person/ auto etc. engaged to ferry the children to school and back.
- Efforts are being made to make the school structurally barrier-free with the construction of Ramps with handrails and DFTs (Disabled Friendly Toilets).
- DBT (Direct Benefit Transfer) is provided to CWSN in the form of books and stationery, reader allowance, stipend for girls, TLM & top-up grant, etc.

58. **Addressing need of SC students**: While the state does not have any Scheduled Tribe (ST) population, it has about 32 percent of SC population[5] which is one among the highest in the country. Site visits to districts and schools in backward districts and areas dominated by SCs suggest no discrimination among students. A quick analysis suggests no disparity among enrolment and performance of SC students compared to others.

59. Although there has been a large fall in Punjab for gross enrolment rate (GER) at secondary level education between 2020-21 and 2021-22, children belonging to scheduled caste category only show a slight variation in enrolment rates throughout. GER on average increased to 109 in 2020-21 from 103.05 in 2019-20, later falling to 95.06 in 2021-22. GER for children belonging to SC category fell from 95.62 in 2019-20 to 94.54 in 2020-21 and increased to 95.67 in 2021-22. Enrolment rates for children belonging to SC category at higher secondary level follow an increasing trend similar to the overall increasing trend in enrolment rates. Overall, GER increased from 71.28 in 2019-20 to 77.76 in 2020-21 to 82.02 in 2021-22, whereas GER for children belonging to SC category increased from 68.29 in 2019-20 to 78.22 in 2020-21 to 82.68 in 2021-22.

60. It is worth noting that with each year, the difference in the overall GER at each education level and GER for children belonging to SC category is getting narrower, with SCs slightly surpassing overall numbers in 2021-22 (Table below).

Year	Secondary		Higher Secondary	
	Overall	SC	Overall	SC
2018-19	93.15	95.32	68.17	62.94
2019-20	103.05	95.62	71.28	68.29
2020-21	109.17	94.54	77.76	78.22
2021-22	95.06	95.67	82.02	82.68

61. Also, there are schemes both from DoSE and from Department of Social Justice, Empowerment and Minorities (DoSJEM). The major schemes includes (a) Free books scheme - to provide free of cost text books to the scheduled caste girls of BPL families studying at school/college level in grades 11-12 (b) Pre-Matric scholarship scheme - to support parents of SC children for education of their wards studying in grades 9 and 10 to support their transition from the elementary to the secondary stage; and (c) Post matric scholarship to SC students whose family income is less than INR 2.5 lakhs per annum with objective to increase the GER of SC students in higher secondary education; and (d) Boys and girls hostels for SC and OBC students. Annex-4 presents further details on the list of schemes for SCs.

62. Mega PTMS are being held regularly to generate awareness among parents about free educational facilities being provided by the government, scholarship schemes and other incentives etc. SMC and Panchayat members are also invited to such events.

63. **Addressing Gender Equality and Gender Based Violence Issues**: Gender is recognized as a critical cross-cutting equity issue and implies not only making efforts to enable girls to keep pace with boys but to bring about a basic change in the status of women. DoSE through SCERT have been making efforts in this direction in collaboration with a Non-Governmental Organization (NGO) (Breakthrough) to help develop mechanism with code of practices along with sensitization and training of teachers.

64. Visit to schools across different districts suggests implementation of POCSO Act and POSH act to address GBV and SH requires strengthening for better adherence.

[5] Census 2011

Key Gaps Identified

65. There is a need for proper assessment of CWSN children, along with type of disability and adequate provision of Special Educator for wider coverage. In addition, assessment should also cover identification of organizations/ NGOs that are working on education for CWSN and possibility of leveraging their strength by the DoSE.

66. Visit to schools across different districts suggests that both preventive and response mechanisms for GBV and SH is weak. The implementation of POCSO Act and POSH act are limited and needs further strengthening for better adherence. A standard code of conduct needs to be developed and teachers as well as other staffs at the school level need to sign and to be trained on the same. Further, all construction workers working in the Program need to sign on to the COC and get training.

Core Principle- 6: Social Conflict

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

67. The Program interventions do not exacerbate any social conflicts as it supports the school education in Punjab leading to overall learning outcomes. Also, exclusion of any groups in terms of caste, religion, and/ or geography by the Program activities is not expected.

3.7 Grievance Redressal Mechanism

68. In 2020, GoP launched a new Public Grievance Redressal System (PGRS) and Policy with a centralized portal (https://dgrpg.punjab.gov.in/projects/pgrs/) where all citizen grievances are registered and allocated to concerned offices with clear timelines and escalations. While the new system is an upgradation of the old system and has the essential elements of an effective GRM, awareness around it is currently low and needs to be created to improve its offtake by citizens.

69. Citizens can now submit their grievances to the concerned government departments using following channels:

a. Web Portal (https://connect.punjab.gov.in/)
b. m-Sewa app
c. TSewa Kendra (see list in each district https://connect.punjab.gov.in/about-sewa-kendra)
d. Call Center through unified state helpline no. 1100

70. In addition, the department had an online system earlier which was developed but not rolled out properly and after the transfer of the then Secretary, it was not given enough importance. At district and state level, while written complaints are received and resolved by and large, there is no system of collation, escalation, and reporting. The Program will ensure that the existing GRM is strengthened, adequately promoted, and staff responsible for managing the grievances are adequately trained on how to assess, resolve, report and monitor the GRM work.

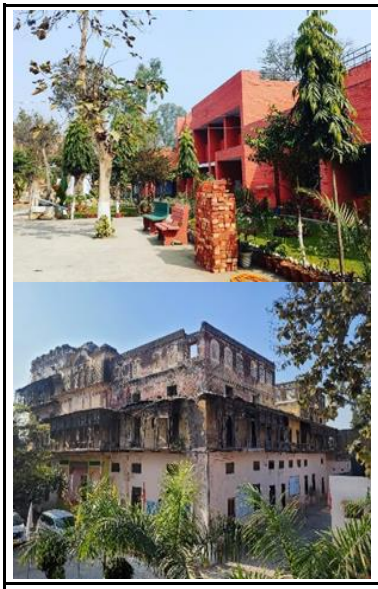
CONSULTATIONS WITH KEY STAKEHOLDERS AND DISCLOSURE

4.1 Stakeholder Consultations

1. **During Preparation:** Between December 2023 and March 2024, the ESSA team has conducted two rounds of stakeholder consultations with both primary and secondary stakeholders in the states. It included (a) field visits to 14 schools and a DIET across Patiala, Pathankot, Taran Taran, and Fazilka districts in different agro-climatic zones as well as in remote and backward areas; and (b) consultations, interviews/ discussions with DoSE officials, SS team members looking after different aspects of the Program on environmental and social systems and procedures including civil wing, inclusive education, and equity and gender teams. Consultations were also undertaken with PWD, DRDP, Department of Social Justice and Empowerment, Department of Women and Child Development, and civil society members to capture opinions, anecdotal evidence, functional knowledge, and concerns in managing E&S risks and impacts. Consultations were also undertaken with Principals and teachers at schools, and SMCs members including community members and parents in districts during the field visit. Consultations are also being planned to be undertaken with various stakeholder groups including representative from DoSE and all its Directorates including SS, SCERT, SIEMAT, PSEB etc., and other departments/ agencies, NGOs and other civil society organization, and academia to seek their feedback and suggestions.

Districts Visited	Schools and DIET Visited	Consultation/ Discussions held with
Patiala	1. Government Senior Secondary School, Nabha, Patiala 2. Government Primary School, Nabha, Patiala 3. Meritorious School, Patiala 4. DIET, Nabha, Patiala	DEO (SE), DSM, Principal DIET, Lecturers DIET, Principal GSSS Nabha, Lecturers and Teachers – GSSS, Nabha District level DoSE officials
Pathankot	1. Government Senior Secondary Smart School, Badhani 2. Government Primary School, Badhani 3. School of Eminence, Bhoa 4. Government Primary School, Bhoa	DEO (SE), DEO (EL), DSM, Principal, Lecturers and Teachers (more than 50) District Smart School Auditor/ ACS, JE, BPEO, CHT SMC members including parents (more than 50), and students (more than 20)
Fazilka	1. Kasturba Gandhi Balika Vidyalaya (KGBV)/ Government Girls Senior Secondary School, Fazilka 2. Government High School Banwala Hanwanta, Fazilka 3. Government Smart Primary School, Chananwala, Fazilka	District Smart School Manager, ACS, JE-Civil Wing, State Committee Member Principals, Lecturers and Teachers (more than 30), and Students (more than 50) SMC members including parents (more than 40) Hostel Superintendent and students (about 10 students) CHT

Districts Visited	Schools and DIET Visited	Consultation/ Discussions held with
Taran Taran	1. Government Elementary School, Khadur Sahib, Taran Taran 2. School of Eminence, Khadur Sahib 3. School of Eminence, Goindwal Sahib Tarn Taran	DEO (SE & EL), DSM, ATT, AC-Smart School District Smart School Manager, ACS, JE-Civil Wing, State Committee Member Principals, Lecturers and Teachers (more than 80), and students (more than 30) SMC members including parents (more than 30) CHT



DIET, Nabha, Patiala

Government Senior Secondary School, Nabha, Patiala

Interaction with teachers at GSSS, Badhani

Interaction with SMC members and parents, Government Primary School, Bhadhni

Visit to SoE, Pathankot

Interaction with Teachers at SoE, Bhoa

Interaction with SMC members and parents at Khadur Shahib

CWSN class ongoing by Special Educator at SoE Goindwal Shahib

Visit to SoE, Khadur Sahib, Taran Taran

Interaction with teachers from various schools at SoE, Goindwal Sahib, Taran Taran

Interaction with Students, parents and SMC members at KGBV, Fazilka

Interaction with SMC members including parents at Government Smart Primary School, Chananwala, Fazilka

2. The draft ESSA will be further shared with DoSE for their review and feedback. A multistakeholder consultation is being planned with NGOs/ Civil society members, DoSE, state implementing agencies (including SCERT and other institutions), PWD along with other key stakeholders such as representatives from the department of Tribal and Scheduled Caste, department of Women and Child, State Pollution Control Board etc. among others. Once these consultations are conducted, the ESSA will be finalized and disclosed on the World Bank external website.

3. **During Implementation:** The IPF TA component will support the implementation of the PforR operation. Regular stakeholder engagement is embedded in the Program design and will be critical for both the development of strategies and action plans to meet the PDO and its implementation of the same. Various stakeholders such as other government departments, including Directorates within DoSE, PWDP&RD and Department of Social Justice and Empowerment, Department of Women and Child Development, and civil society members, NGOs, academic institutions, SMCs, others as required – will be engaged and consulted throughout the implementation of the IPF activities following ESS10 provisions. Active efforts will be made in the design and implementation of TA activities and their outcomes. The modes and frequency of engagement will be determined by the needs of the Program. Information about the operation will be made available to stakeholders through DoSE websites and other means of communication and already established mechanisms of sharing information and seeking feedback. The DoSE will submit a bi-annual report on the implementation of TA activities to the World Bank and will also contain the stakeholder engagement activities undertaken during the reporting period and their outcomes.

4. The SS Framework follows the process of consultations with various stakeholders, community mobilization and aims to create transparency and accountability in the Program implementation at the school level through participation of community members and other stakeholders in SMC. The ESSA further recommends strengthening their engagement for preparing school development plans as well as on day-to-day activities, along with building SMCs capacity.

4.2 Summary of Multi-stakeholder consultation workshop

5. A multi-stakeholder workshop will be organized during Appraisal in Chandigarh/Mohali covering participants from all stakeholder groups, including representatives from DoSE and all its Directorates - Samagra Shiksha, SCERT, PSEB and other departments such as PWD, P&RD, Department of Social Justice and Empowerment, Department of Women and Child Development, State Pollution Control Board, NGOs, other civil society organizations, and academia to seek their feedback and suggestions. The final ESSA report will be prepared considering the suggestions and feedback obtained during this state level multi-stakeholder workshop.

4.3 Disclosure of ESSA

6. The draft ESSA will be disclosed via the DoSE, GoP website and on the World Bank's external website, prior to appraisal of the program, to serve as the basis for discussion and receipt of further feedback and comments. The draft ESSA will be further revised based on feedback and comments, including from the multi-stakeholder workshop. The final ESSA report will be redisclosed on the World Bank's external website and the DoSE, GoP website before negotiations.

RECOMMENDATIONS AND PROGRAM ACTION PLAN

5.1 Exclusion of High-Risk Activities

The POISE Program will not finance any high and substantial -risk activity that may have significant adverse environmental and/or social risks/impacts, particularly associated with potential loss or conversion of natural habitats, significant pollution or other significant externalities, and major changes in land or resource use. Regarding social risks/significant negative impacts, the Program will exclude subprojects that require land acquisition or involuntary resettlement, and potential negative impacts on vulnerable communities. The exclusions include (but not limited to):

1. Any land acquisition, physical relocation and/or involuntary resettlement impacts.
2. Activities that are non-compliant with central and state environmental and social legislations.
3. Destruction or damage to physical and cultural resources.
4. Convert or encroach upon forests, notified wetlands or eco-sensitive areas, and/or construction within all protected/forest areas (national parks, wildlife sanctuaries and corridors) and, within eco-sensitive zones for which final or draft notifications have been published by the MoEFCC, GoI.
5. Any conversion of common property resources, including grazing lands; (vi) construction or demolition within 100-meter radius of protected monuments identified by the Archaeological Survey of India (ASI) and without due permission within 300-meter radius of such structures and,
6. Construction and/or renovation involving 'asbestos containing material'.

5.2 Summary of Recommendations

Environment: The key recommendations to strengthen environmental systems include:

1. Preparation and adoption of environment management protocols for schools to ensure compliance with national and state regulations on water and energy management, water purification systems, indoor air quality management, sanitation, wastewater disposal/management, solid waste management (including e-wastes and laboratory wastes), universal access and Menstrual Hygiene Management.
2. Use of "green school" model/approach for all schools to be taken-up under the Program (the level and type of interventions may vary depending on the type/extent of civil work proposed; condition of infrastructure available within the school/campus; specific contextual requirements etc.).
    - These options will include discouraging CC pavement for internal circulation and promote use of appropriate colour, materials, open spaces, multi-purpose space usage etc.
    - Use of greener construction materials (such as recycled and local materials, VOC free materials)
    - Create 'water positive' and 'energy positive models' in each district or at least zero footprint schools following water and energy audits (including use of energy/water efficient fixtures, and rainwater harvesting).
    - All new construction to adopt 'green building' concept/norms.
    - Promote 'inclusive infrastructure' in all schools to be taken-up under the Program.
    - Use of local species
3. Vulnerability Assessment (VA) to disasters using the available GIS platforms – floods/storm surge/earthquake (micro-zonation) and chemical disasters and integrate findings from VA into

the planning and design of infrastructure related works. This should include a specific study and interventions on thermal comfort (heat stress) and promote cost effective options.

4. Sensitization/awareness creation on environment, climate, safety, and other associated topics (such as dealing with pandemics) - for teachers and students.
5. Improving emergency response with specific focus on life and fire safety and Provision of Lightening Arrestors in Schools
6. Safe construction practices, with specific focus on occupational health and safety and student's safety.
7. Strengthen contractual obligations/clauses on EHS management in construction contracts for building users/workers/public - a generic EMP/OHS plan to be made and integrated in the bidding documents.
8. Periodic sensitization/training for field functionaries of Civil Branch (architects/engineers) on design and construction related EHS requirements by using "anytime, anywhere and any device" for delivering the content.
9. Strengthen menstrual hygiene management (MHM) for adolescent girls/women staff – with sanitary pad dispensers and hygienic/safe disposal arrangements.
10. Strengthen waste management system, including segregation at source and storage of e-waste before it is disposed to authorized recyclers.
11. Strengthened staffing and monitoring systems in form of performance score cards or grading system - Environmental Report Cards at school/ district/ state level deriving key data from existing EMIS/data collection systems/audits (can start with basic parameters).

Social: The key recommendations to strengthen social systems focus on:

1. Strengthening SMC and school heads' capacity on E&S risk identification and mitigation,
2. Enhance SMC's participation and its role in preparation of school development plan apart from monitoring the functioning of schools,
3. Increasing school community and other stakeholders' awareness on E&S risks and impacts of the proposed operation.
4. Strengthening mechanisms to address GBV, SEA/SH issues, including increased adherence to POCSO and POSH Acts and,
5. Strengthening community health and safety aspects during construction and operation of schools.
6. Strengthening and maintaining a functional Grievance Redress Mechanism (GRM)

Other Recommended Environment and Social Management Measures

1. Strengthening and maintaining the Environmental and Social Management System of the implementing agencies, including (a) the preparation of simplified Environmental and Social Management System Guidelines (ESMSG); (b) capacity building of the implementing agencies including school administration on the guidelines and overall ES management; (c) screening of all sub-projects and preparation of E&S instruments for sub-projects; (d) establishing the Environmental and Social Management System (ESMS) at state level PMU including hiring one Environment Specialist and one Social Specialist.

2. Ensuring workers' and public safety management including students and school community safety, including developing proper construction implementation plan to minimize the overlapping of construction and teaching learning time.

5.3 Program Action Plan (PAP)

To manage risks/potential adverse impacts, and to strengthen the sector system for environmental, social and safety management in Punjab, particularly at the school level, the ESSA suggests the following principal measures/actions for inclusion the Program Action Plan (PAP).

Suggested Program Action Plan (PAP) for E&S Risk Management

Action Description	Responsibility	Timing	Completion Measurement
1. Development and adoption of guidelines for SMC and school heads on identifying E&S risks and mitigation.	DoSE	By Effectiveness	Guideline developed and adopted for implementation addressing (i) EHS/ OHS risks, (ii) Community Health and Safety (CHS) risks, (iii) GBV, SEA/SH risks, and (iv) GRM for GBV, SEA/SH trainings provided.
2. Developing and adopting strategy and protocol for preventive and response mechanisms for GBV, SEA/SH including adherence to POCSO Act and POSH Act (i.e., The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013).	DoSE	(a) 12 months from effectiveness (b) 12 to 24 months from effectiveness (c) 12 months from effectivenss	(a) Strategy/ protocol developed and adopted for implementation addressing (i) institutional mechanism for prevention and response to GBV, SEA/SH at school level; and (ii) Code of practices (CoP) for schools including for teachers and staffs;; (b) School level institutions in place (50% by end of year 1; and remaining by end of Year-2), and trainings provided; and (c) Notification issued for implementation
3. Preparation and adoption of environment management protocols/Codes of Practice for Green and Resilient schools	DoSE	6 months from effectiveness	Protocols/Code of Practice prepared and integrated into Program Guidelines + Applied to the School Development Plan
4. Strengthen contractual obligations/clauses on Environment Health and Safety Management	PWD and DoSE	Prior to Bid Invitation for Civil Works	Generic Environment Management Plan to be

Action Description	Responsibility	Timing	Completion Measurement
(including OHS/CHS aspects) in construction contracts			prepared and integrated in the bidding documents

ANNEXURES

Annexture 1: List of Documents Reviewed

1. Census of India, 2011
2. Samagra Shiksha Framework for Implementation 2022. Available at https://samagra.education.gov.in/docs/ss_implementation.pdf
3. Details of Schools of Eminence (SoE) Scheme 2022. Department of School Education (DoSE), Government of Punjab.
4. Guideline for School safety and Security 2021. Department of School Education and Literacy, Ministry of Education, Government of India. Available at https://dsel.education.gov.in/sites/default/files/2021-10/guidelines_sss.pdf
5. Manual on Safety and Security of Children in Schools 2021. National Commission for. Protection of Child Rights (NCPCR). Available at https://ncpcr.gov.in/uploads/165650391762bc3e6d27f93_manual-on-safety-and-security-of-children-in-schools-sep-2021.pdf
6. National Disaster Management Guidelines for School Safety Policy by NDMA 2016. Available at https://www.education.gov.in/en/sites/upload_files/mhrd/files/upload_document/Guidelines_feb.pdf
7. Policy on Public Grievances Redressal 2020, Department of Governance Reforms and Public Grievances, Government of Punjab. https://punjab.gov.in/wp-content/uploads/2021/02/Grievance-Redressal-Policy.pdf
8. School's Child Safeguarding Policy 2022. Breakthrough Trust in collaboration with Department of School Education (DoSE), Government of Punjab.

Annexture 2: List of Individual/Officials Consulted during ESSA Preparation

A. DoSE / Samagra Shiksha

1. Mr. Parminder Pal Singh Sandhu, Project Director and Education-cum-Additional Secretary, School Education, GoP
2. Mrs Amrinder Kaur, Director SCERT
3. Dr. Ginni Duggal, Deputy SPD, Samagra Shiksha, DoSE
4. Mrs. Surekha Thakur, ASPD, Samagra Shiksha, DoSE
5. Mr. Pradeep Chabra, ASPD –SSA, Samagra Shiksha, DoSE
6. Mr. Kuldeep Singh, Divisional Engineer, Civil Wing DoSE
7. Ms. Akanksha, ASPD (CW), DoSE
8. Dr. Maninder S Sarkaria, Additional Director, SCERT
9. Ms. Nidhi Gupta, SSEd, DoSE
10. Mr. Salinder Singh Retired Assistant Director
11. Mr. Sandeep Verma, Assistant Director
12. Mr. Ashsih Bodanwar, Govt. Fellow

B. PWD, P&RD Department, and Dept of Social Justice and Empowerment

13. Mr. Kanwal Preet Singh, Executive Engineer, P&RD
14. Mr. Khushwant Bir Singh, Sub-Divisional Engineer, PWD
15. Mr. Ravinder Pal Singh Sandhu, Dy Director, DoSJE

C. District, Block and Schools

16. Mrs Navneet Kaur, State Resource Person, Maths
17. Mrs. Harjit Kaur State team, Primary
18. Mr. Ravinder Pal Singh Dy.DEO(SE) Patiala
19. Mr. AshokKumar Dy.DEO(SE), Mansa
20. Mrs. Manju Bhardwaj Principal
21. Mr. Manjit Sandhu Principal
22. Mr. Amarjeet Singh, DPO Patiala
23. Mr. Prithvi Shingh, DPO, Patiala
24. Mr. Jagjeet Walia, Dy DEO, Patiala
25. Ms. Manju Bala, Principal, Meritorious School, Patiala
26. Mr. Shailendra Singh, Principal
27. Mr. Gopal Krishan Sharma Block Primary Education Officer, Patiala
28. Mr. Prithi Singh Block Primary Education Officer, Patiala
29. Mr. Joginder Singh, DEO SE, Pathankot
30. Mr. Harbhagwant Singh, DEO-EL, Pathankot
31. Mr. D.G. Singh, Dy DEO-El, Pathankot
32. Mr. Balwinder Kumar Saini, DSM, Pathankot
33. Mr. Sanjeev Mani, ACS, Pathankot
34. Mr. Narinder Singh, JE, Pathankot
35. Mrs. Raghubir Kaur, Principal, GSSS, Badhani
36. Mr. Naseeb Singh Saini, Principal, SoE, Bhoa
37. Mr. Bodhraj, CHT, Pathankot
38. Mr. Kuldeep Singh, BPEO, Pathankot

39. Mr. Sushil Kumar Tuli, DEO (El and SE), Taran Taran
40. Mr. Gurdeep Singh, DSM and Principal SoE Khadur Sahib, Taran Taran
41. Mr. Gurpreet Singh, ATT – District Coordinator, Taran Taran
42. Mr. Amandeep Singh, AC Smart School, Taran Taran
43. Mr. Sarabjeet Singh, CHT, GES Khadur Sahib, Taran Taran
44. Mrs. Paramjet Kaur, Principal, SoE Goindwal Sahib, Taran Taran
45. Mr. Sandeep Kumar, Principal, KGBV Fazilka
46. Mr. Pradeep Kumar, DSM, Fazilka
47. Mr. Daljeet Singh, ACS, Fazilka
48. Mr. Lavjeet Singh, State Committee Member and School Head, Fazilka
49. Mr. Dinesh Kumar, Headmaster, GHS Banwala Hanwanta, Fazilka
50. In addition, more than 100 SMC members, more than 150 Lecturers and Teachers, and more than 100 students.

E. Others

51. Mrs. Ishpreet Kaur Sanjhi Sikhiya Foundation
52. Ms. Saima Rashid, Sanjhi Sikhiya Foundation
53. Mr. Harmeet Singh Sehgal, The Nudge Institute
54. Mr. Khaizer Ahmed, GDI Partners
55. Mr. Manjeet Sharma, Zonal Head, Breakthrough Trust
56. Dr. Rashmi Dwivedi, State Head Punjab, Breakthrough Trust

Annexture 3: Review of Applicable Legal and Regulatory Framework

The Government of India and the state government have enacted a range of laws, regulations, and procedures relevant to managing the environmental and social effects of the proposed Program. The following criteria were used to select the relevant legislation that best describes the country's system for managing the Program's effects:

i. Environmental and social policies,

ii. Environmental and social protection laws, and

iii. Laws, regulations, or guidelines in the relevant sectors and subsectors that provide relevant rules or norms for environmental and social management.

I. RELEVANT NATIONAL AND STATE POLICIES AND PROGRAMS

National Education Policy 2020: The Union Cabinet on 29th July 2020 approves the new National Education Policy (NEP 2020) which aims to address many growing developmental challenges for the country. The NEP, after a gap of 34 years, has put in place a slew of systematic education reforms - both in school education and higher education sector. The Policy proposes the revision and revamping of all aspects of the current education structure, including its regulation and governance, to forge a new education system that is on par with the aspirational objectives of 21st century education. The New Policy also renamed the Ministry of Human Resource Development (MHRD) as the Ministry of Education in a bid to bring the focus back on education and learning.

The foundational principles of NEP 2020 are Access, Equity, Quality, Affordability, and Accountability. The Policy believes that the education system should develop good human beings with rational thinking, compassion, empathy, courage, resilience, scientific temper, creative imagination, and ethical values. The fundamental principles of the Policy are:

- Recognizing, Identifying, and Strengthening the unique capabilities of each student
- Promoting each student's holistic development in both academic and non-academic spheres
- Achieving Foundational Literacy and Numeracy in all students by Grade 3
- Flexibility for learners to choose their learning trajectories and programs, and thereby choose their paths as per their talents and interests
- No hard separations between arts and sciences, curricular and extra-curricular activities, vocational and academic streams, among others to eliminate harmful hierarchies and silos in areas of learning
- Multi-disciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports to ensure the unity and integrity of all knowledge
- Promotion of Multilingualism and the Power of Language in learning and teaching
- Life Skills such as communication, teamwork, cooperation, and resilience
- Regular Formative Assessment for learning instead of summative assessment
- Full Equity and Inclusion as the basis of all educational decisions
- Teachers and Faculty as the heart of the learning process
- 'Light but Tight' regulatory framework to promote integrity, transparency and resource efficiency of the educational system
- Encouraging innovation and out-of-the-box ideas through Autonomy, Good Governance and Empowerment

The NEP 2020 paves for numerous significant changes in the Indian education system. The changes and objectives of NEP 2020 with respect to school education are as follows:

- The current '10+2' structure covering ages 6-18 to be replaced by a new Pedagogical and Curricular Structure of '5+3+3+4' corresponding to ages 3-18
- Instead of annual examinations every year, students will now only attend exams in Class 3, 5 and 8
- Class 10 and 12 Board Exams will be conducted as usual, but the exams will be made easier by allowing students to take exams twice a year. The exam will have two parts, Objective and Descriptive
- Universal standards of learning and regulations in public and private schools
- Vocational Education and coding will be introduced from Class 6
- Mother tongue or regional language to be the medium of instruction at least up to Class 5 and preferably till Class 8
- Report cards will be a 360-degree Holistic Progress Card that will give a comprehensive report on skills and capabilities instead of just marks and grades
- Focus on the curriculum to core concepts
- Universalization of education from Early Childhood Care Education (ECCE) to Secondary Level
- Achieving 100 percent Gross Enrolment Ratio (GER) in school education by 2030
- New National Curriculum Framework for Early Childhood Educator (ECE), schools, teachers and adult students
- Open Schooling System to bring two crores 'Out of School Children' back into the mainstream
- Deployment of counsellors and social workers to improve student's mental health
- Midday Meal Scheme to be extended to include breakfasts

In addition, the NEP 2020 provides for a series of reforms in the higher education sector, teacher's education, establishment of nation level institutions supporting the NEP objectives, setting up Gender Inclusion Fund, for improving and providing education for female and transgender children, and increasing the education expenditure from the current 4.6 percent to 6 percent of the GDP at the earliest.

Samagra Shiksha: Samagra Shiksha - an overarching programme for the school education sector extending from pre-school to class 12 has been, therefore, prepared with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumes the three erstwhile Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). The vision of the Scheme is to ensure inclusive and equitable quality education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal (SDG) for Education. This sector-wide development programme/scheme would also help harmonise the implementation mechanisms and transaction costs at all levels, particularly in using state, district and sub-district level systems and resources, besides envisaging one comprehensive strategic plan for development of school education at the district level. The shift in the focus is from project objectives to improving systems level performance and schooling outcomes which will be the emphasis of the combined Scheme along-with incentivizing States towards improving quality of education.

The revised Samagra Shiksha scheme 2022 has taken care of the core principles of NEP 2020 that are related to access, equity, quality, affordability and accountability, and as many as 86 recommendations of NEP are included in Samagra Shiksha. Samagra Shiksha in its new form reinforces

the commitment to provide a safe, equitable, inclusive and stimulating learning environment with a wide range of learning experiences, good physical infrastructure and availability of appropriate resources conducive to learning to all children as envisaged by the National Education Policy 2020.

The major objectives of the Scheme are supporting State and UTs in implementing the recommendations of the National Education Policy 2020 (NEP 2020); support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009; focus on Early Childhood Care and Education; emphasis on Foundational Literacy and Numeracy; thrust on holistic, integrated, inclusive and activity based curriculum and pedagogy; provision of quality education and enhancing learning outcomes of students; bridging social and gender gaps in school education; ensuring equity and inclusion at all levels of school education; strengthening and up-gradation of State Councils for Educational Research and Training (SCERTs)/State Institutes of Education and District Institutes for Education and Training (DIET) as a nodal agency for teacher training; ensuring safe, secure and conducive learning environment and minimum standards in schooling provisions; and promoting vocational education.

The Right of Children to Free and Compulsory Education (Amendment) Act, 2009 (and Amendment, 2019): According to the Act, the State shall provide free and compulsory education to all children of the age of six to fourteen in such a manner as the State may by law determine. Accordingly, the Government of India passed the Right of Children to Free and Compulsory Education (RTE) Act, 2009, and enforced it as a fundamental right under Article 21-A. It was introduced to provide education to every child enabling them to have a better future. Right to Education concentrates on the following:

1. Right to Education Act is justiciable.
2. Creating inclusive spaces for all
3. Monitoring compliance of RTE norms
4. Improving learning outcomes to minimize detention.
5. Ensuring all-round development of children
6. No tolerance against discrimination and harassment
7. Quantity and Quality of teachers
8. Special provisions for special cases
9. Benchmark mandates
10. Compulsory and free education to all

The act mandates 25 percent reservation for disadvantaged sections of the society where disadvantaged groups including SCs and STs, socially backward class, and differently abled. It also makes provisions for a non-admitted child to be admitted to an age-appropriate class. It lays down the norms and standards related to (a) Pupil Teacher Ratios (PTRs), (b) Buildings and infrastructure, (c) School-working days, and (d) Teacher-working hours. It had a clause for “No Detention Policy” which has been removed under The Right of Children to Free and Compulsory Education (Amendment) Act, 2019. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief. It provides for the appointment of teachers with the requisite entry and academic qualifications. It prohibits physical punishment and mental harassment, screening procedures for admission of children, capitation fee, private tuition by teachers, and running of schools without recognition. It focuses on making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

II. RELEVANT SOCIAL POLICIES, LAWS AND REGULATIONS

A summary of social laws, regulations and policies that are relevant to the proposed Program is mentioned in table below.

Relevant Social Policies, Laws and Regulations

Sl. No.	Applicable Act/ Regulation/ Policy	Objective and Provisions	Relevance to the Program and key Findings
1	The Constitution of India (especially, Articles 15,16 and 46)	The Indian Constitution (Article 15) prohibits any discrimination based on religion, race, caste, sex, and place of birth. 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.	Relevant to the overall Program
2	Articles 38, 41 and 46 of the Constitution	State to secure a social order for the promotion of welfare of the people through Right to work, to education and to public assistance in certain cases, Promotion of educational and economic interests of Scheduled Castes and other weaker sections.	These are very relevant because the focus is to minimize the inequalities in opportunities and promotion of educational and economic interests of the weaker sections of the people.
3	Right to Information Act, 2005	Provides a practical regime of right to information for citizens to secure access to information under the control of Public Authorities. The act sets out (a) obligations of public authorities with respect to provision of information; (b) requires designating of a Public Information Officer; (c) process for any citizen to obtain information/disposal of request, etc.; and (d) provides for institutions such as Central Information Commission/State Information Commission	Relevant as all documents pertaining to the Program requires be disclosed to public.
4	Scheduled Castes and Scheduled Tribes (Prevention of	To prevent atrocities against scheduled castes and scheduled tribes. The objectives of the Act clearly emphasised the intention of the government to deliver justice to these communities through proactive efforts to enable them to live in society with dignity and self-esteem	This law promotes equity by safeguarding the rights of SC and STs, so is

Sl. No.	Applicable Act/ Regulation/ Policy	Objective and Provisions	Relevance to the Program and key Findings
	Atrocities) Act 1989 and further Amendments 2018.	and without fear or violence or suppression from the dominant castes. With the reported misuse of the Act, In August 2018, the parliament of India passed the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Amendment Bill, 2018, to bypass the ruling of the Supreme Court of India laying down procedures for arrests under the Act.	relevant to the program.
5	Minimum wages Act, 1948	This act ensures minimum wages that must be paid to skilled and unskilled labours. The employer shall pay to every employee engaged in scheduled employment under him, wages at the rate not less than the minimum wages fixed by such notification for that class of employee without any deductions except authorized.	Applicable to the overall Program
6	Protection of Children from Sexual Offences (POCSO) Act 2012; and (Amendment 2019)	The Act aims to protect children from offences of sexual assault, sexual harassment and pornography and provide for establishment of Special Courts for trial of such offences and for matters connected therewith or incidental thereto. The Act specifies a variety of offences under which an accused can be punished. It criminalizes acts of immodesty against children too. Offences under the act include: • Penetrative Sexual Assault: Insertion of penis/object/another body part in child's vagina/urethra/anus/mouth or asking the child to do so with them or some other person. • Sexual Assault: When a person touches the child with sexual intent or makes the child touch them or someone else. • Sexual Harassment: passing sexually cultured remark, sexual gesture/noise, repeatedly following, flashing, etc. • Child Pornography • Aggravated Penetrative Sexual Assault/ Aggravated Sexual Assault The act is gender-neutral, both for children and for the accused. With respect to pornography, the act also criminalizes watching or collection of pornographic content involving children.	

Sl. No.	Applicable Act/ Regulation/ Policy	Objective and Provisions	Relevance to the Program and key Findings
7	The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013	An act that aims at providing a sense of security at the workplace that improves women's participation in work and results in their economic empowerment. It requires an employer to set up an "Internal Complaints Committee" (ICC) and the Government to set up a 'Local Complaints Committee' (LCC) at the district level to investigate complaints regarding sexual harassment at workplace and for inquiring into the complaint in a time bound manner. The ICC need to set up by ever organization and its branches with more than 10 employees.	Relevant and applicable to all institutions under the project.
8	National Disaster Management Guidelines – School Safety Policy 2016	National Disaster Management- School Safety Policy 2016 guidelines have been formulated by the National Disaster Management Authority (NDMA) with a vision of safety of school children. The Hon'ble Supreme Court has directed all the States to prepare an action plan along with timeframe for implementation of the guidelines. This policy is statutory in nature. With the view of building capacities for disaster resilience, Chhattisgarh State Disaster Management Authority conducts various programs at institutional levels. Chhattisgarh School Safety Programme is a capacity building programme which aims at strengthening of the capacity of school community and it further builds a disaster safety culture among the most vulnerable section of the society, that is, children.	Applicable to the overall Program
9	Guidelines on School Safety and Security, 2021	The guideline has been developed following an 'accountability framework' with the help of existing legal provisions; 'whole school approach' by integrating safety and security aspects in education itself, by including deliberations upon the health, physical, socio-emotional, psycho-social and cognitive aspects of school safety and security; and at the same time 'addressing multi-sectoral concerns' to further create a safe society, giving recommendations for the other Ministries and Departments in addition to Education Department. And details out: a. Laws and Acts applicable in the context of school safety and security b. Need for sensitization, orientation and capacity building of teachers, school heads, teacher educators.	Applicable to the overall Program

Sl. No.	Applicable Act/ Regulation/ Policy	Objective and Provisions	Relevance to the Program and key Findings
		c. Addressing physical infrastructure and disaster-related issues and concerns d. Include a comprehensive checklist of the essentialities of school safely and security and actions to be taken by the school	
10	Manual on Safety and Security of Children in School 2021.	In line with Supreme Courts directive on School Safety norms in India, National Commission for Protection of Child Rights (NCPCR) developed the Comprehensive Manual on Safety and Security of Children in School, and act as comprehensive guidelines for the Education Departments, Educational Boards, school staff, students etc. It provides: • Relevant information collated from various existing guidelines on the Safety and Security of Children in Schools. • Inform and equip relevant stakeholders in monitoring the measures of school safety and security, so as to ensure the Safe and Secure environment for the children in schools. • Facilitate awareness generation and building capacities of relevant stakeholders i.e. school management, teachers, staff and other personnel, SMC/PTA and students on safety and security of children in school. • Highlight the roles and responsibilities of teachers and other school staff of the school ensuring safety.	Applicable to the overall Program

III. RELEVANT ENVIRONMENT POLICIES, LAWS AND REGULATIONS

Below is a review of selected policies, laws, and regulations under relevant for environmental management under the Program.

1. The Constitution of India

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

2. National Environment Policy of India

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

3. Relevant Environmental and Education Sector Laws

Environmental Laws

The Environment (Protection) Act 1986: The objective of the Act is to provide for the protection and improvement of the environment. The regulations under the Act that are of relevance to the Program are the following (paras 10 to 13).

Environmental Impact Assessment Notification 2006 and 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.m. 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 sft or about 1,930 sq.m.). The following regulations apply to larger buildings.

- ☐ In case of educational institutions (and hostels) with built-up area ³ 20,000 sq.m. to < 1,50,000 sq.m., 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 ³ 1,50,000 sq.m. and/or covering an area ³ 50 ha, prior environmental clearance is required from the State Environmental Impact Assessment Authority (SEIAA). An Environment Assessment Report and public consultation are required.

Eco Sensitive Zone 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 ESZs: Himachal Pradesh (7 ESZs), Madhya Pradesh (18 ESZs), Maharashtra (20 ESZs), Odisha (7 ESZs) and Rajasthan (8 ESZs).

Water (Prevention and Control of Pollution) Act 1972: This Act provides for prevention, control and abatement of water pollution and the maintenance or restoration of the wholesomeness of water. It is applicable to the discharge of sullage, sewerage and drainage of water from educational institutions.

Air (Prevention and Control of Pollution) Act 1981: This Act provides for the prevention, control and abatement of air pollution. It is applicable to educational institutions during construction and renovation of infrastructure.

The Noise Pollution (Regulation and Control) Rules 2000: This Act regulates and controls noise producing and generating sources in order to maintain ambient air quality standards in respect of noise. Sound emitting construction equipment is not to be used or operated during night times in

residential areas and silence zones. It is applicable for construction, demolition and renovation of educational infrastructure and to equipment such as diesel generators.

Construction and Demolition Waste Management Rules 2016: The generator of construction and demolition waste is responsible for collection, segregation, storage of construction and demolition waste generated as directed or notified by the local authority. In the context of the program, the generator, who is the Contractor for the civil work, needs to ensure that: there is no littering or deposition of construction and demolition waste so as to prevent obstruction to the traffic or public or drains; and that the waste is stored and disposed separately.

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 – such as civil works involving demolition of existing structures containing asbestos roofs or pipes to make way for new construction.

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 educational institutions supported under the program.

E-Waste (Management) Rules 2016: Educational institutions that are bulk consumers of electrical and electronic equipment are required to ensure that e-waste generated by them is channelized through authorized collection centers or service providers to authorized dismantlers or recyclers, relevant records are maintained and annual returns are filed to the State Pollution Control Board.

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).

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 educational institutions and hostels with food services.

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

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'. It is especially relevant in the case of Himachal Pradesh where all vacant land is treated as forest land for which forest clearance is required.

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 on land that is designated as 'protected area' for wildlife conservation.

Wetland (Conservation and Management) Rules 2017: This Act empowers the state governments to constitute State Wetland Authorities and notify wetlands for conservation. The rules prohibit 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.

The Ancient Monuments and Archaeological Sites and Remains Act 2010: This Act prohibits construction in a radius of 100 m from a protected monument and regulates construction in a radius of >100 m to 300 m from a protected monument. Permission of the National Monuments Authority needs to be taken in case of repair/ renovation in the prohibited area or construction/ reconstruction/ repair/ renovation in the regulated area. It is applicable in case of infrastructure development works in proximity of ancient monuments and archeological sites and remains.

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.

Environmental Clearance Requirement: On 6th March 2024 Honourable High Court of Kerala has again added schools in the projects that require Environmental Clearance if the built-up area (anything that is covered) is more than 20,000 sq.m. In Panjab the State Environmental Impact Assessment Authority considers plot potential of a project as built-up area rather that what is going to be built at present. Most of the schools have large plots and hence may fall in the category of projects that requires environmental clearance from the SEIAA/ Expert Appraisal Committee. Considering the fact that most of the schools under this project would have existing structures the projects needs to be categorise as follows.

Category	Existing structure	Proposed Structure	Resultant Structure	Remark
1	Plinth built before 7th July 2004	Built up is more than 20,000 sq.m.	The new structure is more than 20,000 sq.m. built up.	Environmental Clearance is required.
2	Plinth built before 7th July	Built up is less than 20,000 sq.m.	The new structure is less than 20,000 sq.m. built up.	Environmental Clearance is not required. *
3	Plinth built after 7th July 2004 and total built up area is more than 20,000 sq.m.	Built up is less than 20,000 sq.m.	The resultant structure is more than 20,000 sq.m. built up.	Environmental Clearance is required.
4	Plinth built after 7th July 2004 and total built up area is less than 20,000 sq.m.	Built up is less than 20,000 sq.m.	If the resultant structure is more than 20,000 sq.m. built up.	Environmental Clearance is required.
5	Plinth built after 7th July 2004 and total built up area is less than 20,000 sq.m.	Built up is more than 20,000 sq.m.	The resultant structure is more than 20,000 sq.m. built up.	Environmental Clearance is required.
6	No existing structure	Built up is less than 20,000 sq.m.	The new structure is less than 20,000 sq.m. built up.	Environmental Clearance is not required. *

Category	Existing structure	Proposed Structure	Resultant Structure	Remark
7	No existing structure	Built up is more than 20,000 sq.m.	The new structure is more than 20,000 sq.m. built up	Environment Clearance is required.

* Note – Item no 2 and 7 may be exempted from environmental clearance if there is no construction beyond 20,000 sq.m. on the plot even if the plot potential is more than 20,000 sq.m.

4. Relevant Environmental and Education Sector Policies

Environmental Policies

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 especially relevant to the vocational education component under the program.

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.

National Disaster Management Guidelines – School Safety Policy 2016: 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 school safety including planning, preparation of school 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 school safety at national, state and local levels.

Education Sector Policies

Samagra Shiksha Integrated Scheme for School Education Framework for Implementation: The framework recommends the preparation of a master plan and base document for the school infrastructure along with its phase-wise development. It specifies that the National Building Code 2016 should be a reference for all States and UTs for design and planning of schools. It also stresses on compliance with the Guidelines on School Safety Policy 2016 and with the Harmonized Guidelines and Space Standards for Barrier Free Built Environment for Persons with Disability and Elderly Persons 2016. Most importantly, the framework specifies that “while planning and design of schools and also in construction, it should be ensured that measures to strengthen the environment, health and safety practices are included in accordance with the guidelines contained in EMF-SS issued by MHRD and School Safety Policy Guidelines February 2016 issued by NDMA”.

The framework emphasizes that the provision of proper classrooms, adequate and functional toilets and drinking water facility is mandatory. It specifies that all school buildings constructed under the scheme will have provision of rainwater harvesting system. The framework also recommends inclusion of renewable energy options for electrification of schools including requirements for SCERTs and DIETs have also been specified in the framework.

The framework specifies that the civil works cost shall include: (a) construction of school building conforming to RTE norms (b) eco-friendly construction of all school buildings (c) design of buildings as per NBC 2016, confirming with earthquake resilience and basic fire safety, and in compliance with NDMA guidelines on school safety (d) adaptation of existing building environment to conform to RTE norms (e) retro-fitting of existing building towards hazard resistance (f) reconstruction of dilapidated school buildings which are beyond major repairs and declared unsafe by the competent engineers (g) reconstruction of dysfunctional toilets and safe drinking water facilities (h) interventions required to be undertaken under Swachh Vidyalaya. The framework further lists detailed norms for infrastructure development and maintenance. The scheme also provides for annual maintenance and repair of existing school building, toilets and other facilities for upkeep and maintenance and to be used for promoting Swachh Bharat Campaign.

The framework details the Swachh Vidyalaya (Clean Schools) Initiative which focuses on construction and maintenance of toilets for boys and girls in government schools. The framework prescribes that a minimum of 10 percent of the composite school grant should be used for activities related to Swachhta Action Plan (primarily operation and maintenance of water and sanitation facilities). A Swachhta Action Plan (SAP) or Cleanliness Action Plan based on credible analysis of the existing situation, gap assessment and prioritization of interventions is to be prepared. The self-assessment format of the Swachh Vidyalaya Puraskar (SVP) or Clean School Award is recommended for the purpose.

The framework provides for vocationalisation of school education through the introduction of vocational courses from classes 9 to 12. The selection of vocational courses is to be based on an assessment of skill needs and mapping of local job opportunities. The framework lists 17 trades that have been approved for vocationalisation of secondary education for girls to avoid gender stereotyping. These are: agriculture, apparel made ups and home furnishings, automobile, beauty & wellness, BFSI, construction, electronics, healthcare, IT & ITeS, logistics, media/entertainment, multi-skill, physical education and sports, retail, security, telecom, travel and tourism, gems and jewelry designing. The curriculum will comprise modules on vocational skills and employability skills. The skills modules include 'green skills.'

The framework prescribes safety precautions for pre-schools covering the following aspects: safe location and boundary wall, adequate space, non-sharp furniture and toys, non-toxic paints on paly materials, protective caps for electric outlets, safe storage of detergents and flammable materials, procedures for dealing with emergencies, facilities for children with special needs.

Environmental Management Framework for Secondary Schools: This framework document, first drafted in 2011, provides guidelines for safe and sustainable school buildings. The guidelines cover the following aspects: (a) sustainable school design (b) site selection and preservation (c) use of site features, site planning and landscape design (d) energy efficient building envelope (e) construction material (f) indoor air quality (g) lighting (h) ventilation (i) water (j) energy (k) solid waste (l) barrier free environment (m) safety (n) construction safety (o) administration during operation phase.

The EMF also describes the institutional arrangements for its implementation. These arrangements include: (i) environmental experts are to be part of the Technical Support Group that will guide the Project Approval Board regarding appraisal and decisions pertaining to environment, health and safety issues in the programme (ii) designated official in the Department of School Education and Literacy to coordinate on all issues related to environmental safeguards pertaining to the programme (iii) an environment expert is to be appointed by the State Project Office to coordinate with district and sub-district organizations and help in preparing plans and bids that integrate environment, health and safety requirements. The EMF also describes the monitoring and evaluation arrangements which include an audit of its implementation.

5. Environmental and Education Sector Regulations, Procedures, and Guidelines

Environment Sector Regulations, Procedures, and Guidelines

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).

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. It is highly unlikely that the school buildings supported under the program would trigger this criterion.

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 schools, hostels, etc. The range of disposal options include low-cost locally made incinerators for pads with high cellulose content without super absorbent polymers; electric incinerators for bulk amount of napkin waste; deep burial for compostable sanitary pads; pit burning for cotton cloth.

Indian Standard Safety Requirements for Toys IS 9873: The part 1 of this Standard specifies the safety aspects related to mechanical and physical properties; the part 2 specifies flammability requirements; the part 3 specifies maximum acceptable levels for migration of the elements antimony, arsenic, barium, cadmium, chromium, lead, mercury, selenium and phthalates from toys.

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'.

Education Sector Regulations, Procedures, and Guidelines

Guidelines on Safety and Security of Children 2014: These guidelines issued by the Department of School Education and Literacy, MHRD cover the preventive institutional mechanisms and procedures that should be put in place in the schooling system along with the relief and redressal strategies in case of any safety and security incidents. The aspects covered by the guidelines include: (a) location of new schools away from hazardous locations such as highways, unmanned railway crossings, water bodies, etc. (b) provision of boundary wall or fencing with plantation (c) ensuring safety of approach road (d) physically sound, all-weather buildings that are resistant to earthquakes, fire and are safe from floods, and are free from inflammable and toxic materials (e) provision of drinking water and clean toilets with waste disposal (f) separate kitchen shed (g) fire safety (h) emergency exits (i) electrical safety (j) restriction on access to construction sites on school campuses (k) adequate ventilation (l) safe fittings. The guidelines emphasize the preparation of School Disaster Management

Plans, teacher training, monitoring by School Management Committees (SMC) and by the state. The guidelines do not cover climate change and extreme weather-related hazards. They also do not specify safety measures relevant to hazardous wastes.

Guidelines on Food Safety and Hygiene for School Level Kitchens 2015: These guidelines issued by the Department of School Education and Literacy, MHRD focus on inter alia the safety aspects of food storage, preparation, waste disposal, personal hygiene, fire safety. The guidelines also cover pest management – pesticides are generally not to be used, but when unavoidable, prescribed safety practices must be followed. The guidelines, however, do not prohibit the use of any hazardous pesticide. The guidelines also do not prohibit the use of fuel wood for cooking – but encourage the use of smokeless stoves and ventilation.

Standard Operating Procedures (SOPs) – Sustaining Water, Sanitation and Hygiene in Schools: These SOPs issued by the Department of School Education and Literacy, MHRD (now MoE) cover the following aspects: safe handling of drinking water, sanitation and hygiene, food hygiene, waste management, menstrual health management, roles and responsibilities of parents and community, operation and maintenance (daily, monthly seasonal, annual).

Annexture 4: DoSE Scholarship Schemes for Scheduled Caste Students

Types of Scholarship provided to Students	Classes for which scholarship provided	Eligibility Criteria	Modality of Selection	Amount provided for each Scholarship
Pre-Matric scholarship for SC Students and others (Component-I)	9th to 10th	The objective of the scheme is to improve participation of SC children in classes IX and X at the pre matric stage, so that they perform better and have a better chance of progressing to the post-matric stage of education. Income limit 2.50 Lac .	Eligible students applied to National scholarship portal by school	Day Scholar Rs. 3500 per annum and Hosteller Rs. 7000 per annum
Pre-Matric scholarship for SC Students and others (Component-2)	1st to 10th	Not Income based. The students whose parents are Tanners, Flayers and waste pickers etc are eligible		Day scholar Rs. 3500, Hosteller Rs. 8000
Pre-Matric Scholarship for OBC, EBC and DNT student Scheme	9th to 10th	Under this scheme OBC(Other Backward Classes) EBC(Economically Backward Classes)DNT (Denotify Tribes) students are covered. The main motive of this scheme is to providing financial assistance at pre matriculation and secondary stage. Income limit 2.50 Lac	Eligible students applied to e-Punjab portal by school	Rs. 4000 per annum
Dr. Hargobind Khurana Scholarship Scheme	11th to 12th	Students who obtained 90 percent and above marks in matric are eligible.		Rs. 36000 per annum for 2 years.
General Scholarship Scheme	6th and 9th	Three Boys and Three Girls who got first Three positions in 5th class, Three Boys and Three Girls who got first Three positions in 8th class at block level eligible.		Rs. 1000/-once for 6th class and Rs. 1500/- once in 9th class.
55 Award to SC Sports Students.	6th to 12th	Only SC students of Punjab Domicile eligible. 3 Boys and 3		Rs. 500/- (6th to 8th class) Rs.750/- (9th to

Types of Scholarship provided to Students	Classes for which scholarship provided	Eligibility Criteria	Modality of Selection	Amount provided for each Scholarship
		Girls are eligible who got 1st three position at block level.		10th) Rs. 1000/- (11th to 12th) per annum
Encouragement Award for SC Girls Students.	11th to 12th	The main objective of the scheme is to decrease the rate of drop out among SC girls students and improve their participation in further study. Income limit 2.50 Lac		Rs. 3000/- per year
Sainik Scholarship Scheme	1st to 10th	Scheme is income slab based not caste based. Only 1 Sainik School Kapurthala Covered Upto Rs. 3,00,000., Amount of Scholarship 26000/- per annum Rs. 3,00,001/- to 5,00,000/-. Amount of Scholarship 19,500/- 5,00,001/- to 7,50,000/- Amount of Scholarship 13000/- 7,50,001/- to 10,00,000/- Amount of scholarship 7500/- more than 10,00,000/- No Scholarship		100 percent of School fee