

**TRIPURA RURAL ECONOMIC GROWTH
AND SERVICE DELIVERY PROJECT**

**STAKEHOLDER ENGAGEMENT PLAN
(SEP) - TRIPURA RURAL ECONOMIC
GROWTH AND SERVICE DELIVERY
PROJECT - P178418**

Draft Updated 28 November 2022

Tribal Welfare Department
Government of Tripura
Agartala, Tripura

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LIST OF ABBREVIATIONS

ARDD	Animal Resource Development Department
BDOs	Block Development Officers
CC	Community Co-Ordinator
CE	Citizens' Engagement
CPGRAMS	Centralized Public Grievance Redress and Monitoring System
DARPG	Department of Administrative Reforms and Public Grievances (DARPG)
DoE	Department of Education
DoIT	Directorate of Information Technology
DPG	Directorate of Public Grievances
ECCE	Early Childhood Care and Education
EIA	Environmental Impact Assessment
e-PMS	Electronic Project Management System
ESF	Environmental and Social Framework
ESMF	Environment and Social Management Framework
ESS	Environmental and Social Standards
GoI	Government of India
GoT	Government of Tripura
GRC	Grievance Redressal Committees
GRM	Grievance Redressal Mechanism
GRO	Grievance Redressal Officer
ITNDP	Integrated Transport Network Development Plan
KPL	Key Performance Indicators
LARR	Land Acquisition, Rehabilitation and Resettlement Act (LARR) 2013
LMS	Learning Management System
PAP	Project Affected Persons
PD	Project Director
PDO	Project Development Objective
PIU	Project Implementation Unit
PMIS	Project Monitoring Information System
PMU	Project Management Unit
PO	Producer Organizations
PWD	Public Works Department
PWL	Permanent Waiting List
RAMS	Road Asset Management System
RTI	Right to Information
SEA/SH	Sexual Exploitation and Abuse / Sexual Harassment
SIA	Social Impact Assessment
SEP	Stakeholder Engagement Plan
SMC	School Management Committee
SIPARD	State Institute of Public Administration and Rural Development
TaRL	Teaching at Right Level
TRESP	Tripura Rural Economic Growth and Service Delivery Project
TRLM	Tripura Rural Livelihood Mission
TSA	Technical Support Agencies
TWD	Tribal Welfare Department
VC	Village Committee
VCDP/GPDP	Village Council/Gram Panchayat Committee Development Plan

EXECUTIVE SUMMARY

Background

This Stakeholder Engagement Plan (SEP) intends to engage the identified stakeholders of Tripura Rural Economic Growth and Service Delivery Project (TRESP), through appropriate information disclosure, connect with multiple stakeholders, and obtain feedback and ensure a robust grievance redressal. TRESP is being prepared by the Government of Tripura with assistance from the World Bank.

TRESP is a multi-sectoral project (livelihood interventions in agriculture and allied activities, upgradation of rural roads, improving access to quality education) with a project development objective that aims at enhancing connectivity and access to improved services and economic opportunities for tribal areas in Tripura. TRESP is implemented in 23 Tribal Blocks, including 12 aspirational Blocks. As the nodal agency, implementation under the project will be coordinated by the Tribal Welfare Department through the Society for TRESP (PMU). This Society will be responsible for overall planning, implementation, and monitoring of the Project, including coordination with other implementing agencies and support institutions. Departments of Education (DoE), Public Works Department (PWD), Department of Agriculture (integrated with Directorate of Horticulture), Department of Fisheries, Animal resource and Tripura Rural Livelihood Mission (TRLM) will be the PIUs implementing the project. TRESP targets 3 broad areas for intervention across its target region1) enhancing agricultural incomes through increased productivity, improved market linkages and value addition; supported by strengthening extension services and improving access to credit. 2) increasing connectivity to villages in remote locations to ensure access to services. 3) improving access to quality education across 12 aspirational blocks.

Stakeholder Engagement Plan: Purpose

The SEP complies with the Environmental and Social Standard 10 (ESS10), of the World Bank's Environment and Social Framework (ESF). ESS10, provides for engaging with stakeholders throughout the project life cycle, commencing such engagement as early as possible in the project development process and in a timeframe that enables meaningful consultations with stakeholders on project design. SEP is aligned with the requirements of Government of India (GoI) as well as Government of Tripura (GoT) appropriate legal instruments and rights-based legislations that call for engaging with citizens to ensure their voice is heard during planning and implementation of development schemes and to ensure accountability of service providers.

Stakeholder Identification and formulating Engagement Needs

SEP categorises stakeholders into three broad categories, (i) affected parties, (ii) other interested parties, and (iii) disadvantaged or vulnerable people. SEP has identified these stakeholders for respective project interventions such as, agriculture improvement and post-harvest infrastructure, school modernisation, enhanced learning and workforce readiness, road construction and upgradation, as well as for capacity building component. The level of impact of the project in terms of nature, scale and likelihood of occurrence has been analysed along with respective stakeholders' influence level. Based on the understanding of the stakeholder impact and influence, the stakeholder engagement needs have been formulated, and mode and medium of communication and engagement is detailed.

Stakeholder Consultations

Stakeholder Consultations were carried out with multiple stakeholders including local community and their representatives, community-based organisations, government departments, and non-government institutions associated with or having stake in TRESP. These consultations were carried out during March to November 2022, at the local community level, institutional level, and at a state level stakeholder workshop to gather stakeholder feedback and concerns, and consult on the key points of the emerging stakeholder engagement approach of TRESP.

Community level consultations were attended by about 540 participants from various stakeholder groups from 16 villages of 8 blocks in 4 districts. The consultations included multiple stakeholders, i) Past/Current Elected Representatives, village residents, (ii) Women's Village Organization, Self Help Groups, (iii) Farmers

Groups, Producer Groups, Livelihood Groups, (iv) Vulnerable Households, (v) School Management Committee (SMC), Teachers and Students, (vi) Past land donors, affected vendors; existing road user groups/population (FGD) and local representatives of (vii) Block/Village level functionaries of PWD (roads), PWD (schools), Agriculture and Allied, TRLM, TWD, TTADC etc.

Institutional level consultations were conducted with representative of Block Development Offices (BDOs), Tripura Rural Livelihood Mission (TRLM), Self Help Groups, Tripura Tribal Autonomous District Councils (TTADC) and officials from Line Departments / PIUs.

State level Stakeholder Consultation Workshop was attended by representatives from community-based organizations and stakeholders from line departments/ PIUs. The Workshop was in furtherance to the visits and interactive consultations carried out at the field level and has shared the observation made during the visits as well as gathered feedback from different stakeholders. The workshop has facilitated the clarification and understanding various stakeholders primarily of the representatives attended from 23 TRESP Blocks.

Stakeholder Feedback

Communities in project area have been highly supportive and welcoming of the proposed TRESP interventions. Community consultations brought out the need for better rural connectivity, especially in remote habitations to ensure safety, better access to essential public services and markets. Access to roads and having all weather road connectivity emerged as top priority in all villages across the districts, blocks, and communities. School-based interventions were equally felt need of the community as is the case of agriculture and allied interventions. Shortage of teachers, classrooms, hostels, drinking water, hygienic and functional sanitation facilities and poor quality of school maintenance were raised in most meetings. Lack of livelihood and income enhancement opportunities has been highlighted by the communities, along with lack of access to improved agriculture inputs/extension support, marketable surplus, post-harvest infrastructure, and remunerative markets. SHGs, School Management Committees and Village Committees do participate in the Gram Sabha meetings and the village level development planning process. However, their engagement in decision making related to selection of activity, design, beneficiaries and areas and participation in supervision and monitoring is weak. Overall, the consultations revealed that the proposed TRESP interventions are aligned well with people's priorities.

The consultations also dwelt on community perspectives on land donation. The proposed road upgradation works are likely to rely on donation of small parcels of privately owned land, especially in the case of earthen roads. Public Works Department responsible for road construction and maintenance in Tripura, has the experience of managing land donation process under the Government's rural roads program (PMGSY). Overall, the Community stakeholders expressed their readiness and willingness to voluntarily donate small land parcels for these much-needed rural roads. The civil works in Schools is likely to disrupt the regular classroom sessions and alternative arrangements to accommodate the students without affecting the routine classes was also suggested.

Stakeholder feedback has informed the project design in multiple ways. Some of the examples are: selection of roads prioritised by block advisory committees; use of local tribal language (Kokborok) in community mobilisation, stakeholder communication, teaching instruction, dissemination of information on GRM and development of supplementary teaching materials; promoting animal husbandry interventions along with agriculture; provision of community based agriculture advisory and good agriculture practices; provision of additional rooms, teachers and drinking water and sanitation facilities in schools; capacity building of school management committees; providing better drainage along the rural roads to avoid flooding; and capacity building for VC and CLF leaders and strengthening their voice and agency in village level planning. SHGs and CLFs engaged in savings and credit and multiple income generating activities will be important stakeholder for TRESP. Other community-based organisations including village committees, producer groups, cluster level federations, and school management committees will also play an important role in TRESP interventions and are key stakeholders for the stakeholder engagement plan. The need for disseminating details about specific project interventions and the criteria followed in selection of beneficiaries, will be part of the information disclosure strategy.

The Draft SEP has been prepared on the basis of stakeholder consultations and feedback. The draft has been disclosed in stakeholder workshop and on client's website for additional feedback.

Stakeholder Engagement Plan

Stakeholder Engagement is an interactive two-way process that encourages participation, free exchange of ideas and meaningful conversation and makes citizens and project beneficiaries partners in decision making, and TRESP derives a suitable mechanism for information sharing, which include email/phone-based correspondences between government and non-government functionaries. Formal meetings and focus group discussions will be the core mode for communicating with local community. SEP provides details about the timing/frequency, responsible parties, tools of engagement, information sharing among respective stakeholder groups.

Public Disclosure and Information Dissemination

Draft SEP has been prepared on the basis of stakeholder consultations and feedback. The draft has been disclosed in stakeholder workshop and on client's website for additional feedback.

TRESP commits to proactive disclosure and sharing of information with the key stakeholders, including the beneficiaries and communities. The project will operationalise this engagement strategy focusing on effective and efficient usage of consultations, social, print, and electronic media, information displays, posters, wall writings, trainings / workshops and adoption of any other method suiting local context, logistics, human and financial resources.

The project will report at least annually to stakeholders, but often will report more frequently during particularly active periods of specific project components, when the public may experience more impacts or when phases are changing, especially component 1 & 2. The site-specific displays and notices shall have the basic information of the works, details of grievance procedures as well as grievance helplines.

All key documents, especially those related to E&S risk management will be made accessible to public through publications and disclosure on departmental/project website, translated into local languages (Bengali, Kokborok)¹. Some of the key documents disclosed will be Project Implementation Plan, ESMF with all its sub-plans, Procurement Manual, Finance Manual, Progress Report, GRM status, and audit reports.

Grievance Redress Mechanism

TRESP will have a grievance redress mechanism, one at State/ PMU Level and another at PIU/site level. The project level GRM will be headed by the Project Director (PMU), a PIU level GRM as a middle-tier and intervention or site level Grievance Redressal Committees (GRCs) composed of line agencies, community members, elected representatives as well as CSOs as the first level grievance redressal agency. GRC and PIU level GRM will directly address all grievances related to the project affected persons (PAPs), project workers and community members and all unresolved grievances will be escalated to the PMU level GRM.

The Project Director (PMU) will be assisted by the two responsible persons for grievance redress: a Social Specialist and an Environmental Specialist.

Additional to the dedicated grievance redress mechanism, TRESP will leverage the existing public grievance mechanism of the Government of Tripura, such as the (i) Centralized Public Grievance Redress and Monitoring System (CPGRAMS) and (ii) Chief Minister's Helpline service which is having the Toll Free (1905) facility. Each of the PIUs (roads, education, agriculture, TRLM, TWD) also have departmental grievance redressal and tracking mechanism. However, stakeholder awareness of these mechanisms is low, and the reporting and tracking is weak. Information dissemination on GRMs will be a key activity during the initial phase of project implementation and continue throughout implementation period.

¹ "Mandate that project operational manuals should be made public, readily accessible to citizens, and available in all national languages" IDS POLICY BRIEFING ISSUE 169 (MARCH 2020)

Implementing Arrangements and Monitoring Mechanism

Overall implementation responsibility of SEP rests with PMU/TWD. At the village level, the Cluster Coordinator / Livelihood Coordinator will be responsible for SEP implementation; Block level Coordinator will oversee the village level implementation activities and District level Coordinator will be supporting the SEP implementation in coordination with PIUs.

SEP implementation will have internal and external monitoring. Internal monitoring will be done by E&S specialists at PMU, who will coordinate with respective personnel at village, block, and district level with facilitation from PIUs. Monitoring indicators provided in the SEP will be assessed on monthly basis by the PMU; consolidated monitoring report will be prepared by PMU on quarterly basis, based on the monthly inputs as well as based on the incident-reporting. The third-party agency or PMC appointed by the PMU will be responsible for the external monitoring and suggest corrective measures, if any.

PMU will provide trainings on stakeholder engagement directly or through specialised agencies. PIUs will in turn provide training to district coordinators and concerned officials. Periodic trainings will be organised at district level for consistency in the actual implementation of SEP.

For effective SEP implementation requires resources towards preparation of IEC materials, conduct workshops, trainings, and consultative meetings. The overall estimated budget for SEP implementation is INR 12 million.

1 Project Description

The Tribal Welfare Department (TWD), Government of Tripura (GoT) is preparing the Tripura Rural Economic Growth and Service Delivery Project (TRESP) with the assistance of the World Bank. The State has identified 12 of the 23 most underdeveloped tribal blocks as “aspirational” for special emphasis on poverty eradication. The Government of Tripura aims to target the tribal blocks for convergence in investments for inclusive growth and human capital development.

TRESP is envisaged as multi-sectoral in nature, involving multiple implementing agencies. As the nodal agency, implementation under the project will be coordinated by the Tribal Welfare Department through the Society for TRESP (PMU). This Society will be responsible for overall planning, implementation, and monitoring of the Project, including coordination with other implementing agencies and support institutions. Departments of Education (DoE), Public Works Department (PWD), Department of Agriculture (integrated with Directorate of Horticulture), Department of Fisheries, Animal resource and Tripura Rural Livelihood Mission (TRLM) will be the PIUs implementing the project. TRESP will involve construction of school buildings, roads, post-harvest and other related infrastructure, support to producer groups, improved learning, strengthened service delivery, besides capacity building activities of TWD and line departments.

1.1 Project Objectives and Components

The Project Development Objective of TRESP is *‘to enhance connectivity and access to improved services and economic opportunities for tribal areas in Tripura’*. The proposed Project aims to promote socioeconomic development and improve the quality of life of rural communities living in targeted tribal blocks through an integrated approach. It utilizes an area-based approach to tackle multi-dimensional poverty, focusing on four key areas for intervention -- improving agricultural productivity and livelihood opportunities, strengthening transport connectivity, addressing schooling transitions from primary to secondary levels and focusing on institutional capabilities for improved planning, service delivery and governance. The main components of TRESP are summarised below :

Component 1: Strengthening Foundations for Economic Development (US\$90 million)

The objective of this component is to improve rural livelihoods in tribal blocks via strategic investments in agriculture and allied sectors, complemented by investments in improving connectivity through road upgradation and rehabilitation. Activities under this component will comprise: (i) support to rural livelihoods through crop diversification, development of agricultural value chains and improvements in productivity via provision of better inputs, training, and technology; and (ii) improvements in road connectivity, establishment of rural transportation hubs, and development of planning and asset management systems to strengthen and upgrade 500-plus kilometres of roads to enhance access to markets and social services. Together, these activities will address some core challenges in the targeted blocks of the State -- the relative remoteness and lack of connectivity and the compounding constraints these bring for livelihood opportunities. Investments made through this component will also target strengthening of state- level institutions for livelihoods improvement and agricultural productivity, and improvements in road management systems, with a view to improving governance and accountability in these sectors and enhancing sustainability of investments.

Subcomponent 1.1 - Diversified and Resilient Production and Value Addition

Subcomponent 1.1 related to agriculture and allied activities will be implemented in approximately 250 villages of a total of 391 villages in 23 tribal blocks of Tripura. The villages will be selected through an extensive resource mapping of the blocks using agriculture, administrative and institutional data, and Remote Sensing/Geographic Information Systems (RS/GIS) methods.

Specific activities under this sub-component will comprise: (i) the formation of producer collectives (Producer Groups (PGs) and Producer Organizations (POs)) and participatory collective planning for

production-based activities; (ii) provision of grants to PGs and POs to finance their establishment/incubation costs, inputs, equipment, and service costs, working capital for member producers and costs towards demonstrations/pilots; (iii) establishment of Model CLFs as lead community financial institutions in each of the 23 tribal blocks through investments in their incubation, operations and maintenance; (iv) additional investments in the form of ‘viability gap funding’ to speed up and enhance/deepen financial access to SHG-PG members for livelihood and enterprise promotion activities; and (v) establishment of a Cluster-level Community Resilience Infrastructure Fund (CRIF) to help set up Community Managed Training Centres (CMTCs) and Community Managed Livelihood Resource Centres (CMLRCs) which will support climate resilient production technology and farm mechanization, collectivization, storage and extension services. In addition, activities will be financed to build capacities of producers through partnerships with public and private technical support and training agencies.

The Project will provide support for product-based market assessment studies and development of a technology-based market information platform and related training. Partnerships will be facilitated with select public and private sector agencies that can help producers link with markets and build skills and capacity of Community Resource Persons (CRPs) as market champions and entrepreneurs in high value agriculture, livestock, and fisheries.

Subcomponent 1.2 - Road Connectivity Improvement and Management System

Subcomponent 1.2 will finance 150 roads covering a total length of 527.94 km (29.90 km - Earthen Road to Black Top Road; 207.52 km - Brick Soled Road to Black Top Road; and 290.52 km – strengthening existing Black Top Road) across the 12 aspirational tribal blocks. The proposed road connections will be complemented with the creation of collection hubs for improved access to remunerative markets and income opportunities for tribal communities in these blocks. In addition, the subcomponent will include the development of a Road Asset Management System (RAMS) and Electronic Project Management System (e-PMS) as well as a study on the Integrated Transport Network Development Plan (ITNDP).

Subcomponent 1.2 will be managed by the PIU (PWD) supported by its Divisional offices. The PWD staff will be supported by additional resources for managing the E&S Management of the road’s component and the IT aspects (RAMS and e-PMS).

Component 2: Investing in Human Capital Development

Component 2 focuses on improving the learning levels of students from aspirational tribal blocks, helping to increase the average number of years of educational attainment and enhancing their preparedness to transition to the labour market. To facilitate this objective, the Project will support (i) training of primary school teachers on Teaching at Right Level (TaRL), (ii) provision of in-service teacher training and structured lesson plans and guidebooks adequately informed by data/evidence from State Level Achievement Surveys (SLAS) and Teacher Subject Knowledge Assessments (TSKA), (iii) provision of school-based vocational education aligned with students’ aspiration and aptitude, and industry demand, and (iv) strengthening of learning environment and facilities in the senior secondary schools in the aspirational tribal blocks. Whilst schools in the aspirational tribal blocks are mostly accessible, last-mile connectivity in some cases is constrained by the non-availability of paved (all-weather) roads.

Subcomponent 2.1 – Improving Teaching-Learning Interactions

With a view to enhancing the quality of classroom teaching-learning interactions, subcomponent 2.1 will prioritize the provision of enhanced in-service professional development support to teachers in the 12 aspirational tribal blocks. For primary grade teachers, the project will support the provision of a short-term in-service training course with a focus on multigrade and multilingual teaching to enable smooth transitions between Kokborok, Bengali and English. This would be complemented with the provision of a standardized package of Teaching Learning Materials, especially for foundational learning.

Subcomponent 2.2 – Facilitating Enhanced Workforce Readiness

TRESP will support the provision of school-based vocational education in senior secondary (two trades per school) and secondary schools (one trade per school) in the 12 aspirational blocks. The selection of trades will be planned at the cross-section of industry demand (ascertained through the State Skill Development

Mission), and students' aptitude and aspirations, facilitated through career counselling support. The Project will plan for skill development in trades adolescent boys aspire for and for which there is demand and improve girls' participation in non-conventional trades and provide complementary soft skills trainings.

Furthermore, since agriculture sector is one of the sectors preferred by students for school-based vocational education, TRESP would seek to supplement the existing training with more market-relevant materials/training that will better align with the local contexts. Improved market orientation, technology enablement, increase productivity, and/or enhanced focus on higher-value crops/produce will be the focus under this area of support/intervention.

Subcomponent 2.3 – Enhanced Learning Environment

Aligning with the NEP (2020) focus on the development of school complexes, 31 senior secondary schools in the 12 aspirational tribal blocks will be strengthened with essential facilities, including Information and Communications Technology (ICT) and science laboratories, smart classrooms, vocational education laboratories, toilets, drinking water facilities, and furniture. Of these, 16 will receive support for brownfield redevelopment or strengthening of physical infrastructure. Senior secondary schools will also be leveraged as sites for teachers' in-service professional development. The improvement in road connectivity in the aspirational tribal blocks and a reduction in commute time will help schools (secondary and elementary) better leverage these facilities.

Component 3: Strengthening Institutions for Service Delivery and Economic Development

The objective of this component is to strengthen capacity of local institutions so they can deliver on the activities outlined under components 1 and 2 and contribute to the goal of improved service delivery and economic development. Activities under the component will be structured using two-pronged approach.

Subcomponent 3.1 - Strengthening capacity to develop need-based village level plans

This sub-component will work with Tripura's State Institute of Public Administration and Rural Development (SIPARD) to: (i) develop a Learning Management System (LMS) that can build capacity of stakeholders currently mandated to make village development plans in tribal blocks, including elected Village Committee members, Block Development Officers, Panchayat Secretaries, department officials and citizen representatives (members of women's SHGs and SMCs); (ii) develop 'model' plans that can help tribal villages access project funds as well as other government funding including the Prime Minister's Adi Adarsh Gram Yojana²; and (iii) deliver core-competency trainings (IT, procurement and others) for lower tier officials in the agriculture, education and road sectors, and CLF leaders involved in the delivery of components 1 and 2 in the 23 tribal blocks.

Subcomponent 3.2 - Developing a Decision Support System for field level monitoring

This sub-component will work with the State's Directorate of Information Technology (DoIT) to: (i) strengthen an existing Beneficiary Management System (BMS) by merging it with relevant socio-economic indicators so as to enable effective targeting; (ii) develop a Decision Support System (DSS) to monitor coverage and implementation of different government programs in the 23 tribal blocks, particularly programs in agriculture, roads and education sectors; (iii) develop a multi-modal, multi-lingual, mobile based citizen service platform that would enable people in the 23 tribal blocks to apply for key services in real-time; and (iv) strengthen the State's existing grievance redress mechanism (the Chief Minister's Helpline) by reinforcing service-level agreements (SLAs)/protocols for delivery of each service so automated alerts can be sent to departments found delaying on resolution.

Subcomponent 3.3 – Project Management, Technical Assistance and Monitoring and Evaluation

² The program aims at mitigating gaps and providing basic infrastructure in villages with significant tribal population in convergence with funds available under different schemes. The gap funding provided under the program (roughly Rs. 2 million per village) can be unlocked if the tribal village develops 'Monitorable Indicators' for outcomes it wants to achieve based on a Need Assessment exercise, which feeds into a village development plan (VDP).

This subcomponent will enhance institutional capacities via the establishment of an integrated Project Management Unit (PMU) within the Society of TRESP created under the State's Tribal Welfare Department (TWD). The PMU will coordinate with various Project Implementation Units (PIUs) or implementing agencies in the relevant State departments. The sub-component will support technical assistance, coordination and monitoring and evaluation costs, and any other operating costs of the Project.

Component 4: Contingent Emergency Response

Following a natural disaster event, the GoT may request the Bank to re-allocate project funds to support response and reconstruction. This component could also be used to channel additional funds should they become available because of an emergency.

1.2 Project Beneficiaries

About 75000 households in 250 project villages, covered by 23 model cluster level federations (CLFs) will receive direct benefits through producer group (PG) level investments, improved access to finance and extension services, mechanization equipment, productivity enhancement, post-harvest facilities, and marketing and digitization support services. Indirectly, additional livelihood support will be provided to more than 40 non-model CLFs in tribal blocks. This is expected to result in indirect coverage/outreach to another 100,000 households. An estimated 67,700 school-going children are expected to transition from Primary to Senior Secondary grades in the 12 aspirational tribal blocks. They will be direct beneficiaries of the infrastructure enhancement component of TRESP. Furthermore, approximately 427,000 students from Grade 6th to 12th in all the remaining blocks will benefit from improved student-teacher interactions, teacher capacity building and infusion of relevant teacher learning materials. Communities and Users of the 150 proposed rural roads in the 12 aspirational blocks will benefit from improvements in road infrastructure. TRESP will train elected tribal representatives, representatives from line departments and members of community institutions (e.g., SHGs, SMCs, POs, VOs) in the selected 23 tribal blocks.

1.3 Project Location

The geographic scope of the project is 23 blocks comprising of 12 aspirational and 11 non aspirational blocks; spread across all eight districts of Tripura. While the primary focus will be on 12 aspirational blocks, project interventions are likely to cover 23 tribal blocks. TRESP will be implemented by TWD along with the state departments of rural development, agriculture, education, and public works. The project will directly or indirectly impact about 1 million people including more than 850 thousand tribals, which constitute more than 85% of the total population of the project area. These areas are also inhabited by tribes of different ethnicities including Primitive Vulnerable Tribal Groups (PVTGs), as well Shifting Cultivators or *Jhumiyas*.

The project location is presented in **Figure 1-1**.

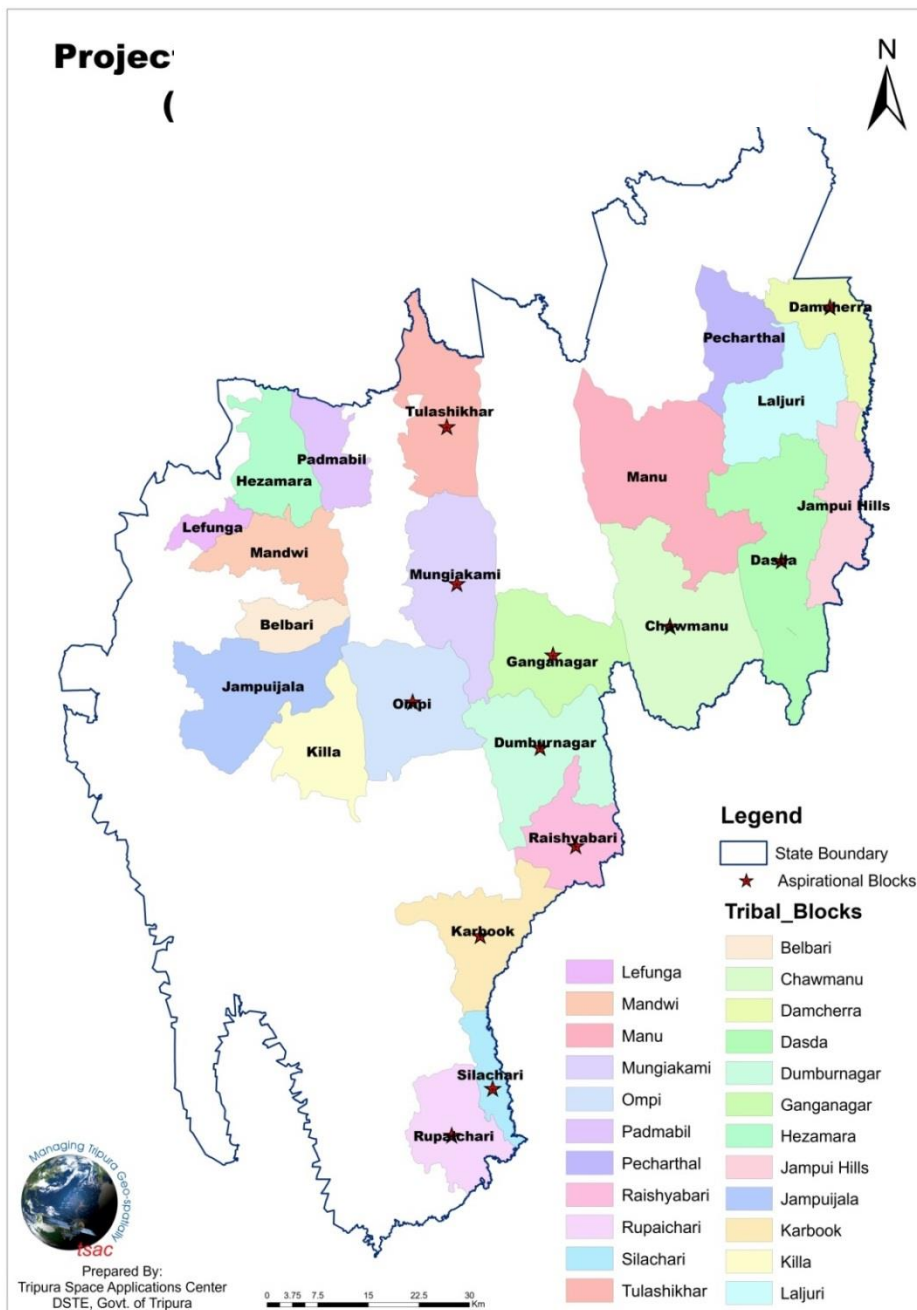


Figure 1-1: Geographical spread of the Twenty-Three (23) Tribal Blocks of Tripura (Project Locations)

1.4 Implementation Arrangements

A registered autonomous Society has been created for TRESP under the Tribal Welfare Department, GoT. It will be responsible for overall planning, budget allocation, coordination, and monitoring of the Project. The Public Works Department (PWD), Department of Education (DoE), Department of Agriculture and Horticulture (DoA/H), Animal Resource Development Department (ARDD), Department of Fisheries and Tripura Rural Livelihood Mission (TRLM) will be the key Project Implementing Units (PIUs). The Society will be governed by a Governing Body headed by the Chief Secretary of Tripura. It will be responsible for policy and strategic guidance and will periodically review its progress. The Society will have an Executive Committee (EC) headed by the Principal Secretary, TWD with participation of the Secretaries from the relevant line departments. The EC will provide operational direction to the Project across all sectors and review the Project's performance and results periodically to suggest course corrections.

The Project Management Unit (PMU) -- headed by Director, TWD who will work as the Chief Executive Officer (CEO) and Project Director (PD) -- will have responsibilities of overall management of the Project

through its PIU's and other partners. The role of the PMU will be to lead policy design, develop operational procedures including those for governance and compliance, plan, and coordinate with all PIUs, and liaison with government and private stakeholders with emphasis on fiduciary, procurement and ESF support. The PMU will have a full time Chief Operating Officer (COO) for overall support and coordination of the Project under the PD. The PMU will also include thematic specialists, Young Professionals, and support staff. Other than the core PMU team, there will be sector specialists placed at the PIU level for coordination of the project. PIUs are expected to become independent in handling the fiduciary, and procurement functions by the second year of the Project.

Each of the line departments involved as PIUs in TRESP has district and block level institutions which will aid in project implementation. Dedicated district and block units for TRESP will coordinate with the corresponding PIU institutions for project implementation. The District Mission Management Unit (DMMU) for TRESP will be based at district headquarters and will be responsible for management of program activities at the field level. The major task of each DMMU will be capacity building and facilitation support of the field teams for smooth implementation of the Project. The DMMU will be headed by a District Mission Manager along with thematic and support staff. A multisectoral committee chaired by the District Magistrate will be created with the district heads of the line departments to periodically review progress on results and provide overall guidance to the project. Each DMMU will have Block Mission Management Units (BMMUs) based at block headquarter; they will be responsible for guiding Project activities at the field level. The formation of community institution along with its capacity building will be major responsibility of BMMU, which will be headed by the Block Mission Manager along with support staff.

2 Purpose of Stakeholder Engagement Plan

The main objectives of the Stakeholder Engagement Plan (SEP) are to a) adopt a systematic, transparent, and participatory approach to stakeholder engagement and information disclosure, b) maintain positive stakeholder relationships, c) monitor stakeholder feedback and d) implement an accessible and responsive grievance redressal mechanism (GRM). This SEP aims to facilitate stakeholder feedback and engagement on project design and implementation, including on identification and mitigation of environmental and social risks and impacts. This is based on the tested premise that participation of stakeholders in project planning and implementation leads to greater ownership, more equitable and sustained distribution of project benefits, minimisation in beneficiary grievances and improved achievement of the project's development outcomes.

This SEP shall serve the following purpose:

- Identify different categories of stakeholders in the context of TRESP and the likely risks and impacts posed to them.
- Understand the requirements for engagement for each category of stakeholder under the project, including their engagement needs.
- Create opportunities for stakeholders to effectively participate in project activities and derived direct and indirect benefits from the project investments.
- Provide a roadmap for stakeholder engagement, including the strategies and approaches to be adopted and their timing through the project cycle.
- Provide guidance on the likely information disclosure and consultation strategies that the project could use based on a) their importance, b) the profile and needs of the targeted stakeholders giving them an opportunity to proactively participate in project planning/ design and implementation.
- Establish formal grievance/resolution mechanisms for the identified stakeholders.
- define roles and responsibilities for implementation of the SEP, including the resource requirements and
- Recommend the reporting and monitoring measures to ensure its effective implementation

2.1 Stakeholder Engagement under ESF

The Environment and Social Framework (ESF) of the World Bank enhances requirements for transparency and stakeholder engagement. Out of the 10 Environmental and Social Standards, ESS10 deals with information disclosure and stakeholder engagement. ESS10, provides for engaging with stakeholders throughout the project life cycle, commencing such engagement as early as possible in the project preparation process and in a timeframe that enables meaningful consultations with stakeholders right from project design. As per the requirements under ESS10, this plan forms part of the environmental and social assessment documentation and outlines the general principles and collaborative strategy to identify stakeholders for all components under the Project, identify their engagement needs, appropriate participatory modes of engaging with them and to guide the operationalization of this engagement strategy and meaningful consultation throughout the project cycle. The nature, scope and frequency of stakeholder engagement needs to be proportionate to the nature and scale of the potential E&S risks and impact.

Aligned with the ESS10 guidance, the goal of this SEP is also to ensure these set of stakeholder individuals and groups are provided sufficient opportunity to voice their opinions and concerns that may influence Project decisions. This SEP will act as a guiding tool and framework for managing outreach,

communications and engagement between Government implementing agencies and stakeholders, including the project beneficiaries and local communities, especially the vulnerable and marginalised groups. .

In the spirit of Adaptive Management, this SEP will remain a live document and additional measures, engagement strategies will be incorporated through the project cycle based on the experience gathered from different methods of engagement during implementation and considering any changes made to the project design or intervention strategies. The engagement strategy proposed in this SEP is informed by extensive field consultations conducted over a period of 4 months.

2.2 Applicable Legal and Regulatory Framework and World Bank ESF Requirements

Aligned to the requirements spelt by ESS10, Government of India (GoI) as well as Government of Tripura (GoT) also have appropriate legal instruments and rights-based legislations that call for engaging with citizens to ensure their voice during planning of schemes and other development interventions and ensure accountability, This SEP considers this existing institutional and regulatory framework within the context of the National and State legal instruments as well as the requirements of Environmental and Social Framework (ESF), 2016 of the World Bank.

Relevant National and State - Act and Policies

- **Right to Information (RTI) Act, 2005** is a progressive rights-based accountability and transparency enforcement mechanism available to citizens which allows them to seek information related to government programs in personal or larger public interest and mandates the provision of this information within a stipulated timeframe. The Act is implemented in states through the office of the State Information Commissioners and Information officers designated for each public office. It makes the public offices and duty-bearers liable to providing correct and detailed information demanded by the citizen within designated timeframes, with mechanisms for appeals and sanctions if information provided is inadequate or incorrect.
- **Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement (LARR) Act of 2013** also makes it imperative that in case of involuntary resettlement all project affected persons and families be duly consulted and engaged in the process of Social Impact Assessment (SIA) and the process mandatorily include community consultations to assess the nature and magnitude of impact. The Act also provides for seeking inputs and concurrence from the affected families, communities, and Gram Sabha (village assembly) on the draft resettlement package prepared for them and incorporation of their suggestions and concerns in the final package.
- **Sixth Schedule to the Constitution of India:** The Schedule provides for preservation of local/customary ways of life of the Tribal Communities living in the notified Schedule VI areas and creates provisions for self-governance and concurrence by the traditional local bodies for undertaking any developmental works in these areas.
- **Tripura Tribal Areas Autonomous District Council (TTADC):** It provides powers to the Autonomous District Council for self-governance of the tribal population of the state. As per Article 244(2) of the Constitution of India, Tripura Tribal Areas Autonomous District Council (TTADC) is vested with the powers for self-governance of the tribal population of the state and provides for creation of village level committees based on the customary laws
- **New Education Policy, 2020:** It calls for widespread consultation among all stakeholders-, including policymakers, parents, teachers, and community members- and large-scale advocacy a) to create demand for Early Childhood Care and Education (ECCE), b) to develop curriculum and assessments, c) facilitate collaboration with parents and other local stakeholders for governance of schools/ school complexes, by institutionalising the creation of SMCs /School Complex Management Committees, d) ensure transparent disclosures
- **Joint Forest Management Policy 1990 (revised Feb 2000):** The policy encourages involvement of village communities in the regeneration of degraded forest and conservation of well stocked

forests (participation in forest management) activities.

- ***Tripura Guaranteed Services to Citizens Act, 2020:*** It provides for guaranteed delivery of notified services to citizens within a stipulated time limit and creates appellate authorities for aggrieved citizens in case services notified under the Act are delayed or denied. The Act covers the services related to education as well as agriculture sector. ***Tripura Tribal Areas Autonomous District (Establishment Of Village Committee) Act. 1994:*** The Act provides for setting up village committees as a means to establish and develop local self-government and to make better provisions for administration of villages into well developed and sufficient Units. The village committee will initiate development schemes in the village, address the local priorities and needs of the village in road connectivity, traditional cattle rearing and grazing and promotion of women, children's education.

3 Stakeholder Identification and Analysis

3.1 Composition of Stakeholders

To develop an effective engagement, it is necessary to determine who the project stakeholders are and understand their needs and expectations for engagement, and their priorities and objectives in relation to the Project. This information is then used to customize engagement to each type of stakeholder. As part of this process, it is particularly important to identify individuals and groups who may find it more difficult to participate and those who may be differentially or disproportionately affected by the project because of their marginalized or vulnerable status. It is also important to understand how each stakeholder may be affected – or perceives they may be affected – so that engagement can be tailored to inform them and understand their views and concerns in an appropriate manner.

Project stakeholders are defined as individuals, formal or informal groups and organizations, and/or governmental entities whose interests or rights will be affected, directly or indirectly by project, both positively and negatively, who may have an interest, and who have the potential to influence to the Project outcomes in any way. Stakeholders have been and will continue to be identified on a continuing basis by identifying:

- Various stakeholder categories that may be affected by, or be interested in the project,
- Specific individuals, groups, and organizations within each of these categories considering,
- The expected project area of impact, that is the geographical area over which it may cause impacts (both positive and negative) over its lifetime, and therefore the localities within which people, their environment and businesses could be affected,
- The nature of impacts that could arise and therefore the types of national/local government entities, NGOs, academic and research institutions, and other bodies who may have an interest in these issues and who could play a role in influencing these impacts.

In accordance with ESS10, Project Stakeholder has been categorized into the following three groups to ensure a more efficient and effective stakeholder engagement:

1. **Affected Parties:** individuals, groups, local communities, and other stakeholders that may be directly or indirectly affected by the project, positively or negatively.
2. **Other interested parties:** those interested in the project because of its location, its proximity to natural or other resources and may be local government officials, community leaders, and CSOs particularly those who work in or with impacted communities and may have a role in project preparation or be in a community affected by the project.
3. **Disadvantaged / vulnerable individuals or groups:** vulnerable individuals or groups who often do not have a voice to express their concerns or understand the likely project impacts.

Further bifurcating these classes of stakeholders, there are six broad categories of stakeholders: (i) Implementation agencies (Government personnel, PMU-PIU Staff/ consultants, staff of contracted third party agencies, staff of skilling and training institutions, etc.), (ii) Community members and institutions (producers, producer organisations, Self Help Group – Community Based Organisations (Village Organisations-VOs & Cluster level Federations- CLFs), extension workers and community cadres, school staff and students, School Management Committee (SMC) members, road users (iii) Private Players (local traders, construction contractors, material suppliers, Agri-preneurs, , facilitation centres operators), (iv) Representatives of local Governance Structures (Village Council, Autonomous District Council, local mandi/ market committee), tribal heads/ traditional leaders, (v) Disadvantaged and Vulnerable Individuals & Groups (Particular Vulnerable Tribal Groups (Reangs tribe), Person with Disabilities, Women Head Households, single women/widows, old aged, migrant workers, female workers, children with special needs, squatters and encroachers, smallholders, tenants/ leaseholders, landless labourers and Jhum

cultivators), (vi) NGOs/Civil Society, other Community Based Organizations, academia, subject matter experts, etc.

3.2 Stakeholder Identification and Mapping

Each component (different sector) in the project will mostly have their exclusive affected parties, other interested parties and the disadvantaged and vulnerable. Based on the stakeholder analysis undertaken for the project, the following stakeholders have been mapped to the 3 broad categories, as per ESS10.

Table 3-1: Mapping of Stakeholders under TRESP

Project Component	Project Affected parties	Other Interested Parties	Disadvantaged & vulnerable groups
Agriculture Improvement and Post-Harvest Infrastructure	Producers, Women – VO/CLF Farmers, members of Producer Organisations, members of TRLM, Community Institutions, Agri-prenuers, Traders, operators of facilitation centres, extension workers & community cadres	Agriculture, Horticulture & Fisheries Departments, KVK, ATMA, SAMETI, TSAC, VC members, TSA, members of local mandi/ market committees, PMU-PIU Staff, NGOs/ CSOs, traditional leaders, local and social media	smallholders, Landless Labourers, Jhum cultivators, women and tribal farmers, tenants, farmers with disabilities, particularly vulnerable tribal groups (PVTGs)
School Modernisation, Enhanced Learning & Workforce readiness	School going students, teachers, School Staff, construction workers, Parents & SMC members, Owners, or occupants of land/ assets adjoining school premises	Contractors, staff of Technical Support Agencies (TSAs) or Teachers Training Institute/s, State Skill Development Mission, PMU-PIU staff, TTAADC, VC members, CSOs, traditional leaders, local media	Students and staff with special needs/ physical disabilities, migrant workers
Road Construction & Upgradation	Road users , Land Donors, Road construction workers, Street hawkers/ vendors, owners of roadside establishments, , Owners of land/ assets adjoining the alignment, villagers accessing impacted utilities or cultural resources	Road construction contractors, Village Council and Autonomous District Council members, TTADC, Road Maintenance Committee, PMU-PIU staff, Forest Department, State Pollution Control Board, Revenue Department, Tripura Space Application Centre, CSOs, village leaders, local media	Members of tribal hamlets/ habitations along alignment, tenants/ leaseholder's dependent on land donated, Squatters or encroachers, BPL & Women farmers donating land, Migrant, and female workers , Persons of disabilities, Elderly
Capacity Building	VC and ADC members, VC secretaries	SIPARD, Block Development Officers, line department officials	Women and Tribal VC members

3.3 Analysis of Stakeholder's Influence and Impact

The Stakeholder identification process helps to map the stakeholders based on impacts of the project as well as their interest and stake in it. The following section helps to assess these the nature of such impacts on each category of stakeholder and their interest in the project. For the supply side stakeholder, it assesses their assigned role to understand the impact and influence that each of them has on the project design and implementation, to inform the stakeholder engagement strategy.

Table 3.2: Stakeholders - impact and influence

Specific Stakeholders	Likely Impact from project, Interest & Role	Impact ³	Influence
Project Affected Parties			
Producers	Improved returns, productivity, and market access; plausible changes in traditional agricultural practices	High	Low
Members of SHGs, TRLM, Producer Organisations, (including Extension workers & community cadres)	Improved returns, productivity, and market access through improved bargaining power; possible changes to traditional farmer collectives or share cropping systems	High	Medium
Agri-prenuers	Benefits of improved market access, strengthening of market infrastructure & commodity specific value chains	High	Medium
School Students	Impacts on children's safety & access to school, learning disruption during construction	High	Low
Parents of students/ SMC members	Impacts on children's safety & access to school, , generate consensus, participate in project planning, ensure minimized disruptions/ access restrictions during construction.	High	Medium
School Teachers/ Staff	Inconvenience and medium-term restrictions during new building construction	High	Medium
Building Construction workers	Dignity/ Well-being & Occupational health safety related impacts	High	Low
Road users	Temporary or partially restricted access during road construction and positive effects post-construction, road safety	High	Medium
Street Vendors/ Hawkers	Temporary or medium-term loss of livelihoods due to road construction	High	Low
Land Donors	Loss of ownership of land/ assets and partial loss of livelihood/ income	High	Medium
Roadside establishment owners/ residents	Temporary loss of livelihood, inconvenience or restricted access to establishment or residence, dust, and noise pollution, impacts on land productivity, Community health safety and labour influx	High	Low
Road Construction Workers	Dignity/ Well-being & Occupational health safety related impacts	High	Low
Villagers accessing any impacted public utilities or cultural resources	Temporary or partially restricted access during road construction or permanent loss of access if utilities shifted	High	Low
Disadvantaged & vulnerable groups			
PVTG (Reang)	Impacts on traditional farming practices, temporary or long-term restrictions on access to customary institutions or resources	High	Low
Landless Agri Labourers	Improved wage income; for tenants; exclusion and lack of voice within POs	High	Low
Tenant Farmers	Improved farm income, improved productivity, and market access; changes in traditional practices; lack of	Medium	Low

³ Impacts on project stakeholders have been assessed based on their nature, scale and likelihood of occurrence

Specific Stakeholders	Likely Impact from project, Interest & Role	Impact ³	Influence
	voice within POs		
Jhumias/ Cultivators	Shifting Changes in traditional cropping practices, weak alignment with proposed PoPs; low voice and agency in producer organisations and local agri-planning	Medium/ High	Low
Women headed HHs	Exclusion from access to project benefits, poor representation in producer groups & executive bodies; learning disruption for schoolchildren; income impacts on women hawkers/ vendors along proposed alignments	Medium	Low
HHs with person with Disabilities, elderly, (including CWSN), farmers with disabilities	Exclusion from benefit access; restricted access during road/ school construction but improved building road access in long term; learning disruptions during school construction	Medium	Low
School Dropouts (children)	Improved school environment to incentivize dropouts	Medium	Low
Migrant labourers	Exploitation by local interest groups & adjoining communities accessing the same resources	High	Low
Other Interested Parties			
Members of local mandi, market committees	Providing access to markets and responsible for creating market facilities and infrastructure.	Medium	High
Govt. support agencies (ATMA, SAMETI, KVK, SSA, DIET, SCERT DoIT, TSAC, State Skill Development Mission)	Technical & capacity support, especially to smallholders, disadvantaged producers, and producer groups.	Medium	High
Elected Representatives - VC/ ADC and Traditional leaders	Improved quality of life and Human Development of their constituency; land take with minimal adverse impacts; ensure transparent planning and benefit distribution, protect interest of vulnerable groups	High	High
Contractors, Suppliers	Fair, safe working conditions & GRM for workers; measures for community health, resource efficiency, pollution management; prevent labour influx, SEA- SH and GBV impacts and minimize service disruptions	Medium	Medium
PMU & PIU staff (incl. TWD, PWD, Departments of Education Agri-Horti, Fishery, Forest & Revenue, TTAADC)	Ensure inclusive strategies and integration of stakeholder suggestion in project design, information dissemination, functional feedback/ GRM, regulatory & legal compliance, fulfilment of overall E&S requirements	High	High
TSA, TTI, SIPARD, BDO	Develop relevant, culturally appropriate course content, and ensure accountable service delivery	Medium	High
CSOs/ NGOs,	Strategies that minimize adverse impacts on community & environment, mobilise people's participation while ensuring accountability	Medium	Medium
Local media	Raise project related awareness, cover events, highlight successes and ensure transparency	Medium	High

Note: The impact and influence may change during various project phase and activities and table shall be updated accordingly.

3.4 Stakeholder's Engagement Need and Response

Understanding the needs of identified stakeholders is an important part of successful project implementation, which will lead to framing of appropriate modes of communication. The engagement needs of the stakeholder have been assessed based on the nature and magnitude of impact of project

interventions, their role in ensuring an interface for the project with the citizens as well their vulnerability to participate in and benefit from project investments. The table below summarises the information or engagement needs of different categories of stakeholders and recommendations on the preferred mode of engagement to be adopted by the project based on an assessment of their characteristics and the likely project impacts.

Table 3.3 Stakeholder's engagement needs (information/communication)

Stakeholder Group	Type of Engagement or Information Need	Mode of communication/ Engagement	Medium of Communication
Producers and Members of SHG/PO/TRLM collectives	Project information: commodity specific support planned; PoPs, likely benefits & steps to access them; Needs/ gap assessment related to schemes, services, market; extn & training related support required, participation in annual agricultural planning, GRM	Gram Sabhas/Village Council meeting, monthly meetings (of FPOs/FPCs/SHG/VO /CLFs, traditional farm collectives), GPDP planning meetings, community meetings, wall paintings, departmental social media- website/SMS/ WhatsApp, scheme specific mobile Apps, individual discussions and counselling, notices and displays at facilitation centres, farmers/ PG trainings, training material/ flyers, scheme specific pamphlets, project helpline/ portal	Kokborok/Bengali
Agri-prenuers	Project information, planned value chain & market infrastructure improvement, likely benefits & ways to access benefits, inputs to needs/ gap assessment on schemes, ag-services, markets & post-harvest infrastructure	Meetings with small ag-traders & local associations, commodity specific players, individual discussions, departmental social media-website/SMS/ WhatsApp, Mobile apps	Kokborok/Bengali/English/ Hindi
Students, including School dropouts	Proposed modernisation & facilities to be created, likely benefits, timelines, safety provisions, precautionary measures for students during construction	Through school assembly helpdesk, school newsletter & noticeboard, Pictorial, consultation with students' council (if available), communication with parents	Kokborok/Bengali/ local language
Parents of school students/ SMC members	Project information, proposed modernisation, added facilities, benefits on learning outcomes, timeline & alternate arrangements during construction, safety provisions for students, safety & precautionary measures, support sought from parents, GRM	Through SMC, Gram Sabhas/Village Council meetings, Community consultations or open forums, school helpdesk & assembly, Deptt/ school newsletter & noticeboards, formal communication to SMC, wall paintings, project helpline/ portal	Kokborok/Bengali/English
School Teachers and staff	Project information, discussion on DPR and proposed complex design, construction timelines, provisions for student & staff safety during construction, safety & precautionary measures, training needs assessment, academic & vocational training schedules, content & pedagogy GRM	Department/ cluster level meetings, Notice, formal letters, school level consultations, consultations organised by TSA/ TTIs, SMC meeting, noticeboards, safety signages at school premises, staff and teachers' trainings, teaching- learning material, project helpline/ portal	Bengali/Kokborok/English
Land Donors	Project information, land donation & resettlement process under TRESP, roles & timelines, process of compensation estimation and disbursement if applicable, available GRM for PAPs	Gram Sabhas /Village Council meeting, Transect walks, PIUs formal communication on donation sought, process & timelines, community and individual consultations for consensus building, project helpline/ portal, newspaper notices/ radio alerts	Kokborok/Bengali/ local language
Roadside Dwellers and establishment owners; Road users & villagers accessing impacted utilities/ cultural resources; Owners or occupants of land/ assets adjoining school	Project information, , provisions and project/ contractor obligations related to CHS, safety & access, construction schedule & timeline, steps for traffic & pollution management, GRM	Gram Sabha/Village Council meeting, group meetings at site office, market association meetings, individual consultation, Formal communications to market association; Information & safety signages; wall paintings, project helpline/ portal	Kokborok/Bengali
Squatters and Encroachers	Project information, resettlement, and compensation (& its estimation)	Gram Sabhas/Village Council meeting, community & individual consultation &	Kokborok/Bengali/ local language

Stakeholder Group	Type of Engagement or Information Need	Mode of communication/ Engagement	Medium of Communication
	process adopted by TRESP, roles & timelines, available GRM	survey, formal communication by department, project helpline/ portal	
Street Hawkers/ Vendors	Project information, construction schedule & timeline, steps to mitigate & compensate for resettlement impacts under TRESP, GRM	Transect walk, formal communication, GS/ VC meeting, community & individual consultations, project helpline/ portal	Kokborok/Bengali
PVTG (Reang)	Project Information, proposed local intervention, likely benefits-entitlements, process for accessing them, ways to align proposed interventions with existing traditional practices, risks & IP related mitigation measures under the project	Dedicated community or habitat level consultations using culturally appropriate channels, use of practised traditional & oral communication methods, facilitated discussions using local civil society, use of standardised Pictorial communication, social media (if accessed)	Kokborok/ Local dialect, Script, and Symbols
Jhumias/ Landless Labourer/ Tenant, Marginal & Tribal farmers	Project information, planned activities & support likely benefits, eligibilities, process & support available to access benefits, inclusive & safety measures under the project	Exclusive community and individual consultations, by field staff, Pictorial/ graphical communication , project helpline/ portal	Kokborok/Bengali
Women head HHs. Women farmers	Project information, planned activities & likely benefits, eligibilities, process & support available to access benefits, inclusive & safety measures and , SEA-SH and GBV prevention & mitigation measures under the project	Monthly meetings of SRLM CBOs & WSHGs, individual discussions by female staff of line agencies, group, and individual consultations with frontline workers like ASHA and AWW	Kokborok/Bengali
Old aged, HHs with Differently abled members (including CWSN) , farmers with disabilities	Project information, planned activities & likely benefits, eligibilities, process & support available to access benefits, inclusive & safety measures under the project	Exclusive consultations with HHs & individuals, one-on-one discussions with field staff of line agencies	Kokborok/Bengali
Local Labourers / Community workers	Health and safety, CHS, labour laws, LMP provisions, Code of Conduct, SEA-SH provisions, worker's GRM	Through Contractors, Verbal, or pictorial communication at construction site, ESHS and OHS trainings and mock-drills, toolbox talks, notice boards & signages, project helpline/ portal, complaint box at site	Kokborok/Bengali/ their native language
Migrant Labourers	Health & safety, CHS, labour laws, key provisions of LMP, SEA- SH provisions and Labour Code of Conduct at worksite & camps, worker's GRM	Through Contractors, Verbal and pictorial communication at worksite and labour camps, ESHS and OHS trainings mock-drills and toolbox talk project helpline/ portal, notice boards & signages, complaint box at site	Their native language
Contractors/ Suppliers/ Consultants/ Consulting Agencies	Clearly defined roles, responsibilities, reporting requirements & available support, E&S related measures, esp. those related to ESS1, ESS2, ESS3 & ESS7.	Formal contracts & ToRs, Written-official communication, ESHS Audit, review meetings, monthly reporting, and feedback.	English/Bengali/Kokborok/ Hindi
Extension Workers/ Community Cadres	Project information, planned activities & likely benefits, eligibilities & process to link or help farmer farmers access benefits, inputs to needs/ gap assessment related to- scheme, service, market, infrastructure.	Monthly meetings (of FPOs/FPCs /SHG/VO/CLFs/ extn workers, traditional farm collectives), GPDP planning meetings, trainings, information pamphlets, formal departmental communication.	Kokborok/Bengali
Elected Representatives- VC/ ADC & Traditional leaders	Project information, planned sector specific activities & support, likely benefits & steps to access them and ensure inclusion, role of LSGs in alignment-area-beneficiary selection-design finalisation, inputs on needs/ gap assessment for sector-specific & leadership development trainings, measures for CHS, minimizing service disruptions & pollution, location of key	Consultations & meetings with VC/ ADC members/ traditional leaders, Village development & GPDP planning meetings, training workshops, and learning material	Kokborok/Bengali/ local language/English

Stakeholder Group	Type of Engagement or Information Need	Mode of communication/ Engagement	Medium of Communication
	operations- camps, yards, sourcing & disposal sites, Contractor obligations & Code of Conduct		
PMU, PIUs (incl. TWD, TTAADC, PWD, Education, Agri, Forest, Env & Rev. Officials, , DoIT, TSAC)	Project information, planned activities, role of sector specific & regulatory agencies; role in E&S risk management, information disclosure, operationalising & monitoring E&S compliance, setting up of project GRM	Project coordination & review meetings, Project Operations Manual, trainings and workshops, training material, formal contracts	English/Bengali/Ko kborok
Govt. support and training agencies (TTI, SIPARD, TSA ATMA, SAMETI, KVK, SSA, DIET, SCERT etc)	Project information, role in implementation & capacity building, target stakeholders, inputs on training needs assessment and course content development	Project coordination & review meetings, Project Operations Manual, trainings and workshops, training material	English/Bengali/Ko kborok
CSOs/ NGOs	Project information, likely benefits, eligibilities, process for accessing benefits; inclusive & safety measures under the project, their role in social mobilisation.	Public Consultations and village level meetings, project documents, pamphlets/flyers, department website, portal, social media handles.	English/Bengali/Ko kborok

4 Stakeholder Consultations

Consultations were carried out with multiple stakeholders including local community, government, and non-government institutions. These consultations mainly acted as a forum to inform people about the proposed TRESP interventions and its likely impacts, understand their experience of engaging with different implementing agencies and departments, the extent of participation or inclusive engagement experienced in various schemes- programs and also to elicit their opinion about the benefits they perceive and seek suggestions on how positive impacts and their distribution could be improved and made more equitable. Information dissemination on various project components, including interventions in agri and allied activities, development of schools and upgradation of roads, role of the community, grievance redress, gender related aspects (SEA/SH) etc were discussed. Issues were also raised about the transparency in the project implementation process. People in general agreed on the need to develop schools and upgrade roads and welcomed the livelihood related interventions. The process of dissemination of information was highly appreciated by the local community, women SHG members and elected leaders.

4.1 Methodology

The project interventions are taking place in the 23 tribal blocks comprising of 12 aspirational and 11 non aspirational blocks; spread across all eight districts of Tripura. Out of these districts, consultations were conducted in 8 blocks of four districts.

Prior Information of meeting time, place, visiting team and agenda were provided to all the stakeholders. An authorization letter was also submitted to the concerned line departments for smooth functioning of the consultations and discussions. The site visit team was divided into two groups and were mobilized to different directions - both teams had local language translators who facilitated for effective communication.

The consultation was first initiated with a large group. A detailed introduction and discussion about the project interventions and its benefits were taken up first. People expressed their concern and provided their feedback on social, economic, environmental issues. After that, the large group was segregated into small, focussed groups like women, producers, elected leaders. Attendance and photographs of the participants attending the discussions are provided as **Annexure Id**.

4.2 Consultation Feedback

The feedback received from various levels and categories of consultation carried out in the project locations, during the period from March to November 2022, is summarised in this section.

4.2.1 Community Consultation

Community level consultations included multiple stakeholders, (i) Past/Current Elected Representatives, village residents, (ii) Women's Village Organization, Self Help Groups, (iii) Farmers Groups, Producer Groups, Livelihood Groups, (iv) Vulnerable Households, (v) School Management Committee (SMC), Teachers and Students, (vi) Past land donors, affected vendors; existing road user groups/population (FGD) and local representatives of (vii) Block/Village level functionaries of PWD (roads), PWD (schools), Agriculture and Allied, TRLM, TWD, TTADC. A total number of 540 participants were addressed during the community level consultations.

Table 4-1: Community Consultations: Feedback

Sl. No.	District	Block	Date of visit	No. of Participants
1	Khowai	Mungiakami	07-11-2022	130
2	Khowai	Thulashikar	08-11-2022	79
3	Gomati	Karbook	10-11-2022	41

Sl. No.	District	Block	Date of visit	No. of Participants
4	Gomati	Ompi	11-11-2022	17
5	North Tripura	Damcherra	10-11-2022	63
6	Dhalai	Chawmanu	11-11-2022	91
7	Dhalai	Dumburnagar	14-11-2022	72
8	Dhalai	Manu	15-11-2022	47
Total				540

Table 4-2: Community Consultations: Feedback

Location	Stakeholders Consulted	Consultation Feedback
<p>Districts: 4</p> <p>Blocks: 8</p> <p>Villages: 16</p>	<ul style="list-style-type: none"> • Women Group • Community • School Management Committee (SMC) • Teachers • Students • Self Help Group • Landowner • Anganwadi Worker 	<p><u>Agriculture & Livelihood:</u></p> <ul style="list-style-type: none"> • Women welcomed the TRESP related interventions. • The reared pigs and goats destroy neighbourhood crops, resulting in conflicts among neighbourhoods. • Need for cold storage to store unsold perishable agri-products. • In fisheries, as there are issues of timely availability of fingerlings from Government hatcheries, some community members have expressed interest in doing fingerlings, in turn provide to other fishers in the village. • Villagers feel that with improved availability of water throughout the year will help in crop diversification and intensification. • Better connectivity with nearby market is required for reducing losses. • Jhumias uses their own seeds (traditional) for cultivation. • Various diseases affect piggery and poultry causing huge losses. The access to veterinary hospitals in the villages is limited, more over the timely supply of vaccines and medicines is a concern. <p><u>School:</u></p> <ul style="list-style-type: none"> • Villagers lamented about the absence of teachers and deployment-delay of vacant posts. • There are no alternate classrooms available for students during construction. Authorities are planning to have make-shift arrangement during construction within the school premises • Unhygienic toilet facilities. Separate toilet facilities were demanded for students and teachers (gender specific). • Poor kitchen facilities (poor lightening, lack of ventilation, lack of waste disposal area, use of firewood etc.) • Poor recreation facilities: children expressed the need of playground and physical education teachers • Boundary wall/fencing is lacking in most of the schools. • Some of the schools does not have basic facilities (benches, desks, fans) • The villagers expressed that the medium of instruction in the schools shall be English which will help in finding good job opportunities. • Student's hostels were demanded by the community. Few villages demanded for girl's hostel (specifically for 9-12 class). • SMC lacks awareness about their roles and responsibilities including financial powers. • School infrastructure related issues and other complaints are directed to Inspector of Schools, Education Department. • Teachers get training under the 'NIPUN Bharat scheme (under National Education Policy, 2020). • Children of migrant labourers (Labourers working in Tea estates) from Jharkhand and Chhattisgarh have low attendance rate. Bengali is language is the medium of instruction in most of the schools. • Migrant labourers from Kolkata as well as local labourers are currently engaged in construction of school building under RD. <p><u>Roads:</u></p> <ul style="list-style-type: none"> • Poor road connectivity to the schools and markets • Villages have previous experience of PMGSY rural road development. Individual households have donated land for the PMGSY road development. Requirement of the land was conveyed by Village Committee (VC). • Landowner were happy of the proposed road development and expressed their

Location	Stakeholders Consulted	Consultation Feedback
		<p>willingness to donate land.</p> <ul style="list-style-type: none"> • Water logging making the road non-navigable in rainy seasons as side drainage is either not constructed or choked, this also leads to water flowing on the road at many places. • The present roads are designed for light vehicles; hence, movement of heavy vehicles damage the roads. • Mizo refugee (Bru community) settlement located in Dhamchera block, North Tripura district, welcomed the proposed road development. • The participants in different villages included members from Tripuri, Chakma, Mog communities etc. and have welcomed the proposed road maintenance as it will benefit the access to PHC and to the agricultural market • Few of the women commuters use bicycle, majority commute to market and hospital by foot. • During emergency, accessibility of ambulance to the village is hindered by the poor condition of the road. • Stone aggregates are generally procured from quarries of Meghalaya and Bangladesh. <p>Others</p> <ul style="list-style-type: none"> • Focused group discussion with women revealed that they feel unsafe to collect the forest produce close to dawn (a molestation case happened a couple of days back in their village, was candidly informed). • Women were aware of hygienic practices and use of sanitary pad is common among women; a practice which is being followed for the last couple of years. • Few of the schools were having sanitary pad winding machine although, it is not functional currently. • Movement of wild elephant reported in few of the villages posing danger to people as well as livelihoods. • Substance use becoming a threat and public places including abandoned buildings are used for all these activities, which poses safety hazards for women community. • Grievances related to the village on various issues (iron content of drinking water and lack of filter facilities, poor road conditions etc.) are communicated to the panchayat secretary as the first level of contact. Panchayat Secretary then informs the Block Development office for favourable action.

4.2.2 Institution Level Consultations

Formal discussions were carried out with Block Development Officers (BDOs), Cluster Coordinators of Tripura Rural Livelihood Mission (TRLM), Self Help Group representatives, Chairman of Sub-Zonal committee, and Social Welfare Officer (from Autonomous District Council), Education Department, and Directorate of Agriculture.

- Block Development Officers (BDOs): the source of funds for the development planning at Gram Panchayat and Village Council level and discussed about the procedures followed in formulating Village Council/Gram Panchayat Committee Development Plan (VCDP/GPDP) embedding a socially inclusive approach. BDOs also informed about the Chief Minister's helpline as an existing grievance system.
- Cluster Coordinators of Tripura Rural Livelihood Mission (TRLM): functioning of TRLM started in the year 2020 and provided the information on the formation of SHGs and their venturing into livelihood related activities.
- Self Help Group representatives: lack of extension services like training, vaccination and resources like land hinders the livelihood ventures and they demand setting up small factories for employment. It is also pointed out that meaningful participation in Gram Sabha is lacking.
- Autonomous District Council officials: absence of an elected Village Committee (VC), Village Plans made by the panchayat secretary, Anganwadi workers, and other community members. For livelihood, villagers depend on Jhum cultivation MGNREGA. Fishery and Forest Department are also introducing livelihood related activities. 70-80 percent of population is dependent on free

ration a scheme which has helped them in easing the food grain shortage earlier experienced annually. Selection of beneficiaries for schemes depends on Permanent Waiting List (PWL), made in 2018 based on SECC 2011.

- Officials from Directorate of Agriculture: concept of jhum has changed. Earlier a jhum land cultivation period was 10 years but now due to land and resource scarcity the jhum land cultivation period is only 1 year which is not sufficient for land to regain nutrients. There is general reluctance among farmers and lack of knowledge among farmers regarding irrigation and farm inputs etc.

4.2.3 State level Stakeholder Consultation Workshop

State Stakeholder Consultation Workshop was conducted on 17th November 2022 at the TWD Head Quarter at Agartala, in which more than 90 representatives of line departments, TRLM and members-leaders of community institutions. The stakeholder Consultation Workshop shared the observation made during the visits as well as gathered feedback from different stakeholders. The workshop facilitated clarification and understanding among various stakeholders, primarily representatives of community-based organizations and government staff from 23 TRESP Blocks.

The key feedback from this workshop was:

Agriculture and allied:

- Communities were optimistic about the TRESP interventions; agricultural and allied activities will help in improved livelihood improvement; roads will help in reaching out to educational and medical facilities.
- Inadequacy of water and irrigation facilities, lower prices offered for agricultural produce and lack of market facilities.
- Cost of feeds is relatively high, and farmers do not get any training on use of better farming practices.
- Establishment of local specific feed processing unit with a view to produce relatively low-cost feed.
- Members of SHGs are major participants of local farming/economic activities.
- Rainwater harvesting will increase the water availability

Schools

- The teachers are not regular in attending schools. Student -teacher ratio is quite low in these areas.
- Safe drinking water is also an issue.
- Bengali medium schools are not functioning well especially SB, JB. And parents prefer English medium.
- The quality of schools will help the students to earn better job opportunities. The proposed roads will ease the difficulty and will help teachers commute to school regularly.
- Temporary sheds are required to accommodate students to continue with the routine classes, during construction phase.
- Schools require infrastructure support including good kitchen facilities, classrooms, hostel facilities; construction of boundary wall should also be considered.
- SMC's suggestions are seldom taken into consideration in final design of the school buildings.
- Schools should have facilities for differently abled students and teachers like ramps. SMC have representation of women; trainings and orientation programs were requested for SMC.
- The provision of Roof top water harvesting, Iron removal plant and storm drains in the school designs are required.

Road

- Some community members expressed that there might be issues in land donations for constructions, however, PMGSY coordinator informed that about 4700 kms of rural roads were newly constructed/ upgraded under PMGSY wherein no hindrances related to land were experienced except in nominal number of cases which was later resolved through one-to-one interactions and community consultations.

- Request for drainage facility alongside roads; make the road used throughout the season.
- Road connectivity intervention shall take into consideration or prioritize those habitation which lacks connectivity.
- Maintenance of existing roads shall also be taken up.
- FCA 1980 will be applicable to all the new roads post 1980.

Community Level Participation

- About 40 to 50 percent of people participate in preparation of Development Plans (GPDP); requirement of capacity building of village leads with respect to GPDP preparation. Need for dissemination of detailed project interventions and the prioritization criteria followed for selection of beneficiaries.
- Village Reduction Plan (VDP) developed by Vos are not being included into village level GPDP plans.
- Although there are cases of domestic violence, harassment against women in public places is not common. At the same time, substance consumption and consequent disturbances pose a safety threat to women community.
- The Centralized Public Grievance Redress and Monitoring System (CPGRAMS) are widely used, and respective Government departments received complaints from various corners. And there is also CM helpline, which is being used for GRM.

4.3 Consultation Feedback and Project Integration

Socially inclusive approach is adopted by TRESP. The consultations with the community are the core component of the inclusive approach. The community-based organisations including village committees, self-help groups, producer groups, cluster level federations, etc., and their interaction with the TWD and line departments/PIUs in existing schemes acted as solid foundation for the present stakeholder engagement and has been reflected in the overall TRESP design. The feedback from the multiple stakeholders shall also be integrated to update and further refine the interventions and the institutional mechanism which are integral to the implementation.

Key Concerns and Suggestions	Available Project interventions, State systems or Additional measures respond to concerns
Need for cold storage to store unsold perishable agri-products	Project will create post-harvest infrastructure including storage
Lower prices offered for agricultural produce and lack of market facility	Market facilities will be created, improved road connectivity will help create physical access and hence better prices
Boundary wall/fencing is lacking in most of the schools	Project will directly invest or leverage other schemes to ensure safe complexes with boundaries in identified schools
Lack of residential and day schools for tribal girls	Creation of school complexes in project area likely to improve access and enrolment
SMC lacks awareness about their roles and responsibilities and need to be trained, especially women members.	Capacity building of SMCs will be undertaken by the project
Absence of teachers and deployment-delay of vacant posts, some schools don't have basic facilities	Better road connectivity to project villages is expected to ease difficulty and help teacher- student commute to school regularly Intervention will also enhance existing facilities
There are no alternate classrooms available for students during	Considering Community health and safety, GBV risks and to ensure uninterrupted learning, make-shift arrangements will be

Key Concerns and Suggestions	Available Project interventions, State systems or Additional measures respond to concerns
construction.	created during school construction
Poor road connectivity to the schools and markets	Better quality and improved roads will improve connectivity and access
Women landowner were happy with proposed road development and expressed willingness to donate land.	Due process will be followed to ensure free, informed decision making by the potential land donors
Villages have previous experience of rural road development, where Individual households donated land, but documentation is poor.	Project will develop detailed guidance on how the process of land donation will be rolled out and completed with full documentation
Participation in village planning is very low, about 50 percent	Capacity building and mobilisation initiatives under the project are expected to improve participation in village and sector level planning
Domestic violence is an issue due to increase substance abuse, SEA/SH and VAW is not common.	Coordination with Women and Child Development will be ensured for community sensitization and to create awareness about Violence against Women
Line agencies mostly receive grievances through Centralized Public Grievance Redress and Monitoring System (CP-GRAMS)	Apart from CP GRAMS, existing CM – Helpline (1905) will be developed further for GRM, and awareness created about them.

5 Stakeholder Engagement Approaches and Plan

5.1 Stakeholder Engagement Approaches

The project's Stakeholder Engagement Plan (SEP) has been informed by a set of principles defining its core values, underpinning interactions with identified stakeholders. These common principles, based on "International Best Practices" include the following:

- Commitment is demonstrated when the need to understand, engage and identify the community is recognized and acted upon early in the process.
- Integrity occurs when engagement is conducted in a manner that fosters mutual respect and trust.
- Respect is created when the rights, cultural beliefs, values, and interests of stakeholders and affected communities are recognized.
- Transparency is demonstrated when community concerns are responded in a timely, open, and effective manner.
- Inclusiveness is achieved when broad participation is encouraged and supported by appropriate participation opportunities.
- Trust is achieved through open and meaningful dialogue that respects and upholds community's beliefs, values, and opinions.

The Social Development Sector has a range of stakeholder groups as earlier identified. These include members of the community level governance structures, District Administration Structures, other Government officials, and the public. These groups will be continued to be engaged by use of different platforms including:

Through a structured and continuous process of engagement and inclusion, the project will build acceptance, collaboration, a greater sense of ownership, and sustainability. Support organizations may also be engaged for social mobilization, facilitation of village meetings, inclusion of various stakeholders particularly the vulnerable, if the need for it is assessed during the implementation phase. Minutes of meetings, attendance, representation of vulnerable groups, evidence on display and disclosure of information and findings of community monitoring exercises will highlight the effectiveness of citizen engagement. All project information provided to vulnerable or disadvantaged groups would be in a comprehensible form and appropriate to local needs. Local languages (Kokborok, Bengali at least) would be used and efforts would be made to include all community members, including women and members of different age groups and social groups in consultations and without conflicting against prevalent customs and protocols. These approaches will be continued through-out the project period to create awareness and ensure engagement with various stakeholders on the project.

5.2 Mechanism for Information Disclosure

Stakeholder Engagement is an interactive two-way process that encourages participation, free exchange of ideas and meaningful conversation and makes citizens and project beneficiaries partners in decision making.

TRESP shall commit itself for proactive disclosure and sharing of information with the key stakeholders, including the beneficiaries and communities. The project will operationalise this engagement strategy focusing on effective and efficient usage of consultations, social, print, and electronic media, information displays, posters, wall writings, trainings/ workshops and adoption of any other method suiting local context, logistics, human and financial resources.

Stakeholders and the community shall be kept well informed as the project develops, including reporting on project environmental and social performance and implementation of the stakeholder engagement plan

and its grievance mechanism. The projects will report at least annually to stakeholders, but often will report more frequently during particularly active periods of specific project components, when the public may experience more impacts or when phases are changing, especially component 1 & 2. The site-specific displays and notices shall have the basic information of the works, details of GRC members, as well as grievance helplines /mechanism.

All key documents, especially those related to E&S risk management are to be accessible to public through publications and disclosure on departmental website, translated into local languages (Bengali, Kokborok)⁴. Information that will be shared will include among many other things, project background, it's the theory of change and the summarized details of each project component and subcomponents. The projects periodic progress including expenditure, grievance redressal etc. will also be shared. Some of the documents (but not limited to) a. Project Implementation Plan, b. ESMF with all its sub-plans, c. Procurement Manual, d. Finance Manual, e. Financial Progress Report, f. GRM status, g. audit reports, h. Results framework, etc.

Information on various technical documents like DPRs, ESMPs and RAPs will be shared with communities. The PMU/PIUs will be disclosing executive summaries of key documents in local language.

A summary description of the Information Sharing and Process that will be applied by project is provided in

⁴ "Mandate that project operational manuals should be made public, readily accessible to citizens, and available in all national languages" IDS POLICY BRIEFING ISSUE 169 (MARCH 2020)

Table 5.1.

Table 5.1: Mechanism for Information Sharing and Process

Process	Mechanism
Correspondences (Phone, Emails)	<ul style="list-style-type: none"> Distribute Project brief/information and relevant communication with Government officials, NGOs, Local Government, and other public and private organisations/agencies Invite stakeholders to meetings and follow-up
Community Meetings (Formal meetings Public meetings Focus group Meetings)	<ul style="list-style-type: none"> Present the Project related information to a group of stakeholders Allow group to comment – opinions and views and take collective decisions Build impersonal relation with high level stakeholders Disseminate technical information (as required)
	<ul style="list-style-type: none"> Present Project information to a large group of stakeholders, especially communities Allow the group to provide their views and opinions Build relationship with the communities, especially the vulnerable Distribute non-technical information (as required) Facilitate meetings with presentations, PowerPoint, posters etc.
	<ul style="list-style-type: none"> Present Project information to a group of with similar stakes Allow stakeholders to provide their views on targeted information Build relationships with specific communities/ collectives/ interest groups
Project website and disclosure	<ul style="list-style-type: none"> Present project information and progress updates for greater transparency Disclose documents like ESMF, ESMP, SEP, ESCP, LMP , Contract Progress that have implications for community or environment Implementation progress, status of grievances and its redress and other relevant documentation.
Project leaflet/ Posters/ Pamphlets/ Flyers/wall paintings/notice board/ Information Displays	<ul style="list-style-type: none"> Brief and specific project information targeted at specific stakeholders Site and group specific project information.
Transect walk/participatory site visits	<ul style="list-style-type: none"> School designs, road alignment, location of collection centres etc. Ensure participation of local community including women, representatives of user community.
Trainings and Workshops	<ul style="list-style-type: none"> Intervention specific information for specific set of stakeholders- duty bearers for a sector/ scheme or elected representatives Steps to improve awareness, access, outreach, and more inclusive and equitable benefit distribution Improved capacity to better deliver on mandate, project benefits
Bid Documents/ ToRs/ Contracts	<ul style="list-style-type: none"> Provide clarity on scope of work, eligibilities, and clear roles responsibilities Clarity on conditions of employment or engagement
Grievance Redressal Mechanism	<ul style="list-style-type: none"> Provide avenues to register feedback, complaints, and suggestions Creates an accountable and responsive mechanism

5.3 Stakeholder Engagement Strategy and Tools

The strategy and specific mechanisms for stakeholder engagement are summarised in table 5.2 below.

Table 5.2: Strategy for Engagement – Information Dissemination, Disclosure and Responsible Parties

Stakeholder Group	Tools of Engagement, Information Sharing	Timing/ Frequency	Responsible Parties
Component 1: Strengthening Foundations for Economic Development Subcomponent			
1.1 Agriculture Transformation and Rural Livelihoods			
Project Affected: <i>Individual Farmers and Members of SHG/PO/ SRLM collectives, Agriprenuers/ Processors/ Other private value chain players</i>	<ul style="list-style-type: none"> Gram Sabha /VC / Community meetings Wall paintings, pamphlets Mobile apps, Portals, GRM Information display at farm facilitation centres/ kiosks Workshops & Trainings 	Annual and monthly Need based Need based Need based	PIU/ Agri dept, SRLM functionaries, TSAs
Project Affected: <i>Extension Workers/ Community Cadres</i>	<ul style="list-style-type: none"> Orientation workshop & Trainings Community & Cluster level review 	Project beginning & monthly	PIU, Agri dept., TSAs- ATMA, KVK,

Stakeholder Group	Tools of Engagement, Information Sharing	Timing/ Frequency	Responsible Parties
	meetings • Formal Communication - guidelines, circulars	Monthly Need based	SAMETI
Vulnerable Groups: Jhumias/Landless Labourer/ Tenant, Marginal & Tribal farmers, WHHs & Women farmers, PVTGs, farmers with disabilities	• FGD, community consultation • Pictorial messages/ wall paintings/ flyers • Community Consultations facilitated by CSOs	Project initiation Need based Need based	PMU, PIU, Agri Dept. & WCD, CSOs
Subcomponent 1.2 Road Connectivity Improvement and Management Systems			
Project Affected: Land donors, Hawkers/ Vendors, Squatters and Encroachers	• Transect Walks Community and Individual Consultations	Design phase Continuous, need based	PMU, PIU PWD, RAP Agency
Project Affected: Roadside dwellers, establishment owners, road users	• VC or market association meetings • Information boards/signages	Design phase & then monthly Need based	PIU, PWD
Project Affected: Local & Migrant Labourers	• ESHS trainings, drills • Safety talks & meetings • Orientation trainings on CoC & working conditions	Monthly/ Daily Weekly Work initiation & upon induction	Contractor, PIUs
Vulnerable Groups: Old aged, differently abled, members of PVTG habitations	• FGDs, group consultations • Pictorial messages • Facilitated discussions using CSOs	Project initiation Need based Need based	PMU, PIU, PWD & WCD, CSOs
Component 2: Investing in Human Capital Development Subcomponent			
2.1 Improving Teaching-Learning Interactions 2.2 Facilitating Enhanced Workforce Readiness 2.3 Enhanced Learning Environment			
Project Affected: Students, school drop-outs Parents of school students/ SMC members	• SMC, VC meetings • Consultations, open forums • Newsletter, noticeboards	Monthly Quarterly during construction phase Needs based	PMU, PIU, education dept.
Project Affected: School Teachers and staff	• Dept. cluster level meetings • Consultations & Trainings • Communication by dept., TSA	Monthly, Quarterly Quarterly during construction phase Need based	PMU, PIU, education dept. TSAs
Project Affected: Local and Migrant Labourers	• ESHS trainings, drills • Safety talks & meetings • Orientation on CoC & working conditions	Monthly/ Daily Weekly Work initiation & upon induction	Contractor, PIUs
Vulnerable Groups: Differently abled, CWSN, students from PVTG HHs	• FGDs, group consultations • Pictorial messages • Facilitated discussions using CSOs	Project initiation Need based Need based	PMU, PIU, Education dept., WCD, CSOs
Component 3: Strengthening Institutions for Service Delivery and Economic Development			
3.1 Strengthening capacity to develop need-based village level plans 3.2 Developing a Decision Support System for field level monitoring			
Other Interested Parties: Frontline Staff, Field units of key service delivery departments, block development officers, VC/ ADC members	• VC/ ADC, dept. meetings • Training Workshops • Formal communication, Circulars, guidelines	Monthly Need based/ Quarterly Need based	PMU, TTADC, TSAs, SIPARD
Other Interested Parties: TSAs including SIPARD	• Orientation and coordination meeting • Formal Contracts	Project initiation and quarterly Contract initiation	PMU, TTADC
Common Stakeholders across Project Components			
Other Interested Parties: Elected Representatives- VC/ ADC & Traditional leaders	• Meetings and Consultations • Village planning meetings • Trainings and Workshops	Quarterly Annual Need based	PMU, Agri & Rural Dev depot, TSAs
Other Interested Parties: PMU, PIUs (incl. TWD, TTAADC, Agri, Env & Revenue Officials)	• Depot & Project meetings • Guidelines, circulars, trainings • Progress reports	Monthly Need based Quarterly	TTADC/TWD, Agri dept.
Other Interested Parties:	• Bid documents/ tenders, formal	On contract initiation	PMU, PIU, agri

Stakeholder Group	Tools of Engagement, Information Sharing	Timing/ Frequency	Responsible Parties
<i>Contractors/ Suppliers/ Consultants/ Consulting Agencies</i>	contracts, ToRs • Orientation, induction workshops, review meetings	Monthly/ Quarterly	dept.
<i>Other Interested Parties: Govt. support and training agencies (TSAs, ATMA, SAMETI, KVK TTI, TSAs, SSA, DIET, SCERT, SIPARD),</i>	<ul style="list-style-type: none"> • Orientation Workshop • Project review meetings • Formal Contracts • 	Project beginning Monthly	PMU, PIU, Agri depot

6 Grievance Redress Mechanism

Grievance Redress Mechanism is a critical tool for promoting transparency, accountability, enhancing operational efficiency towards ensuring beneficiary and citizen awareness/engagement in the project. An effective GRM also considers principles of participation and social inclusion, ensuring transparency about the grievance procedure as well as options for mediation and appeal.

The Project will establish a Grievance Redress Mechanism (GRM) with the aim to respond to queries or clarifications or complaints about the project and address complaints/concerns and grievances of the stakeholders. The GRM will focus on corrective actions that can be implemented quickly and at a relatively low cost to resolve identified implementation concerns, GRM will also serve as a channel for early warning, helping to target supervision to where it is most needed and identify systemic issues.

An effective GRM is built on organizational commitment both in terms of recognizing the role of the GRM as well as supporting its operationalization. It also embodies fairness in handling grievances confidentially, impartially, and transparently. The project recognizes that procedures to file grievances and seeking action need to be multiple, easily understandable, and accessible for the project beneficiaries to make the GRM effective and inclusive. Quick response and adequate training increase the efficiency of GRM. An effective GRM also considers the principles of participation and social inclusion.

Existing public grievance redress practices in Tripura

Government of Tripura have several public grievance redress mechanisms in place. Through its General Administration (Administrative Reforms) it has established its own State Public Grievance Portal that is linked to the national level Centralized Public Grievance Redress and Monitoring System (CPGRAMS). This is an online web-enabled system over NICNET developed by NIC, in association with Directorate of Public Grievances (DPG) and Department of Administrative Reforms and Public Grievances (DARPG), Government of India.

CPGRAMS is the platform based on web technology which primarily aims to enable submission of grievances by the aggrieved citizens from anywhere and anytime (24x7) basis to Departments/Organisations under Government of Tripura. The grievances received through this platform are scrutinized and tracked through system generated unique registration number. The State PG Portal received grievances directly and state related grievances filed directly on CPGRAMS are also reassigned to the concerned department in the state.

In addition, like in other states, Tripura has a CM Helpline service where citizens can make call to a Toll-Free number (1905) to lodge their grievances related to public authorities or services on any subject related to service delivery or entitlement. The grievances of the citizens are recorded at the CMs helpline and transferred to concerned level, division of relevant departments. Nodal Officers are appointed at all levels in the departments including Tribal Welfare, Agriculture and Fisheries, Secondary Education, Rural Development Department, Labour, PWD and Animal Resource to look into the complaints registered by the public.

In addition, there are many schemes and department specific GRMs, for example, apart from receiving grievances through CPGRAMS and State PG Portal, PWD- PMGSY Cell also receives grievances through its own Meri Sadak Mobile App, although overall access and usage of these GRMs is quite low, as per records maintained by PWD, for the period January 2021-November 2022 Rural Roads related complaints received on CPGRAMS was 22, on State PG portal was 8 and on Meri Sadak was also 22. Although most of these complaints have been redressed, these low numbers suggest poor awareness and access to these GRMs.

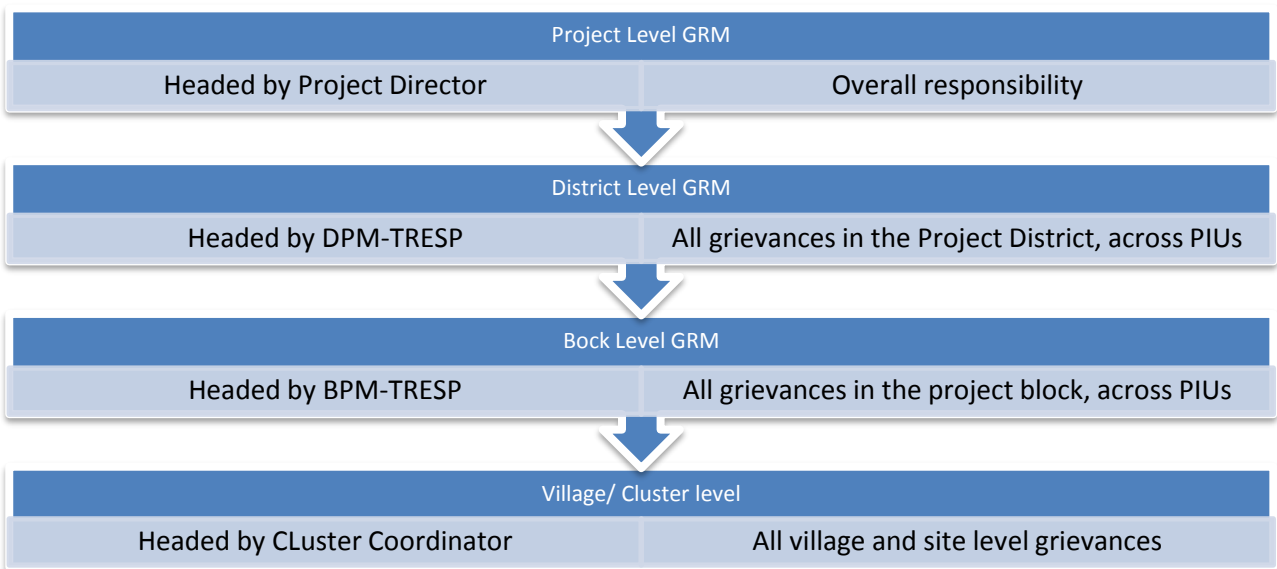
The project related grievances received from these existing public grievance mechanisms will be tracked and redressed as part of the project grievance mechanism. In addition, a project GRM will also be set-up to

specifically look at grievances of stakeholders due to project investments. The architecture and implementation of this mechanism is presented in the next section.

6.1 Implementation arrangement

Grievance Redress Mechanism (GRM) and Citizens’ Engagement (CE) are two important aspects of SEP. Tripura Government has already had a system where people can lodge complaints through a State-wide toll-free number (1095) and get resolution through a time-bound redressal mechanism . The Project will attempt to strengthen this public grievance system, by making it more transparent, accessible, and participatory as well as create a separate dedicated project level GRM to respond to the grievances raised by different project stakeholders. At project initiation, simultaneous efforts will be made to create awareness about the existing public GRMS as well as the mechanism being developed for the project.

Linkages will also be created between this state wide and the project grievance mechanism to capture all complaints and feedback related to the project interventions under a common dashboard. These project grievances will be periodically collated, analysed and the number of grievances received, redressed, pending and the thematic- geographic areas drawing maximum grievances will be reported in the quarterly E&S progress reports by the PMU. If required, corrections will be made in the design & implementation strategies based on the feedback received through these mechanisms



For TRESP, a 4-tier grievance redress mechanism is proposed. At the State/ PMU Level the grievance system will be headed by the Project Director and will be responsible for the overall functionality of the Project GRM. The GRM’s at the District and Block level will have District Program Manager TRESP and the Block Program Manager TRESP as the Grievance Redressal Officers. The lowest level of GRM will be in the project villages and will be the responsibility of Cluster/livelihood Coordinator. The concerned Grievance Redressal Officer will be responding to grievance/query through phone calls, meetings, and letters, to resolve issues. If needed, site visits will be undertaken to appraise the exact nature of stakeholder concerns. The Complainant will be made part of the grievance resolution process and kept updated of the resolution process through phone calls and formal letters. Information material on GRM will also inform the stakeholders about grievance escalation hierarchy that would help the complainant to escalate any unresolved issues to higher level officers, as well as the existing state level GRM channels of government portal and grievance committee chaired by the district collectors. The grievance redress process will be a continuous, transparent, and participatory process that would be an integral part of the project’s accountability and governance agenda. The GRM mechanism will be notified within three months of project effectiveness. The project website will be posting the status of the GRM status periodically.

The project level GRM will be headed by the Project Director (PMU) and will be assisted by a project level Grievance Redressal Committees (GRC) composed of line agencies, select PIU and PMU staff with Social Development Specialist at the PMU as its convenor. State level Social Development Specialist PMU shall assist the PD to monitor the overall Project GRM and co-ordinate with all the implementing units (PIUs) in the state. The project website will also have a link where grievances can be filed by the citizens. .

Village and block level GRO's will directly address all grievances related to the project affected persons (PAPs), project workers and community members. Grievance Registers will be maintained at District/Block levels and at each worksite to record, track and report on the inflow of stakeholder grievances, enquiries, and feedback. Status of Grievances received and resolved will be track through the project MIS as well as monthly progress reports from the Districts and Blocks. All unresolved grievances will be escalated to the PMU level GRM. The aggrieved will have the option to send their grievances to the project GRM or to the state level public GRMs.

In addition, separate site level grievance mechanism will also be created aimed at local communities and workers. These will include complaints and suggestion boxes, complaint registers at site for workers, site level display of contact numbers of local, nodal persons from the contractor and the implementing agency.

Roles of Grievance Redressal Officers (GRO) at different levels

- Take steps to create awareness about the project and statewide GRMs that can be accessed by citizens and stakeholders.
- Organise trainings of all frontline staff on the GRM and measures to create public awareness about the same
- Responsible for monitoring all grievances submitted manually through drop box, online or physically (ear marked) and entering it in the GRM register with a reference number in a specific format.
- Addressing the grievances following detailed procedures within the stipulated service delivery time.
- Ensure the completion of monthly reporting on grievances in the project monitoring information system (PMIS).
- Ensure all grievances received from different sources are collated and reflected in the overall project GRM.
- Ensuring that all grievances received are closed within specified timeframes and the aggrieved informed about the action taken or reasons for delay/inaction.
- Time-bound escalation of all unresolved grievances.

Nature of grievance- Given the diverse typologies of grievances/beneficiary feedback, project will use the initial classification to reflect the components of the project including Procurement, Quality of Services, Construction, Access to Services & Entitlements, Financial, Social & Environmental, Resettlement and Labour/ Worker related. This will then be sub-classified according to the type of grievance: Comments/Suggestions, Queries, Non-performance of Project Obligations, Violations of Laws/Corruption and Complaints of Project Staff/Service Providers involved in project management. For grievances related to SEA/ SH and GBV, the Internal Complaints Committee (ICC) created under the National POSH Act will address such complaints as per the procedure laid out under the Act. Complainants will also have the option to access the project grievance mechanism to seek redressal for such complaints, including appealing to the courts of law as well as the Tripura State Women's Commission, in case they are not satisfied with the redressal offered by the projects redressal systems.

Conflict of Interest- Grievances against district level implementing agencies or personnel, will be forwarded to PMU to handle conflict of interest within stipulated working days of receipt of grievances. If the grievances require further investigation at district level, PMU will forward the grievance to the DPM-TRESS/District GRO for impartial investigation within three working days from the receipt of grievances. District GRO should send the report of the investigation to the PMU within stipulated working days. Based on the investigation report, PMU will prepare a reply and send to the aggrieved person within stipulated working days from the date of receipt of investigation report.

Confidentiality-If any beneficiary or citizen seeks confidentiality, name and address of the person will not be disclosed. There will be an option for beneficiaries and citizens to send anonymous complaints . Provision for maintaining confidentiality will be built into the design of the web based GRM.

Accessibility of the aggrieved person-Any beneficiary or citizen who has successfully submitted a grievance can verify the status of their grievance(s) at any time by referencing the acknowledgement number/unique tracking ID code provided to them at time of submission. PMU/PIUs will ensure non-disclosure of all personal information, especially those related to workers or SEA/SH-GBV grievances. This will extend to additional arrangements for maintaining confidentiality at the request of the individual or where matters are sensitive.

6.2 Awareness and Training on GRM

Training

A comprehensive set of trainings on the GRM will be conducted covering the PMU and PIUs at the State and District, as well as at the project village level. The training will be as part of the Training modules to be developed and provided to all the implementers. The project will be developing and using newsletters and communication campaigns/products to create awareness on the GRM and SEP status. State Social Development Specialist shall ensure these trainings are designed and delivered to key stakeholders within 6(six) months of project effectiveness.

7 Implementing Arrangement and Monitoring Mechanism

7.1 Implementing Arrangements

Though the Project Management Unit (PMU) under the Tribal Welfare Department, Government of Tripura at state level will be overall responsible for implementation of SEP, the cluster coordinator⁵ (one for every six villages) at the village level are primarily responsible for implementation of SEP. The cluster coordinator under the supervision of Block level coordinator⁶ will engage with community through community consultations. The Block level coordinator will be responsible for in-depth interview / consultation with concerned line department at the block level and similarly District level, Social Development Expert in charge⁷ will be responsible for engaging with the district level officials and overall implementation as per SEP in the district. The Social Development Specialist⁸ in PMU will be responsible for guiding district and block level specialists for the implementation of SEP. The **Table 7.1** below summarises the role and responsibilities:

Table 7.1: Roles and Responsibilities of staff for implementing SEP

Level	Officials Responsible	Roles and Responsibilities
Village	Livelihood / Cluster Coordinator	<ul style="list-style-type: none"> Community to be mobilized and consulted during various stages of the sub project preparation through community consultations. Conduct consultations near the sites proposed to seek opinions/suggestions of the communities involved. Document the outcome of the consultations Share the outcome of the consultations with the Block level team Take feedback from the community on the project implementation and grievances
Block	BPM- TRESP	<ul style="list-style-type: none"> Block Nodal (IB& CB) – TRLM shall be supporting implementation of SEP specially with respect to communities, beneficiaries in project areas Block level education officer and Concerned block level PWD officer shall supporting implementation of SEP Engage with implementing agency to incorporate as appropriate community feedback in the designs. Present the draft plans will and explain to the community on the content and process of the implementation of the plans. Engage with the block level officials of concerned line department for information dissemination and collaboration measures. Prepare minutes of the meeting and disseminate the same As first level of contact for any grievances, report grievances to social Development nodal person (district level)
District	DPM (TRESP)	<ul style="list-style-type: none"> District Nodal (IB& CB) – TRLM shall be supporting implementation of SEP specially with respect to communities, beneficiaries in project areas District education officer and Concerned district level PWD officer shall supporting implementation of SEP Engage with the district level officials of concerned line department for information dissemination and collaboration measures Prepare minutes of the meeting and disseminate the same Assist District team lead in resolution of grievances.

⁵ Cluster coordinator or a similar profile shall be identified within the field level staff for implementing SEP

⁶ Block level coordinator or head of the TRESP Block level team

⁷ Social Development Expert at the district level under TRESP

⁸ If there are separate specialists for Environment and Social, then Social Specialist shall be overall incharge in the state.

Level	Officials Responsible	Roles and Responsibilities
State	<ul style="list-style-type: none"> PWD-Executive Engineer, DoE, Deputy Director Department of Agriculture (integrated with Directorate of Horticulture)-Director (Horticulture) ARRD-Deputy Director Department of Fisheries-Deputy Director of Fisheries (Extension and Training) TRLM-APD, In charge of Livelihood Farm DoAgri and Farmer's Welfare-Deputy Director of Agriculture West Tripura 	<ul style="list-style-type: none"> Provide overall guidance and monitoring supervision to the SEP process Prepare and provide appropriate IEC and communication material, information required to be disclosed to different stakeholder categories Finalise the timing and duration of SEP related information disclosure and stakeholder engagement Orient the PIU staff on SEP and requirements for its operationalization Prepare and customize to filed wise requirements the IEC and communication material provided by the PMU and the information required to be disclosed to different stakeholder categories Participate either themselves, or identify suitable representative, during all face-to face stakeholder meetings Review and sign-off minutes of all engagement events; Maintain the stakeholder database. Communicating with Government entities and the media throughout the Project's lifecycle Assure participation/ inclusion of stakeholders from vulnerable groups.
State	Social Specialist of PMU/PIU	<ul style="list-style-type: none"> SEP – design, implementation, and reporting Engage with the state level officials of concerned line department for information dissemination and collaboration measures Prepare minutes of the meeting and disseminate the same Project Director of TRESP in resolution of grievances. Identifying and ensuring that information needs of all vulnerable and disadvantaged groups are addressed. Provide guidance to contractors, consultants, PIUs on engagement process and provisions of the SEP Supervising and coordinating all activities associated with stakeholder engagement and management Ensure that all material/ strategies developed are culturally appropriate and available in an easily comprehensible form to stakeholders (based on their profile and their information needs). Finalise the timing and duration of SEP related information disclosure and stakeholder engagement Ensure access to and effectiveness of the grievance redress mechanism developed for the project Liaise with PIUs and other PMU staff to ensure that stakeholder engagement requirements/protocols are understood Escalate unmanaged stakeholder related risks for higher level decision making Ensure that various managers/ subject specialists and other project staff are included and kept informed on the stakeholder engagement process
State	Environment Management Specialist at PMU/PIU	<ul style="list-style-type: none"> Provide support to preparation of additional material on environmental aspects for disclosure to stakeholders based on requirement Support to guide contractors, consultants, PIUs on engagement process and SEP and in coordinating related activities

7.2 Monitoring and Reporting

It is important to monitor and evaluate the ongoing stakeholder engagement process and GRM to ensure that consultations, disclosure efforts and GRM functions are effective, and that stakeholders have been meaningfully consulted throughout the process and are responded to through GRM process. This will facilitate to respond to identified issues and alter the schedule and nature of engagement activities to make them more effective. Adherence to the following characteristics/commitments/ activities will assist in achieving successful engagement:

- Sufficient resources to undertake the engagement.
- Inclusivity (inclusion of key groups) during interactions with stakeholders.
- Promotion of stakeholder involvement.
- Sense of trust in the implementing agency by all stakeholders.
- Clearly defined approaches; and
- Transparency in all activities.

Quarterly reports on major stakeholder engagement events shall be collated by PIU staff and their outcomes shall be reported to the senior management. Several Indicators shall be monitored and reported by the project on a regular basis, including:

- Number of public hearings, consultation meetings and other public discussions/forums conducted.
- Number and types of IEC materials developed and used.
- Number of project events published/broadcasted/ covered by local, regional media.
- Geographical coverage of public engagement activities – number of locations and settlements covered by the consultation process.
- Number and type of grievances received within a reporting period (e.g., monthly, quarterly, or annually) and number of those resolved within the prescribed timeline;

The District Project team lead will be providing regular updates on implementation of the SEP based on information received from block level PIU and endorsed by district level. The SEP will be annually revised and updated as necessary in the course of capacity building program implementation in order to ensure that the information presented herein is consistent and is the most recent, and that the identified stakeholders and methods of engagement remain technically and culturally appropriate and effective in relation to the project context and specific stages of implementation. Any major changes to the project related activities and to its schedule will be duly reflected in the SEP.

Reporting: The main instrument for reporting on SEP implementation will be the quarterly ESMF implementation progress report, which would cover implementation of ESMF, ESCP as well as SEP. The quarterly report will be based on regular monthly updates from the block and district units, and these will include public grievances, enquiries and related incidents, together with the status of implementation of associated corrective/preventative measures.

8 Resources: Budget

Implementation of SEP in letter and spirit is essential for maintaining the connect with the multiple stakeholders. The expenditure towards preparation of IEC materials, and for the workshops, trainings and consultative meetings are included in the budget. The overall budget estimate is INR 12 million. This estimate is for regular and consistent interactions with stakeholders in all 23 Blocks, intervening every quarter during project cycle of approximate six years.

Table 8.1: Tentative budget for implementing SEP

Items	Amount (INR)
IEC Materials	
Pamphlets, Booklets, etc.	5,520,000
Short films/Videos	500,000
Signages and wall writings	575,000
Workshops, Trainings, Meetings	5,520,000
TOTAL	12,115,000

Annexure 1: Stakeholder Consultation Plan & Methodology

1.a) Consultation schedules

GOVERNMENT OF TRIPURA
DIRECTORATE OF TRIBAL WELFARE

E-mail: twdtripura@gmail.com, phone number: 0381-2323565

F.No.16-207/TW/PME/2021-22/(PMU)/59869-76

Dated, 06/11/2022.

MEMO

Subject: Consultation with stakeholders in connection with Externally Aided Project namely, "Tripura Rural Economic Growth and Service Delivery Project (TRESP)".

The Government of Tripura with support from the World Bank is preparing a tribal focused, multi-sectoral project "Tripura Rural Economic Growth and Service Delivery Project (TRESP)". The overall objective of the TRESP is to expedite socio-economic development of Scheduled Tribes through a multi sectoral approach of sustainable livelihood and infrastructure development. While the project is covering 23 blocks for livelihood improvement support system, special focus on additional provision for improving the economic opportunity through transport connectivity for rural populations is given at 12 identified aspirational blocks. Transport connectivity will be improved through a state-wide rural road improvement program in support of rural road efficiency and accessibility to social and economic amenities such as markets, schools, and other services. As a direct contribution to rural economic opportunity and enhanced inclusivity, the project will improve rural livelihoods via diversified production clusters and agriculture logistics including aggregation, storage facilities, and supply chain markets. At the same time quality education facility through teaching learning system will also be providing to 882 schools under this project across the 23 blocks as well as school infrastructural support for 16 higher secondary schools.

Consultations require to be carried out in identified blocks based on "Free Prior and Informed Consultation" strategy, ensuring broad community support to the project. Consultation also intends to disseminate the information regarding the proposed development as well as to know the opinion of the people regarding environmental and social issues including safeguard measures and likely positive as well as adverse impacts of the project on the community.

In this regard, a team of consultants engaged in the Project Management Unit (PMU) at Directorate of Tribal Welfare, Govt of Tripura and representatives of LEA Association will visit the 8 Blocks for consultation with stakeholders, to disseminate the information regarding the proposed development as well as to know the opinion of the people regarding environmental and social issues including safeguard measures and likely positive as well as adverse impacts of the project on the community. A copy of stakeholder consultation plan is also attached herewith for ready reference.

Concerned BDOs are hereby requested to arrange for participation of the stakeholders for the said team who will be visiting the following Blocks as per the schedule given below:

Name of District	Name of Block	Date of visit
Khowai	Mungiakami	7 th November, 2022
Khowai	Tulashikhar	8 th November, 2022
Gomati	Karbook	10 th November, 2022
Gomati	Ompi	11 th November, 2022
North	Damcherra	10 th November, 2022
Dhalai	Chawmanu	11 th November, 2022
Dhalai	Dumburnagar	14 th November, 2022
Dhalai	Manu	15 th November, 2022

Encls: As stated above.

To
The Block Development Officer,
Damcherra/ Tulashikhar/ Mungiakami/ Dumburnagar/ Chawmanu/ Ompi/ Karbook/ Manu.

Copy to:

1. The PS to the Special Secretary, RD Department, Govt. of Tripura for kind information of the Special Secretary.


(L.T. Darlong, IAS)
Secretary & Director, TW
Govt. of Tripura

2. The District Magistrate & Collector, Gomati/ North/ Dhalai/ Khawai/ South for kind information with a request to direct all concerned officers of the line department of the concerned District to remain present during the visit as per date & time.
3. The Chief Executive Officer, Tripura Rural Livelihood Mission (TRLM), with a request to instruct concerned District/ Block level staffs for coordination.
4. The Director, Secondary Education/ Agriculture/ Horticulture/ Fisheries/ ARDD, Govt. of Tripura for kind information with a request to instruct concerned Joint Director/ Dy. Director, (Agriculture/ Horticulture/ Fisheries/ ARDD), District Education Officer for coordination of the team.
5. The Chief Engineer, PWD for kind information with a request to instruct concerned SDOs, PWD (Roads & Building) for coordination of the team.
6. The District Welfare Officer, Gomati/ North/ Dhalai/ Khawai for kind information with a direction for coordination.

hmt
5/11/22
Secretary & Director, TW
Govt. of Tripura

Stakeholder Consultation Plan

List of Districts and blocks selected for consultation

Sl. No.	District	Block	Tentative Dates
1	North Tripura	Damcherra	Thursday, 10 November, 2022
2	Dhalai	Chawmanu	Friday, 11 November, 2022
3	Dhalai	Dumburnagar	Monday, 14 November, 2022
4	Dhalai	Manu	Tuesday, 15 November, 2022
5	Gomati	Karbook	Thursday, 10 November, 2022
6	Gomati	Ompi	Friday, 11 November, 2022
7	Khowai	Mungiakami	Monday, 7 November, 2022
8	Khowai	Tulasikhar	Tuesday, 8 November, 2022

Consultation Plan:

- Consultation will be carried in at least 2 villages per block.
- Consultation will be carried out with respective groups of project interventions in selected villages (Agri-Horticulture, Livestock, Educational Institutions and Roads)
- Ensure maximum participation of women, PVTGs and families of Jhumias, Differently-abled persons and senior citizens
- Duration of one consultation meeting shall be approximately 45 mins.
- Members from each group (Group 1, Group 2 and Group 3) are expected in respective consultations.
- Site visits/transact walk to selected schools and roads.
- The expected typology of participants is given subsequently:
- The venue, time and agenda of consultation will be decided based on the discussions with the block representatives.

Group 1-Agri-Horticulture and Livestock related interventions

- Local Communities
- Agri-Horti farmers, Fishery farmers, Livestock farmers
- Potential Project Affected Population, if any
- Other Stakeholders (agriculture and allied department officials, Block Development Officials (including PS/VS, RPM, GRS etc.), NGO representatives, Village level institutions, SHG members)

Group 2- Educational Institutions

- Teachers-Parents/School Management Committee Representatives (JB, SB, High, HS)
- Other Stakeholders (Education Department officials, PWD, Block Development Officials (including PS/VS, RPM, GRS etc.), NGO representatives, Village level institutions, Boarding house staff)..

Group 3- Roads

- Local Communities
- Project Affected Population (potential land donors, road side vendors/commercial shop establishments)
- Other Stakeholders (PWD, RD (engg), block development officials, Forest Department, NGO representatives, Village Council Representatives, SHG members)

1.b) Consultation Banner



Directorate of Tribal Welfare
আদিবাসী কল্যাণ অধিদপ্তর
Tiprasa Hamkrai Dagikhung
Government of Tripura



Preparation of Environmental and Social Management Framework for
Tripura Rural Economic Growth and Service Delivery Project (TRESP)

ত্রিপুরা গ্রামীণ অর্থনৈতিক প্রবৃদ্ধি এবং পরিষেবা বিতরণ প্রকল্পের জন্য
পরিবেশগত এবং সামাজিক ব্যবস্থাপনা কাঠামোর প্রস্তুতি

Tripura ni rangthong erinani tai sebsab manthokrinani tanbwtangni
bagwitongkhor tai Hoda hamkwarai ni bwkhaktwi jugalijakha

**Funded by The World Bank/
বিশ্বব্যাংক দ্বারা নিহিত/ Rang Chubakha Hayung Bank**

STAKEHOLDER CONSULTATION

স্টেকহোল্ডার পরামর্শ

Sebsab Nanainy Kokbiti phang

**Conducted by/ পরিচালনায় / Songchanai
LEA Associates South Asia Pvt. Ltd**

Venue (স্থান):

Date (তারিখ):

1.c) Project brief in local language (Kokborok)

Environmental and Social Management Framework (ESMF) for Tripura Rural Economic Growth and Service Delivery Project (TRESP), Funded by The World Bank

The world Bank ni chubachubai haste haphang sonduk hamkwrai naikolmungo, juda juda tangbwtango"&Tripura kami rangthong erimung tai sebsab manthokrinai tangbwtang" Luajijagwi tngo. Hamkwrai gwnang tangbwtangni naharmung wngkha, tripura ni songduk amchairogni bagwi manjumung lama kaham tai kwat sebsab no manthokrinani tai rangthong ni seb bangrinani.

- * Chaithangni bagwi yapri romung: kai nwichitham(23) block o-hukbar, bari, ahrimung, wakrimung, tok-takhum rimung tai pun rimung rogbu TRESP chaithang yapri romung khopjak ka.
- * Rwngh-phwrwngmung ni bagwi yapri romung: khung chidok kwat kuchuk rwnghnok tamgmung tai swnamphimung, khung char-ra-charchinwi rwnghnokni phwrwngmungo chubanai kai chinwi kuchuk naikolkwrwng block.
- * Lama tai Rwkamung ni bagwi yapri romung: kai chinwi kuchuk naikolmung block bai Ba-ra-nwichichuku k.m lama naikoljakha.
- * sebsab manthokrimungni bagwi amchaino phankwrak khainani: kami hamkwrai ni bagwi adong bodol rog ni pwrwngmung, sakchukjak bangrinani, lukurogni rwbaino(skill) taibu bangrimani, kwat seb manairog taibu manrinani, kwatalkuk sebgwnang hakotor luku(citizenk) khor, no khobwi kwatalkuk kami hamkwrai tambwtang akorog.

O karijak tanbwtango no rwngh kokchong laimung tai kokbiti rilaimung no romwi narak na bagwi tai naimwthang romungno khobwi tongkhor tai hoda gwngjal tai dopharogo o tangbwtang kaham mari kwaiyano hinwi luku rogni bwkhaktwi saimanani bagwi, kebel tongkosong luku tai bwrwirog ni bagwi mokol kaichomwi phan rijakha o tangbwtango.

1.e) State level Stakeholder Consultation Workshop



GOVERNMENT OF TRIPURA
DIRECTORATE OF TRIBAL WELFARE

E-mail: twd@tripura@gmail.com, phone number: 0381-2323565

F.No.16-207/TW/PME/2021-22/ 61464-76

Dated, 15/11/2022.

MEMO

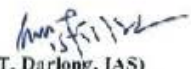
Subject: A Stakeholders Consultation Workshop in connection with Externally Aided Project namely, "Tripura Rural Economic Growth and Service Delivery Project (TRESP)".

The Government of Tripura with support from the World Bank is preparing a tribal focused, multi-sectoral project "Tripura Rural Economic Growth and Service Delivery Project (TRESP)". The overall objective of the TRESP is to expedite socio-economic development of Scheduled Tribes through a multi sectoral approach of sustainable livelihood and infrastructure development. While the project is covering 23 blocks for livelihood improvement support system, special focus on additional provision for improving the economic opportunity through transport connectivity for rural populations is given at 12 identified aspirational blocks. Transport connectivity will be improved through a state-wide rural road improvement program in support of rural road efficiency and accessibility to social and economic amenities such as markets, schools, and other services. As a direct contribution to rural economic opportunity and enhanced inclusivity, the project will improve rural livelihoods via diversified production clusters and agriculture logistics including aggregation, storage facilities, and supply chain markets. At the same time quality education facility through teaching learning system will also be providing to 882 schools under this project across the 23 blocks as well as school infrastructural support for 16 schools across 12 aspirational blocks.

In this regard, a series of consultations and village interactions have been carried out by the project team & LEA Agency (ESMF) in the 8 Blocks in 4 Districts. Furtherance to the visits & interaction carried out, a stakeholder consultation workshop is organized on **17th November, 2022 at Pragna Bhawan, Hall-II at 10:30 AM onwards** to share the observation made during the visits as well as to have interaction with different stakeholders. This will facilitate the clarification and understanding if any among the various stakeholder primarily of the Blocks mentioned above. A **Scheduled plan** is also attached herewith for ready reference.

In this context, I am hereby directed to request you to kindly send one (01) representative from your department for participation in the workshop as per the schedule date, and time.

Encls: As stated above.


(L.T. Darlong, IAS)
Secretary & Director, TW
Govt. of Tripura

To
The Addl. Principal Chief Conservator of Forest
Govt. of Tripura

The Chief Executive Officer,
TTAADC

The Special Secretary,
RD Department, Govt. of Tripura

The Director,
TRP & PTG Department (I W),

The Director,
Directorate of Information Technology

The Chairperson,
Tripura Women Commission
Melarnath, Agartala, West Tripura

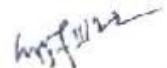
The Registrar,
SIPARD,

The Joint Secretary
General Administration (AR), Grievance

The Member Deputy Secretary,
TSAC

Copy to:

1. The PS to the Director General, SIPARD, for kind information of the Director General.
2. The PS Principal Secretary, IT/ Science, Technology & Environment, Govt. of Tripura for kind information of the Principal Secretary.
3. The PS to the Director, Govt. of Tripura for kind information of the Director.
4. The Under Secretary, GA(AR), Grievance for information with a request to remain present in the workshop.


Secretary & Director, TW
Govt. of Tripura

Scheduled plan

Interaction among the TRESP stakeholders/ community members/ line departments/ PIUs/ PMUs/ World Bank Representatives.

Venue: **Conference Hall -II, Pragna Bhawan, Agartala**

Date: 17th November, 2022

Session	Time	Primary stakeholder
Session-1	10:30 AM to 11:45 AM	Community Members/ CBOs/ Representatives
Break		
Session-1	12: 00 Noon to 1:15 PM	Stakeholders from line departments/ Project Implementation Units (PIUs)
Lunch		1:30 PM

1.f) Project flyer




Tripura Rural Economic Growth and Service Delivery Project [TRESP]

[To be funded by the World Bank]

Key features

Coverage:

23 Tribal Dominated Blocks
Special Focus: 12 aspirational Blocks

Livelihood Promotion :

75,000 Households

2,500 PG

Educational Infrastructure Development & Quality Improvement

Road Connectivity Improvement & management system

Total Project Cost

1300 Cr.

Key Activities:

Economic Development

- Promotion of Agriculture and Horticultural crops (Pine apple, Ginger, Turmeric, Vegetables, black pepper, oilseeds etc.): Crop diversification, productivity enhancement, development of agriculture value chain, products based marketing etc.
- Promotion of livestock (Piggery, Goatery and Backyard Poultry): Development of breeding units, artificial insemination, feed processing unit, up-gradation of brooder house, strengthening of diagnostic center etc.
- Sustainable Livelihood Through Fishery: Promotion of Fisheries activities such as hatchery and nursery development, cage farming, quality fish seed production, technological intervention, rearing and marketing support, aqua-culture value chain development etc.

Road Connectivity Improvement & management system

- Strengthening and up-gradation of 150 roads (total length 529 KM) for enhanced access to markets of the commodity clusters and establishing resilient supply chains.
- Development of Road Asset Management System, Integrated Transport Network Development Plan, Electronic Project Management System.

Educational Infrastructure Development & Quality Improvement

- 31 Higher Secondary Schools will be developed as hub schools with focus on infrastructure, soft components, vocational education and career guidance support.
- Foundational Learning focus will be on all 882 schools of 12 aspirational blocks.
- Need-based teacher training across the state.
- Construction of 13 Senior Secondary Schools.

Strengthening institutions for service delivery and economic development

- Strengthening Local capacity for improved demand-led planning for GPDP.
- Strengthening existing data system.
- Rolling out learning management system.



1.g) Field consultation check list

TRIPURA RURAL ECONOMIC GROWTH & SERVICE DELIVERY PROJECT

Stakeholder Consultation Plan - up to 20 November¹

1. **TRESP CONSULTATION TEAM.** Team will comprise:
 - a) PMU Team, especially ESF experts
 - b) LASA ESF Team, including local language speaking men and women, meeting documenters,
 - c) At least 1 state level official representing TWD, Agriculture, TRLM, Roads, Education, and SIPARD

2. **LOCATIONS FOR INITIAL FIELD VISITS AND CONSULTATIONS**
 - a) 4 Districts, 6-8 Aspirational Blocks
 - b) Cover the following:
 - a) At least 10-12 villages
 - b) At least 4 proposed Agriculture Clusters, including PVTG clusters
 - c) At least 4 proposed School Complexes,
 - d) At least 4 proposed Road Segments involving i) land donation; ii) shifting of structures near markets; iii) forest clearance, tree cutting; iv) wildlife sanctuaries, Eco sensitive areas and critical habitats.
 - e) At least 2 existing PMGSY Roads that involved land donation and vendor shifting

3. **STAKEHOLDERS TO BE CONSULTED.** Following stakeholders are to be consulted through formal public consultations, FGDs and informal discussions
 - a) Past/Current Elected Representatives, village residents, Gram Sabha.
 - b) Women's Village Organization, Self Help Groups and community cadre.
 - c) Farmers Groups, Producer Groups, Livelihood Groups.
 - d) Vulnerable Households – PVTG, SECC households, PWD, Food Security, *Jhumia*,
 - e) School Management Committee (SMC), Teachers and Students
 - f) Past land donors, affected vendors; existing road user groups/population (FGD)
 - g) Block/Village level Officials from PWD (roads), PWD (schools), Agriculture and Allied, IRLM, TWD, School Education, TTADC.
 - h) Local NGOs partnering TWD, DRDA, TRLM, Agriculture, Education, SIPARD, PWD etc.

4. **APPROACH AND METHODOLOGY**
 - a) Provide Prior Information of meeting time, place, visiting team and agenda to stakeholders
 - b) Form different Consultation and CSMF preparation teams in the interest of time
 - c) Mobilize 2 different consultation teams to cover different blocks/districts
 - d) Use local language speaking men and women, as community consultation facilitators/moderators from IRLM, Local NGOs to facilitate community meetings.
 - e) Display TRESP Banner in Local Language
 - f) Initiate with public consultation meeting and follow up with small group discussion
 - g) Avoid putting very specific technical questions to communities as these should be answered by departments. stick to open ended questions that encourage community feedback on larger social, economic, environmental issues;
 - h) Rotate and move the conversation, get feedback from different stakeholder groups.

¹ Consultations, stakeholder workshops and departmental meetings will continue till appraisal completion

- i) Use small/portable public address system
- j) Document key points from the meetings and prepare signed list of meeting participants.
- k) Photograph the meetings.
- l) Document list of meeting participants

5. PROPOSED TRESP VILLAGES - INDICATIVE AGENDA FOR PUBLIC CONSULTATION

- a. INTRODUCTION
- b. MEETING OBJECTIVES. Explain Key Meeting Objectives as i) inform about TRESP; ii) seek feedback from community leaders and village residents; iii) Understand any community concerns, feedback and suggestions.
- c. TEAM INTRODUCTION. Briefly Introduce visiting TRESP Team and their affiliations.
- d. INTRODUCTION of TRESP (make a short presentation on TRESP objectives, components/activities , geography/scale, targeted beneficiaries, IAs, duration etc. After the presentation invite some general feedback, comments and suggestions
- e. CONSULTATIONS AND DISCUSSION ON KEY TOPICS/QUESTIONS (given below)
- f. SUMMARY OF KEY FEEDBACK from Stakeholders
- g. VOTE OF THANKS

QUESTIONS AND TOPICS FOR CONSULTATIONS

GENERAL QUESTIONS FOR LARGER VILLAGE ASSEMBLY

- 6. Positive Benefits and Impacts.
 - a. How will TRESP interventions in roads, agriculture, schools, and service delivery² benefit your village?
 - b. Which groups will benefit the most? Which groups the least?
 - c. How will women benefit from TRESP?
 - d. Which households are considered *poorest, most vulnerable* in your village? How can TRESP ensure their inclusion in project implementation and benefits?
- 7. Consultations and Participation
 - a. Which government services and schemes are most important for the village?
 - b. How have you participated in village planning, agriculture planning, school management, rural road planning, beneficiary selection for schemes in the past? How should TRESP enhance it?

² Component 4 involves – Training of elected representatives and officials, developing model village development plans, strengthening IT systems for beneficiary targeting/monitoring, scheme implementation, grievance redressal, and citizen's engagement.

- c. Which specific problems, issues, constraints, grievances do you face in agriculture, school education and teaching, road construction and TW schemes?
- d. How will women benefit from TRESP? What should be done to ensure women's equal participation in TRESP interventions?
- e. What issues/challenges are faced by village elected representatives and women leaders?
- f. What should be the main language of communication with your village regarding TRESP?

8. Potential Environmental and Social Risks and Adverse Impacts

- a. Do you anticipate any adverse impacts from TRESP interventions on agriculture, road, education and capacity building? Such as those related to land, labor,
- b. Do you anticipate any adverse impacts on Land and relocation?
- c. Do you anticipate any adverse impacts related to road construction, traffic movement?
- d. Do you anticipate any adverse risks/impacts related to labor camps/labor influx?
- e. Have you faced GBV/SEA in the context of PRIs/Village Council work, agriculture extension services, school education, labor camps, etc.?
- f. Which areas and interventions are more likely to raise GBV/SEA risk in your community?
- g. Are you aware of mechanisms and service providers dealing with GBV/SEA? .

9. Grievance Redressal.

- a. What grievance redressal mechanisms are you aware of?
- b. What grievance redressal mechanisms are being used in your village?
- c. What problems do you face in using grievance mechanism?
- d. What do you suggest as a suitable grievance mechanism that would be accessible to all?

AGRICULTURE AND LIVELIHOOD

PROPOSED INTERVENTIONS: Improvements to agriculture sector and smallholders, through crop diversification, improved technology and production inputs; minor irrigation; crop-specific training; support to Agri-horticulture, fisheries & livestock in select locations; common Ag facilitation centers and agri-extension services; strengthening of postharvest infrastructure, storage & supply chain.

Community Stakeholder: *Small, Marginal, Tribal farmers, Women farmers/ SHG/SRI M CBO members, Farmers Collectives if they exist, landless agriculture laborer, VC members, traditional leaders/ CSOs*

1. What are the major farm and non-farm livelihoods in your village?
2. What major challenges/ problems are faced by i) farmers agriculture; ii) poultry, piggery and fishers ; iii) jhumia; iv) agriculture labor, landless and other vulnerable households?
3. How have you participated and contributed to agriculture related village planning?
4. What information, inputs and services do you get 'regularly' get from agriculture, livestock and fishery departments? What issues/challenges do you face in accessing these?
5. Does the village sell its agriculture produce outside? What major problems are faced in accessing markets?
6. What is women's role in farming, poultry, piggery fishery? What challenges do they face? What should TRESP do to increase inclusion of women in TRESP?
7. How should TRESP ensure inclusion and equitable benefits for vulnerable people?
8. Has the community faced issues of GBV/SEA in the context of agriculture and livelihood

- services from government/NGOs? Do you know how to deal with these issues?
9. What GRM mechanisms do you use for agriculture and livelihood related services? Do these resolve your grievances in time?

RURAL ROADS – Meetings and Field Visits

PROPOSED INTERVENTIONS: Construction of bituminous roads for providing all weather connectivity to unconnected habitations; strengthen/ upgrade existing roads to provide efficient connectivity and logistic network to agriculture clusters; establishment of a Road Asset Management System- RAMS.

Key Community Stakeholder: VC/PRI leaders, Market Committee members/leaders, Road Users and Communities along proposed road alignments; Potential land donors; Potential affected persons near markets

Proposed Road Segments (with land donation, with relocation of structures)

- a) What problems/difficulties³ do you face with respect to existing roads and transport services?
- b) What is the incidence of accidents on roads in your area?
- c) Are you aware of the road upgradation/expansion that is proposed in your area?
- d) If needed, are people willing to donate small parcels of land for the roads (as in other PMGSY roads)? Do you have any concerns and/or suggestions related to land donation?
- e) If needed, are people willing to relocate if some road-side structures, vendors had to be removed? Do you have any concerns and suggestions related to relocation?
- f) What is the incidence of wildlife movement in your area?

Villages with Existing PMGSY Roads (where land donation and relocation were involved)

1. What have been the positive impact of PMGSY roads in your area? Any negative impacts?
2. Have you faced any specific problems/difficulties⁴ with respect to a) bituminous, brick sole, and dirt roads; road construction; labor camps; traffic?
3. How many people donated land for this road? What was the average donation per household?
4. What process steps were followed to a) identify alignment; ii) land donation requirements; iii) ensure community willingness and 'voluntariness' of land donation?
5. What documents were prepared and signed?
6. Do you have any grievances or issues with the process of land donation? How do you resolve them?
7. Has the community faced issues of GBV/SFA in the context of road construction and labor? Do you know how to deal with these issues?

SCHOOLS

Proposed TRESP Interventions: Create better facilities and improved foundational learning and market-relevant vocational education; upgrade and modernize essential school complexes; strengthening

³ potential environmental issues could be drainage, flooding and water logging, soil erosion etc./

⁴ potential issues with dust emission/windblown dust problem from earthen rural roads?

community participation in school monitoring and management through School Management Committees; in-service professional development to early grade teachers.

Consultations

Transect Walk at proposed school site

small group discussion with School Management Committees (SMCs), Parent Teachers Association, Community Teachers, and Students

Key Questions

- a) Will your area benefit from the TRESP school intervention? How?
- b) What are the main school related challenges/problems faced by students, teachers and parents?
- c) Are all social groups represented in SMC? What are strengths and weaknesses of School Management Committee (SMC) functioning? What difficulties does it face in functioning effectively? What should be done to improve its functioning?
- d) What specific issues do you face about school building⁵?
- e) What specific issues do you face about teachers and teaching methods?
- f) Does the school have facilities for differently abled persons (students, teachers, parents, visitors)? Are these important and needed?
- g) How are school related grievances resolved? What difficulties do you face in registering and resolving grievances related to school facilities and teachers?
- h) Has the school faced issues of GBV/SEA? Do you know how to deal with these issues?

⁵ Natural light, waste management, toilets, drinking water, flooding/rains, approach roads etc.


Annexure-2: Summary of Stakeholder Consultations (March -November 2022)

SHG Members	<ul style="list-style-type: none"> i. Livelihoods: Members are mostly suggested to undertake livestock activities or cultivation. However, the lack of extension services like training, vaccination, and resources like land is an issue. Members demand smaller factories for employment. ii. Getting value for the goods produced is a challenge. Handloom particularly requires lot of time but the money in return is low. Additionally, there is now demand for more well-designed clothes where SHG women lack training. iii. Education: There are villages that have no school even for primary education. In other villages where there are schools, there is no teacher. Teachers don't come to school regularly and they don't teach. iv. Everyone wants to educate their children but there is no proper facility and some people are very poor and cannot afford private education. v. Gram Sabha: There is no active or meaningful participation in the Gram Sabhas. On special occasions like Women's day or Gandhi Jayanti they are called but opinions are not sought. However, SHG membership has made them slightly more visible now.
	II. Silachari – ADC Block
Social Welfare Officer- Prakash Chakma	<ul style="list-style-type: none"> A. Development Plans: <ul style="list-style-type: none"> i. Most of the centre-sponsored schemes (e.g. education-related schemes) are taken care by the Social Welfare Dept. Those projects requiring construction are implemented by the line dept. ii. In the absence of an elected Village Committee (VC), village plans are made by the panchayat secretary, Anganwadi workers, and other community members. The ADC committee usually prepares a direction plan for 2-3 years and those plans are still getting implemented in the villages hence the absence of an elected VC isn't a big issue. B. Livelihoods: <ul style="list-style-type: none"> iii. Maximum dependence on Jhum cultivation and MGNREGA. Now Fishery and Forest departments are introducing livelihood-generating activities. Bringing people out of Jhum requires special interventions. iv. Most households cultivate paddy and some amount of vegetables and fruits. Agriculture is mostly for self-consumption. Households are able to cultivate only in one season. Even if there is a surplus it's difficult to take the products to any bigger market on foot. v. There is lack of support for the farmers. Farmers need training, input, and knowledge. vi. Due to lack of employment opportunities, educated and graduate people don't get jobs and this demotivates others from getting an education or taking education seriously. It is often thought learning traditional skills is better than wasting time and money on education. C. Challenges: <ul style="list-style-type: none"> vii. Income generation and livelihoods are the biggest challenges in the region. viii. MGNREGA was supposed to create assets for further income generation in the communities but that focus has been lost. ix. 70-80percent population in the area are dependent on a free ration scheme for survival. Each year the tribal population faces a food grain shortage but now the shortage is not impacting people as they are getting free rations.
Asst. BDO – Ashok Debbarma	<ul style="list-style-type: none"> A. Funds and Planning: <ul style="list-style-type: none"> i. Blocks do not get any direct money from the ADC. Blocks get direct funds released through the fifteenth finance commission which has tied and untied components along with scheme-specific funds. Own source fund is very negligible (~20-25thousands p.a.) for any major development work. ii. Blocks send their project estimates to the sub-division from where the budget is released for blocks to undertake work. E.g. hostel maintenance. iii. In ADC villages there are close to 20 different agencies and line departments working. Each department makes its own plans by consultation with citizens and at the VCDP those plans are discussed and consolidated. On average INR 1 Crore is spent in a village in a year – this doesn't include money spent through MGNREGA. iv. For schemes usually the PWL list is followed to select beneficiaries. The PWL list is based on SECC 2011. At the Gram Sabhas, it is checked if the PWL beneficiary list is still valid. B. Livelihoods: <ul style="list-style-type: none"> v. MGNREGA is very important in the tribal blocks. It is also very significant for women's employment – nearly 70 percent of MGNREGA beneficiaries are women.

	<p>C. Challenges:</p> <p>vi. There is a shortage of staff across all departments which impacts development work and more so in areas where connectivity is poor.</p> <p>vii. Not having an elected VC is a barrier. VC works as a bridge between the people and the departments. Communities' involvement in development is suffering due to the non-existence of VC.</p>
Sub divisional Officer, TWD Bijit Deb	<p>A. Funds</p> <p>i. The department doesn't do any direct development work at the village level. The department is primarily involved in implementing schemes relating to scholarships, stipends, forestry etc. The Dept doesn't work on any direct income generating work. TWD gets only scheme wise funds.</p> <p>ii. When a scheme is introduced, the department verifies beneficiaries with the help of VC/GP.</p> <p>iii. TWD is not involved in how other departments function and make plans.</p> <p>B. Education:</p> <p>iv. Quality of education is very low. Early marriages and parents' unawareness and unwillingness impact education outcomes.</p>
Education Dept Officer – Samiran Chakma	<p>i. Department takes care of teachers' training, building maintenance, monitoring etc.</p> <p>ii. Quality of education and learning level is low due to two factors- a. Social circumstances and family situations including awareness among parents on education. b. Teachers' quality is an issue as well.</p>
Sub-zonal Chairman, Chira Kumar	<p>i. The Sub-zonal committee is formed of members nominated by the ADC. Women's representation in the committee is not a compulsion.</p> <p>ii. The committee acts as a bridge between the VCs and the departments. The demands of the VC are raised and accordingly Sub-zonal office receives resources from departments which are then distributed.</p> <p>iii. There is a lack of coordination between departments and this even leads to the wrong selection of beneficiaries. The beneficiary selection for a scheme does get impacted by political favouritism.</p> <p>Livelihoods</p> <p>iv. Jhum cultivation is the main source of livelihood for the tribal. Those who have stopped jhum are now dependent on MGNREGA, fishery, or plantation.</p> <p>v. Farmers need training and support. Krishi Kendras and other govt. initiatives are not very impactful.</p> <p>Education:</p> <p>vi. Education is suffering due to multiple reasons- lack of teachers, inaccessible/unconnected schools, and language of instructions and textbooks are huge barriers.</p> <p>Challenges:</p> <p>i. Coordination between departments needs to be improved for better planning and implementation.</p> <p>ii. The planning for unutilised funds can be done through special committees formed of educated youth and other people from the local areas. Till the time VCs are elected providing greater opportunity to common public to be involved on the processes would help.</p>
SHG Members and Trainer	<p>i. Primary motivation to join SHG among the women is to avail opportunities for income generation. However, there is a lack of training and support and the SHG members utilise their own traditional knowledge for livelihood activities which include piggery, poultry, and farming.</p> <p>ii. It is noticed that women from ADC blocks are more eager to learn new skills and earn a good living by doing their own business. As a next step TRLM should put more focus on training the SHG members in the ADC blocks.</p> <p>iii. Gram Sabha: SHG members don't attend any VC meetings – they aren't made aware of such events. Some members said their husbands have attended such meetings.</p>
	<p>III. Bokafa – mixed block</p>

	<p>cultivation period used to be 10 years but now due to land and resource scarcity the jhoom land cultivation period is only 1 year which is not sufficient for land to regain nutrients.</p> <p>iv. In the ADC blocks there is an initiative to develop a value chain of organic farming – focus is on pineapple, and the tribal population likes to grow maize and areca nuts.</p> <p>v. Agriculture requires more well trained ground level staff who can conduct door to door visits and educate the farmers.</p>
PWD Officer, Rajesh Shah	<p>i. PWD works on maintenance and new construction of roads and buildings. For specific block demands, PWD prepared an estimate and tries to get the required funds from any scheme.</p> <p>ii. PWD receives funds from the Finance Commission. For smaller projects costing 30-40 lakhs, money is not an issue but projects costing more than that are always delayed due to lack of funds. Money is a serious concern in both ADC and Non-ADC blocks.</p> <p>iii. If roads or any construction passes through forests, land availability is a challenge there but it's not that the dept. faces any setbacks. People usually understand land requirements for such projects.</p> <p>iv. Construction of drainage is a must, especially for the pucca roads. Pucca roads requires pucca drainage in order to prevent water logging. Pucca drainage is costly and often there is no land for pucca drainage construction.</p>
School Inspector – Mhanpur and Lefunga, Sudip Sarkar	<p>i. Administration wise there is no difference between the ADC and the Non-ADC blocks. In the tribal Lefunga block, there is more demand for English medium – Language is a barrier in the ADC blocks.</p> <p>ii. In the ADC blocks there are both state-run and ADC-run schools. Dept. is only concerned about the state run schools' maintenance and monitoring. Each inspector has to visit at least 15 schools in a month – the information is compiled by filling up a monitoring observation format. However, if needed the state education dept. and the ADC education dept. coordinate their efforts.</p> <p>iii. There is a huge demand for undergraduate teachers for primary teaching but vacancies are never totally filled.</p> <p>iv. Schools require computer training and skills/vocational training. There is a huge demand for such training in most areas.</p>
Cluster Coordinator, TRLM – Sujit Deb	<p>i. TRLM has a shortage of staff. One coordinator is made responsible for 2-3 clusters.</p> <p>ii. In this block all existing SIIGs have been federated to VOs. The SIIGs are able to take loans to start their own work. Mostly women are engaged in making namkeen, cultivation of mushrooms, goatary and piggery, and handicrafts.</p> <p>iii. There is no market channel yet. Most products are sold by the members themselves in roadside stalls or to local markets/shopkeepers. The SIIGs have also participated in SARAS Mela in Delhi.</p> <p>iv. Trainings are now provided to the SIIG members for various activities. Attempts are now being made to coordinate the efforts.</p> <p>v. At present SHG members are able to earn INR 10-15 thousand a month from various activities – this also motivates others to join groups.</p>
SHG Members	<p>Livelihoods:</p> <p>i. The SIIG members need more training in livelihood activities like handloom and tailoring. There is a good demand for such activities and products. SIIG members are also engaged in fishery and farming activities. SIIG members are able to earn up to 10 thousand or more in a month through various activities but training and some more support can help increase that amount.</p> <p>ii. Most households in the villages earn a living through wage labour MGNREGA, agriculture, and fishery.</p> <p>iii. Connectivity is an issue in the villages – there are roads but a proper mode of transportation is not there this impacts livelihood choices as people are not able to travel, and transport goods very easily.</p> <p>Gram Sabha:</p> <p>iv. SHG members are active participants in the Gram Sabhas. Members collect feedback from people and demands of the groups which are then raised at the Sabhas. Some demands have been met e.g. a VO asked for land from the Panchayat and a piece of land was allotted.</p> <p>v. Active participation of the SHGs in the Gram Sabha and their capacity to raise members' demand acts as motivation for other members to join SHG.</p> <p>vi. Getting a pension is difficult – some needy and eligible people are yet not getting their pension.</p>

Annexure-3: Detailed Community Consultation

Situation Assessment	
Mungiakami block, Khowai District	
Intervention- School and Road construction; Location: 23.885364 N, 91.70365 Group- Women group No. of Participants - 4	Venue- Block Development Office Date- 7 th November 2022
<ul style="list-style-type: none"> Women were member of the SHG named Bolongshikha. They have availed the facility of taking loan from the group. They intimated that their children work in the Balrampur Kobra H.C. The school have toilets are unhygienic. Further, the school gets over by 4:30 pm, as it gets dark by the time the children reach home because there are no street lights and the road connecting their village to the main road main road is kuchha and lacks transport connectivity. However, they were happy with the project intervention and expecting that the intervention of improved road and school will help their children in accessing the better school facility. 	
	
Road- Ragia Para to Tanarai Para village Location: 23.899056 N, 91.6984 E Group- Community people Date- 7 th November 2022 No. of Participants- 03	Venue- Ram Krishnapara
<ul style="list-style-type: none"> It was a black topped road with 3.5 km of length. The particular road was selected for the maintenance. This road was under PMGSY project and last year (2021) it was handed over to PWD. The land was donated in the project by the land owners as they were happy with the PMGSY project. The Sub Divisional Officer, PWD intimated that the road is partially of forest department and remaining of individual owners. There people intimated that there are around 283 households. They belong to the Tripuri community. It was intimated that the Mungiakami PHC was 2-3 kms away and the improved road will give better and smooth connectivity. Further, the accessibility to market will also improve. They were hopeful about the road maintenance as it'll help them utilize the road for accessing market, town and hospital safely and quickly. 	



School-Balaram Kobra H.S School,
Location: 23.917032 N, 91.671732 E

Venue- Balaram Kobra H.S School

Group- School Management, Teachers, Students (boys and girls both)**Date-**7th November 2022

No. of Participants-06

- The girls in the school intimated that the toilet facility available is very poor. It smells and very unhygienic.
- Further, the students are interested in participating in sports activity but the current sports ground was not well maintained. It had long bushes. The Physical Education Teacher is also not available for the subject.
- The school had a newly constructed laboratory but they did not have science subject introduced in the institution.
- The teachers intimated that the school building is very poor and not well maintained. During the rainy season the classrooms starts leaking from the roof. Almost all the students are from tribal community.
- Students, Teachers, parents were all happy of the intervention being taken on renovating the school building and on investing on the soft learning components like smart classrooms. Students also expressed their happiness on the road being maintained. They said it will help them in commuting fast and easily to the school.



Group- Self Help Group- Humbrbodo

Venue-Maharanipur Village

Location: 23.916925 N, 91.670314 E

Date-7th November 2022**No. of Participants-**30

- The participants intimated that during the rainy season the roads water logged, due to which movement of vehicles becomes impossible. It restricts their mobility and accessibility.
- The women intimated that they either travel through bicycle or by walk to market and hospital. They have many times fallen while driving bicycle due to poor road condition. Also, the hospital has just one ambulance facility, which takes time in reaching due to the pathetic road situation. They have also reported this grievance to the local level leader but nothing has been done.
- They further told that sometimes it gets dark when they return back from market due to no street lights. This adds to the difficult situation existing. Once this will be provided, travelling will be without fear.
- They were also happy to hear the information on the interventions of the TRESP, specially on school. They informed about the poor toilet facility of the school and lack of teachers. They told that the school has boys hostel facility but there is no hostel for girls there. They recommended to incorporate the construction of girls hostel for girls in the school premises. This would increase the enrollement of girls in the school.
- Very few girls pursue education after 12th standard by leaving their home and going town, rest other girls

often leave studies and marry. They also expressed that they want their children to learn English language.

- They also emphasized that the many men in the village are not involved in any economic activity. They are into gambling and alcohol consumption.
- They informed that they have been provided trainings under few schemes for which they had to travel to Agartala. They requested that if they get the training in their village itself, it would be helpful for them as they would be able to manage both their work and household chores.



Group- Self Help Group-Khurang village

Location: 23.914744 N, 91.682546 E

Venue-Kunjamohanpara

Date-7th November 2022 **No. of Participants-** 44

- The SHG members intimated that they are involved in the activities like Poultry, Piggery, weaving, food processing etc.
- They were facing a lot of challenges due to the poor road conditions
- They reported receiving training through a few programmes for which they had to travel to Agartala. They asked for the training to be provided in their village so they could handle their employment and household responsibilities, which would be beneficial for them.
- Other than SHG, women are not taking any benefit from any other scheme.
- In addition to this, they also emphasized that the many men in the village are not involved in any economic activity. They are into gambling and alcohol consumption. Sometimes this leads to a verbal fight between the husband and wife.
- They also informed that they have neither heard of any female political leader or any female panchayat member to whom they might have complained. However, they are utilising their membership of being in the SHG for approaching the panchayati raj for the problems of poor road condition they are facing.



Road – Namanjoybari school to Nugurai para via Ramkrishna Para Khurang, Land owner

Venue-Namanjaybari village

Group- Self Help Group-

Date-

7th November 2022

No. of Participant - 50

- Road connectivity to school is very poor.
- Market and hospital is around 2-3 kms away from the village
- The group also intimated that a lot of water logging observed during the rainy season
- Women were also involved in piggery, goatry and fishery in the village
- A land owner was also consulted. He informed that due to bad road condition and lack of light in the road area, many people have fallen. He further added, that he is happy with the project intervention in the village. He is happy to donate his land for the road development. Similarly, a female landowner also said that she would be extremely happy to donate her land.
- Further, the panchayat member also intimated that the village had around 250 households. The road

improvement will give better accessibility to these people.



Road – Namanjoybari PMGSY road to Chandra Kumar Para via Sector colony
Group- Anganwadi worker and Ex panchayat member **Venue-**Chetra colony village

Date- 7th November 2022 **No. of Participant** - 02

- The Anganwadi worker who was also an ex panchayat member intimated that she is happy with the interventipon that is happening in the village. It would uplift the lives of many students and will improve the accessibility as well.
- She intimated that there would be around 95 families residing in the village.
- She said that better road will help in accessing the medical help quickly.
- She also confirmed that so far no case of GBV has been observed in the village.



Tulashikhar block, Khowai District

School-Bachaibari H.S School,

Venue- Bachaibari H.S School

Location: 24.104251 N, 91.654401 E

Group- School Management, Teachers, Students (boys and girls both) **Date-**8th November 2022

No. of Participants-23

- The official of education department intimated about the soft interventions in the school like smart classrooms, teachin aids etc. She frther added that the school will be demolished and re-constructed.
- The School Management Committee (consisting both parents and teachers)informed that the school was consturcted in 1982 and no renovation so far has been done. They suggested to build more rooms for students, benches in the classrooms, sports related facilities, water availability.
- SMC lacks awareness on their roles and responsibilities.
- The teachers intimated that the school lacks number of teachers. Also they said that there should be more emphasis on the english language.
- When discussed with students, they suggested for more classrooms, medical room, sports ground, more number of maths and english teachers. When informed about the road being maintained in the project intervention, many students expressed their happiness and told that now the travelling will become easier and quicker.
- The discussion also pointed out that many students who with their family (Tea migrant community) have migrated from Jharkhand and Chattisgarh do not attend school because of the Kokborok (tribal language) being used as a medium of conversation. This restricts their participation and they decide to drop-out.



Group- SHGs – Bupa, Tripureshwari, and Khubaar
Venue-Gopalnagar village,
Date-8th November 2022
No. of Participant - 44

- The groups were involved in growing brinjele, potato etc. They don't use any fertilizers on the crop, purely organic. The seeds are given by the agriculture department for free of cost.
- Some women were also involved in Jhum cultivation.
- They are also involved in selling fishes in the market. The market is half an hour away from the village, they use the project road for travelling. They find it really difficult to travel through that road. Similarly the PHC is in Dhaliabadi which is 5 km away and they face the same problem.
- They were happy to hear about the project interventions. They have never heard or donated land for any development project.
- Cases of domestic violence were also informed by the women group.



Location: - Road (Vidyabil to GopalnagarBachaibari road via Behalabari) & School (Bachabari H.S school)
Venue-Bachaibari H.S school
Location: 24.138929 N, 91.680327 E
Group- Teachers, Students (boys and girls both) **Date-**8th November 2022
No. of Participants-23

- The road is presently brick soled. It requires construction and maintenance both. It was intimated that Autonomous District Council prepared the brick soled road around 7-8 years ago.
- The students in the schools intimated that many girls and boys run away from home. They get pregnant very early and get very weak.
- There were labourers noted working adjacent to the school building. They intimated that are local labourers, they stay at their home and come on daily basis. Though they are working very close to the school but they don't enter the school premises. They have all the facilities available, therefore they don't require to enter the school building.



Road - Champahour Bazaar to Takchaya via Naliabari
Location: 24.146697 N, 91.701732 E

Venue-Bidyabill village

Group- SHG, Male panchayat Member Secretary
No. of Participants-15

Date-8th November 2022

- The people intimated that they are involved in the garicultural activities.
- The Panchayat secretary informed that they often visit to the Block Development Ofiice for issues related to development of the village. Furher, the grievances of the community people are first bought to the panchayat and if not resolved then taken to the BDO.
- The Panchayat secretary added that women are economically more active in the village compare to men but do not have much political participation.



Road - Champahour Bazaar to Takchaya via Naliabari,
Venue- Madhu Gusapara village, Location:

Group- Community people
No. of Participants-19

Date-8th November 2022

- The community people were residing in very interior areas which were not accessible easily. The power cut is frequent. The existing road was brick soled initially and after few kms it was not identified at al. The community people intimated that nothing, i.e. no construction of the road has been done since independence.
- Stone aggregates used to be procure from quarries of Meghalaya and Bangladesh
- Another discussion with the local Tripuri community on Champahour Bazaar to Takchaya via Naliabari road in Tulashikhar block, Khowai District revealed the about a sexual abuse case. The victim was a village girl who went to the forest to fetch the bamboo shoots. She was intimidated by group of men from adjacent village The case was not reported.

Karbook Block, Gomati District

School- EkJatan Kumar H.S. School
Location: 23.418866 N, 91.756234 E

Venue- EkJatan Kumar H.S. School

Group- School Management member (SMC), Teachers, Students (boys and girls both), PWD Officials,
Date-10th November 2022
No. of Participants- 3

- Current school building is in dilapidated condition. There is no drinking water facility, no separate toilet facilities for boys and girls or for teachers.
- More no. of teachers need to be recruited.
- Sanitary-Pad vending machine is available but not functioning.
- SMC has requested for teachers strengthening trainings and infrastructure development at the earliest.
- During the construction of newly proposed school building students will be shifted to another building that is under construction currently (behind the main school building).
- There is no proper C&D disposal plan prepared. However, PWD and SMC has together decided to reuse the waste.



School- EkJatan Kumar H.S. School
Venue- EkJatan Kumar H.S. School
Group- Interaction with Labours and current practices in terms of construction
Date-10th November 2022
No. of Participants- 3

- Migrated Labours (mostly from Kolkata) are currently engaged in construction of school building.
- Local labours are also engaged as unskilled labour.
- There is no separate toilet facility provided for the labours. They use the same toilet available for students.
- Drinking water facility, First Aid kit, PPEs, proper beds are not provided by the contractor.
- Safety and hygiene is not maintained at the construction camp.
-

Location: - Road (Chellagang Jatanbari PWD Road to Batchara Para
Group- Community people,
Date-10th November 2022
No. of Participants- 11
Intervention : Upgradation of Brick soled to CC road

- They have expressed their struggles to access the road for their basic needs.
- Chellange primary health centre is located at around 2 km, however during critical/ major emergencies it is difficult to reach the hospital especially during monsoon.
- Most of the families are engaged in agriculture, Piggery, Goatery but at individual level.
- Adequate RoW is available. Villagers are well aware of voluntary land donation and ready to donate their land for construction of the road.
- From design perspective, drainage on the sides of the road is suggested (erosion issue). At few locations of the road need side protection as the road is in hilly terrain.
- There is no GBV as of now. No disturbed zone is marked so far. However, the road passes through Rubber farm at one side and local vegetation on the other side, so women have requested for street lights as it would help them access the road during night also.

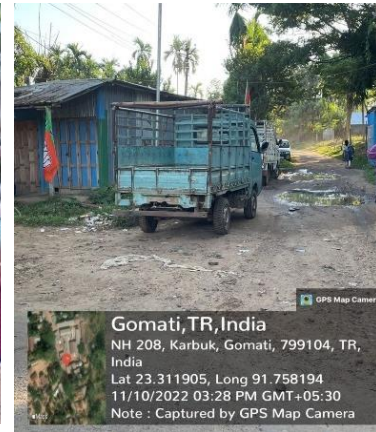


Location: - Road (Jalaya Bazar to Jadavpara),
Date-10th November 2022
No. of Participants: 20

Group- Community people

Community Consultation at Jalaya

- The community has expressed the need of improved road for medical emergencies, accessing market and school.
- The community is well aware of voluntary land donation and they are ready to donate if required.
- They have mentioned the need of street lights in their village.
- families are engaged in Jhum cultivation at their own land.
- They are currently engaged in Piggery, Goatery, Poultry and Nutrition Garden.
- VO members do the Piggery, Goatery, Poultry and Nutrition Garden at their individual household level.
- There is no separate sty or goat shed. Many times conflicts happen among the households for the pigs or goats to destroys neighbours farm. However, they settle down these issues among themselves.
- Training on Nutrition garden was provided from block, but it is not practiced in large scale. Only few households grow papaya, chillies at their house premises at small scale.
- Training on vaccination of pigs, goat, cows and hen is provided to the VO.
- Veterinary doctors are available whenever needed.



Road: Panjihum Para Khuri Para Road
Location : 23.343385 N, 91.748040 E

Group : Community People

Date-10th November 2022

No. of Participants: 7

- Villagers expressed their need of improved all weather road connectivity.
- They have mentioned that they are still lagging behind in many aspects of their life due to poor road connectivity.
- Most of the children are dropped out of school due to their economic background and family responsibilities.
- There is no proper road connectivity, transportation facility to access higher education as well.
- The village has also become hub for drugs which is becoming threat for the society. One such location in the village is Gaon Panchayat office where during the night all these activities take place. Mostly young generation from the village are engaged in these activities.



Venu: Karbook Block Dev. Office
91.750797

Location : Lat 23.346291, Long

Group- Discussion with various line department

Date-10th November 2022

No. of Participants – 11

- Roads are basically designed for light vehicles. However, heavy vehicle movements lead to cause damage to the road.
- Delay in release of funds even after finalising the appropriate design of the school that ultimately lead to cause increase in estimated cost as compared to planned cost. Due to which there might be chances to change in different activities related to school construction.
- They need Drinking water facility, Boundary wall , Hostel facility for Girls and Boys, Computer room, Library, Science Lab, More teachers, Common room/ staff room , Common room for Girls and Boys, Separate toilets for girls and boys, Separate toilets for Male and Female teachers, Improved Mid-day meal kitchen and dining hall , Need more trainings on agriculture as well as modern technologies , agriculture as a subject at school level, Post-harvest management such as cold storage, processing unit etc., poultry rearing marketing awareness, ,



Damcherra Block, North Tripura District

Venue: Uttamjeparā village

Location: 24.202816 N, 92.298510 E

Group: Community People

Date:10th November 2022

No. of Participants: 36

-

Information gathered from the interaction

- Road has been constructed before six years and no maintenance has been done yet. Children face difficulties to go to schools during rainy season.
- One JB school and one Uttamjeparā SB school is there , Kokborok and Bengali are the medium of language, Only 3 teachers in the school are Bengali speaking and the Kokborok speaking children find difficulty. This is the reason for the people not sending children to the government school. Teachers are not present regularly. Out of 190 children only 21 are going to the school.
- SMC of the SB school is not functioning properly and don't know the rights of parents.
- Complaints are given to IS officer (Inspector of School). No actions are taken yet.
- People are having Jhum cultivation in this area. In Jhum they have Betelnut, Banana, Pineapple, Rice, Vegetables, Sesame, Maize, Orange, Lemon, etc. Jhum cultivation is only for 6 months. Other times, they usually go outside as labourers. Women also joins in the jhum cultivation.

- Piggery, Fishery, Broom making and Goatery for livelihood. Women wants to have hand weaving. No vaccines are given to the pigs.
- They are going to sell their products to the Damcherra market by walk. There is a subcentre in Uttamjepara and a PHC in Damcherra.
- Rice cultivations do only in rainy season because other times they have scarcity of water for cultivation. Most of the lands are tilla lands.
- SHGs are functioning properly. In some SHGs they have nurseries where they provide saplings of Betelnut.
- No safety issues for the women. One major finding is that in this Reang community they practice child marriage. Girls of 15 years are getting married and each family is having 6 or 7 children. The community people never let know this to the outside world.
- Drugs are another major issue of this area. Being the Assam border drugs mostly comes from Assam.
-



Venue- Uttamjoy para SB School

Location: 24.204925 N, 92.30112 E

Group- Interaction with teacher Uttamjoy para SB School

Date- 10th November 2022

Participants: 3

- A school boundary is necessary because the road that runs in front of the school puts students at risk of accidents, need for more teachers, playground for students.



Venue- Dhamcherra Class 12 School

Location: 24.241622 N, 92.294002 E

Group- Interaction with teacher

Date- 10th November 2022

No. of Participants: 6

- C current school building will soon be demolished, and a new building will be built nearby. This is the only Class 12th school in Dhamcherra block.
- Few students come from a distance of about 35 km. Student has to face problem because of poor road condition, most often in the rainy season.
- Discussion with student: they are demanding proper playground (available but not in good condition), toilet available but there is no water facility in toilet. There is issue of electricity.



Road: PWD Road to Hamsa Para
Location: 24.091802 N, 92.325313 E
Group- Community People
Participants: 7

Venue Hamsa para Village

Date-10th November 2022

- Mizo Refugee Settlements. Brus are refugees from Mizoram. New rehabilitations are still going this area.



Venue: Damcherra block office
Date-10th November 2022
Date-10th November 2022
No. of Participants: 14

Group: The Local Village Women Group
Location: 24.241556 N, 92.287922 E

- All women members are from different SHGs. Members of 5 SHGs were present.
- SHGs are doing small business in nearby areas. and don't have any agriculture land.
- Some women have cattle rearing, goatery and piggery. main complaint is about the robbery of their cattle, pigs and even bikes.
- In the school, teachers are not sufficient for all subjects, No bench, no fan and no other facilities are available in the school.
- At the time of Construction, the school is been shifted to nearby place with a temporary arrangement.
- Most of the member's children are studying in this school.
- No safety issues for women in this area according to these Women.
-

Road: Khedacherra to Lungthir Road
Date: 10th November 2022
Participants: 6

Group: Community People

Location: Lungthir village

- The condition of the road is very bad. The agency which had the contract for the renewal of the road terminated their work.
- For livelihood they do Jhum Cultivation. They have all types cultivations such as rice, betel nut, vegetables, sesame, etc. Women also joins in Jhum cultivation.
- This road is the life line of these people as this is only way of connectivity to the nearby market which above 7 km distance.
- There is a tribal school within this village, Lungthirek SB School. But this school is not functioning now. The local people use the school building for their needs. No teachers are coming to the school. So, these community children are not going to the school.
- Many of the people are going outside as labourers.



Ompi Block, Gomati District

Road: Tingaria Road

Date: 11 November 2022

Location: Lat 23.593055, Long 91.629321

- Road is in dilapidated condition. Black top has degraded.
- No habitation along the road. The road passes through agricultural land where one side of the road has paddy field and the other side has vegetable farm.
- Solar pumps are established in few vegetable farms.
- Land acquisition might be required for RoW.

Venue: Taidu Bari HS School, Group: Teacher, SMC members

Date: 11 November 2022

Location: 23.721539 N, 91.647588 E

- Current school building is in dilapidated condition and the existing classrooms are not adequate. The Principal requested more number of classrooms and separate male/ female teachers room in the new building.
- Condition of the girls hostel is good. Kitchen, dining room, toilets are well maintained and hygienic.
- Pad-vending machine is available inside the girls hostel.
- Boys hostel is in good condition but kitchen and toilets need to be upgraded and maintained. More no. of rooms are also required.
- The existing toilets are used by boys, girls and school teachers but it is in good condition. The principal requested for separate toilet facility for teachers as well as students close to or attached to the academic block.
- More no. of teachers need to be recruited.
- The school has gym facility as well as playground that needs upgradation/ improvements.
- Boundary wall is required.
- Waste disposal management system need to be provided.
- The SMC constitutes of 16 members. SDM is the chairman of the SMC and out of total 16 members, 6 members are female.
- Extra coaching and remedial classes are planning to be provided for hostellers.
- Major issues regarding students performance-students joining as lateral entry face more issues to cope

academically. SMC conducts meeting once in every two months.



Road: South Sangang to Bangshipara via Dagbari village

Venue: Bangshipara Village, Sangang

Group: Community People

Date: 11 November 2022

Location : 23.588448 N, 91.614582 E

- Land acquisition is not required. Adequate land is available for RoW.
- The village community is well aware of the voluntary land donation. However, villagers are ready to donate land for road construction, if required.
- Provision of drainage is required.
- No wild animal-human conflict in the project area.



- ESMF preparation team interacted with women from the community, VO members and school teachers.
- Community has mentioned that most of the households are engaged in vegetables cultivation. Chillies, Cucumber, Pumpkin, Brinjal, Raddish, Coriander, Bitter guard, Ridge guard, Bottle guard and Ash guard are some of the commonly grown vegetables in the village. Mustard leaf is also one of their produce.
- Villagers sell this produce at Seshwa, Amarpur, Nagrai markets.
- Apart from vegetables some of the households are engaged in piggery, goatery at individual level.
- Other than cultivating vegetables, many households have fish pond and beetle nut trees at premises of their house but it is mostly for their consumption purpose. Sometimes they sell it but not in regular basis.
- Villagers have mentioned during the interaction that vegetable has more market value than any other produce.
- Regarding school facility community has stated that there is no higher secondary school at their village or any nearby village. High school facility is accessible by walk.

- Most of the government school students quit their studies after 10th standard as higher secondary education facilities are located at approx. 10-15 km far from their village.
- Community has mentioned another one reason of students getting dropped out of school is medium of learning in the school. Most of the students belong to Tribal community and in most of the schools the learning medium is Bengali. Medium of learning is also playing a major role in students getting dropped out from school or low attendance at school.
- Nowadays most of the parents prefer to enroll their children into private schools where the medium of learning is English.
- Community has requested to convert the learning medium from Bengali to English.
- For any village level conflicts or household issues, “Chouwdhury” is the one who resolves the issue. There is no other formal grievance redressal mechanism followed in the village.

Interaction with VO members

- There are around 27 SHGs in the village.
- ESMF preparation team has interacted with “Khabaksa” VO. The mentioned VO comprise of total 54 members and they are engaged as financial intermediary.
- Currently they are not engaged in income-generating activities. However, they practice the cultivation of Chillies, Cucumber, Pumpkin, Brinjal, Raddish, Coriander, Bitter guard, Ridge guard, Bottle guard and Ash guard at their own level.
- The VO provides loan to SHG members mostly for small businesses, house construction activities, buying of books etc.
- Maximum amount of loan that can be availed is 1.5 Lakh and medium of payment is through Cheque. The return policy states monthly loan repayment within maximum period of 15 months.

Interaction with SHG members

- The ESMF preparation team has also interacted with “Jora” SHG. The group comprises total 9 members.
- The SHG grows Coriander and sells at Seshwa, Amarpur and Nagrai market and sometimes they sell directly to the traders.
- Similar to Jora there are 10 more SHGs grow coriander.
- Aprox. in total 7-8 kani of land (combining everyone’s personal land) the members of Jora SHG cultivates coriander.
- Seeds are bought from local markets available nearby and sometimes agricultural office provides them with the seed.
- The harvested coriander is either taken to market by the members or sell directly to the traders in 50kg capacity sacks.
- During the interaction they have mentioned that, many SHGs have tried their hands on mustard grain but as per their experiences they didn’t earn much profit from it.
- They have also said that it requires more land for cultivating mustard seeds but yield is not good comparatively. And they also felt that lack of proper marketing led to the discontinuation mustard cultivation practice.
- However, people in this region of the country consumes mustard leaves in their delicacies, therefore growing mustard is highly lucrative economically.



Road: Gamaku to Salka Para
Venue: Gamaku
Date-11th November 2022

Location: 23.343385 N, 91.748040 E
Group: Community People

- Villagers expressed their need of improved all-weather road connectivity.
- Salkacharra river crosses through the village and there are two bridges existing at two locations that connect all the nearby villages.
- One of the two bridges is in dilapidated condition and possess serious safety risk. Whereas the other bridge got washed away as Salkacharra river changed its course.
- Since two of the major bridges are damaged, the village struggles a lot to commute to other nearby villages.
- They have mentioned that they are still lagging behind in many aspects of their life due to poor road connectivity and bridge. There is no proper road connectivity, or transportation facility to access higher education as well.



Venue: Office of the Superintendent of Agriculture, Ompi Agri Sub-Division
Location: Lat 23.673594, Long 91.637966 Group:

Discussion with Agriculture Official

- Agriculture Official has put more emphasis on the need for Connectivity and Marketing strategy for the agricultural produce of the Ompi block.
- Pineapple and Maize are the two major focus agricultural goods of the Ompi block.
- Current market hubs for the produce is Ompi, Taidu, and Seshwa market.
- The Officer mentioned that "Kew" and "Queen" are the two varieties of pineapple grown in Tripura. However, Queen variety is cultivated more. Two seasons of pineapple cultivation are February-March and

April.

- Currently 300-400 hectares of land is used for Maize cultivation and 500-800 hectares of land is used for Pineapple cultivation at Ompi.
- As there is high production of Maize in the block, the official wants to convert this maize into fish feed and animal feed. Hence, the official suggested the installation of factory to process feed in the region.
- Apart from these Agri. Officer has also requested to upgrade Ompi and Taidu Bazar to a regulated market.
- Another current need is for cold storage to store unsold commodities for the next day.
- As per official, they want to connect pineapple and maize farmers with private vendors through proper marketing channel.
- Need more trainings on agriculture as well as modern and advance technologies used in agriculture to the local villagers.



Chawmanu Block, Dhalai District

Road: Kshetrichera to Satyaban KP road

Group: Community People

Date: 11th November 2022

- This road is the Kshetrichera to Satyaban KP road.
- This road is earthen road which is to be Brick soled of 5.5 kms starts from Chawmanu block.
- This road comes under RD. One bridge also comes in this road which is to be constructed.
- It comes under the forest reservation.
- The habitations in this area are Chakma Community and Tripuri Community.
- There are 1150 households lives of which around 700 families are Chakma community.
- Water and electricity are an issue of this area.
- This Chakma community and Tripuri Community people live by Jhum cultivation which includes Rice, Brinjal, Betel nut, Pepper, Pineapple, Banana, and all vegetables.
- They don't use chemical fertilizer in their Jhum cultivation. Only natural manure they use.
- Every person own land for cultivation. All households have 1 and above kanis of land for Jhum Cultivation. All the cultivations are seasonal including Fishery.
- There are 3 Schools comes in this school. One JB school and two SB school. School going children of this area depends only on this road. All the three schools are Bengla medium schools. These schools not come under TRESP.
- In rainy season children face more difficulty to go to the schools.
- For the complaints they go to the BD office. And for school complaints they give complaints to the IS (Inspector of School) officer.
- Besides Jhum cultivation they have piggery and Fishery. Around 60% of the people do piggery in this area.
- In Fishery they have Cutla, Rohu, Silvaar etc.
- Doctors from the Vetinary hospital of Chawmanu block comes here for the assistance in times of need
- For selling their produce they depend Chawmanu bazaar

Road: Govindabari main road to Paisaram KP
92.036500 E

Location: 23.786417 N,

Venue: Paisaram Village

Group: Community People

Date: 11th November 2022

Observation

- Existing Brick soled road under RD. At the end point of this road there is a Chakma community.
- This community has been recognized as the PVTG group.
- This is Chakma community of only 51 households.
- A small church is also there in this village for these people.
- This is the only connectivity of this community to the outside area.

Information gathered

- 51 families of this community are converted to Christian families. One family is still Buddhist family. Earlier all of them were Buddhist families.
- The reason for the conversion to Christianity is that they believe that only Christian people could get the accessibility to Hospitals which made 50 families to go to Christianity.
- This village is the place where a horrible incident happened in the year 1997. There was conflict aroused between the Chakma community and other outside communities. As a result of this conflict, the outside communities came here and raped all the women of this village. This horrible incident kept under reported. The government didn't let the media to cover this incident.
- The livelihood of this community is Jhum cultivation, piggery, goatry and fishery. In jhum they cultivate rice, cotton, colocasia, chilly, sesame, betelnut etc. Women also join in Jhum Cultivation.
- They don't use pesticide and chemical fertilizer in Jhum cultivation.
- Every household have 5-6 kanis of Jhum land.
- In fishery they have cutla, Thilopia, Rohu etc. Being a lunga land (go to land) where under water current is high and they lost their fish.
- Domestic violence is very high in this community.
- They depend the Chawmanu market to sell their produce. The nearest hospitals are Teskilo hospital (PHC) and Chawmanu hospital (CHC). Both are at distant places from the village.
- There is Paisaram KP JB school within the village which has only 12 students and one teacher. It is a Bengali medium school. This school doesn't have facilities including SMC.



Road: Gobindabari main road to Suresh KP

Venue: Gotaya Village

Group: Community People

Location: 23.848064 N, 92. 024613 E

Date: 11th November 2022

- This road comes under RD (PMGSY Road)
- At present, it is Brick Soled Which is to be upgraded black topped. Most part of the road covered by vegetations on both sides.
- Manu river is passing nearby of this road.

- Manikpur market is near to this road which the villagers have to cross the Manu river to reach where there is no bridge.
- One bridge is under construction (under RD) to connect the village with the Manikpur area.
- This connects two VCs (Village Councils). It connects Debocherra VC and East Chawmanu VC. East Chawmanu and West Chawmanu are connected.
- Two villages are in this road. Gotayavillage with 77 households and Suresh Kp village with 41 households.
- The population of this village mainly depends on Jhum cultivation and Fishery.
- The nearby Manu River is also a source of livelihood for the people in the two villege.
- The Fishery and Jhum Cultivation is doing together in the same area. The fishery cultivation ponds include the jhum cultivation land itself.
- This type of Mixed cultivation is very much helpful for them because if they would get lost in any one of the cultivations, they can survive with the other nearby cultivations which is in good production.
- In Jhum cultivation, they don't use fertilizers for their crops. The jhum products are completely organic. The jhum crops include seasonal vegetables as well as Rice, Arecanut, Drumstick, Apple, Orange, Banana, Jackfruit, Big lemon, Mango etc.
- The middle men and sometimes buyers themselves comes to collect the jhum products. As these products are highly organic it has got much demand in Assam and nearby states. Selling these their products in the nearby markets makes less profit for the farmers.
- In fishery the farmer doesn't provide any outside feed for the fish. The fish get their feed by natural feed from the nearby Jhum vegetation. So, this fish also has got much demand for which the farmer get Rs.500 - 700 and above per kg in the market.
- If the fish gets any fish-scale disease, they use Turmeric and Ash to treat this. In fishery, they have Cutla, Kharpheum, Thelari, Meerha, and also Wild fish. The farmer gets more profit in wild fish as it as much demand in outside market.
- The farmer doesn't get any assistance from the fishery department. They do it all by themselves. Hatchery is available only in Manu market from where they bring fingerling. Manu market is a faraway place from this area.
- The ponds for fishery in this area doesn't have any exact shapes of square or circle. These ponds are having the natural shape of its own.
- Every farmer in this area has 13 and above kanis of land of cultivation. Some of them doesn't have any land documents at all. No officials from the Government department comes here to verify the documents because of the difficulty to reach the place.
- From the government they get patta lands of 5 kani and 10 kani for cultivations.



Venue: Chawmanu Block Office
Location: 23.851733 N, 91.993224 E
Date: 11 November 2022

Group: Village Women Groups

- Large women group gathering
- Around 40-50 women members were there.
- All were VC members and SHG members too.
- Piggery and Goatry is the main livelihood of these women. The SHGs are engaged in Garment business along with this.
- The area is having around 500 SHGs functioning in this area. Around 30 people of the SHGs got SHG bank

linkage of Gramin Bank.

- Fishery, Poultry, Rubber plantation and Arecanut, Jhum cultivation etc are also there for livelihood.
- In piggery pigs are not been vaccinating and most of the pigs gets to die.
- They have PG Groups (production groups) functioning here in Piggery and Goatry.
- One CHC (customer hiring centre) is also functioning here in Durgacherra village.
- The nearby government schools don't have enough facilities.
- Not enough teachers, no benches and most of the children have to travel to school by walk of 1 km or 2 km.
- They don't want to send their children to government school because of less facilities of the school.
- They also have difficulties in the medium of language in the schools. The Chakma and Kokborok students in Bengali medium schools experience language difficulties in schools.
- Drugs and local liquor are a main issue of this area.
- Sexual harassments and Domestic violence are high in this area. But all these are under reporting. Women are not willing to open up on such issues because of less awareness on this.
- Chawmanu is a place where after evening 4 clock drunkard is a main problem. And it is not safe for the outside people after 4 pm.
- The veterinary doctors do organise camps in villages, but people rarely participate in the camp.
- They do complaint about their difficulties in relevant departments.



Venue: Chowmanu Class XII School

Location: 23.849459N, 91.994489

Group: Head Master and School Teachers

Date: 11 November 2022

- This one is the Chowmanu SB School which doesn't come under the project.
- School upgradation will be doing as it is an old building.
- Need more class rooms. Now only 20 class rooms there.
- It has classes from 1 to 12.
- One smart room is there in the school.
- There are 1046 students at present studying in the school of which 504 are boys and 542 are girls.
- This school is under Vidya Jyothi Scheme.
- Need 33 extra rooms for the school.
- Need 4 divisions in each class.
- It's a Bengali medium school. They also want English medium in the school.
- Being a Bengali medium school, it creates problem for other community children in understanding. There is no teacher for English. Almost all teachers are using Bengali.
- Primary teachers are only 7 in the school.
- For plus two section, humanities and science are there but no commerce.
- For science they have only 3 teachers. Only
- 3 female teachers are there in the school.
- Hostel facilities for 60 boys and 40 for girls are available in this school.
- The children of Tripuri, Deborma, Mongswai, Chawkmai, Bengali communities' studies in this school.
- There are 15 Bengali teachers and a small number of teachers belong to ST.
- They have two suggestions from their part. (i) Need vocational training for the students. (ii) Need training in

Kokborok language for Bengali teachers as it will help them to take Classes in Kokborok for Kokborok students.

- One ATAL Tinkering Lab is there in the school but it is not functioning.



Road: Upgradation (Bhagyamani RP to Joychandra para)
People

Group: Community

Location: 23.914655 N, 91.977487 E

Date: 11 November 2022

- This is Bhagyamani RP to Joychandra para road stretches of 6 kms which comes under RD.
- This is a brick soled road and it is to be upgraded into Black topped.
- The village communities live in this road are Chakma, Reang and Tripuri.
- The nearest PHC is Duragacherra which is 15 kms away from this village.
- The villagers demand for sidewall and drain box culvert. During rainy season land slide is a problem in this area.
- They are ready to give their land for the upgradation of the road.
- For livelihood they have Jhum cultivation, piggery, goatry and fishery.
- In Jhum, they have rice, mixed vegetables, arecanut etc.
- Every farmer is having 1 kani 2 kani or above land for cultivation in this area.
- In piggery and goatry they have a good number of pigs and goats of their own.
- In fishery, they have Cutla, silpar, Rohu etc.



Dumburnagar Block, Dhalai District

Road: Upgradation (Bhagyamani RP to Joychandra para)
Refugee Camp

Group: Bru Community

Location: Lat 23.640700, Long 91.824976

Date: 14 November 2022

Participants: 28

- Approx. 467 households of Bru community is currently staying in the refugee camp at Ultacherra village, Kanantapara.
- There are approximately 2500 population.
- Earlier they were settled in Kanchanpur, Hajacherra. And they were shifted to Ultacherra in April, 2022.
- Government of Tripura has provided them temporary shelters, toilet and water facility. However, the provided facilities are not adequate due to which open defecation is also noticed in the area.
- As per the Agreement on Bru community settlement, allotment of plot and financial assistance for construction is ongoing phase wise.
- Tehsildar provides guidelines and assistance in this regarding.
- Ration card, Voter card and STPRTCs are availed by some of the population. And remaining are under process.
- Most of the population is engaged in daily wage activities and few have opened vegetables & meat shops inside the village.
- Goods are bought from Jagabandhu and Gandacherra and sold in their shops.
- No cultivation land available, therefore community is not engaged in any cultivation activities. No livestock rearing practices so far.
- Firewood is being used for cooking purpose and it is collected from nearby forest areas.
- During the interaction community have expressed that some of the persons from the community is skilled in masonry, carpentry works.
- The community has expressed the need of trainings on skill development, formation of SHGs, establishment of schools etc in their village.
- Approximately 50 students from the community have availed school facilities from "Aim for SEVA" scheme under Swami Dayananda.
- There is a coaching centre established by the GoT in the village and 15 teachers from the community are working as voluntary teachers in the centre.
- Govt. provides remuneration of Rs. 215 per day to the teachers.
- Approx. 400 students are enrolled in the coaching centre presently.



Road: Upgradation (Bhagyamani RP to Joychandra para)

Group: Local community

Location: Lat 23.650917 Long 91.806597

Date: 14 November 2022

Participants: 26

Venue: Bhrigurampara

Interaction with the community at Bhrigurampara, Ultacherra

- The community of Bhrigurampara is mostly Reang community that is categorized as PVTG.
- Approx. 825 HHs are residing in the village. And total population of the village is 3000.
- The community is engaged in Jhum cultivation and they cultivate Pumpkin, Paddy, Beans, Maize, Chilli, Mustard seeds, Cotton, Jute etc.
- They are practicing this cultivation in forest land. The community has mentioned that they give 3-5 yrs of interval to reuse the land.
- Vegetables like Potato, brinjal, Cabbage, cauliflower etc are grown on their personal land. And for irrigation purpose water from Sarma river is used. Kaccha drainage facility is also available but not adequate as per current requirements.
- The community is also engaged in Rubber and Areca nuts farm.
- The farm produce is sold at Jagabandhu Bazar. Retailers also come directly to buy from the farmers.
- Banana and pineapple are also grown in their farm. Pineapple is grown at total approx. 1300 acre of land in the village.
- Kew and Queen both varieties are cultivated.
- Cowdung is used as fertilizer.
- Poultry, Piggery and Fishery activities are also practiced partially.
- Cattle and goaterly farming practiced by the community but not preferred at large no.s as it destroys their rubber farm.
- Other than jhum cultivation rubber is considered to be more profitable.
- Almost every households grow rubber at their farm. And on an avg. each household has 1.5-2 kani of farmland.
- Veterinary doctor is available. Vaccination has been done for their livestock.
- For resolving any village level issue, they approach "Choudhury". And if the issue is not resolved at village level, they approaches Court.
- Hospital facilities are available in the village.
- Road connectivity of the village is in good condition.
- No wild animal-human conflict in the project area.

Interaction with the TRLM coordinator

- ESMF preparation team interacted with the TRLM coordinator.
- Total 27 SHGs and one VO named "Yapribaksha" is formed in Bhriguram para, Ultacharra.
- TRLM supports SHGs to avail financial support, bank linkage, and Community Investment fund through Cluster level federation.
- Formation of producers group is under planning stage.

Interaction with school teacher

- ESMF preparation team interacted with a teacher from Bhriguram Chowdhurypara LP School.
- The school is running under TTADC.
- School building is in dilapidated condition. The school also has hostel facilities and the hostel is located adjacent to the school. The hostel structure is also in dilapidated condition.
- Currently 20 students are staying in the hostel.



Venue: JB Para

23.652467, Long 91.806205

Date: 14 November 2022

Group: Local community

Location: Lat

Participants: 18

Community Consultation at JB Para

- ESMF preparation team interacted with Villagers of JB Para.
- The community is engaged in jhum cultivation. They practice jhum in forest land.
- Other than Jhum, every HHs are engaged in Daily wage activities, seasonal vegetable farming, Piggery, goatery and cows for selling.
- Community is also involved in Rubber, Areca nut and pineapple farming.
- Community has expressed that less availability of water is one of the reason for them to practice jhum.



Manu Block, Dhala District

Group: Pineapple and piggery farmer

Location: Lat 24.081807, Long 92.000447

Date: 15 November 2022

Participants: 15

- Most of the farmers from Nalkata VC are engaged in Pineapple and Rubber cultivation.
- Other than pineapple and rubber, Piggery farm is also considered to be profitable.
- ESMF preparation team interacted with few piggery farmers and understood that they follow all the protocols to maintain safety and hygiene of the pigs.
- Pigfeed are procured from market by themselves.
- The farmers have mentioned about the issues they regularly face in the farm. Some of the issues are vaccination of the pigs, Insurance of the farm, disease maintenance, and unavailability of medicines.
- Pineapple is also grown by most of the households in Nalkata.
- The grown pineapples are sold at local market and exported to Assam through retailer.
- Areca nut is also grown in the area and found to be profitable.



Venue: Naitongcherra
91.806597

Group: Local Community

Location: Lat 23.650917 Long

Date: 15 November 2022

Participants: 123

Interaction with the community at Naitongcharra

- The community of Naitongcharra is mostly engaged in fishery.
- Almost every HHs are practicing Fishery farm at their individual land and average size of the ponds are 2 – 2.5 Kani area.
- The major fishes are namely Rohu, Catla, Carp, Mrigal etc.

- Fingerlings are bought from the market and sometimes from Dept. of Fishery.
- Cowdung and grounded rice husk is used as fish feed.
- Fishes are sold at Maslibazar and Bedchara bazar in Manu.
- Retailers approaches them for buying the fishes and they themselves catch the fishes.
- Full cleanup of the pond is done at 3-4 years of intervals.
- Other than fishery community is dependent on rubber, paddy and areca nut cultivation as well.
- Major challenges they face are to get the fishlings and repairing of bundh in case if it breaks.

Interaction with the women on GBV

- Cases of domestic violence is informed by the women group.
- ESMF preparation team interacted with female Ex-Panchayat chairman. She was elected as President in the year 1998. She expressed her happiness with the interventions under the TRESP. She is very hopeful for the upliftment of the lives of the villagers.

