

Environment and Social Screening Report

September 2019

Construction of 04 Class Room Block With
Separate Toilet Block For Girls at Government
Girls Higher Secondary School, Bijbhehara

”

(Jhelum & Tawi Flood Recovery Project)

Prepared by PW (R&B) Department, Government of Jammu & Kashmir, for
the World Bank

EXECUTIVE SUMMARY

The Floods of devastating September 2014 shows negative impact on economic aspects of the state and massive infrastructure damages in Kashmir Valley. In response, a mission of the World Bank visited the state during February 1-6, 2015 in order to produce a rapid multi-sectoral assessment report of the damages and needs. The RDNA estimates the total damages and loss caused by floods at about INR 211,975 million (US\$ 3,550.45), most of it to housing, livelihoods, and roads and bridges, which combined represented more than 70% of the damages in terms of value. Public service infrastructure and equipment of hospitals and education centers were also severely damaged and are still not fully operational.

Based on the RDNA results and discussions with the GOJ&K, the “Jhelum and Tawi Flood Disaster Recovery Project (JTFRP)” will focus on restoring critical infrastructure using international best practice on resilient infrastructure. One of the sectors badly hit during the floods was education (school/college), the restorations of which have been included in the Component-1 of the World Bank funded JTFRP

Government Girls Higher Secondary School, Bijbehara, was also affected by the floods due to the low lying area and its location along the banks of river Jhelum. The school was inundated up to 04 feet from the plinth height. The school stayed flooded for more than a week. This resulted in damaged to most of the existing infrastructure. The laboratories and library were completely destroyed. The school is running numerous streams like, science, Humanities, commerce etc. The total numbers of enrolled students are 1100. Presently the classrooms do not suffice the students roll and affect the teacher learner process. After post floods school starts its rebuilding process and a proposal for the said subproject was included in Jhelum and Tawi Flood Recovery Project (JTFRP).

Under JTFRP component-1, the subproject namely Construction of four (04) class room block with separate toilet block for girls at Govt. Girls Higher Secondary School, Bijbehara” has been proposed

Subprojects under “Jhelum and Tawi Flood Recovery Project” commonly known as JTFRP have a prior requirement of screening which is based on three categories; viz.,

nature of the project, size of the project and location of the project that is sensitive area criteria. The objective of Environment and social screening is to identify the potentially significant environmental/ social issues of the sub-project at an early stage for detailed Environmental and Social impacts. Public consultations were undertaken during the site visits in the sub- project areas on 15-09-2018. Primary Stake holders of the school teachers and students were informed about the proposed sub-project and their views were obtained. Besides stakeholders from school, consultation was also conducted with general public.

The screening study reveals that there are no significant social or environmental impacts of the proposed sub project. The project does not involve any kind of land acquisition

1.0. INTRODUCTION

1.1 Project background

In September 2014, J&K experienced torrential monsoon rains in the region causing major flooding and landslides. The continuous spell of rains from September 2-6, 2014, caused Jhelum and Chenab Rivers as well as many other streams/tributaries to flow above the danger mark. The Jhelum River also breached its banks flooding many low-lying areas in Kashmir, including the capital. In many districts, the rainfall exceeded the normal by over 600%. Due to the unprecedented heavy rainfall the catchment areas particularly the low lying areas were flooded for more than two weeks. Some areas in Kashmir and in urban Srinagar stayed flooded for 28 days. Water levels were as high as 27 feet in many parts of Srinagar.

Based on the **Rapid Damage Needs Assessment (RDNA)** results, restoration works underway, and discussions with the GoJ&K, the project will focus on restoring critical infrastructure using international best practice on resilient infrastructure. Given the state's vulnerability to both floods and earthquakes, the infrastructure will be designed with upgraded resilient features, and will include contingency planning for future disaster events. Therefore, the project aims at both restoring essential services disrupted by the floods and improving the design standard and practices in the state to increase resilience.

1.2 Project Development Objective

The Project Development Objective (PDO) is to support the recovery and increase disaster resilience in targeted areas of the state, and increase the capacity of the State entities to respond promptly and effectively to an eligible crisis or emergency.

The project is comprised of the following seven components:

- I. Reconstruction and strengthening of critical infrastructure (US\$60 million)
- II. Reconstruction of roads and bridges (US\$80 million)
- III. Restoration of urban flood management infrastructure (US\$50 million)
- IV. Strengthening and restoration of livelihoods (US\$15 million)

- V. Strengthening disaster risk management capacity (US\$25 million)
- VI. Contingent Emergency Response (US\$0 million)
- VII. Implementation Support (US\$20 million)

1.3 Subproject Background

The objective of this component of the “Jhelum and Tawi Flood Recovery Project” is to support the reconstruction/restoration of damaged public buildings, such as schools, higher education buildings, hospitals, fire stations, and selected block and district offices, and other important public buildings. It will include the restoration of partially damaged structures and the reconstruction of fully damaged structures, including equipment and furniture. The component will finance infrastructure and equipment damaged by the disaster, and improvements to current structures to increase resilience. Assessments will be carried out to determine the extent of structural integrity and retrofitting/reconstruction needs. For colleges/schools, the reconstruction will be focused on replacement of damaged buildings. The component will also finance the repair and reconstruction of damaged hospitals, higher education, fire station, and other public buildings, including the procurement of equipment/furniture, etc.

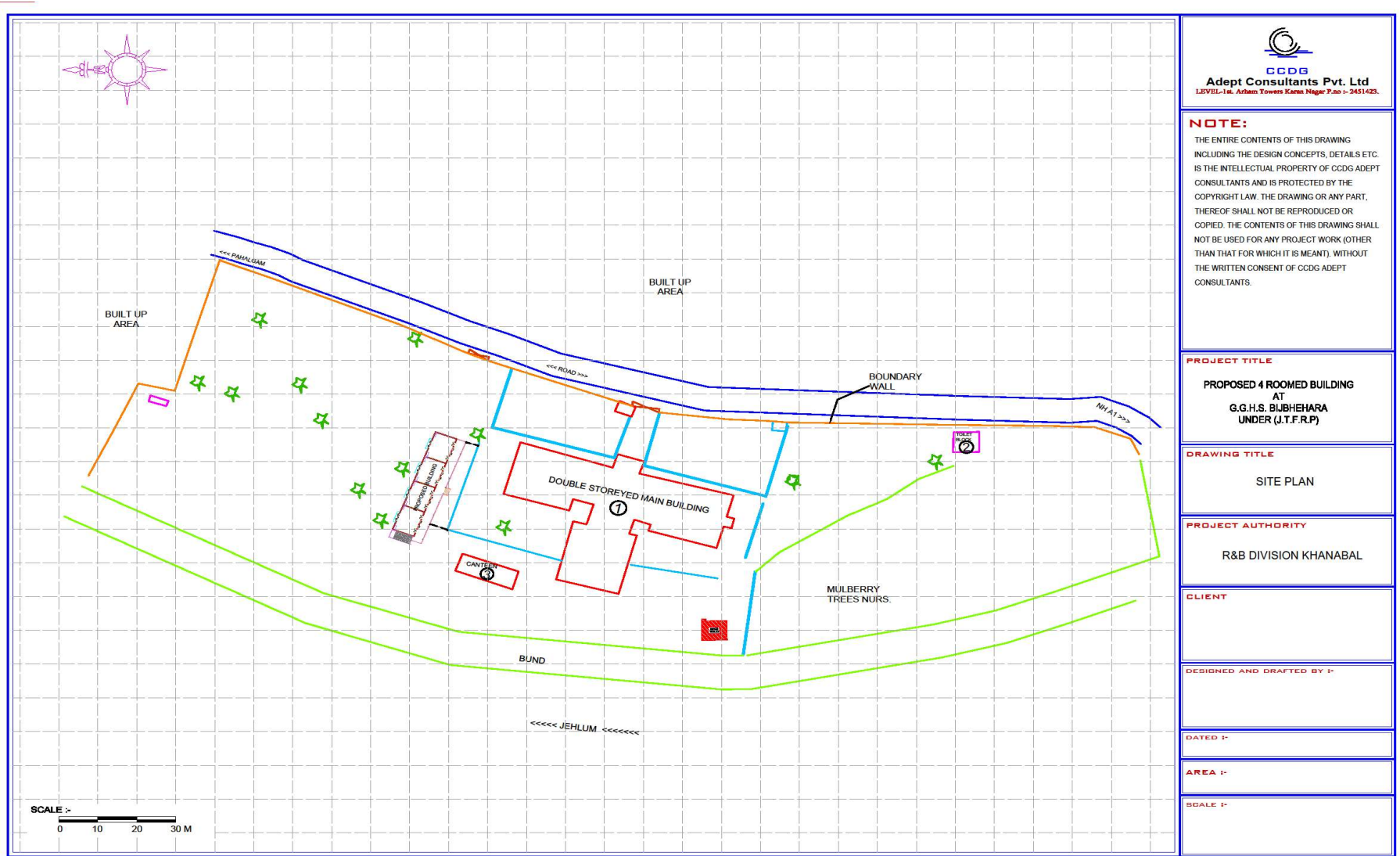
1.4. Sub-project description

The School is located at 33°47'19"N and 75°6'21"E approximately. The school is situated in Bijbehara town, in the Anantnag district of Jammu and Kashmir. It is located at a distance of about 45 km to south from state summer capital Srinagar and 07 km to north from district headquarter Anantnag. The school enrolls more than 1100 students. The existing structure of the school comprises of a **double Storeyed main building** consisting of, four labs, four smart classes, one Library, one Reading room, two Staff Rooms, one Principals room, and one Hall for exams / conference. Besides having toilet block with three water closet and two wash basins. The canteen of the school is functioning from a make shift shed. Presently the classrooms do not suffice the students roll and affect the teacher learner process. The students have to face a lot of problems as the class rooms are overcrowded and suffocated. Presently the classrooms do not suffice the students roll and affect the teacher learner process

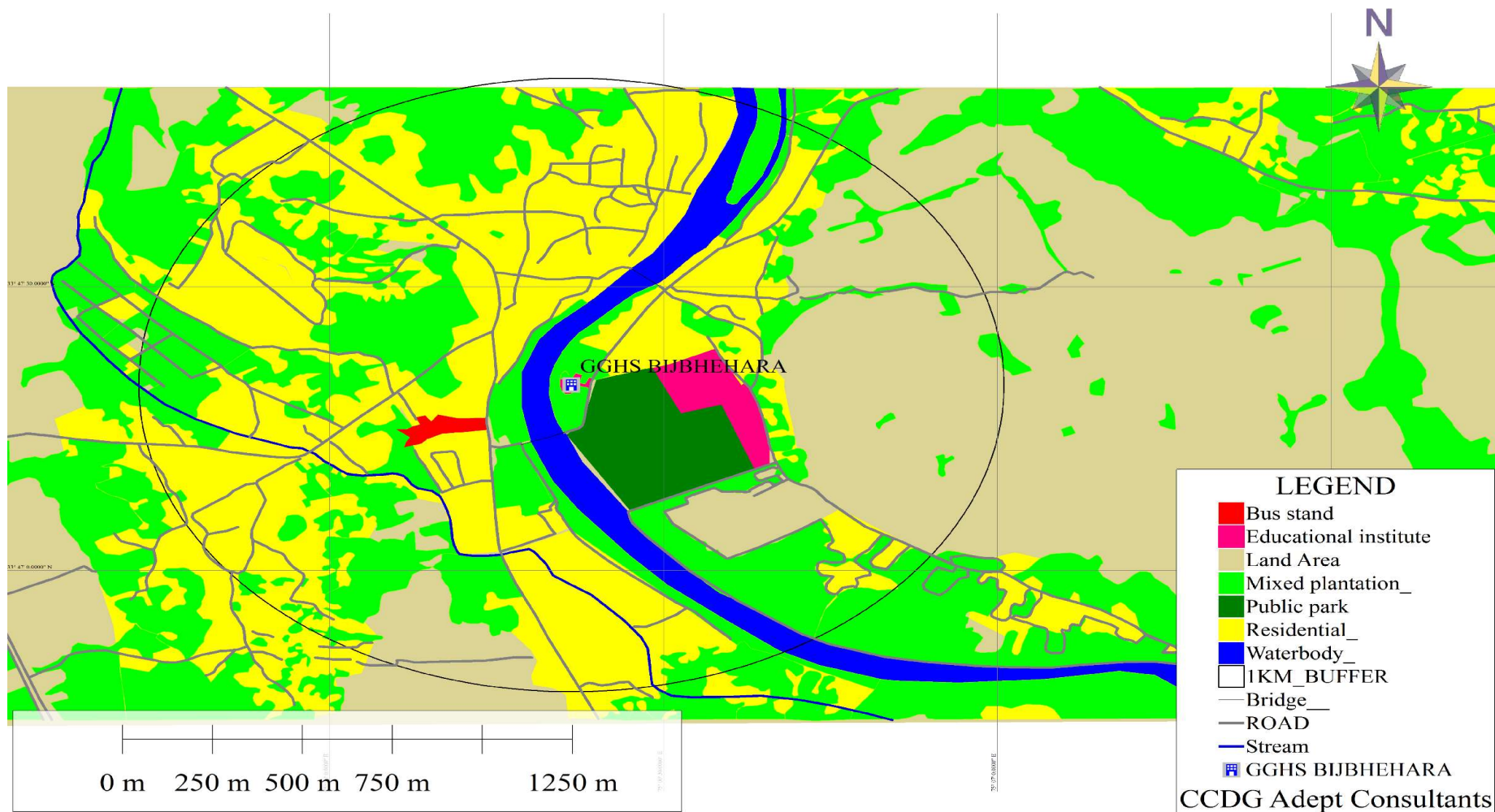
The proposed sub project “Construction of four (04) class room block with separate toilet block for girls at Govt. Girls Higher Secondary School, Bijbehara” is funded by World Bank. The Project Implementation Unit (PIU) for this sub-project will be Public Works (R&B) Department, (Kashmir) Govt. of Jammu & Kashmir.

The classroom block will accommodate 04 classrooms. Besides separate washrooms blocks will be constructed for student’s convenience with multiple cubicles. The execution of this sub-project will result in effective academic activities. The design of these blocks has taken into consideration the seismicity of the region and other factors. Planning principles and design considerations have also been reviewed and incorporated into the site planning process whenever possible. The building shall rest on RCC Raft / Pile foundation with plinth beams as per design. RCC Frame structure has been proposed with non load bearing panels of bricks/ hollow block(110 mm brick work and 200 mm hollow block) masonry in cement for the building. RCC slab shall be laid over and shall be provided with steel roof truss with colour coated CGI sheets in accordance with structural design. Wooden frames of designed section shall be provided for doors, /Windows and glazed/panelled shutters wood or equivalent shall be provided in accordance with the approved architectural design. The wood work shall be painted / polished with paint of approved quality. The floor shall be of Kota/Terrazzo/ Vitrified Tiles/ Granite as per the norms freezed in CPWD cost index. All other areas including ceiling shall be cement plastered and finished with POP and emulsion paint of approved shade. The toilets shall be provided with concealed sanitary and plumbing pipes/fittings with the requisite fixtures, chinaware etc. in accordance with the approved specifications

Lay out plan



Environmental screening of GGHS BIJBHEHARA



1.4 Objective of the Environmental and Social Screening

Subprojects under “Jhelum and Tawi Flood Recovery Project” commonly known as JTFRP have a prior requirement of screening which is based on three categories; viz., nature of the project, size of the project and location of the project that is sensitive area criteria. Based on this assessment, sub-projects with potentially significant environmental/ social issues are identified at an early stage for detailed Environmental/ Social impacts. Evaluate all the available information on environmental and social aspects as provided in the ESDS and assess, based on the level of expected environmental and social impacts including any field visits, whether the proposed subproject is classified in different categories as per World Bank guidelines.

1.5. Methodology of Environment and Social Screening Study

The environment and social screening for the subproject has been carried out at the site by making use of a Environment and Social Screening Checklist (**Appendix–A**) that contains the relevant questions for identification of anticipated environment and social impacts due to execution of the subproject.

2.0. Environment and Social Issues

2.1 Environment Issues

The project is not anticipated to have adverse significant or irreversible negative environmental impacts neither at the construction, nor at operation phase. Impacts of the construction phase will be typical for all medium scale construction activities, short-term/ temporary and limited to the project site. Since, the proposed site is the Govt. land under existing school campus. No Impacts either small, medium or large scale shall be encountered during the operation phase as the same comprises of academic activity only. There are no sensitive areas like specially protected areas or threatened or endangered endemic species in the project area.

2.2 Social Impacts:

2.2.1. Impact of land

The proposed sub-project does not involve any land acquisition. The proposed construction will be executed on available land under the ownership of school. The

land ownership documents along with translated copy duly attested are annexed as **Appendix-B & C.**

.2.3.Impact on socio-economic conditions

The implementation of the sub project will not involve dislocation or involuntary resettlement of people. The primary benefit of the sub-project would result in overall accommodation of students in class rooms.

2.2.3. Impact on Livelihood

Positive impacts will be anticipated in terms of employment opportunity as many skilled, semi skilled and un-skilled personnel will get direct and indirect employment during construction phase.

The relatively short-lived marginal economic impacts during construction phase are likely to be experienced in local communities, as workers will make everyday purchases from local traders. This is likely to give a short-lived stimulus to these traders that will disappear as soon as the construction is complete. Wider, flow-on economic impacts will be experienced in other sectors of economy as a result of purchase of construction materials and the payment of wages and salaries.

Therefore based on the findings during survey, there are no adverse significant environmental as well as social impacts in sub-project area, hence no further special study or detailed environmental impact assessment (EIA)/ Social impact assessment (SIA) needs to be undertaken. However a detailed Environmental and social Management Plan (ESMP) will provide specific actions deemed necessary to assist in mitigating the environmental impacts, guide the environmentally-sound execution of the subproject, and ensure efficient lines of communication between the implementing agency, project management unit, and contractors. The ESMPs will form part of the bid document and to be reviewed during implementation. The ESMP will be included in the contractual clauses and will be made binding on the contracting firm.

3. Public Consultation

In compliance with the World Banks guidelines, meaningful public consultations were undertaken during the site visits in the sub- project areas on **15-09-2018**. Stake holders (school, administration, teachers, students and people who are directly or indirectly involved with the sub-project) were informed about the proposed activities and their views were obtained (**Appendix-D**)

3.1. Issues discussed

- Need of the subproject.
- Current facilities.
- Project and its source of assistance i.e. World Bank. Its implementation /execution etc.
- Proposed proposal for sub project
- Inconveniences during construction phase with academic activities.
- Study of Environment and Social Screening requirements and benefits and Concept of ESMP.
- Adverse environment impacts and mitigation measures during construction phase.
- Environmental and Social Policy of World Bank.
- Protection and conservation aspects of environmental attributes
- Grievance Redressal Mechanism for the subproject.

3.2 Outcome and suggestions received from the Public Consultation

The following suggestions were received:

- Proper barricading of construction site during construction phase so that any untoward incident can be avoided in the school premises.

- That mitigation measures should be effective during construction phase.
- That those activities which cause major disturbances should be executed before and after school timing so that academic activity should not be affected.

PW (R&B) department as PIU/ implementing agency ensured that the requisite environmental mitigation measures shall be incorporated in ESMP and public consultation shall be a regular process during all stages of the sub -project to solve any issues arising out of the proposed works.

Appendix-A**Environment and Social Screening****Part A: General Information**

1. Name of the sub-project	"Construction of four (04) class room block with separate toilet block for girls at Govt. Girls Higher Secondary School, Bijbehara	
2. Type of proposed activity (tick the applicable option and provide details)		
▪ Road	-	
▪ Bridge	-	
▪ Fire Station	-	-
▪ Hospital/Health Facility	-	
▪ Educational Institute	✓	Govt. Girls Higher Secondary School, Bijbehara
▪ Building for Livelihoods	-	
▪ Flood Infrastructure Related	-	
▪ Other Public Building	-	
▪ Any Other (Please Specify)	-	
3. Location of the proposed sub-project		
▪ Name of the Region	Jammu/Kashmir	
▪ Name of the District	Anantnag	
▪ Name of the Block	Bijbehara	
▪ Name of the Settlement	Town	
▪ Latitude	33°47'19"N	
▪ Longitude	75°6'21"E	
4a. Proposed Nature of Work (tick the applicable options)		
▪ Minor Repairs	-	

▪ Major Repairs/Rehabilitation	-
▪ Upgrading/Major Improvement	-
▪ Expansion of the facility	-
▪ New Construction	✓
▪ Any Other	-
4b. Size of the sub-project (approx. area in sq. mt/hac or length in mt/km, as relevant)	325 sq.m class room block 36 sq.m toilet block
5. Land Requirement (in hac./sq.mt.)	
▪ Total Requirement	
• Private Land	Not required
▪ Govt. Land	Available(Appendix-B)
▪ Forest Land	Not required
6. Implementing Agency Details (sub-project level)	
▪ Name of the Department/Agency	PW(R&B) Deptt. Kashmir
▪ Name of the contact person	Mr. Javeid Bukhari
▪ Designation	Ex. Engineer
▪ Contact Number	+91-9419006437
▪ E-mail Id	javeidbukhari@gmail.com
7. Screening Exercise Details	
▪ Date on which it was carried out	15-09-2018
▪ Name of the Person	Mr. Kaiser Rafiq
▪ Contact Number	8713927709 / 7006382221
▪ E-mail Id	rafiq.kaiser@yahoo.com

Part B (1): Environment Screening

Question	Yes	No	Details
1. Is the sub-project located in whole or part within 1 km of the following environmentally sensitive areas?			
a. Biosphere Reserve		NO	
b. National Park		NO	
c. Wildlife/Bird Sanctuary		NO	
d. Wildlife/Bird Reserve		NO	
e. Important Bird Areas (IBAs)		NO	
f. Habitat of migratory birds (outside protected areas)		NO	
g. Breeding/Foraging/Migratory route of Wild Animals (outside protected areas)		NO	
h. Area with threatened/rare/endangered fauna (outside protected areas)		NO	
i. Area with threatened/rare/endangered flora (outside protected areas)		NO	
j. Reserved/Protected Forest		NO	
k. Other category of Forest		NO	
l. Wetland		NO	
m. Natural Lakes		NO	
n. Rivers/Streams	YES		School is located along the banks of river Jhelum
o. Swamps/Mudflats		NO	
p. Zoological Park		NO	

q. Botanical Garden		NO	
4. Is the sub-project located in whole or part within 500 mts. of any of the following sensitive features?			
a. World Heritage Sites		NO	
b. Archaeological monuments/ sites (under ASI's central/state list)		NO	
c. Historic Places/Monuments/ Buildings /Other Assets (not listed under ASI list but considered locally important or carry a sentimental value)		NO	
d. Religious Places (regionally or locally important)		NO	
e. Reservoirs/Dams		NO	
f. Canals			
g. Public Water Supply Areas from Rivers/Surface Water Bodies/Ground Water Sources		NO	
4. What is the High Flood Level in the sub-project area?	34.70 Guage in feets,115218 cusec discharge at Sangam HFL recorded was 06 feet from ground level within school premises		
5. Is any scheduled/protected tree like Chinara, Mulberry or Deodar likely to be affected/ cut due to the project?		NO	
6. Is the sub-project located in a landslide/heavy erosion prone area or affected by such a problem?		NO	
7. Is sub-project located in an area that faces water paucity or water quality issues?		NO	

Part B (2) : Result/Outcome of Environmental Screening Exercise		
1.	Environment Impact Assessment Required	No
2.	Environment Clearance Required	No
3.	Forest land Clearance/Diversion Required	No
4.	Tree Cutting Permission Required	No
5.	ASI (Centre/State) Permission Required	No
6.	Permission from ULB/Local Body/Department Required	Yes Permission for building construction will be required from Town Area Committee
7.	Any other clearance/permission required	Yes Various Statutory clearances and NOC's / PUC's for establishment of stone crushers, generators, vehicles etc shall be required to be obtained by the Contractor from the concerned authorities. Construction material will be procured only from permitted sites and licensed /authorized quarries/ borrow sites.

Part C (1): Social Screening

1. Does the sub-project activity require acquisition of land?			
Yes		No	√
Give the following details:	Private Land (sq mts/hac.)		No
	Govt. Land (sq mts/hac.)		No
	Forest Land (sq mts/hac.)		No
2. Does the proposed sub-project activity result in demolition/removal of existing structures?			
Yes		No	√
If so, give the following details:			
▪ Number of public structures/buildings		No	
▪ Number of common property resources (such as religious/cultural/ drinking water/wells/etc.)		-	
▪ Number of private structures (located on private or public land)		-	
3. Does the proposed project activity result in loss of crops/trees?			
Yes		No	✓
4. Does the proposed Project activity result in loss of direct livelihood/ employment?			
Yes		No	√
5. Does the proposed activity result in loss of community forest/pastures on which nearby residents/local population are dependent?			
Yes		No	√

If yes, give the details of the extent of area to be lost (in acres/hac).			
6. Does the proposed Project activity affect scheduled tribe/caste communities?			
Yes		No	√

Part C (2): Result/Outcome of Social Screening Exercise

S.No.	Result/Outcome	Outcome
1.	Answer to all the questions is 'No' and only forest land is being acquired	No
2.	Answer to any question is 'Yes' and the sub-project does not affect more than 200 people (i.e. either complete or partial loss of assets and/or livelihood)	No
3.	Answer to any question is 'Yes' and the sub-project affects more than 200 people (<i>i.e. either complete or partial loss of assets and/or livelihood</i>)	No

Outcome

The proposed sub-project will not have any significant environmental & social impact. There may be some short term inconvenience to Staff, students and local citizens due to construction but it will be for very short period if comparing with the long term benefits to the public. To address the same, ESMP will be implemented during construction.

No EIA and SIA is required for the subproject site. However, the subproject would require preparation of EMP.

Statutory Clearances/ No Objection Certificate

Only Statutory clearances and NOC's / PUC's for establishment/operation of batching plant, stone crushers, generators, vehicles etc shall be required to be obtained by the Contractor.

Appendix-B

Land Ownership Document.

2- ضلع انتظامیہ تھسڈلر بیج بنہارا 117 Sec 8

نقل انتخاب خسره گرداوری بابت موضع زیر بارہ تحصیل بیج بنہارا ضلع انتظامیہ

1	2	3	4	5	6
نمبر	نام مالک معہ احوال	نام کاشت کار معہ احوال	تعداد رقبہ	قسم زمین	ربع / خریف 2017
			کنال	مرلہ	انتقالات حقیقت کاشت و لگان
120/1	سکر کارل جتوہ	محمد نون عباسی ارباب محمد عباسی علی محمد علی بی بی	30	10	مردم
		نور محمد محمد محمد محمد	10	10	مردم
		بیج بنہارا 254/00 فور			
		29x96 11/00 120/1			
		نقدی لہو اسرار 120/1			
		برائے 40x36 مقید لہو اسرار			
		نقدی لہو اسرار			

20/11/2017

PATWARDI HALQA

Tehsil

No

District

120/1

TEHSILDAR

Bijbehara(S)

Appendix-C

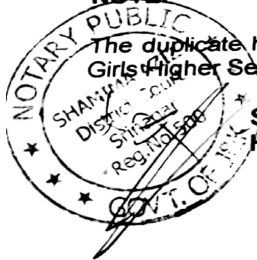
Translated copy of land ownership document

GGHSS, BIJBEHARA
ENGLISH TRANSLATION COPY OF
INTIKHAB KHASRA GIRDAWARI
VILLAGE/ESTATE ZAIRPARA, TEHSIL BIJBEHARA,
DISTRICT ANANTNAG

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Khasra No.	Name of Owner with Details	Name of Cultivator with Details	Area		Type of Land	Levy, etc.	Remarks
			Kanal	Marla			
875/1	State as per No. 39.	Department/Notified Area Committee Bijbehara 13K 12M and Education Department 6K 10M as per orders of Tehsildar under No. 254/08 dated 29.10.1996 Khasra No. 875/1-min lan measuring 4M 3Sirsair 44 Sfts., plot size 40'x30' under Coopertaive Control Bijbehara.	23 6 30	2 10 2	Banjri Qadeem	—	—

NOTE:

The duplicate has been issued as per the orders for land under Khasra NO. 875/1 where Government Girls Higher Secondary School is existing..



Sd/- Patwari
Halqa Zairpara

Sd/- Tehsildar
Bijbehara (S)

Translation Attested

no Date



Appendix-D

Public Consultation

List of participants

ATTENDANCE/CONSULTATION ATTENDANCE SLIP

Sub-Project Name: Construction of 4 roomed Class Room block with separate toilet block at G.G.H.S.S, Bijbehara.

Date: 15/09/10 Venue: G.G.H.S.S, Bijbehara

S. No.	Name With Profession	Designation/Stream	Address/Phone	Signature
	Natifa Mustaf	Class 11th Rm 132	G.G.H.S.S, Bijbehara	Natifa
	Muzamil Nazir	class 11th Rm no -143	G.G.H.S.S	Muzamil
	Danishes Gaffar	11th(A) 153	G.G.H.S.S	Danish
	Iqsa Manzoor	11th(A) 178	G.G.H.S.S.	Iqsa
	Tabeeha Jan	11th(A) 136	G.G.H.S.S	Tabeeha
	Ashia Anwar	11th(A) 169	G.G.H.S.S.	Ashia
	Iqra Hassan	11th(A) 194	G.G.H.S.S	Iqra
	Kausar Jan	11th(A) 150	G.G.H.S.S	Kausar
	Ifshana Harid	11th(A) 166	G.G.H.S.S	Ifshana
	Iqra Jan	11th(A) 175	G.G.H.S.S	Iqra
	Fatima Jan	11th(A) 205	G.G.H.S.S	Fatima
	Ayman Asraf	11th(A) 238	G.G.H.S.S	Ayman
	Munosh	11th(A) 198	G.G.H.S.S	Munosh
	Iqra Jan	11th(A) 424	G.G.H.S.S	Iqra
	Humaira Jan	11th(A) 209	G.G.H.S.S	Humaira

Appendix-E

Plate.1 Existing infrastructure at GGHS School, Bijbehara



Plate.2. Make shift shed used for storage and allied purposes



Plate.3.School canteen functioning in make shift shed.



Plate.4.existing infrastructure



Plate.5.consultation with school staff

