

Involuntary Resettlement Due Diligence Report

September 2024

India: Supporting Human Capital Development in Meghalaya (Phase 2) Project

Prepared by the Department of Planning, Investment Promotion and Sustainable Development, Government of Meghalaya for the Asian Development Bank.

CURRENCY EQUIVALENTS

(as of 6 September 2024)

Currency Unit	–	Indian Rupee (₹)
₹1.00	=	\$0.012
\$1.00	=	₹84.00

ABBREVIATIONS

ADB	-	Asian Development Bank
DIET	-	District Institute for Education and Training
GOI	-	Government of India
GOM	-	Government of Meghalaya
GRC	-	grievance redressal committee
ITI	-	industrial training institute
IPP	-	Indigenous Peoples Plan
MSIH	-	Meghalaya Skills and Innovation Hub
NSTDA	-	New Shillong Township Development Agency
NGO	-	nongovernment organization
PIU	-	project implementation unit
SPS	-	Safeguard Policy Statement
TVET	-	technical and vocational education and training

NOTE

In this report, "\$" refers to United States dollars.

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I. PROJECT BACKGROUND

1. Meghalaya, known for its diverse culture and traditions, has total population size of 2.9 million comprising three main communities: Khasi (the largest), followed by Garo and Jaintia, with 1.49 million males and 1.47 million females. East Khasi Hills and West Garo Hills collectively account for 49% of the state's total population. The state's decadal growth rate from 2001-2011 stands at 27.8% as compared to the national growth rate which is 17.68%. The demographic composition of Meghalaya comprises 80% rural (scattered in approx. 6459 villages) and 20% urban distribution, having an equal gender ratio. As per Population Census 2011, the state has a significant proportion of the youth population, with approximately 35% of the total population falls within the age group of 15-34 years. As a predominantly tribal state, Meghalaya registers 86% of its population classified under the Scheduled Tribe category (comprises 84% rural and 16% urban), whereas only 1% falls under the scheduled caste (SC) category (comprising 67% rural and 33% urban) and 13% under general category.

2. The government of Meghalaya (hereafter, referred to as "the state government") has set an ambitious target of becoming a \$10 billion economy by 2028,¹ a nearly two-fold increase from its current gross state domestic product of \$5.68 billion. The state faces hurdles such as a low economic base with most people engaged in the agriculture sector; infrastructure challenges; limited wage employment, and a largely rural (80%) and unskilled population. The government has introduced numerous schemes and policies to boost economic activity across traditional and agro-based sectors in rural areas as well as to attract investments to generate much-needed jobs in sectors such as tourism, information technology (IT), and IT-enabled services.² However, a weak human capital base remains a critical and binding constraint. Meghalaya has one of the least skilled workforce in India with only 27.3% of the state's workforce with secondary education or higher (compared to the national average of 39.1%) and high youth unemployment rate at 7.5%.³ The government aims to skill over 150,000 youth over the next five years.⁴ Meeting this target and ensuring meaningful results that lead to better employment and economic opportunities for the state's youth will require transformative interventions in the state's education and skills development systems.

3. To support the government of Meghalaya in strengthening its human capital base, the proposed Supporting Human Capital Development in Meghalaya (Phase 2) (SHCDM II) project will address underlying issues at critical junctures in the education and skills development sector. The project will support transformative solutions to steer state skills training towards better outcomes while encouraging innovation among youth and will enhance the quality of education to build a competent and steady student pipeline for further training and/or employment. The project is aligned with the following impacts: (i) opportunities for aspirational skills development and innovation expanded (National Policy for Skill Development and Entrepreneurship, 2015), and (ii) competitiveness of Meghalaya's youth improved (Meghalaya Youth Policy, 2021). The project will have the following outcome: quality and effectiveness of schooling and skills development systems in Meghalaya improved.

4. The proposed investment project will support 4 subcomponents that include physical infrastructure, namely, (i) upgrade of school facilities in 34 government secondary and higher secondary schools; (ii) strengthening training and hostel facilities in Industrial Training Institutes

¹ Government of Meghalaya. 2023. Budget Speech 2023-2024 by Honorable Chief Minister of Meghalaya.

² The government has established and operationalized the Shillong Technology Park that hosts several employers in the service sector and is planning to build additional such facilities, including in urban areas outside of Meghalaya. The government has also introduced the ELEVATE program to provide financial and handholding support to small businesses. The government has announced plans for a rural connectivity program to provide last mile connectivity to 1,000 villages.

³ Ministry of Statistics and Programme Implementation (MOSPI). 2022. Periodic Labour Force Survey 2020-2021. New Delhi.

⁴ Government of India. 2023. Honourable Chief Minister's Speech on Independence Day.

(ITIs); (iii) upgrading training facilities in three District Institutes for Education and Training (DIETs); and (iv) constructing Meghalaya Skills and Innovation Hub (MSIH).

II. OBJECTIVE

5. The primary objective of the involuntary resettlement due diligence report (IRDDR) is to assess the project components and activities for any potential involuntary resettlement impacts and ensure that appropriate measures are in place to address these impacts. The specific objectives are the following:

- a) To assess potential risks and impacts on involuntary resettlement (IR) safeguards that may arise during the implementation of the project.
- b) To ensure that the project complies with ADB Safeguard Policy Statement (SPS) 2009, as well as relevant national and local laws, regulations, and standards related to social safeguards.
- c) To ensure meaningful consultation and participation of potentially affected communities and stakeholders occur throughout the project cycle.
- d) To avoid social safeguard impacts, and if avoidance is not possible, develop appropriate mitigation measures to minimize the impacts.

III. METHODOLOGY

6. Due diligence included comprehensive site visits and consultations with relevant local authorities to gather ownership details and determine any required permissions or approvals for the proposed construction on the land. This process was followed by an extensive public consultation to inform the public and stakeholders about the project site components and to identify any potential involuntary resettlement impacts. Additionally, secondary sources were reviewed, including feasibility studies, Detailed Project Reports (DPRs), and the Poverty and Social Assessment (PSA) conducted under the SHCDM II project for the proposed schools and the Meghalaya Skill and Innovation Hub (MSIH).

7. To ensure peoples' participation in the planning phase and promote public understanding for effective solutions to developmental issues that may arise, focus group discussions, individual interviews, and formal and informal consultations with various stakeholders were conducted. The consultation process also included vulnerable sectors of communities, such as the Scheduled Tribes and the households below poverty line.⁵ During the visit, all stakeholders, including Meghalaya State Skill Development Society (MSSDS) and the design consultant, were consulted, and team members from ADB also participated virtually in the discussions.

8. Integrate the findings and recommendations of the IRDDR into the project design, planning, and implementation processes. It is also recommended that the social safeguards measures are mainstreamed into project activities and budgets, and that relevant staff are trained to effectively implement and monitor these measures.

IV. PROJECT OUTPUTS

9. The project outcome is expected to be achieved through the following outputs.

10. **Output 1: Learning environments in government secondary and higher secondary schools enhanced.** This output will support the upgrade of safe, climate-resilient, gender responsive and inclusive infrastructure in over 50% of government schools at the SHS levels. These include separate toilets for girls and boys, water, sanitation and hygiene facilities, and

⁵ Below Poverty Line: Persons identified by the local government as per the definition of the Meghalaya State and Government of India.

separate activity rooms for girls.⁶ To promote interactive learning and enable the building of digital competencies among students and teachers alike, this output will also help establish digital classrooms in the selected schools. To enable better teaching and learning in science, technology, engineering, and mathematics (STEM) subjects, this output will construct integrated science labs for secondary grades and separate science subject labs to expand the provision of the Science stream at the higher secondary level in selected government schools. This output will also support targeted outreach activities in the project school catchment areas to ensure enrollment and retention of children in school.⁷ To alleviate the impacts of climate and disaster-related disruptions, this output will develop and orient project schools on emergency response plans.

11. Output 2: Quality of teaching and learning in government schools improved. This output will improve education quality at upper primary level and above through interventions focused on (i) strengthening the state's system for teacher professional development, (ii) boosting learning via measures such as provision of supplementary teaching materials and remedial lessons for STEM subjects, and (iii) enhancing systems for assessing learning outcomes.⁸ To improve the regularity, quality and relevance of in-service teacher training, the project will (i) develop a system for regular teacher needs assessment that maps teachers to training needs and informs training design; (ii) upgrade training infrastructure with gender responsive facilities⁹ and hostels in three DIETs;¹⁰ and (iii) design and implement training for government school teachers on content knowledge as well as pedagogy (including using digital tools) with an emphasis on cultivating conceptual mastery, reasoning, and analytical skills in students. Furthermore, the training will include modules on understanding children's well-being, socio-emotional learning and gender-responsive teaching. Supplementary teaching and learning materials will comprise a mix of physical and digital learning content and will be aligned with teacher training. The project will build on the state government's efforts to develop the system for learning assessments for STEM subjects in selected grades from developing item banks to training teachers and education functionaries in utilizing them.¹¹

12. Output 3: Access to and relevance of skilling system enhanced. This output will expand provision of skills training that target a mix of wage employment in-state, higher skills training that can lead to higher paying out-of-state jobs, and entrepreneurship training to encourage self-employment.¹² The project will establish a residential Meghalaya skills and innovation hub (MSIH) focusing on two key pillars (i) training for relatively higher skill levels such as IT/ITes sectors and niche sector-specific skills¹³ as well as soft skills that are anchored on industry demand and employment opportunities; and (ii) incubation, acceleration and open innovation support to promote entrepreneurship in the state especially among women.¹⁴ The

⁶ Girls' activity rooms refer to separate spaces for girls which also serve as sick rooms that girl students can use during menstruation.

⁷ Village education committees and school management committees will be leveraged to implement the outreach activities.

⁸ The teaching and learning interventions cover upper primary level and above as key concepts are introduced in the upper primary grades.

⁹ The project will establish space and facility for childcare in the DIETs to encourage female teachers to participate in training.

¹⁰ There are 7 DIETs serving 11 districts in the state. DIETs that serve multiple districts will be selected for upgrading infrastructure and facilities.

¹¹ Paper setters of the Meghalaya Board of School Education examinations will also be trained on using item banks; this is expected to steer state examinations toward measuring learning outcomes effectively.

¹² These include, but are not limited to, technical trades, agro-based sectors, health professionals, tourism and hospitality, gig economy-related jobs, IT and IT enabled services.

¹³ Niche skills training, in this context, will cover courses across sectors that are relevant to the state but are not currently offered. These include but are not limited to training on cyber security, augmented reality and virtual reality, food fortification, sustainable tourism, intellectual property rights and others.

¹⁴ The state government will leverage existing central and state-level funding schemes for start-ups to provide financing support for beneficiaries of the incubation and acceleration support program. These may include the Startup India Seed Fund Scheme, Meghalaya Entrepreneurship Promotion Scheme, CM ELEVATE and Atal Innovation Mission.

MSIH will promote green skills and development of sustainable products and services, contributing to climate change mitigation.¹⁵ To strengthen the relevance of skills training, this output will introduce new NCVT-aligned trades in select ITIs, including those that promote clean energy,¹⁶ upgrade selected ITI trades to NCVT standards, and enhance trainer capacity by training instructors from ITIs as well as selected private TSPs on content, pedagogy, and preparing lesson plans. To ensure inclusive access to training opportunities across the state, the project will (i) establish hostels in selected ITIs and in the MSIH; (ii) undertake targeted outreach and mobilization of trainees to ensure inclusion of women and girls, and youth from socioeconomically disadvantaged groups;¹⁷ and (iii) support customization of training modules, including translating content into regional languages.

13. Output 4: Institutional capacity to deliver effective schooling and skills training strengthened. This output aims to fill crucial gaps to make education and skills development more effective. It will (i) enhance the school education management information system (SEMIS) with a learning and development module for teachers, (ii) form district-level resource groups (DRGs)¹⁸ to facilitate quality enhancement interventions in schools, (iii) develop and implement a school performance assessment framework to strengthen monitoring,¹⁹ and (iv) enhance the capacity of principals and education functionaries in thematic and leadership areas. To strengthen the skills development ecosystem, the output will (i) establish two regional placements cum counseling cells, (ii) strengthen institute management committees in selected ITIs to enhance industry linkage,²⁰ (iii) facilitate partnerships with private TSPs or external institutes to enhance training relevance and quality as well as employment outcomes, and (iv) develop an MIS with data disaggregated by sex and social group to enhance ITIs' management. This output will also support an interim skills gap analysis to identify new training opportunities during implementation, including in green skills. To strengthen pathways from schooling to further skilling, this output will (i) develop mechanisms for improving relevance of vocational education in project schools based on a detailed assessment of school-level vocational education, and (ii) enhance exposure of SHS students to skills training or entrepreneurship development opportunities.²¹

V. PROJECT COMPONENTS

14. The Department of Planning, Investment Promotion and Sustainable Development (hereafter, referred to as “the Planning Department”) will serve as the executing agency for the proposed project. A project management unit (PMU) will be established within the Planning Department. The PMU has identified four project sites, thus far – Shillong Public School, Jowai Public School, Pine Mount School and Meghalaya Skill and Innovation Hub, in the state of Meghalaya. The details of project site locations and proposed interventions are described below in **Table 1**.

¹⁵ Completing construction of MSIH is estimated to take 36 months. MSSDS will implement some training activities envisioned under MSIH at an interim facility while phase-wise construction of MSIH is ongoing. The interim facility is expected to be ready during the first year of project implementation period.

¹⁶ These include mechanic electric vehicle (E-MMV) trade and drone technician trade in ITI Shillong and ITI Tura, and other trades that are in high demand.

¹⁷ Mobilization activities will include print and digital media campaigns and physical outreach, including in schools.

¹⁸ The DRGs will be formed as a sub-committee under the existing district level education committees.

¹⁹ The school performance framework will build on the existing frameworks from the National University of Educational Planning and Administration and/or the Quality Council of India and be tailored to Meghalaya context.

²⁰ Institute management committees (IMCs) are governing bodies responsible for the overall management and strategic direction of the ITI. Their primary role is to ensure the institution meets its training objectives, maintains high education standards, and aligns its training programs with industry needs. A prominent industry leader chairs the IMC and has members from other industries and educational institutions. At present, IMCs are not functional in several ITIs in Meghalaya.

²¹ For example, this could entail school-level orientation or field visits to nearby ITI, TSPs or MSIH.

Table 1: Project site Components

No.	Sub-Project Name	Location	Sub-Project Components
1	Meghalaya Skill and Innovation Hub	New Shillong, District East Khasi Hills	Construction of skill and innovation hub with residential facilities for the students on an area of about 6.54 acres at the New Shillong.
2	Shillong Public School	Shillong District East Khasi Hills	Construction of an extended school building within the existing premises of the Shillong Public School
3	Shillong Pine Mount School	Shillong District East Khasi Hills	Construction of an extended school building within the existing premises of the Pine Mount School
4	Jowai Public School	Jowai District West Jaintia Hills	Construction of an extended school building within the existing premises of the Jowai Public School

Source: ADB and PMU.

15. The details of each project site are described in the following sections.

A. Meghalaya Skills and Innovation Hub

16. The Meghalaya Skills and Innovation Hub (MSIH) is proposed at the New Shillong area under the Shillong Municipal. The New Shillong Township Development Agency (NSTDA) has allotted about 6.5 acres of land free of all encumbrances on lease for 30 years to develop the proposed sub-project. The detail of the same is provided in **Appendix 1**.

17. The allotted plot is such that roads can be accessed from at least two sides. The proposed site is free from all encumbrances and already demarcated by the NSTDA. There are no private structures within the area and no persons are involved in any kind of commercial activities like agriculture or animal husbandry within the proposed project boundary. With the proposed project there would be neither any loss of livelihood nor any restriction on the movement of persons or animals. New Shillong presently has very few residential areas. There are scattered temporary private structures mostly temporary kiosks.

(i) Project site Interventions in MSIH

18. Seven new multi-storied buildings have been proposed, totaling about 10,354 sqm. The administrative buildings are 8,841 sqm, and the residential-cum-guest house buildings are 1,513 sqm. The Residential Buildings are proposed on the Western side of the plot, whereas the Administrative Buildings have been proposed on the Eastern side. The plot has a steep gradient, with a small stream flow from the center, dissecting the Eastern and Western sides.

(ii) Impact of the Project site

19. There is no land acquisition for the construction of the two new buildings for the MSIH. The proposed construction of the buildings is well within the 6.5 acres of land earmarked for the project. The land proposed for the project is not used for any commercial or other purposes.

20. There is no encroachment in the proposed site and during construction there would be no loss of accessibility to any structure or land. Further, this allotted plot is connected directly with the road on two sides, thus enabling easy access to any traffic. As the project area is demarcated

by New Shillong Township Development Agency (NSTDA) and the land is not under occupation for any other purposes hence, there will be no loss of livelihood for any person or organization.

(iii) Mitigation Measures

21. The project does not envisage any land acquisition. There would be no physical or economical displacement of persons for the project. There would be no temporary impacts, loss of livelihood or restriction of access. The project is proposed in the urban areas away from the natural habitat of the scheduled tribe in the government land and do not have any negative impact on the Scheduled Tribe community.

22. The PIU with the design and supervision consultant (DSC) will monitor and report any social impact during construction to the PMU and ADB through periodic monitoring reports.

Figure 1: Proposed Location of the Allotted Land for MSIH



MSIH = Meghalaya Skills and Innovation Hub.

Note: 6.25 acres is the total land required for MSIH (the details have also been mentioned in the Appendix 1). Additionally, as per the survey plan; 22,990 sqm. is the total land availability.

Source: Detailed Project Concept Note of the proposed MSIH project.

Figure 2: Snapshot of the Allotted Area



Source: Detailed Project Concept Note of the proposed MSIH project.

B. Shillong Public School

23. Shillong Public School is a government English medium public school in the locality of Laitumkhrah, Ward No.2 of Shillong, East Khasi Hills, Meghalaya. The school was founded in 1994, it is a co-educational school. The school is affiliated to CISCE.²² The school is managed by the Department of Higher Education and Technical Education. It offers education up to Standard X and only the Humanities stream up to Standard XII. Shillong Public School provides its students with various facilities such as smart classrooms, kindergartens, laboratories, library CCTV monitoring, mobile applications, activity centers, and other facilities.

(i) Project site Interventions in Shillong Public School

24. A new multi-storied building is needed, equipped with a multipurpose hall, 12 classrooms, and 3 science labs for higher secondary students. The existing science labs require retrofitting to better cater to the needs of secondary students.

25. Additional computers and furniture are needed for the computer labs to provide students with the necessary learning resources. The existing rooms currently used for the humanities stream in higher secondary classes can be repurposed as art and craft rooms. The library room requires maintenance and additional furniture to effectively support the education of secondary students. A new library in the new building will serve the needs of higher secondary students.

(ii) Impact of the Project site

26. There is no land acquisition for the construction of the new premises of the school. The proposed construction of the new school building is well within the existing campus, which is situated on vacant government-owned land. The land proposed for the project is not used for any commercial or other school purposes. The ownership of the land for the proposed construction and the necessary No objection Certificate are provided in **Appendix 2**.

27. There is no encroachment in the proposed site and during construction there would be no loss of accessibility to any structure or land. Further, there would be no reduction in the playing area of the students due to this proposed project.

²² Council for The Indian School Certificate Examinations.

28. As the project is well within the existing campus of the school in the unused land of the school there would be no loss of livelihood of any person or organization.

29. The Khasi tribe, predominantly inhabiting the locality of the school will benefited by the project in the following ways:

- a) **Direct Employment:** Projects will create job opportunities during the construction phase for the local community.
- b) **Skill Development:** Offering training programs to enhance local skills can lead to sustainable employment and entrepreneurship.
- c) **Educational Facilities:** The project will provide excellent education facilities for a greater number of students, mostly of the Khasi tribe, after completion.
- d) **Inclusive Planning:** Community involvement in project planning and execution promotes ownership and relevance.
- e) Mitigation Method.

30. The main gate of the school and the road to the existing school premises is narrow and the proposed project is on the same road. During the actual construction period, heavy vehicles should be strictly restricted and/or avoided during school hours.

31. Further the roads leading to the school are also narrow and congested with residential and commercial structures; the movement of heavy vehicles during construction should be scheduled in consultation with the local residents.

32. The PIU, with the DSC, will monitor and report any social impact during construction to the PMU and ADB through periodic monitoring report.

Figure 3: Photographic Exhibit of Shillong Public School



Consultation with the Principal and other teachers at Shillong Public School at the Principal's Chamber

Source: Photograph by Suman Sarkar, TA Consultant.



Location of the proposed new building of the school

Figure 4: Proposed Site of the New Premises



Source: DPR of the proposed Building at Shillong Public School

C. Pine Mount School, Shillong

33. Pine Mount School Shillong is a government school and was established in 1900 and the school is affiliated to the Council for the Indian School Certificate Examinations (ICSE) and Indian School Certificate (ISC) which is recognized by all universities in the Commonwealth Countries. Pine Mount School has residential space for boarders and has a kitchen that provides food for students. The school has constructed 150 dormitories, and each can accommodate 20-25 students. The school has already secured the funds for the development of a library for students. The school auditorium can accommodate more than 700 students. The school is located at Malki Ward No.5, Shillong Municipal and Cantt, Meghalaya.

(i) Project site Interventions in Pine Mount School Shillong

34. The school office building, having an area of 200 sqm, will be demolished, and a new multistorey building will be constructed from the foundation for the sole purpose of school administration.

35. A new floor will be added to an existing two-story building (area approx. 5000 sqm), which was constructed no more than 15 years ago, for the development of digital classrooms and teaching art and craft. The existing two small science labs (physics and biology) will require renovation and will be merged to form one larger science (physics or biology) lab.

36. A new double-story building is needed for one of the science labs (physics or biology) maintaining a similar architectural vocabulary as the existing buildings around.

37. The location suggested by the school is in front of the existing classrooms (area approx. 4000 sqm). This essentially will block the view and it may be recommended to shift the new construction as far as possible towards the playground to maintain good natural lighting levels in the existing classrooms.

(ii) Impact of the Project site

38. There is no land acquisition for the construction of the New Premises of the School. The proposed construction of the New School Building is well within the existing campus of the school in a vacant and government owned land. The land proposed for the project is not used for any commercial or other school purpose.

39. There is no encroachment in the proposed site and during construction there would be no loss of accessibility to any structure or land. Further, there would be no reduction in the playing area of the students due to this proposed project.

40. As the project is well within the existing campus of the school in the unused land of the school there would be no loss of livelihood of any person or organization.

(iii) Mitigation Method

41. The actual construction involving the movement of heavy vehicles should be scheduled during summer and winter holidays of the school.

42. The PIU with the Design Supervision Consultant will conduct a consultation with the school officials, monitor and report any involuntary resettlement-related impact during construction to the PMU and ADB through safeguards monitoring reports. This IRDDR will be updated by the PMU to include the consultation conducted by the PIU in Pine Mount School.

Figure 5: Photographic Exhibit of Shillong Pine Mount School



Source: Photograph by Suman Sarkar, TA Consultant

Figure 6: The Proposed Site of the New Premises



Source: DPR of the proposed Building at Pinemount School

D. Jowai Public School

43. Jowai Public School is an ICSE school which is affiliated with Council for Indian School Certificate Examinations (CISCE) as a co-educational, day school. The school is affiliated up to the 10th class, however, the administration wants to expand the system up to higher secondary classes. The current strength of the schools is ~600.

(i) Project site Interventions in Jowai Public School

44. A multipurpose auditorium (on 1250 sqm of land area) is to be constructed, capable of accommodating up to 1000 students. There is a need for the construction of 12 classrooms tailored for higher secondary students, each with a capacity of 45-50 students. Two separate staff rooms, designated for male and female teachers, are to be built. Facilities for separate toilets extension for girls and boys are also essential.

45. Additional rooms are required to facilitate digital classrooms for students from KG to Grade 10, as well as spaces for arts and crafts, a language room, and a dedicated girls' activity room. For additional sections of classes extension on top of the classrooms could be considered after the structural audit of the building.

(i) Impact of the Project site

46. The proposed new premises of the school will be constructed well within the existing campus of the school in a vacant government-owned land. The land proposed for the project is not used for any commercial or other school purpose. The ownership details of the land for the proposed construction is provided in **Appendix 3**.

47. There is no encroachment in the proposed site and during construction there would be no loss of accessibility to any structure or land. Further, there would be no reduction in the playing area of the students due to this proposed project.

48. As the project is well within the existing campus of the school in the unused land of the school there would be no loss of livelihood of any person or organization.

(ii) Mitigation Method

49. There is no impact of Involuntary Resettlement. There would be no temporary impacts, loss of livelihood or restriction of access due to the project. The project is proposed in the urban areas away from the natural habitat of the Schedule Tribe in the government land and do not have any negative impact on the Scheduled Tribe community. However, if there are any social impacts during construction, the PIU/DSC/contractor will compensate the impacted persons as per the ADB guidelines.

50. The PIU, with the DSC, will monitor and report any social impact during construction to the PMU and ADB through periodic monitoring reports.

Figure 7: The Proposed Site for the New Premises



Source: DPR of proposed Building of Jowai Public School.

VI. LAND AVAILABILITY AND RESETTLEMENT IMPACTS

51. The proposed project sites under SHCDM-II do not require land acquisition that would result in any physical or economical displacement of people. The interventions under project sites will be carried out within the limit or Right of Way (RoW) or Government allotted for the project. The details of the land for the proposed project sites are depicted in tabular format in Table 2.

52. There is no encroachment in the proposed sites and during construction there would be no loss of accessibility to any structure or land. The site for MSIH has access to main road from two sides and the movement of construction vehicles during construction would not have any impacts to the land plots surrounding it. The site of the existing schools had already prepared for the movement of the construction.

Table 2: Land Availability and Resettlement Impact

S. No	Project site/ Name of the Components	Area (in acres)	Permanent Impact on LA and IR	Temporary Impact on LA and IR	Present use of land	Access to site	Remarks
1.	MSIH - Construction of two new buildings in the allotted government land	6.54	Nil	Nil	Grass Land	direct road from two sides	
2.	Shillong Public School - construction of a new building within the existing school premises	NA	Nil	Nil	Barren	existing school entry	Schedule the time for entry of the construction vehicle avoiding school hours
3.	Pinemount Public School - construction of a new building within the existing school premises	NA	Nil	Nil	Barren	new entry for construction vehicles proposed	existing school entry for students
4.	Jowai Public School - construction of a new building within the existing school premises	NA	Nil	Nil	Barren	existing school entry for students	new entry for construction vehicles is being constructed

IR = involuntary resettlement, LA = land acquisition, MSIH = Meghalaya Skills Innovation Hub, NA = not available.
Source: Site visit and Detailed Project Report.

VII. FINDINGS OF DUE DILIGENCE STUDY

53. The proposed Phase II of the Supporting Human Capital Development project in Meghalaya is intended to improve the quality and delivery of secondary education (including teacher capacity development) and skill development programs thereby, reinforcing the efforts of the Government of Meghalaya (GoM) towards developing the State's human capital. The Phase II project design will be guided by the two national flagship programs/missions, namely the National Skill Development Mission and the National Education Mission, to help effective operationalization of the same in Meghalaya.

54. For the social safeguard due diligence of the four proposed project sites (MSIH, Shillong Public School, Pine mount School, and Jowai Public School), a thorough review of feasibility studies, DPRs, public literature, and stakeholder consultations, including beneficiaries, was conducted during site visits. The detailed findings in respect of Involuntary resettlement and Scheduled Tribe are outlined below.

55. In MSIH, due diligence indicates no land acquisition that would result in physical or economical displacement of the people and communities living near or at the project impact area of the project site. The proposed interventions will be carried out on the Government land without any encumbrances hence, no private assets, either titled or non-titled would be affected. The proposed construction activities under the project will not hinder access to any individual or organizational property and also will not infringe on anybody's right to access common property resources like the grazing field. There would be no temporary impacts, loss of livelihood or restriction of access. However, if there are any social impacts during construction, the PIU/DSC/contractor will compensate the impacted persons as per the ADB guidelines.

56. Shillong Public School, Pine Mount School and Jowai Public Schools are all government schools, and the proposed construction of new buildings are within the existing school campus. The due diligence indicates no land acquisition that would result in physical or economical displacement of the people and communities living in the project impact area of the project sites. The proposed interventions-construction of the new school building will be carried out well within the existing campus of the schools and will not impact any private assets belonging to title or non-titleholders. The proposed construction activities under the project will not hinder access to any individual or organizational property and also will not infringe on anybody's right to access common property resources. There would be no temporary impacts, loss of livelihood or restriction of access. However, if there are any social impacts during construction, the PIU/DSC/contractor will compensate the impacted persons as per the ADB guidelines.

57. The proposed project sites under SHCDM II do not require land acquisition that would result in any physical or economical displacement of people. The interventions under project sites will be carried out within the existing project-demarcated area. The mitigation measures for potential construction impacts have been provided in the DPR and environment management plan and provision has also been made in the bid document. The project is, therefore, categorized as **Category 'C'** for involuntary resettlement. The project involuntary resettlement checklist is provided in **Appendix 4**.

58. Any unanticipated Involuntary Resettlement (IR) impact during the implementation will be documented by the PMU through the PIU/ DSC and reported to ADB through the Quarterly Progress Report (QPR). In case of unanticipated impact, a resettlement plan or a corrective action plan will be prepared by the PIU/DSC and the project's IR categorization will be updated accordingly.

VIII. PUBLIC CONSULTATION AND INFORMATION DISCLOSURE

59. The selection of the site was based on field assessment and consultation among the Project team and other stakeholders involving trainers/teachers of proposed project sites. About 18 consultation meetings and focus group discussions were organized during the initial project site screening and Poverty and Social Analysis (PSA), 4 (four) stakeholder consultations after the submission of the PSA during the preparation of IRDDR with the Teachers and students of the Schools and the last 2 (two) consultations in the month of June, 2024 with the ADB's Senior Social Safeguard Specialist during finalization of the IRDDR with the Parents and Teachers of the Schools. The brief of the public consultations held are given below (**Table 3**) and the details of the public consultation are provided in **Appendix 5**.

Table 3: List of Public Consultations

S. No.	Project site	Date
1	Bellefonte Community College, Lumshyiap, Golf Link, Shillong	23-08-2023
2	Don Bosco Technical School/ITI, Shillong	23-08-2023
3	Forests & Environment Department, Meghalaya	23-08-2023
4	Government Boys Higher Secondary School, Tura	25-08-2023
5	Government of Meghalaya, ITI, Rynjah, Shillong	23-08-2023
6	Harding Universal Trust, Tura/Harding Theological College, Tura	25-08-2023
7	Institute of Technology and Education Centre (ITEC)	21-08-2023
8	ITI, Nongstoin	24-08-2023
9	ITI, Tura	25-08-2023
10	MSSDS, Government of Meghalaya	22-08-2023
11	Nela Handlooms Training Centre cum Production Unit	21-08-2023
12	Nongstoin Social Service Society (NSSS)	24-08-2023
13	North-Eastern Institute of Professional Studies (NEIPS), Nongstoin	24-08-2023
14	PRIME, Start Up Hub, Shillong	23-08-2023
15	Pollution Control Board, Government of Meghalaya	22-08-2023
16	Sewa Dress Designing and Making, Tura	25-08-2023
17	Shillong Technology Park, Umsawli, Shillong	22-08-2023
18	Shillong Technology Park (DICT) & Skills Park (MSSDS)	23-08-2023
19	Tura Public School	22.02.2024
20	Department of Education, Government of Meghalaya, Shillong	22.02.2024
21	Shillong Public School, Shillong	23.02.2024
22	Consultation for MSIH, Shillong	23.02.2024
23	Consultation with the Teachers and Parents of students at Jowai Public School	23.06.2024
24	Consultation with the Teachers and Parents of students at Shillong Public School	24.06.2024

DICT = Department of Information Communication Technology, ITI = industrial training institute, MSIH = Meghalaya Skill and Innovation Hub, MSSDS = Meghalaya State Skills Development Society, PRIME = Promotion and Incubation of Market-driven Enterprises.

Source: Site visit by TA consultant.

60. During consultations the people were informed about the project interventions proposed at the project site level under SHCDM II. They were asked to express their opinion and provide appropriate solutions to address the problems. The major concerns raised by the stakeholders are given below (**Table 4**).

Table 4: Consultations at Project site Level

Institution	Pine Mount School, Shillong
<p>Key observations (issues):</p> <ul style="list-style-type: none"> • Absence of regular teachers (more dependence on teachers on temporary contracts) and inadequate teachers at all levels. • Extremely low exposure and experience on computers (for students between VI and VIII). • Ill-maintained toilets and in limited numbers not meeting the hygiene requirements mostly for the female students. • Limited number of classrooms. • Science laboratories are structurally ill-designed (lack of functional and safety responsiveness; low natural lighting; constrained spacing) and less resourced with equipment and consumables. • Presence of high-aspirant students (in science) but lack of support ecosystems. • Limited electricity access and lack of digital ecosystem. <p>Potential Interventions:</p> <p>i. Infrastructure</p> <ul style="list-style-type: none"> • Vibrant Learning Ecosystem – refurbishment, recoloring, and revamping the elevations in schools. • There is a need for refurbishment and upgrading the functional and safe ecosystem approach including classrooms, toilets, laboratories, etc. Desks and benches are to be replaced with ergonomically relevant furniture. • Need-based infrastructure addition – Development of new classrooms, toilets, laboratories hostels, etc. <p>ii. Training and Capacity Strengthening</p> <ul style="list-style-type: none"> • Assessment Reforms - Capacity building of Directorate of Educational Research and Training (DERT) and select teachers on competency-based assessment across language, science, and mathematics (including support to developing subject-specific assessment tools, analysis framework, and remediation resources). • Student’s counseling - Psycho-social [stress, addictions, social behavior, etc.] and career orientation [vocational skills, higher education, jobs/careers, etc.]. • Safe schools - Capacity building of teachers on gender sensitivity, gender-based violence, social inclusion, etc. 	

Institution	Shillong Public School and Jowai Public School
<p>Key observations (issues):</p> <ul style="list-style-type: none"> • The Jowai public school stream is only up to Class X and students are finding it difficult to find similar schooling experiences during higher secondary. The Shillong Public School has only the humanities subject at Class XII level but not with a proper library. • There is an urgent need for establishing a science stream in higher secondary school (Class XII) level for Shillong Public School. • The infrastructure facilities are relatively old but maintained reasonably well, lack of classrooms for further expansion for both Jowai and Shillong Public Schools. • There is no digital infrastructure in classrooms; the computer lab is not connected to the internet in both Jowai and Shillong Public Schools. • Presence of high-aspirant students (in science), but lack of support ecosystems (absence of STEM laboratories). 	

- Need of an auditorium for Shillong Public School.

Potential Interventions:

(i) Infrastructure

- Vibrant Learning Ecosystem – refurbishment, recoloring and revamping the elevations in schools.
- Need-based infrastructure addition – Development of new classrooms for higher secondary streams (for Jowai Public School), auditorium, toilets, laboratories, etc. (for Shillong Public School).

(ii) Training and Capacity Strengthening

- To provide leadership training to all head teachers and senior teachers.
- Promoting STEM Education - STEM labs, teacher development, specialized coaching for students, teacher training, etc. are required.

STEM = science, technology, engineering, and mathematics.

Source: Site visit and consultation.

A. Meghalaya Skills and Innovation Hub (MSIH)

61. A stakeholder consultation presided over by Dr. Vijay Kumar Damera, IAS, Commissioner and Secretary, Planning Department was held on 24 February 2024 at Shillong regarding the operational procedures of MSIH and was attended by 23 persons physically. There was also virtual participation including representation from ADB. All the stakeholders who attended the meeting unanimously agreed to create state of art Innovation facility with residential skills development center.

Figure 8: Photographic Exhibit of the Stakeholders Consultation on 24 February 2024



62. The stakeholders do not envisage any negative impacts of the project as the activities under the project will be carried out well within the school campuses or on government land. As an outcome of FGDs and consultations with the government departments, teachers/trainers, the general population, and women the perceived benefits and losses due to the proposed project are given in the following table.

Table 5: Perceived Benefits and Losses

Consultation Matrix of FGDs			
S. No.	Issues Raised	Suggestions	Output
Perceived Benefits			
1	Direct Benefit of the Project	The project will (a) enhance access to education and skill development and improve literacy among the students and youths; (b) improve quality of learning among the students across grades; (c) increase the proportion of youth with employable skills (both from ITIs and short-term skilling interventions); (d) increase in the number of qualified teachers through the strengthened DIETs.	The project will enhance the employable skills of the students and youth in the project area. The Scheduled Tribes are the dominant population in the project area, who will directly benefit from the project.
2	Indirect Benefit of the Project	Benefits of the overall project include (a) employment of the local population around the neighboring catchment areas during construction and refurbishment activities at project sites; (b) securing (and enhancing) traditional skills through targeted skilling within the traditional sector	The project will provide more business/income opportunities to the people in the project area.

Consultation Matrix of FGDs			
S. No.	Issues Raised	Suggestions	Output
Perceived Losses			
1	Loss of structures and assets	There will be no loss of structures and assets due to the project	No losses are envisaged.
2	Movement of Heavy vehicles and damage to structures beside the passage	The movement of heavy vehicles during the construction through the narrow passage to the schools is a high concern for the safety of the students and the local people.	The movement of heavy vehicles is to be avoided or strictly restricted beyond school hours and in consultation with the local communities. If there is any damage to any structures beside the passage, then the contractor should pay for the damage and be monitored by DSC.
3	In migration of the labourers from outside the state	The labourers coming from outside the state may take advantage of the girls and women in the close neighborhood.	Awareness programs of the labourers should be organized by the contractor and will be monitored by the RO of the DSC/PIU.

DIET = District Institute for Education and Training, DSC = design and supervision consultant, FGD = focus group discussion, ITI = industrial training institute, PIU = project implementation unit, RO = resettlement/safeguards officer, ST = Scheduled Tribe.

Source: Site visit and consultation.

63. The outcomes of the consultations were shared with the project team during the design phase. Community engagement, public consultations and disclosure will be an ongoing exercise through the project site planning and implementation phase. The consultation process will be recorded and documented in this IRDDR. The IRDDR will be updated to include all locations that are selected in the future.

64. For the benefit of the community the IRDDR will be made available during public meetings at the community level and be disclosed in public places. This will be done through public consultation and made available as brochures, leaflets, or booklets, using local languages. Hard copies of the IRDDR will also be made available at: (i) Offices of the PIU; (ii) District Authorities Office; (iii) Office of the Autonomous District Council at Block; and (iv) any other local-level public offices. For non-literate people, other communication methods will be used. The electronic version of the IRDDR will be placed on the official website of the respective Departments of the State Government and the official website of ADB after approval and endorsement by PMU/PIU and ADB.

IX. GRIEVANCE REDRESS MECHANISM

65. The ADB SPS 2009 mandates the establishment of a project-specific, responsive, and culturally appropriate grievance redress mechanism (GRM) that is readily accessible for receiving and facilitating the resolution of environmental and social safeguards-related complaints. The GRM is designed to assist affected persons in resolving their grievances by providing an accessible and trusted platform for seeking solutions and relief related to the project's environmental and social safeguards. It is important to note that the GRM will not address matters pending in a court of law. This GRM has been developed with consideration of the existing institutional and administrative framework of the state, incorporating the needs of Scheduled Tribes and women, ensuring cultural acceptability and gender sensitivity.

66. The fundamental objectives of the GRM are: (i) To reach mutually agreed solutions satisfactory to both the Project and the affected persons for resolving environmental and social safeguards-related issues; (ii) To facilitate the smooth implementation of environmental and social safeguards planning documents and prevent delays in project implementation; (iii) To promote effective dialogue and open communication between the Project and its stakeholders; and (iv) To clearly define the roles and responsibilities of the various parties involved in the consideration and resolution of grievances.

A. Grievance Redress Process

67. The Project will implement a four-tier Grievance Redress Committee (GRC) mechanism to address environmental and social safeguards-related complaints. The tiers are as follows:

Tier 1: Project site/Village Level Forum (VLF)

The first tier operates at the Site/Town/Village Level, leveraging the traditional political systems of the major tribal groups. The VLF will consist of the village headmen, who is supported and trusted by the villagers. The composition of this forum will mirror traditional structures like the Dorbar Shnong, Elaka Dorbar, or Nokma Mela'a. The village headmen can seek the assistance of the following:

- **Project site Head:** Co-chairs the VLF and serves as Member Secretary.
- **Monitoring Officers/Staff:** Provides guidance and assistance in grievance redressal.
- **Environmental, Social, and Gender Safeguard Experts of PMC and DSC:** Offers expertise and support.
- **Contractors/Vendors/Training Providers:** Directly addresses the complaints.

Tier 2: District Level Forum (DLF)

The second tier operates at the District Level, where grievances that cannot be resolved at the village level are escalated. The DLF will consist of:

- **Deputy Commissioner:** Chair of the DLF.
- **District Planning Officer:** Serves as Member Secretary.
- **Safeguards Focal(s):** Responsible for addressing specific grievances.
- **Subject-Matter Experts:** Officers nominated based on the nature of the grievance.
- **PIU Representative:** Represents the Project Implementation Unit.
- **Project site Heads/Representatives:** Contributes to resolving issues.
- **Environmental, Social, and Gender Specialists of PMC and DSC**
- **Contractors/Vendors/Training Providers:** Engages directly with the complainant to resolve issues.

Tier 3: Project Implementation Unit Level Forum (PLF)

The third tier is at the Project Implementation Unit (PIU) level. The PLF will address grievances escalated from the District Level. The PLF will consist of:

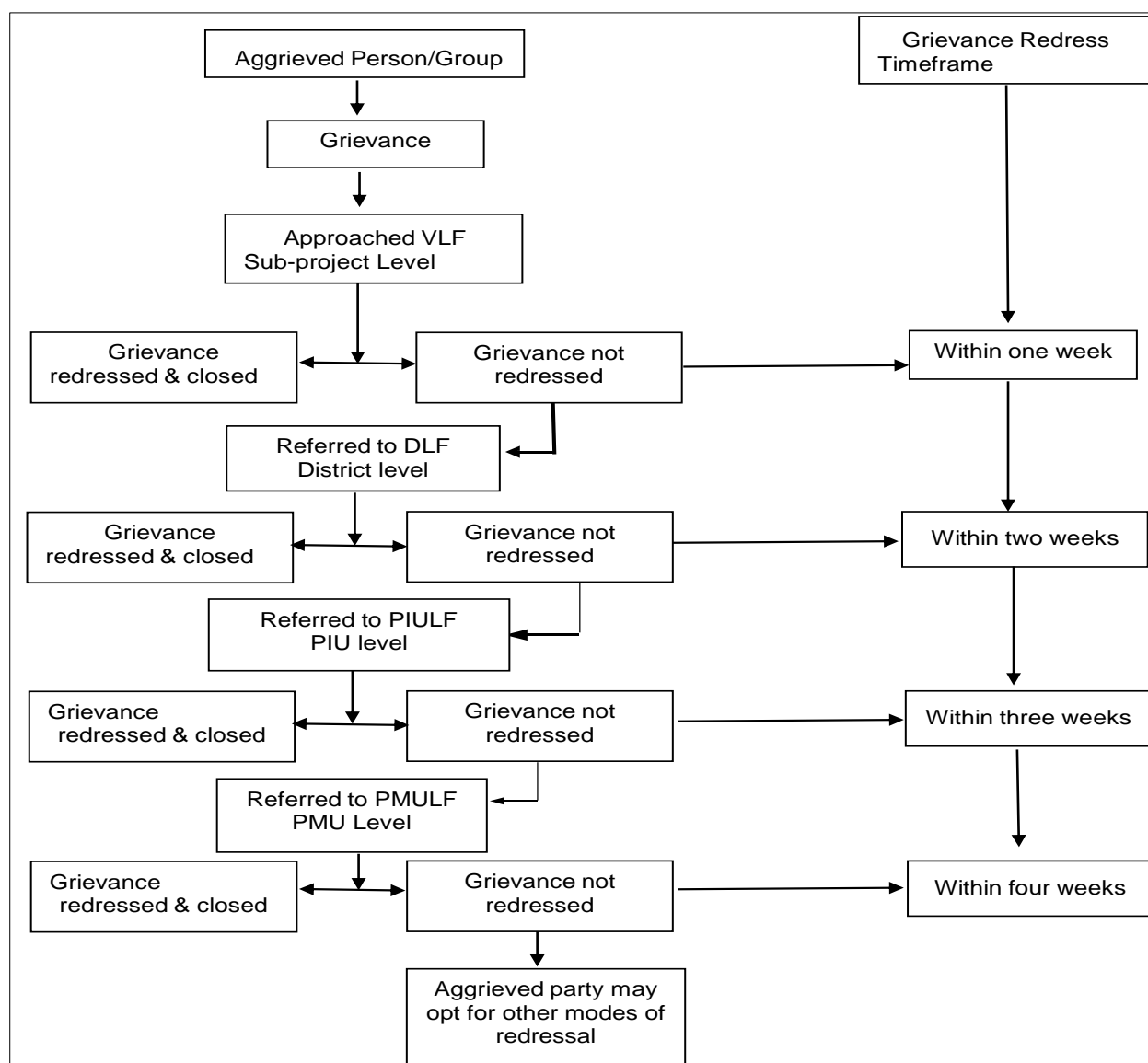
- **Chairperson/Team Leader of PIUs:** Leads the forum or delegates a representative.
- **PMU Representative:** Acts as a liaison between the PIU and PMU.
- **Safeguards Focal(s) at PIU Level:** Manages grievance resolution within the PIU.
- **Public Grievance Officer:** Oversees public grievance handling within the department.
- **District Level Forum Representative:** Ensures consistency in grievance handling.
- **Monitoring Officers/Staff of PIUs:** Provides ongoing support.
- **Environmental, Social, and Gender Specialists of PMC and DSC**
- **Contractors/Vendors/Training Providers:** Addresses issues directly with complainants.

Tier 4: Project Management Unit Level Forum (PMULF)

The final tier operates at the PMU level, dealing with grievances that cannot be resolved at the lower tiers. The PMULF will comprise:

- **Project Director:** Serves as the Chair of the forum.
- **PMU Officials:** Constitute the core members of the GRC at this level.
- **Safeguards Focal(s) at PMU Level:** Oversees grievance resolution at the PMU.
- **Additional Project Director:** Acts as the Member Secretary.
- **PIU Representatives:** Ensures coordination between PIU and PMU.
- **Contractors/Vendors/Training Providers:** Engages directly with the complainant.
- **Other Members:** May include nominated representatives of the Environmental, Social, and Gender Experts from PMC and DSC.

Figure 9: Grievance Redress Mechanism



DLF = district level forum, PIU = project implementation unit, PIULF = project implementation unit level forum, PMU = project management unit, PMULF = project management unit level forum, VLF = village level forum.

Source: ADB consultation with PIUs and PMU.

B. GRC Record Keeping

68. Records of all grievances received will be maintained by PIUs and reported to the Social Safeguards Focal in the PMU for further consolidation. These records will include the contact details of the complainants, the dates the complaints were received, the nature of the grievances, agreed corrective actions and their implementation dates, and the outcomes. The number of grievances recorded, resolved, and their outcomes will be disclosed at the PIU office by the Social Safeguards Focal. A summary of this information will also be included in the semi-annual safeguard monitoring reports submitted to ADB. All GRC meeting deliberations and decisions will be recorded and made available for public reference. If ADB is involved in grievance resolution, it will maintain records of its proceedings and disclose them to all parties engaged in the hearings. All costs associated with GRC meetings, consultations, communication, reporting/information dissemination and resolutions will be borne by the Project. Complainants will not be charged any fees for these services.

C. Key Elements of GRM under the Project

69. The project GRM includes the following key elements and procedures to ensure satisfactory functioning:

70. **Grievance Registration Process:** Grievances can be registered in person or through a letter addressed to the Chairperson of the GRC. Before registering a complaint or query, a procedural step will assess its eligibility and verify that the issues raised fall within the scope of the GRM. Complaints or queries may be submitted in various forms, from verbal communications by mobile phone to formal written complaints, or through the grievance box installed in the PIU offices. They can be submitted directly by affected person or via third parties. All grievances, regardless of their source or form, will be accepted by the focal points at the respective level and registered in a grievance register. The registration form will be available to the public, and a sample grievance registration form is provided in Appendix 6.

71. **Redressal Durations and Disclosure Procedures:** The GRM will be publicly advertised and promoted to stakeholders. The GRM will specify the expected timeframes for acknowledgment, response, and resolution of grievances. To ensure community awareness, the GRM will be publicized through IEC campaigns, materials, and wall writings. The response time for the GRC is set at a maximum of four weeks, covering all four levels. A quorum of sixty percent attendance of committee members at all levels will be required. For site and district-level GRCs, participation of community members and representatives of Scheduled Tribes and IPP implementing agencies will be mandatory. The PIU will also ensure that Display Boards with GRM information are installed at the site, with support from civil works contractors. The GRC will convene meetings as grievances are received, with the Chairperson responsible for organizing these meetings.

72. **Transparency and Good Governance:** For transparency, community members will be selected as GRC members at the site level. Grievances that cannot be resolved at the PIU or PMU level, or where the complainant is not satisfied with the decision, may be referred to the Commissioner and Secretary, Planning Department. Consultative meetings and the distribution of leaflets to Scheduled Tribes will be conducted to educate them about the GRM and its escalation process, encouraging their use when necessary. The PMU will also ensure a mechanism is in place to address grievances from laborers and staff deployed at project sites by Contractors.

73. **Confidentiality.** The complainant's confidentiality will be strictly maintained by limiting access to complaint details to authorized personnel only, storing physical records in locked

cabinets or secure rooms with restricted access, and redacting personal identifiers (such as names and contact details) from documents and reports shared outside the immediate complaint handling team.

74. **Feedback to the complainant.** The PIU will be responsible for ensuring that decisions regarding complaints received (at any level) are reported back to the aggrieved party with an acknowledgment of the same. The PIU will maintain records of this, which will be available for review by PMU.

75. **Costs.** The PIU will cover the costs involved in resolving the complaints (meetings, consultations, communication, and reporting/information dissemination), while the PMU will handle costs related to further action on intensified grievances.

C. Court of Law

76. Despite the project's GRM, an aggrieved person shall have access to the country's legal system at any stage. This access can run parallel to the GRM process and is not dependent on its outcome.

D. ADB's Accountability Mechanism

77. The person(s)/aggrieved party who are, or may, be adversely affected by the project may submit complaints to ADB's Accountability Mechanism. The accountability mechanism provides an independent forum and process whereby people can voice, and seek a resolution of their problems, as well as report alleged violations of ADB's operational policies and procedures. Before submitting a complaint to the Accountability Mechanism, the affected person(s)/aggrieved party should first make a good-faith effort to solve their problems by working with the ADB South Asia operations department including the India Resident Mission.

X. CONCLUSION

78. In conclusion, the due diligence carried out confirms that the proposed project sites under the SHCDM II program will not require any land acquisition, ensuring that there will be no involuntary resettlement or displacement of local communities. All construction activities are planned on government-owned land or within existing school campuses, effectively avoiding any impact on private assets or access to common resources. This approach ensures that the project sites are designed to minimize adverse social impacts while promoting educational and skill development benefits for the indigenous and local populations in Meghalaya. The PMU, in collaboration with the DSC, will continue to conduct thorough due diligence and meaningful consultations during the final design stages to ensure that all project sites remain compliant with ADB SPS 2009 and the national policies, avoiding any physical or economic displacement and preventing permanent or temporary impacts on both titled and non-titled land users.

XI. RECOMMENDATIONS

79. Continue engaging with all stakeholders, including local communities, school administrations, and Scheduled Tribe groups, throughout the project lifecycle. This engagement should ensure that their concerns and suggestions are addressed promptly, fostering a sense of ownership and cooperation.

80. The PMU will ensure the establishment of a functioning project GRM before the execution of project site interventions.

81. Any construction-related impacts caused during the execution of civil works would be addressed by the contractor. Any such impact will be documented and reported to the ADB through the safeguards monitoring report and mitigated as per the requirement of ADB SPS 2009.

82. If there is an unanticipated impact, the PMU will prepare a resettlement plan or a corrective action plan, will be reported to ADB through the safeguards monitoring report and the project's IR categorization will be updated accordingly. All project site interventions will be screened using the IR and IP impact screening checklists. Meaningful consultation with the Scheduled Tribes and affected persons will be conducted throughout the project stages.

83. It is essential to carefully scrutinize whether any activities in the proposed project sites may have temporary or permanent impacts, such as accessibility issues on adjoining land or structures. If such impacts are identified, the DSC team should develop a comprehensive mitigation plan. Regarding the MSIH, there are no impacts on adjoining lands, as each plot has exclusive access and is not interdependent.

84. This IRDDR will be updated by the PMU based on the final design. Once additional consultations are conducted, the related documentation will be attached.

Appendix 1: Detail of The Proposed Site of MSIH**NEW SHILLONG TOWNSHIP DEVELOPMENT AGENCY (NSTDA)
RAITONG BUILDING, SECRETARIAT HILL: SHILLONG-793001**

No. NSTDA/P/15/2015/99

Dated Shillong, the 15th February 2024

From:- Shri. E. Kharmalki, I.A.S.,
Director, Urban Affairs
Cum
Member Secretary,
New Shillong Township Development Agenc.

To,

Shri. Ram Kumar S, I.A.S.,
Executive Director,
Meghalaya State Skill Development Society,
Shillong.

Sub:- **Provision of Coordinates for Land Allocation to the Meghalaya State Skill Development Society, Labour Department, Government of Meghalaya, for the Meghalaya Skills & Innovation Hub Construction.**

Ref: **No. MSSD/ADB 2/315/2019(4) Dtd Shillong, 07.02.2024.**

Sir,

With reference to the above, I have the honour to provide information on the particulars required by your office as follows:-

1. A map showing the Coordinates of the land prepared by this office is enclosed below. The Plot number of the land is issued after formalities of handing/taking over/Execution of lease agreement are completed.
2. This is the land acquired by the Government in Urban Affairs Department and presently under the Custodian of the New Shillong Township Development Agency, the land is an open land with no existing forests around.
3. NSTDA is engaging its own In-house Consultant to take up the survey of all the Government lands at New Shillong Township. You are requested to approach Survey of India (SOI) for further details, if required.

Further, it may be mentioned that the premium of the land as fixed by NSTDA @ Rs. 35 Lakhs per acre for societies which is to be deposited to NSTDA prior to formalities of handing/taking over of the land and execution of lease agreement, after obtaining approval of NSTDA committee headed by the Chief Secretary to the Government of Meghalaya.

It may also be informed that NSTDA does not issue lease for a period of **99 years** but for a period of **30 years** only to all the Departments allotted with land at New Shillong Township

This is for your kind information.

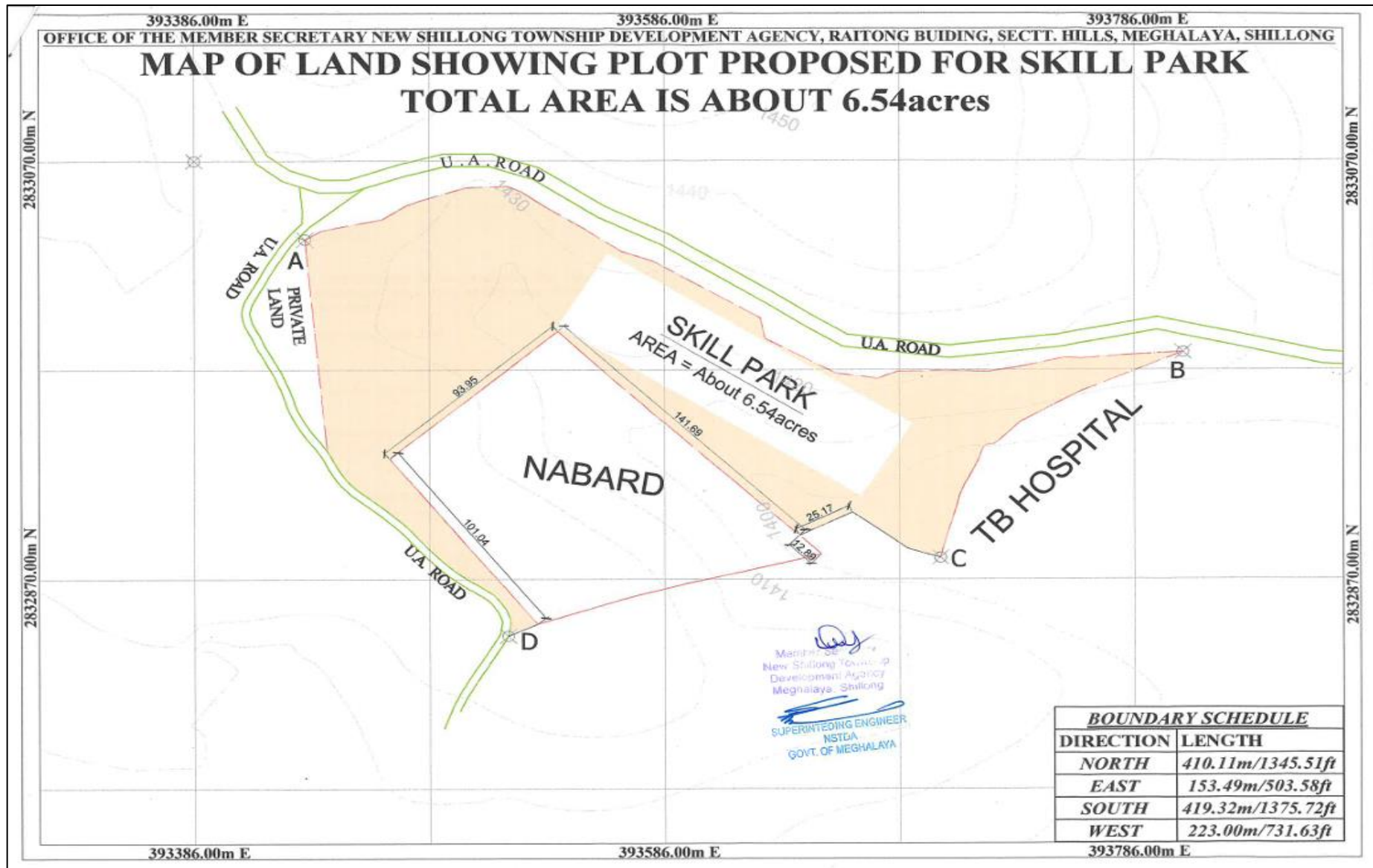
Yours Faithfully

Enclosed: As Stated

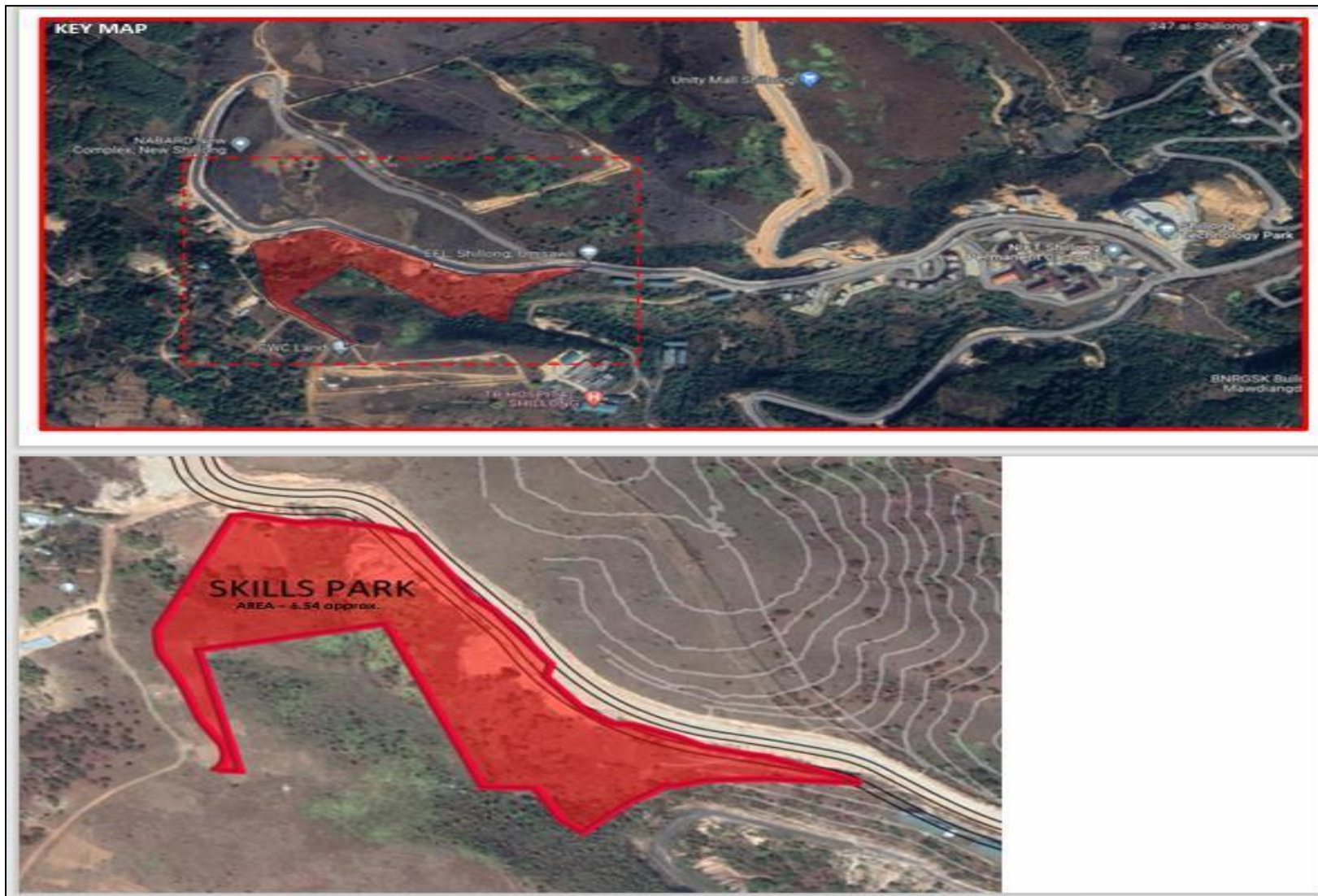

Member Secretary

New Shillong Township Development Agency,
Meghalaya, Shillong.

Receipt No. 114
Dated 16/02/2024







Source: New Shillong Township Development Agency (NSTDA), Letter number – NSTDA/P/15/2015/99, dated 15 Feb 2024.

GOVERNMENT OF MEGHALAYA
URBAN AFFAIRS DEPARTMENT

No. UAU. 49/2020/Pt/Date 15th November 2023

LETTER OF UNDERTAKING

This is to certify that the Urban Affairs Department hereby agrees to lease 5 acres of land at New Shillong Township, free from all encumbrances for a period of 99 years, to the **Meghalaya State Skill Development Society (MSSDS), Labour Department, Government of Meghalaya** for the explicit purpose of constructing a Skill Park and an Innovation Hub.



Smti. W.A.M. Booth, IAS,
Joint Secretary to the Govt. Meghalaya Urban Affairs Department

Appendix 2: Ownership Details and NoC For Shillong Public School

**OFFICE OF THE DIRECTOR OF HIGHER AND TECHNICAL EDUCATION
MEGHALAYA :::::::::::::::::::: SHILLONG**

NO.DHTE/ESTT/ADM-2/92/299

Dt. Shillong the 28th May 2019

To Whom it May Concern

This is to certify that the land as per accompanying map authenticated by the Sub-Divisional Officer P.W.D (Building), Govt. of Meghalaya, belongs to Shillong Public School, Shillong which will be used by the School solely for the purpose of Secondary and Higher Secondary Classes.

Director of Higher & Technical Education,
Meghalaya :: Shillong

(Signature)
Director of Higher
& Technical Education,
Meghalaya.


SHRI A. CHIMARAK, MCS
DIRECTOR OF HIGHER
& TECHNICAL EDUCATION,
MEGHALAYA, SHILLONG



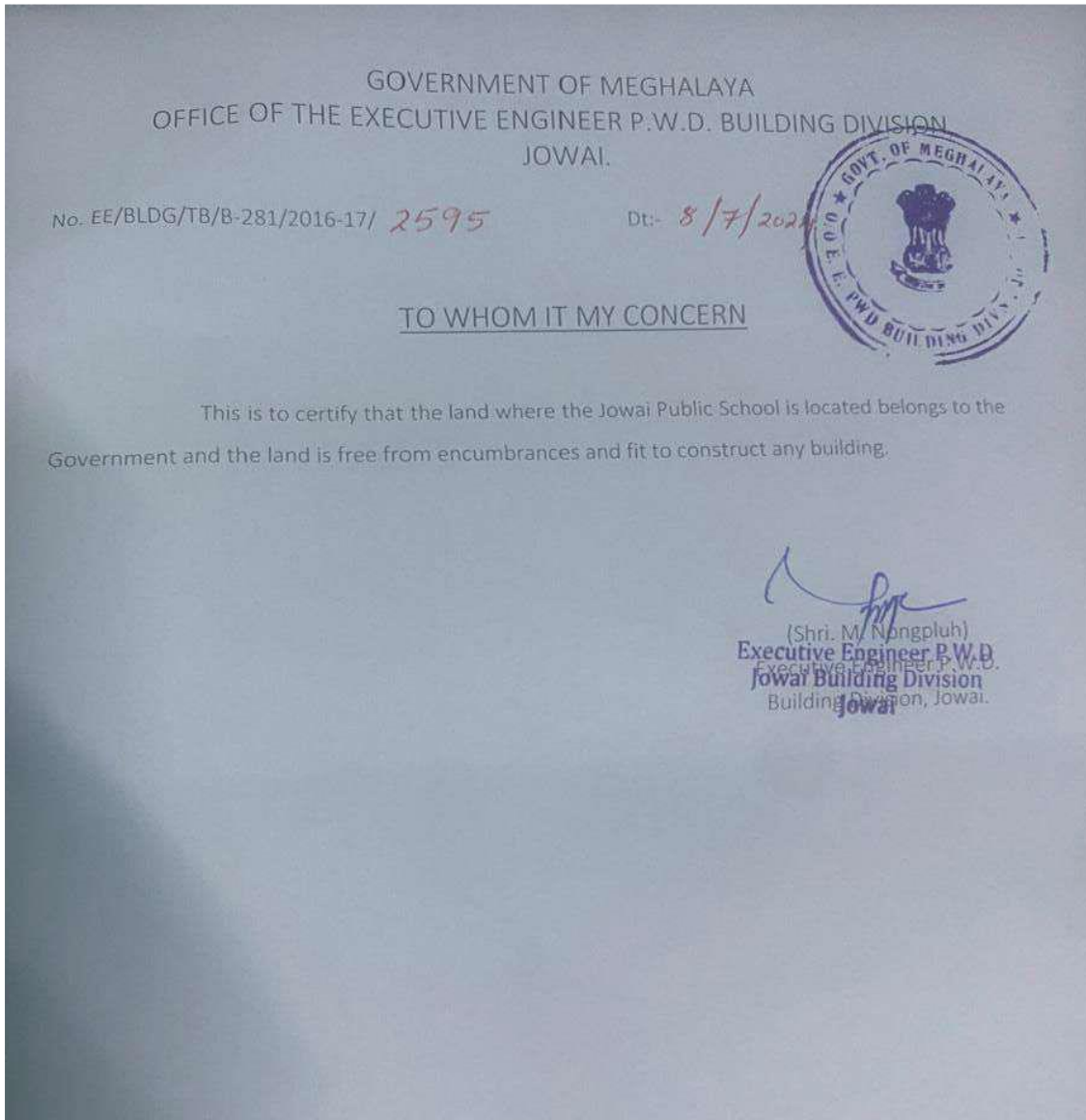
Additional Secretariat
Building
Room No.215
Phone :03642226015

TO WHOM IT MAY CONCERN

This is to certify that Shillong Public School, Shillong is an institution which is owned and managed by the Government of Meghalaya, under the Directorate of Higher & Technical Education, Meghalaya, Shillong. Since the school is set up in Government land, there is no need of producing any documents pertaining to land ownership. No objection certificate is also issued in favour of Shillong Public School, to commence with the start of Class XI (Art) of the ISC curriculum.


Director of Higher and Technical Education,
Meghalaya, Shillong.

Appendix 3: Ownership Details For Jowai Public School



Appendix 4: Screening Checklist Involuntary Resettlement Under SHCDM II

Sample Involuntary Resettlement Impact Checklist

A. Introduction

1. Each subsection/section needs to be screened for any involuntary resettlement impacts which will occur or have already occurred. This screening determines the necessary action to be taken by the project team.

B. Information on subsection/section:

- a. District/administrative name: _____
- b. Location (km): _____
- c. Civil work dates (proposed): _____
- d. technical description: _____

C. Screening Questions for Involuntary Resettlement Impact

2. Below is the initial screening for involuntary resettlement impacts and due diligence exercise. Both permanent and temporary impacts must be considered and reported in the screening process.

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Involuntary Acquisition of Land				
Will there be land acquisition?				
Is the site for land acquisition known?				
Is the ownership status and current usage of land to be acquired known?				
Will easement be utilized within an existing Right of Way (ROW)?				
Will there be loss of shelter and residential land due to land acquisition?				
Will there be loss of agricultural and other productive assets due to land acquisition?				
Will there be losses of crops, trees, and fixed assets due to land acquisition?				
Will there be loss of businesses or enterprises due to land acquisition?				
Will there be loss of income sources and means of livelihoods due to land acquisition?				
Involuntary restrictions on land use or on access to legally designated parks and protected areas				
Will people lose access to natural resources, communal facilities, and services?				
If land use is changed, will it have an adverse impact on social and economic activities?				
Will access to land and resources owned communally or by the state be restricted?				
Information on Displaced Persons:				
Any estimate of the likely number of persons that will be displaced by the Project?				
[] No [] Yes				
If yes, approximately how many?				

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Are any of them poor, female-heads of households, or vulnerable to poverty risks?				
<input type="checkbox"/> No <input type="checkbox"/> Yes				
Are any displaced persons from indigenous or ethnic minority groups? <input type="checkbox"/> No <input type="checkbox"/> Yes				

Involuntary Resettlement Impact Categorization Checklist for MSIH

A. Introduction

1. Each subsection/section needs to be screened for any involuntary resettlement impacts which will occur or have already occurred. This screening determines the necessary action to be taken by the project team.

B. Information on subsection/section: Meghalaya Skills and Innovation Hub

- a. District/administrative name: East Khasi Hills
 b. Location (km): Allotted Government Vacant Land at New Shillong, Shillong
 c. Civil work dates (proposed): Yet to be Finalized
 d. Technical description: Construction of two Independent Buildings of 12,000 sqm

C. Screening Questions for Involuntary Resettlement Impact

2. Below is the initial screening for involuntary resettlement impacts and due diligence exercise. Both permanent and temporary impacts must be considered and reported in the screening process.

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Involuntary Acquisition of Land				
Will there be land acquisition?		✓		Vacant Government Land allotted
Is the site for land acquisition known?				Not applicable
Is the ownership status and current usage of land to be acquired known?				Not Applicable
Will easement be utilized within an existing Right of Way (ROW)?	✓			Allotted Land is already demarcated
Will there be loss of shelter and residential land due to land acquisition?		✓		
Will there be loss of agricultural and other productive assets due to land acquisition?		✓		
Will there be losses of crops, trees, and fixed assets due to land acquisition?		✓		
Will there be loss of businesses or enterprises due to land acquisition?		✓		
Will there be loss of income sources and means of livelihoods due to land acquisition?		✓		
Involuntary restrictions on land use or on access to legally designated parks and protected areas				
Will people lose access to natural resources, communal facilities and services?		✓		
If land use is changed, will it have an adverse impact on social and economic activities?		✓		
Will access to land and resources owned communally or by the state be restricted?		✓		
Information on Displaced Persons:				
Any estimate of the likely number of persons that will be displaced by the Project? [✓] No [] Yes, If yes, approximately how many?				
Are any of them poor, female heads of households, or vulnerable to poverty risks? [✓] No [] Yes				
Are any displaced persons from indigenous or ethnic minority groups? [✓] No [] Yes				

Involuntary Resettlement Impact Categorization Checklist Shillong Public School

A. Introduction

1. Each subsection/section needs to be screened for any involuntary resettlement impacts which will occur or have already occurred. This screening determines the necessary action to be taken by the project team.

B. Information on subsection/section: Shillong Public School

- a. District/administrative name: East Khasi Hills, Shillong
 b. Location (km): At unused existing school land within the campus of Shillong Public School
 c. Civil work dates (proposed): Yet to be Finalized
 d. Technical description: Construction of school Building

C. Screening Questions for Involuntary Resettlement Impact

2. Below is the initial screening for involuntary resettlement impacts and due diligence exercise. Both permanent and temporary impacts must be considered and reported in the screening process.

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Involuntary Acquisition of Land				
Will there be land acquisition?		✓		Unused School Land within the existing campus of the school
Is the site for land acquisition known?				Not applicable
Is the ownership status and current usage of land to be acquired known?				Not Applicable
Will easement be utilized within an existing Right of Way (ROW)?	✓			
Will there be loss of shelter and residential land due to land acquisition?		✓		
Will there be loss of agricultural and other productive assets due to land acquisition?		✓		
Will there be losses of crops, trees, and fixed assets due to land acquisition?		✓		
Will there be loss of businesses or enterprises due to land acquisition?		✓		
Will there be loss of income sources and means of livelihoods due to land acquisition?		✓		
Involuntary restrictions on land use or on access to legally designated parks and protected areas				
Will people lose access to natural resources, communal facilities and services?		✓		
If land use is changed, will it have an adverse impact on social and economic activities?		✓		
Will access to land and resources owned communally or by the state be restricted?		✓		
Information on Displaced Persons:				
Any estimate of the likely number of persons that will be displaced by the Project? [✓] No [] Yes, If yes, approximately how many?				
Are any of them poor, female heads of households, or vulnerable to poverty risks? [✓] No [] Yes				

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Are any displaced persons from indigenous or ethnic minority groups? Yes				[<input checked="" type="checkbox"/>] No [<input type="checkbox"/>]

Involuntary Resettlement Impact Categorization Checklist of Pine Mount School

A. Introduction

1. Each subsection/section needs to be screened for any involuntary resettlement impacts which will occur or have already occurred. This screening determines the necessary action to be taken by the project team.

B. Information on subsection/section: Pine Mount School

- a. District/administrative name: East Khasi Hills, Shillong
 b. Location (km): At unused existing school land within the campus of Pine Mount School
 c. Civil work dates (proposed): Yet to be Finalized
 d. Technical description: Construction of School Building

C. Screening Questions for Involuntary Resettlement Impact

2. Below is the initial screening for involuntary resettlement impacts and due diligence exercise. Both permanent and temporary impacts must be considered and reported in the screening process.

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Involuntary Acquisition of Land				
Will there be land acquisition?		✓		Unused School Land within the existing campus of the school
Is the site for land acquisition known?				Not applicable
Is the ownership status and current usage of land to be acquired known?				Not Applicable
Will easement be utilized within an existing Right of Way (ROW)?	✓			
Will there be loss of shelter and residential land due to land acquisition?		✓		
Will there be loss of agricultural and other productive assets due to land acquisition?		✓		
Will there be losses of crops, trees, and fixed assets due to land acquisition?		✓		
Will there be loss of businesses or enterprises due to land acquisition?		✓		
Will there be loss of income sources and means of livelihoods due to land acquisition?		✓		
Involuntary restrictions on land use or on access to legally designated parks and protected areas				
Will people lose access to natural resources, communal facilities and services?		✓		
If land use is changed, will it have an adverse impact on social and economic activities?		✓		
Will access to land and resources owned communally or by the state be restricted?		✓		
Information on Displaced Persons:				
Any estimate of the likely number of persons that will be displaced by the Project? [✓] No [] Yes, If yes, approximately how many?				

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Are any of them poor, female heads of households, or vulnerable to poverty risks?				[✓] No [] Yes
Are any displaced persons from indigenous or ethnic minority groups?				[✓] No [] Yes

Involuntary Resettlement Impact Categorization Checklist of Jowai Public School

A. Introduction

1. Each subsection/section needs to be screened for any involuntary resettlement impacts which will occur or have already occurred. This screening determines the necessary action to be taken by the project team.

B. Information on subsection/section: Jowai Public School

- a. District/administrative name: West Jaintia Hills, Jowai
 b. Location (km): At unused existing school land within the campus of Pine Mount School
 c. Civil work dates (proposed): Yet to be Finalized
 d. Technical description: Construction of School Building

C. Screening Questions for Involuntary Resettlement Impact

2. Below is the initial screening for involuntary resettlement impacts and due diligence exercise. Both permanent and temporary impacts must be considered and reported in the screening process.

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Involuntary Acquisition of Land				
Will there be land acquisition?		✓		
Is the site for land acquisition known?				Not applicable
Is the ownership status and current usage of land to be acquired known?				Not Applicable
Will easement be utilized within an existing Right of Way (ROW)?	✓			
Will there be loss of shelter and residential land due to land acquisition?		✓		
Will there be loss of agricultural and other productive assets due to land acquisition?		✓		
Will there be losses of crops, trees, and fixed assets due to land acquisition?		✓		
Will there be loss of businesses or enterprises due to land acquisition?		✓		
Will there be loss of income sources and means of livelihoods due to land acquisition?		✓		
Involuntary restrictions on land use or on access to legally designated parks and protected areas				
Will people lose access to natural resources, communal facilities and services?		✓		
If land use is changed, will it have an adverse impact on social and economic activities?		✓		
Will access to land and resources owned communally or by the state be restricted?		✓		
Information on Displaced Persons:				
Any estimate of the likely number of persons that will be displaced by the Project? [✓]] No [] Yes, If yes, approximately how many?				
Are any of them poor, female heads of households, or vulnerable to poverty risks? [✓]] No [] Yes				

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Are any displaced persons from indigenous or ethnic minority groups?] Yes				[✓] No [

Appendix 5: Details of Public Consultations

Training Provider	Shillong Technology Park (DICT) and MSIH
Respondent Name	Shri. Kumbamutlang Nongbri, MCS
Respondent Designation	Joint Secretary, Information Technology and Communication Department
Respondent Contact Details	-
Date of Consultation	23 August 2023
<p>Overview:</p> <p>The Shillong Technology Park was inaugurated by Meghalaya Chief Minister Conrad K. Sangma on 2 February 2022. The park is one of the 300 ambitious projects of the State Government, which were inaugurated in 2022 as part of Meghalaya's Golden Jubilee year. The main objective of the park is to provide golden opportunities for IT professionals of Meghalaya from across the world to get back to their home State and be employed locally. The park is expected to create employment for more than 1,500 people directly, and it is estimated that it will generate three times as many jobs indirectly. Many of the tenants in the Technology Park is in the area of Business Process Outsourcing (BPO). The Tech Park has been designed based on a plug-and-play model. The first phase of building has been completed and funded by the State Government. For the subsequent phases, Government would encourage the Shillong Technology Park to operate on a Public-Private Partnership (PPP) model. Several companies have already indicated their commitment to set up their facilities at this Tech Park. The construction of the Tech Park started in 2019 and was completed in the record time of 25 months.</p> <p>Proposed Meghalaya Skills and Innovation Hub - MSIH</p> <p>The planned MSIH is close to the Shillong Technology Park, of which 6.54 acres has already been allotted to MSSDS. This initiative is part of the state government's efforts to foster skill development and provide opportunities for the youth. The park will serve as a hub for learning and innovation, offering various programs and resources to help individuals enhance their skills and knowledge. There was also a plan for India's first Centre of Excellence in Online Gaming to be established in Shillong in 2023. However, there has not been much activity yet in this regard. This initiative is led by the Digital India Startup Hub through the Software Technology Parks of India.</p> <p>Potential Interventions:</p> <ul style="list-style-type: none"> • Expand the 5 acres to at least 20 acres to accommodate other skills and areas like high tech agriculture and aquaculture. The redesigned Skills and Innovation Park would be a hub for open innovation, fostering a culture of creativity, collaboration, and entrepreneurship. Here's a proposed plan: • Open Innovation Spaces: These spaces would be designed to encourage collaboration and ideation. They could include flexible workspaces, meeting rooms, and innovation labs equipped with the latest technology. • Skill Development Center: This center would offer various programs and resources to help individuals enhance their skills and knowledge. They could include vocational training centers, coding bootcamps, and entrepreneurship workshops. • Incubation and Acceleration Programs: These programs would support startups and early-stage enterprises, providing them with mentorship, funding opportunities, and business development resources. • Research and Development (R&D) Facilities: These facilities would encourage innovation in various fields. They could include labs for tech companies, research institutions, and universities. 	

- **Community Engagement Initiatives:** These initiatives would aim to involve the local community in the park's activities. They could include public lectures, hackathons, and innovation challenges.
- **Enterprise Tenants:** Enterprises, especially BPOs, could lease office space in the park. This would not only provide a steady revenue stream for the park but also create job opportunities for the local community.

Bringing Stakeholders Together: Driving Innovation

- **Government:** The government would play a crucial role in providing funding and regulatory support.
- **Educational Institutions:** Universities and colleges could collaborate with the park to offer courses and conduct research.
- **Industry Partners:** Tech companies and other businesses could provide mentorship, funding, and real-world business challenges.
- **Investors:** Venture capitalists and angel investors could provide funding for startups incubated at the park.
- **Entrepreneurs:** Entrepreneurs would be the primary users of the park's facilities.
- **Local Community:** The local community could participate in various activities at the park.
- **Enterprises:** Enterprises as tenants would contribute to the ecosystem by providing job opportunities and collaborating with startups for innovative solutions. They would also provide sustainable rental income as key tenants.
- This redesigned Skills and Innovation Hub would not only foster skill development but also promote open innovation, job creation and alignment of skills with jobs (both local and overseas), creating a vibrant ecosystem for entrepreneurship in Meghalaya and outside.

Key outcomes of the discussion (as applicable, for the next steps):

- **Facility Expansion and Integration:** The envisaged expansion of Prime Startup Hub's (PSH) facilities to be a part of the SIH is not merely about accommodating more startups but strategically ensuring a seamless transition for individuals moving from skill acquisition to entrepreneurship. By integrating PSH within the broader framework of the Skills and Innovation Hub, an interconnected ecosystem can be created, optimizing the journey from skill development to entrepreneurial realization.
- **Industry-Focused Innovation Programs:** Direct engagement with industry-specific challenges can bridge the gap between theory and real-world application. Introducing programs that center on actual industry problems can not only lend startups a clearer direction but also establish closer ties between nascent ventures and incumbent industry giants. This alignment is invaluable, offering startups both credibility and tangible opportunities to make impactful changes.
- **Expansion of Networking Events:** By widening the scope of its networking events, both in terms of geography and variety, PSH stands to position itself and its resident startups on a truly national and international stage. Such events are crucibles of innovation, fostering diverse collaborations, and propelling PSH into the limelight as a premier, globally recognized startup hub.

Training Provider	MSSDS, Government of Meghalaya
Respondent Name	Mr. Ram Kumar
Respondent Designation	Executive Director, MSSDS, Shillong
Respondent Contact Details	
Date of Consultation	22 August 2023
Overview:	

Skill Development is not a new topic in the state of Meghalaya, yet there is a need to converge the various initiatives under the various Government Departments, Non-Government Organizations and Private Institutions to instil a sense of collective participation towards a common goal. The Meghalaya State Skill Development Society (MSSDS) was established with the authority to receive funds from the government (central and state), and financial institutions, and to spend it for fulfilling the mandate of the Skill Development in the State. It takes the roll of a collaborative platform at the state level identifying the need for the development of a structured framework. The Meghalaya State Skill Development Society (MSSDS) was created to enhance the skill sets of the youth of the state thereby improving their employability. MSSDS focuses on developing a cohesive skill information, entrepreneurship and placement framework for Meghalaya, based on the current and emerging needs of the economies of the state. MSSDS is implementing a placement linked skill development programme on various domains through potential project implementing agencies (PIAs).

The objectives of MSSDS are:

- To implement the Meghalaya State Skill Development Mission, and all such matters incidental to it.
- To promote awareness relating to skill development under various Government programmes and departments, and channel them, as also strengthen them, for better delivery.
- Build the capacities of the skill development institutions and empower them to take responsibilities for management of skill development process in the state.
- To collect, collate, analyse, process and document all skill development initiatives of the state.
- To support and collaborate with various institutions/organisations of the state/outside the state on matters relating to the society.
- To monitor the progress of the projects and programmes taken up from the resources provided to the society and conduct evaluations of these programmes and projects according to the time frame and details considered appropriate.
- To receive funds from the government, state and central, financial institutions toward promotion of its goals and objectives.
- To draw, accept, make, endorse, discount and negotiate with the Government of India/ State Government and other promissory notes, bills of exchange, cheques or other negotiable instruments.
- Purchase, take on lease, accept as gift, construct or otherwise acquire, any loan or property wherever suitable, which may be necessary or useful for the society.
- To invest the fund or money entrusted to the society upon such security or in such a manner, as may be from time to time, to sell or transpose such investments.

Mr. Ram Kumar, working as Executive Director in MSSDS, shared insights about the needs and challenges of skills sector in Meghalaya, highlighting the unique demand and supply scenario. In Meghalaya, there exists a disparity between demand and supply, particularly evident in the construction sector resulting in the loss of economic activities in the State. Unlike states like Odisha, where multiple industries thrive, Meghalaya's development needs to consider the context of socio-cultural aspects. To create sustainable industrial training institutes (ITIs) in Meghalaya, it is crucial to assess the type of services which can flourish, such as, services, processing, manufacturing, or technology. Additionally, addressing social security concerns is essential among the residents who value community comfort and a sense of belongingness.

Key observations (issues):

- It is important to extend the focus (purpose) of the Skills Park, beyond Meghalaya to benefit the entire Northeastern Region of India, attracting individuals from neighbouring states for skills-based training and development.
- While gender-specific work and decision-making challenges are minimal in Meghalaya, the project should consider the socio-cultural responsibilities held by women within their families.

Potential Interventions:

- A skills gap analysis in Meghalaya is necessary to convert skills into economic values ensuring the efficient utilization of skilled manpower. It will be significant to offer demand-based skill development courses for the state.

Key outcomes of the discussion (as applicable, for the next steps):

- The assessment of socio-cultural aspects is very important to plan, design and offer the skill-based trainings in the State.

Date	Activities	Summary of Discussion in Tura, Shillong, and Jowai Public Schools
February 22, 2024	Consultation Meeting with the Principal, Teachers at Tura Public School	<p>There was a discussion with the principal, teachers and students of Tura Public School. The main points of the discussions are depicted in bullet format.</p> <ul style="list-style-type: none"> • Tura Public School was established in the year 1981, on 14th March, by the Education Department, Govt. of Meghalaya under the Directorate of Higher and Technical Education. • This is the only Government Public School of Garo Hills out of the five Government Public Schools of Meghalaya. • This school is considered a Special School of Meghalaya and affiliated to the Council for the Indian School Certificate Examination, Delhi under Affiliation No. ME003. • This school has been catering to the educational needs of the students of the entire Garo Hills ever since its inception and offers the 'Indian Certificate of Secondary Education (ICSE) course up to the tenth standard. • The total number of students in Tura Public School is 500 students. • The percentage of students in the ST category in Tura Public School is 85%. The percentage of teachers in the ST category in Tura Public School is 80%. • The percentage of girls students in Tura Public School is about 35%. • The last construction in the school was more than 15 years ago, for the development of digital classrooms and teaching art and crafts, however, it is in a dilapidated condition. • There are only two small science labs (physics and biology) that will require renovation. A new double-story building is needed for one of the science labs (physics or biology). • The school lacks physical infrastructure like smart classrooms and classes for standard XI and XII. The school also requires upgradation in its laboratory. • Additional computers and furniture are needed to accommodate the new generation and equip them with the necessary computer skills. • The teachers also demand skill development of themselves in computer and other new age skills. • The principal Mr. Pranab Bhowmick took to the proposed site and stated that the proposed construction site is well within the existing campus of the school, thus there would be no Land Acquisition. The land proposed for the project is not used for any commercial or other school purpose. • There is no encroachment in the proposed site and during construction there would be no loss of accessibility to any structure or land.

		<ul style="list-style-type: none"> • Further, there would be no reduction in the playing area of the students due to this proposed project as the project is in the unused land of the school there would be no loss of livelihood of any person or organization. • The other teachers request to do the major construction during winter vacations.
February 23, 2024 and April 23, 2024	Consultation Meeting with the Principal, Teachers and students at Shillong Public School	<p>There was a discussion with the principal of Shillong Public School and the teachers. The main points of the discussions are depicted in bullet format.</p> <ul style="list-style-type: none"> • Shillong Public School is an English medium public school in the locality of Laitumkhrah, Ward No.2 of Shillong, East Khasi Hills, Meghalaya. • The school was founded in 1994, it is a co-educational school. • The school is affiliated to CISCE. The school is managed by the Department of Higher Education and Technical Education • The total number of students in Shillong Public School is 650 students. • The percentage of students in the ST category in Shillong Public School is 95%. The percentage of teachers in the ST category in Shillong Public School is 96%. • The percentage of girls students in Shillong Public School is about 30%. • A new multi-storied building is needed, equipped with a multipurpose hall, 12 classrooms, and 3 science labs for higher secondary students. The existing science labs require retrofitting to better cater to the needs of secondary students. • Additional computers and furniture are needed for the computer labs to provide students with the necessary learning resources. • The existing rooms currently used for higher classes can be repurposed as art and craft rooms. The library room requires maintenance and additional furniture to effectively support the education of secondary students. • A new library in the new building will serve the needs of higher secondary students • The main occasions the school celebrates are Teachers Day, Foundation Day, Environment Day, Sports Day and Yoga Day. The school accommodates and celebrates local tribal festivals like Shad Suk Mynsiem, Wangala, and Behdeinkhlam. • The principal Mr. Arorn Wayn mentioned that the school upholds a high standard of educational facilities and is known for its exceptional results. The school needs physical infrastructure and scientific laboratory instruments and facilities. • The proposed construction of the New School Building is well within the existing campus of the school. There is no Land

		<p>Acquisition for the construction of the New Premises of the School.</p> <ul style="list-style-type: none"> • The proposed construction of the New School Building is well within the existing campus of the school. The land proposed for the project is not used for any commercial or other school purpose thus, there would be no loss of livelihood for any person or organization • There is no encroachment in the proposed site and during construction there would be no loss of accessibility to any structure or land.
June 24, 2024	<p>Consultation Meeting with the Principal, Teachers, Parents and Teachers cum Parents at Jowai Public School</p>	<p>After the proposed construction site visit with the principal of Jowai Public School, there was a discussion with the principal. Further, there was a discussion with the teachers and parents. The main points of the discussions are depicted in bullet format.</p> <ul style="list-style-type: none"> • There is only one Government ICSE²³ school in Jowai. The Jowai Public School is up to 10th standard and there is no 12th standard CISCE²⁴ school in Jowai. The school is Co-educational and it have an attached pre-primary section • The school was established in 1985 and it is managed by the Department of Education. • It is located in Thadlaskein block of West Jaintia Hills district of Meghalaya. • Students passing out Class X and want to continue in the same Board have to go to Shillong. This project will give the much-awaited Class XII facilities on the same board for many students of Jowai. • More than 85% of the teachers are from the Schedule Tribe community. About 90% of the students at the Jowai Public School belong to Schedule Tribe. • The teachers unanimously agreed on the lack of infrastructure at the school. There is no smart classroom, digital board, laboratories, number of classrooms and sports equipment. • The teachers also agreed on the need for advanced training to use the modern instruments and smart board. • The teachers stated that they always suggest the students evaluate the recognition and promotion of traditional ecological knowledge and its relevance to modern education. • The parents made the point that the school may provide cultural sensitivity training for teachers and students to foster a more inclusive environment. • The teachers also agreed on the need for awareness in cultural and social issues.


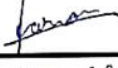
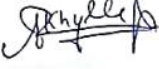

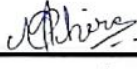



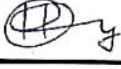


²³ Indian Certificate of Secondary Education better known as Delhi Board for Class X.

²⁴ Council for the Indian School Certificate Examinations better known as Delhi Board for Class XII.

		<ul style="list-style-type: none">• The principal Mr. M.S.Kharshing stated the proposed building will be constructed at the site down to the assembly point well within the school campus. No land to be acquired by the Department of Education.• The land proposed for the project is not used for any commercial or other school purpose. There is no encroachment in the proposed site and during construction there would be no loss of accessibility to any structure or land.• As the project is well within the existing campus of the school in the unused land of the school there would be no loss of livelihood for any person or organization
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Attendance and Photo Documentation – Shillong Public School

Supporting Education and Skills Development Facility SHCDM Phase -II				
Date: 23.02.2024		Attendance Sheet		
Town/City: Shillong		Location: Shillong Public School		
Sl. No.	Name	Occupation	Contact Details	Signature
1	Aaron Nayan	Principal	9862010456	Aswayan
2	Robert Dinyoleh	Vice Principal	9856600948	Dinyoleh
3	Talabang Mawttok	Asst-Teacher	8794605237	Mawttok
4	Doreen G. Shylla	District Manager	7308386174	Shylla
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Supporting Education and Skills Development Facility SHCDM Phase -II				
Date: 23.04.2024		Attendance Sheet		
Town/City: Shillong		Location: Shillong Public School		
Sl. No.	Name	Occupation	Contact Details	Signature
1	Davinia Kherkongor	Class 10(X)	936689772862439	
2	Aaron S Mamin	Class X	9774445894	
3	Asdaman Khyllap	class X(10)	9383361143	
4	Mangkyphang Kharshing	Class 10(X)	9856002206	
5	Maysaa C. Phirin	class X (10)	9862247453	
6	Xehriol K. Langteich	class X (10)	8019436978849	
7	Isaac H. Pynopopo	Class X	6909087563	
8	Schiendler L. Nongphur	Class X	9862214166	
9	Hansdemon K. Pynopopo	Class X	9366890851	
10	Ethan R. Chongthu Suna	Class X	9863340125	
11	Heimonne O.P. Nongphang	class (X)	8794461838	
12				
13				
14				
15				

Consultation Meeting with the Scholl Principal, Teachers and Students of Shillong Public School



Attendance and Photo Documentation – Tura Public School

Supporting Education and Skills Development Facility SHCDM Phase -II				
Date: 22.02.2024		Attendance Sheet		
Town/City: TURA		Location: District Education Office, Tura, GDM		
Sl. No.	Name	Occupation	Contact Details	Signature
1	Smt. Injme H. Mark	L.S.E.O.	JF DSEK, Tura. 8787713068	22/02/24.
2	Smt. Rozzica Arongh	S.E.O. JF. DSEL Tura	8794778528	
3	Chooberul Manal	MO/DM	7005120482	
4	JENNICA Manal	MO/DM	7085912253	J. Manal
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Supporting Education and Skills Development Facility SHCDM Phase -II				
Date: 22/02/2024		Attendance Sheet		
Town/City: TURA		Location: Tura Public School		
Sl. No.	Name	Occupation	Contact Details	Signature
1				
2	Chroswell Marak	MO/DM	7005120432	
3	Jessica Marak	MO/DM	7085913253	J. Marak
4	Pranab Bhomik	Principal/IC	9436112300	
5	Bikromjit A. Sangma	Art/Craft Teacher	4856083979	
6	Jenylie Laloo	Asst. Teacher	7085718212	J Laloo
7	Jayceline Nongpij	Asst. Teacher	7005368685	
8	Mitnyi Sangma	Asst. Teacher	9366774193	
9	Dihana R. Marak	Asst. Teacher	9862565491	
10	Stacy D. Momin	Asst. Teacher	8794703831	
11	Sangma M. Sangma	Asst. Teacher	8794703171	
12	Sengrey G. Momin	Asst. Teacher	9856711288	
13	Raj Anjan A. Sangma	Student	9862919968	
14	Shrimshikha O. Sangma	Student	9362849144	
15	Kristiano Rakorio D. Sangma	Student	9089431016	
16	Adana W. Momin	student	8811876584	
17	Mahima Rangra Marak	student	9362022203	
18	Tanishka Debnath	student	9436705009	
19	Kelly Amber G. Momin	Student	9383321274	

Consultation Meeting with the School Principal and Teachers of Tura Public School



Attendance and Photo Documentation – Jowai Public School

Supporting Education and Skills Development Facility SHCDM Phase -II				
Date: 24/06/2024		Attendance Sheet		
Town/City: Jowai		Location: Jowai Public School		
No.	Name	Occupation	Contact Details	Signature
1	Shri M.S. Kharshing	Govt Servant (Principal)	9862081652	
2	Shri B. Kharoulang	M/O DSL	705080928	
3	Shri N. Panah	Teacher	9615106147	
4	Smt R. M. Laloo	Teacher	9863076155	
5	Smt M. Siangshai	Teacher	9089176004	
6	Smt - Royi Phaw	Parent	8257988781	
7	Shri S. Messa	Teacher	897479116	
8	I. Shangphiang	Teacher	9774070059	
9	K. Bang	casual	9863130035	
10	Smt Yeomanly Malang	casual	9774878356	
11	Shri S.H. Khonglah	UD - Assst	9863043051	
12				
13				
14				
15				

Consultation Meeting with the School Principal, Teachers, Parents, and Teacher cum Parents of Jowai Public School



**Appendix 6: Sample Grievance Registration Form
(To Be Available In Khasi, Garo, and English)**

The Supporting Human Capital Development in Meghalaya (Phase 2) Project welcomes complaints, suggestions, queries, and comments regarding project implementation. We encourage persons with grievance to provide their name and contact information to enable us to get in touch with you for clarification and feedback. Should you choose to include your personal details but want that information to remain confidential, please inform us by writing/typing *(CONFIDENTIAL)* above your name. Thank you.

Date		Place of registration			
Contact Information/Personal Details					
Name		Gender		Age	
Home Address					
Place					
Phone Number					
E-mail					
Complaint/Suggestion/Comment/Question					
Please provide the details (who, what, where and how) of your grievance below					
How do you want us to reach you for feedback or update on your comment/grievance?					

FOR OFFICIAL USE ONLY

Registered by: (Name of Official registering grievance)	
Mode of communication: Note/Letter Email Verbal/Telephonic	
Reviewed by: (Names/Positions of Official(s) reviewing grievance)	
Action Taken:	
Whether Action Taken Disclosed:	Yes
Means of Disclosure:	