

CHAPTER 1: INTRODUCTION

1.1 *Background of IVTI Project*

The Director General of Employment and Training (DGE&T), Ministry of Labour & Employment (MoL&E), Govt. of India has proposed to take up a scheme for upgrading 500 existing ITIs. The first 100 ITIs would be upgraded through domestic resources and the remaining 400 ITIs are proposed to be taken up through World Bank funding - under the project proposal entitled, 'Externally Aided project for Reforms and improvement under Vocational Training Service rendered by the Central and State Governments'. The objective of the scheme is to produce multi-skilled workforce matching world standards. It is planned to introduce multidisciplinary courses in the first year, followed by advanced/specialized modular courses in the second year. The main thrust of the program is to provide appropriate infrastructure, equipment, update syllabi and introduce new courses in the ITIs.

1.2 *Need for Environmental Assessment*

Industrial Training Institutes are like mini industries. Planning, development and management of the ITIs may involve several critical environmental obligations. An Environment Management Framework (EMF) may be a helpful tool in preventing or overcoming these unseen hurdles at any stage.

In general, an Environment Assessment (EA) exercise is carried out before developing an Environment Management Framework for an area. For developing an institute, EA might serve as a decision-making tool ensuring that the project design would result into an environmentally sound and sustainable reality. In the initial stages, EA provides framework for the detailed planning and design of the project. Environment Management Plans (EMP) developed on the basis of EA, may serve as important guideline during execution of the project. Similarly, an EA exercise is required to be carried out for developing the Environment Management Framework (EMF) for the vocational training institutes (ITIs) in India.

The DG&ET has engaged the professional services of CEPT University, Ahmedabad to undertake an environmental assessment with the following objectives:

- The current good practices are expanded and augmented;

The Director General of Employment and Training (DGE&T), Ministry of Labour & Employment (MoL&E), Govt. of India has proposed to take up a scheme for upgrading 500 ITIs to Center of Excellence (COE)

- Environmental principles are incorporated into the location/siting, design, construction, operation and maintenance of the ITIs and other buildings;
- Industry-specific environmental, health, and occupational safety issues are adequately built in the curriculum for the improved vocational education system;
- Demand-driven industry-specific environmental issues relevant for international benchmarking of the industries and the educational system are incorporated in the curriculum.

1.3 Terms of Reference for Environmental Assessment

As per the TOR provided by the DG&ET, the overall environmental issues have been divided into two broad categories – related to (i) Current status and improvement of physical facilities for the 400 ITIs, and any other civil works; and (ii) Curriculum development and international benchmarking for the proposed CoEs.

The civil works would mainly be repairs, reconstruction, and possible small expansion of building facilities. No new campuses or major buildings construction are expected. It is also anticipated that the environmental issues related to civil works may not be huge, and many of the required safeguard measures are already available in the National norms and standards.

1.4 CEPT's Scope of Work

- a. Desk review to identify the relevant National standards and codes related to the planning, design, construction of institutional buildings and site development
- b. Sample field based examination (supplemented by desk review, if required) to identify if these standards and codes are used fully in the site development and construction of building facilities of the ITIs in general in India, and to identify current good practices; and current environmental issues
- c. Formal interview based inputs from selected group of industries and industrial associations would be needed in order to develop recommendations for curriculum development – related to trade-specific environmental management, health, occupational safety and international environmental benchmarking.
- d. Preparation of an Environment Management Framework (EMF) for the vocational training institutes in India.

1.5 CEPT's Approach

For systematic environmental assessment, CEPT organized the entire study under following stages:

Stage I Review of Standards, Statutory /Voluntary provisions, Best Practices

The desk review looked into various provisions of National Building Code, BIS Codes, various relevant environmental acts and legislations, national and international best practices pertaining to campus environment management, occupational health & safety issues.

Stage II Assessment of Existing Situation through Site Visits and Consultations

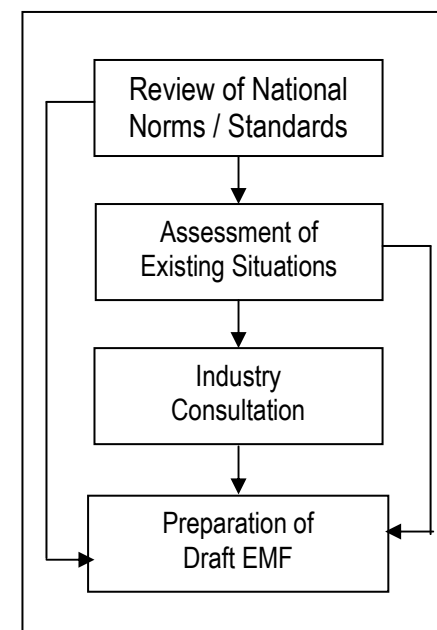
Based on geo-climatic conditions , trade-pollution potential and intervention criteria, a total of 19 ITIs were taken up for assessment of existing situation. The assessment was carried out through a structured questionnaire survey and focused group discussions with faculty, staff & students.

Stage III Industry Consultations

Rapid Industry consultations were undertaken at the national, regional as well as at the local level in order to understand the industry requirements, curriculum development and value chain improvement possibilities.

Stage IV Preparation of Draft EMF

Based on the assessment of existing situation and review of relevant standards/codes of practice etc, pertinent environmental issues and their impact significance were identified. Various options to address the major environmental issues as well as possible environmental augmentative measures were identified and included in the overall framework along with the institutional framework, training & capacity building plan and public disclosure policy.



1.6 Report Structure

This draft EMF report has been structured in five chapters as under:

Chapter 1	Introduction
Chapter 2	Review of Standards, Codes of Practices
Chapter 3	Assessment of Existing Situation
Chapter 4	Review of Vocational Training Structure
Chapter 5	Environment Management Framework (EMF)