



Report and Recommendation of the President to the Board of Directors

Project Number: 53277-002
November 2021

Proposed Loan and Administration of Technical Assistance Grant India: Assam Skill University Project

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Asian Development Bank

CURRENCY EQUIVALENTS

(as of 12 October 2021)

Currency unit	–	Indian rupee/s (₹)
₹1.00	=	\$0.013
\$1.00	=	₹75.38

ABBREVIATIONS

ADB	–	Asian Development Bank
ASDM	–	Assam Skill Development Mission
ASU	–	Assam Skill University
COVID-19	–	coronavirus disease
GDP	–	gross domestic product
IFI	–	international financial institution
ITI	–	industrial training institute
NSQF	–	National Skills Qualification Framework
NSTI	–	national skill training institute
PAM	–	project administration manual
PMU	–	project management unit
R&D	–	research and development
SEED	–	Skill, Employment and Entrepreneurship Department
TA	–	technical assistance
TVET	–	technical and vocational education and training

NOTES

- (i) The fiscal year (FY) of the Government of India, the Government of Assam, and their agencies ends on 31 March. “FY” before a calendar year denotes the year in which the fiscal year ends, e.g., FY2021 ends on 31 March 2021.
- (ii) In this report, “\$” refers to United States dollars.

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PROJECT AT A GLANCE

1. Basic Data		Project Number: 53277-002	
Project Name	Assam Skill University Project	Department/Division	SARD/SAHS
Country	India	Executing Agency	Skill, Employment and Entrepreneurship Department
Borrower	India		
Country Economic Indicators	https://www.adb.org/Documents/LinkedDocs/?id=53277-002-CEI		
Portfolio at a Glance	https://www.adb.org/Documents/LinkedDocs/?id=53277-002-PortAtaGlance		
2. Sector		Subsector(s)	
✓ Education	Technical and vocational education and training		ADB Financing (\$ million)
	Tertiary		40.30
			71.70
		Total	112.00
3. Operational Priorities		Climate Change Information	
✓ Addressing remaining poverty and reducing inequalities	GHG reductions (tons per annum)		4,201.500
✓ Accelerating progress in gender equality	Climate Change impact on the Project		Medium
✓ Tackling climate change, building climate and disaster resilience, and enhancing environmental sustainability			
✓ Strengthening governance and institutional capacity			
✓ Fostering regional cooperation and integration			
		ADB Financing	
		Adaptation (\$ million)	2.03
		Mitigation (\$ million)	30.93
		Cofinancing	
		Adaptation (\$ million)	0.09
		Mitigation (\$ million)	0.11
Sustainable Development Goals		Gender Equity and Mainstreaming	
SDG 4.3, 4.4, 4.5, 4.c	Gender Equity (GEN)		✓
SDG 5.1			
SDG 8.6			
SDG 12.8			
SDG 13.a			
		Poverty Targeting	
		General Intervention on Poverty	✓
4. Risk Categorization:	Low		
5. Safeguard Categorization	Environment: B Involuntary Resettlement: C Indigenous Peoples: B		
6. Financing			
Modality and Sources		Amount (\$ million)	
ADB		112.00	
Sovereign Project (Regular Loan): Ordinary capital resources		112.00	
Cofinancing		0.00	
None		0.00	
Counterpart		28.00	
Government		28.00	
Total		140.00	
Note: An attached technical assistance will be financed on a grant basis by the Climate Change Fund in the amount of \$150,000; Japan Fund for Poverty Reduction in the amount of \$1,000,000.			
Currency of ADB Financing: US Dollar			

I. THE PROPOSAL

1. I submit for your approval the following report and recommendation on a proposed loan to India for the Assam Skill University Project. The report also describes the proposed administration of technical assistance (TA) to be provided by the Japan Fund for Poverty Reduction for the Supporting the Development of Higher-Level Skills and Entrepreneurship, and if the Board approves the proposed loan, I, acting under the authority delegated to me by the Board, approve the administration of the TA.¹

2. The project will assist the Government of Assam in strengthening its skills education and training system to ensure decent employment for all and accelerate sustainable and inclusive infrastructure and industrial development. It will create pathways for skills progression and mobility between technical and vocational education and training (TVET) and higher education through the establishment of a skill university and will raise skill levels to enhance the productivity and competitiveness of industries in Assam. The project will enhance skills and employability of youth and adults, especially women and those from disadvantaged groups, and improve their prospect of getting higher-paying, decent jobs. The project will form part of the strategic engagement of the Asian Development Bank (ADB) with the Government of Assam for economic corridor development, environmental sustainability, and climate change.

II. THE PROJECT

A. Rationale

3. Assam is the largest state in the North Eastern Region of India in terms of economy and population and occupies a strategic position for various regional cooperation programs in South Asia and Southeast Asia.² Assam's economy registered high growth rates from fiscal year (FY) 2016 to FY2019 (12.7% on average) and contributed to 61.2% of the region's gross domestic product (GDP) in FY2019. Despite its abundant natural resources and higher proportion of young population (under 40 years of age) than the rest of India, Assam has yet to unleash its growth potential. In FY2019, the state's GDP per capita (₹92,533) was about two-thirds of India's GDP per capita.³ The structure of the economy has been slow to change, with the primary sector (agriculture and mining) still accounting for 27.8% of the state's GDP in FY2019.⁴ Assam is landlocked and largely rural, and has underdeveloped infrastructure, and its economy is dominated by low value-added, natural resource-based products and is poorly integrated with regional and global value chains. Its manufacturing sectors are undiversified and small, accounting for 12.3% of the state's GDP in FY2019, which was less than the national share of 16.1%. Studies conducted by ADB indicate that aggressive infrastructure and industrial development—specifically corridor-based industrial development—is necessary for Assam to grow its economy. However, they identify limited availability of a skilled workforce as one of the key constraints to this strategy.⁵

¹ Of which (i) \$150,000 will be provided by the Climate Change Fund, and (ii) \$1 million will be provided by the Japan Fund for Poverty Reduction and administered by ADB.

² For example, the South Asia Subregional Economic Cooperation program, the Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation, and the South Asian Association for Regional Cooperation.

³ India's GDP per capita was ₹142,964 in FY2019.

⁴ The secondary sector accounted for 23.7% and the tertiary sector accounted for 46.6% of the state's GDP in FY2019.

⁵ ADB. 2021. [Assam as India's Gateway to ASEAN](#). Manila; and ADB. 2021. *North East Economic Corridor: Bringing People and Markets Together*. Presentation prepared for the virtual workshops on North East Economic Corridor study organized in collaboration with the Government of India's Department of Promotion of Industry and Internal Trade. 20 April; 18, 25 and 30 June; and 5 July 2021.

4. Assam was home to about 24.8 million people aged 15 years and above (49% women) in 2018, of whom more than 11.4 million (46%) were in the labor force (84% in rural areas), and 10.6 million (93% of the labor force) were employed.⁶ The share of nonfarm employment grew steadily, from 32% in 2005 to 44% in 2012, and to 77% in 2018.⁷ Gender disparities in Assam's labor force are stark: as of 2018, the labor force participation rate for women was 13% compared to 78% for men, the unemployment rate was 27% for women compared to 4% for men, and 30% of women were in farm employment compared to 22% of men.

5. Fewer prospects for socioeconomic development have propelled out-migration for jobs and education, further exacerbating shortages of skills for manufacturing and services. Assam is prone to natural hazards such as cyclonic storms and floods, which are likely to intensify because of climate change. The incidence of poverty remains higher than the national average and has worsened amid the coronavirus disease (COVID-19) pandemic.⁸ Moreover, educational attainment was lower than the national average in 2018: 82% of the population aged 15 years and above received education only up to grade 10 and below, or did not receive education at all (84% of women and 79% of men), while 13% attained grades 11–12 (11% of women and 26% of men), and barely 5% completed higher education (4% of women and 6% of men, footnote 6). TVET and higher education in Assam are undersupplied: as of FY2019 there was 1 industrial training institute (ITI) per 1 million population (compared to 11 in India); 15 colleges per 100,000 population aged 18–23 (compared to 28 in India); and 18.7% gross enrollment ratio in higher education for the population aged 18–23 (compared to 26.3% in India), 18.3% for the female population (compared to 26.4% in India), and 19.1% for the male population (compared to 26.3% in India).⁹ The lack of supply is exacerbated by the inability of TVET and higher education institutions to operate to their full capacity and accept all qualified students (para. 7).⁹

6. **Lack of pathways for progression and mobility.** The TVET and higher education systems in Assam do not provide pathways for progression and mobility. In FY2019, the systems comprised (i) 36 ITIs offering courses leading to the National Skills Qualification Framework (NSQF) levels 3–5 certificates (4,656 students enrolled), (ii) 23 polytechnics offering diploma courses (7,397 students enrolled), (iii) 46 engineering colleges offering engineering degree programs (9,970 students enrolled), and (iv) 544 colleges and 22 universities offering diplomas and academic degree programs (510,651 students enrolled in colleges and 138,880 students enrolled in universities).¹⁰ More than 10 academic colleges and universities also offer programs leading to NSQF level 7 bachelor of vocation degrees and NSQF level 9 master of vocation degrees, but the uptake of these programs has been minimal, without pathways between different types of institutions. ITIs and polytechnics are generally perceived by youth as less attractive options than degree-granting engineering and academic institutions because few opportunities are available for graduates from ITIs and polytechnics for upskilling and further study. Graduates

⁶ The labor force includes those who are working, willing to work, or actively looking for work. National Skill Development Corporation. 2019. *Estimating the Skill Stock in Assam*. New Delhi.

⁷ The 2005 and 2012 data are from World Bank Group. 2017. *Assam: Jobs*. New Delhi. The 2018 data are from the National Skill Development Corporation.

⁸ The poverty headcount ratio in Assam in 2013 was estimated to be 37.1%, higher than the national average of 21.9%. Government of Assam, Transformation and Development Department. 2018. *Economic Survey of Assam 2017–2018*. Guwahati.

⁹ Government of India, Ministry of Human Resource Development (known as the Ministry of Education since 2020). 2019. *All India Survey on Higher Education, 2018–2019*. New Delhi.

⁹ In FY2020, only about 63.0% of all seats at ITIs were filled. This was also the case with polytechnics (77.1%) and engineering colleges (50.0%).

¹⁰ Sex-disaggregated data are available only for the state government ITIs, polytechnics, and engineering colleges. In FY2019, the percentage of female students was 26.6% in the state government ITIs, 19.5% in the state government polytechnics, and 26.1% in the state government engineering colleges.

from engineering and academic institutions, on the other hand, have limited opportunities for employment-oriented skills development.

7. **Issues with access, quality, and relevance.** The limited supply of TVET and higher education, compounded with other issues, has constrained access to TVET and higher education in Assam. Major challenges in improving access to TVET and higher education include (i) high vacancy rates and lack of competencies among trainers and faculty members; (ii) outdated courses and programs, curricula, equipment, and facilities, which have little industry relevance; and (iii) gender stereotyping of jobs and courses, which discourages women. Moreover, lack of employability is common among graduates from ITIs and polytechnics, as well as those from degree-granting engineering and academic institutions. In FY2019, the employment rate for graduates from polytechnics and engineering colleges who obtained qualifications was about 32%–34%, while that for graduates from ITIs was slightly more than 50%.¹¹ Despite higher demands by employers for engineering, computer applications, and science degree holders, their employability remains an issue.¹² The reasons are overly theory-based courses, limited industry exposure of faculty and students, and lack of career counseling for students on job search.¹³

8. **Inadequate training systems for trainers and faculty.** Although competent trainers and faculty members are crucial to ensuring the quality and relevance of TVET and higher education, adequate pre-service and in-service training systems are not in place. For instance, while the Directorate General of Training under the Ministry of Skill Development and Entrepreneurship requires all ITI trainers to obtain a National Craft Instructor Certificate at the Directorate General of Training's national skill training institutes (NSTIs), there is no NSTI in Assam. Since ITIs are usually unwilling to send trainers to NSTIs in other states because of trainer shortages, many in-service ITI trainers in Assam do not hold a National Craft Instructor Certificate. Moreover, the capacity of NSTIs is limited. Training facilities are often outdated and disconnected from industry needs. In-service training conducted by NSTIs is not standardized in terms of its content and frequency, and the number and capability of master trainers. Courses on technical and pedagogical skills, and management and leadership skills are not always available. Training materials are poorly designed (with a focus on theory) and are not suitable for practical training or interactive learning. The use of digital technologies and industry exposure is limited.

9. **Skill universities.** Against this background, the National Policy for Skill Development and Entrepreneurship 2015 envisaged the establishment of "skill universities."¹⁴ Skill universities are intended to offer industry-aligned skills education and training programs with multiple entry and exit options leading to NSQF level 4 qualifications and above. They are integrated with higher education to create pathways for progression and mobility. They are also expected to conduct industry-relevant applied research and development (R&D), train trainers and faculty of ITIs and polytechnics, and promote quality and industry relevance of training courses provided by various institutions as a hub. The concept of skill universities anticipates the reform of the higher education system, laid out in the National Education Policy 2020, into a multidisciplinary and flexible system with multiple entry and exit points by integrating professional education and TVET.¹⁵ Since about 2017, several skill universities have emerged, adopting various operating models. However, at least a few more years would be required to examine which models have worked.

¹¹ All India Council for Technical Education. *Approved institutes for the academic year 2018–19*.

¹² Wheebox. 2019. *India Skills Report 2019: Say Hello to the Future of Work*. Gurgaon.

¹³ Aspiring Minds (changed to SHL since 2020). 2019. *National Employability Report—Engineers: Annual Report 2019*. Gurgaon.

¹⁴ Government of India, Ministry of Skill Development and Entrepreneurship. 2015. *National Policy for Skill Development and Entrepreneurship 2015*. New Delhi.

¹⁵ Government of India, Ministry of Human Resource Development. 2020. *National Education Policy 2020*. New Delhi.

10. **Assam Skill University.** In September 2020, the Assam Legislative Assembly passed the Assam Skill University Act to establish Assam Skill University (ASU) in accordance with the regulations of the Government of India's University Grants Commission. The Government of Assam envisages ASU to (i) distinguish itself as a premium institution with its campus equipped with state-of-the-art facilities and technologies; (ii) conduct skills education and training integrated with higher education, applied R&D, entrepreneurship education and support; and (iii) raise skill levels to enhance the productivity and competitiveness of industries in Assam and the North Eastern Region. The state government also expects ASU to cater for the needs of students; TVET and higher education institutions; and industries in neighboring countries, which face similar challenges in skills education and training, and with which the state has long-standing relationships. ASU will be in Mangaldoi (Darrang district), located about 74 kilometers east of Guwahati, and falling within 25 kilometers of National Highway 27 connecting Guwahati with other major cities in Assam. National Highway 27 is integrated with other modes of transport (airways, waterways, and railways) and provides important connectivity to neighboring states and countries.

11. An in-depth skills gap analysis conducted for the project indicates growing demand for higher-level skills in the following industries in Assam: agriculture and food production; automotive; construction; creative industries; electronics; energy, including renewable and alternative energy; health care; information technology; and tourism and wellness.¹⁶ Based on the skills gap analysis and considering planned and ongoing major infrastructure projects in Assam (e.g., hydropower and multimodal logistics parks); various ADB studies (footnote 5);¹⁷ and Indian, regional, and global skills studies which examine the impact of the COVID-19 on jobs and skills demand, nine faculties have been identified to form part of ASU: (i) agricultural and food technology; (ii) technology; (iii) design and creativity; (iv) manufacturing and construction; (v) sustainability; (vi) mobility; (vii) management and finance; (viii) tourism, hospitality, and wellness; and (ix) health care. ASU will also support the development of entrepreneurial and transversal skills for all ages at additional faculties of entrepreneurship and innovation, life skills and languages, lifelong learning, and curriculum and faculty development.

12. **Strategic alignment.** The project is aligned with one of the strategic priorities of ADB's country partnership strategy for India, 2018–2022—boosting economic competitiveness to create more and better jobs by addressing the skills gap to support industrialization.¹⁸ It will also support the following operational priorities of ADB's Strategy 2030: (i) addressing remaining poverty and reducing inequalities and accelerating progress in gender equality by improving access to skills education and training integrated with higher education to ensure pathways for progression and mobility, especially for female students; (ii) tackling climate change, building climate and disaster resilience, and enhancing environmental sustainability by adopting climate mitigation and adaptation measures; (iii) strengthening governance and institutional capacity by integrating digital technologies in-service delivery; and (iv) fostering regional cooperation and integration by supporting partnerships between ASU and institutions, and industries in neighboring countries.

13. **Lessons.** The project is built on the experience of ADB and other development partners in supporting infrastructure and industrial development, and TVET and higher education in India and around the world. Lessons have been reflected in the project, including the importance of (i)

¹⁶ KPMG Advisory Services Private Limited. 2020. *Micro-Level Skill Gap Study for the State of Assam*. Mumbai.

¹⁷ The studies point to growth potential for higher education; medical tourism; information technology and information-technology-enabled services; aircraft maintenance, repair, and overhaul; and agro and food processing industries in Assam.

¹⁸ ADB. 2017. [Country Partnership Strategy: India, 2018–2022—Accelerating Inclusive Economic Transformation](#). Manila. The project is included (under the title "Assam Skill Development Project") in ADB. 2020. [Country Operations Business Plan: India, 2021–2023](#). Manila. The title has been revised to better reflect the scope of the project.

enhancing the synergy between infrastructure and industrial development and skills development; and (ii) introducing effective instructional strategies such as blended learning and project-based learning, and more flexible delivery modalities including online micro-credential programs, especially in the context of the post-COVID-19 recovery.

B. Project Description

14. The project is aligned with the following impacts: decent employment for all ensured, and inclusive and sustainable infrastructure and industrial development accelerated.¹⁹ The project will have the following outcome: industry-aligned and flexible skills education and training system strengthened in Assam.²⁰ The project will have five outputs.

15. **Output 1: University management and operating systems, business models, and faculty development and management systems developed.** For sustainable operation of ASU, the project will support the development of ASU's (i) management and operating systems; (ii) leadership and management skills; (iii) student service systems and programs; (iv) business and financial models for skills education and training programs, applied R&D, and other services; (v) faculty recruitment, professional development, and performance appraisal and incentive systems; and (vi) digital campus platform, including systems for building and facility management; teaching and learning management; labor market intelligence; technology-enabled learning (e.g., simulation, augmented reality, and virtual reality); and online education.²¹ A framework of credits and pathways for skills education and training programs, including the recognition of prior learning, will be developed. Strategies to recruit, support, and retain female students, faculty, and staff, as well as those from disadvantaged groups, will also be prepared.

16. **Output 2: Environmentally sustainable and climate-resilient university campus and facilities developed.** The project will support the design and construction of environmentally sustainable and climate-resilient ASU campus and facilities equipped with state-of-the-art technologies. ASU campus and facilities will comply with green building standards and adopt energy- and water-saving systems and climate adaptation measures. A sustainable campus and facility management strategy will be developed to reduce emissions and enhance energy efficiency. Features to address the needs of females and disadvantaged groups will be incorporated in the design of the ASU campus and facilities. The campus will open in 2024.

17. **Output 3: Industry-aligned and flexible skills education and training programs designed and delivered.** The project will support, in collaboration with internationally and nationally renowned institutions and industries, the establishment of skills education and training programs at NSQF level 4 and above (certificate, diploma, advance diploma, bachelor of vocation degree, post-graduate diploma, master of vocation degree, and doctor of philosophy degree) at ASU for dropouts and graduates from senior secondary education, ITIs, polytechnics, engineering colleges, and universities, as well as professionals and working age population. These programs will integrate modules on environmental sustainability and climate change, and entrepreneurship. The delivery of skills education and training programs will start in 2023, ahead of the ASU campus opening, using online and off-campus modalities. The project will also support the development of (i) career development programs and services, including those for female students and those

¹⁹ Government of Assam, Transformation and Development Department. 2018. *Assam Agenda 2030: Strategies and Actions for Achieving Sustainable Development Goals*. Guwahati.

²⁰ The design and monitoring framework is in Appendix 1.

²¹ In the initial years when the ASU campus and facilities are being constructed, ASU will operate through an interim office that will be set up in the building of the North East Skills Center established by a partnership between the Assam Skill Development Mission (ASDM) and the Institute of Technical Education Services, Singapore.

from disadvantaged backgrounds; (ii) programs to develop soft skills such as communication and collaboration, and foreign language skills; and (iii) continuing education programs, including micro- and alternative credential programs and customized programs for industry partners.

18. Output 4: Capacity to manage and support entrepreneurship, applied research and development, and technology transfer developed. The project will support the establishment of a faculty of entrepreneurship and innovation, which will (i) develop and manage networks of industry partners, alumni, business support, and funding organizations through an office of industry engagement and commercial ventures; (ii) provide support for the other faculties to deliver entrepreneurship education and support; (iii) manage incubator facilities and programs; (iv) manage joint and contract R&D, consultancy, and technology transfer for industry partners; and (v) provide support for the other faculties to develop, manage, and operate R&D facilities. A digital platform for entrepreneurship education and support, applied R&D projects, and technology transfer will be developed. Feasibility studies for the establishment of industry-specific technology services, R&D, testing, and certification facilities in collaboration with industry and other institutions to promote digital and green transformation will also be supported.

19. Output 5: Access to professional development and quality skills education and training resources improved. Drawing on the systems, resources, and networks developed across different faculties at ASU, the project will support ASU to establish itself as a hub for (i) professional development and quality skills education and training resources for trainers and faculty of ITIs and polytechnics, and (ii) partnerships with TVET and higher education institutions in neighboring countries (e.g., Bangladesh, Bhutan, and Nepal). The project will support the establishment of a faculty of curriculum and faculty development, which will (i) conduct research on instruction, training, curricula, and assessment; (ii) support professional development of ASU's faculty and staff; (iii) deliver pre- and in-service training programs for trainers and faculty of ITIs and polytechnics; and (iv) disseminate state-of-the-art curricula, instructional and assessment strategies and approaches, and training materials. A digital platform to manage professional development of trainers and faculty of ITIs and polytechnics will be developed. Further, the project will assist ASU in forming partnerships with TVET and higher education institutions in neighboring countries and developing skills education and training programs for common strategic industries, leveraging ASU's locational advantage at the center of various regional cooperation programs.

C. Value Added by ADB

20. ADB's studies and experiences in the North Eastern Region have informed the project design. ADB will bring expertise to (i) develop ASU's management and operating systems and business models, (ii) design environmentally sustainable and climate-resilient ASU campus and facilities equipped with state-of-the-art technologies, (iii) develop cutting-edge digital skills programs and services to support digital and green transformation across industries, and (iv) foster partnerships with leading institutional and industry partners. ADB is the secretariat and lead financier of the South Asia Subregional Economic Cooperation program and also supports similar project-based regional cooperation initiatives in South Asia.

D. Summary Cost Estimates and Financing Plan

21. The project is estimated to cost \$140.0 million (Table 1). Detailed cost estimates by expenditure category and by financier are included in the project administration manual (PAM).²²

²² Project Administration Manual (accessible from the list of linked documents in Appendix 2).

Table 1: Summary Cost Estimates
(\$ million)

Item	Amount ^a
A. Base Cost^b	
1. University management and operating systems, business models, and faculty development and management systems developed	5.9
2. Environmentally sustainable and climate-resilient university campus and facilities developed	63.4
3. Industry-aligned and flexible skills education and training programs designed and delivered	24.3
4. Capacity to manage and support entrepreneurship, applied research and development, and technology transfer developed	1.3
5. Access to professional development and quality skills education and training resources improved	1.1
6. Project management	25.5
Subtotal (A)	121.6
B. Contingencies^c	14.1
C. Financial Charges During Implementation^d	4.3
Total (A+B+C)	140.0

Note: Numbers may not sum precisely because of rounding.

^a Includes taxes and duties of \$15.7 million, of which the Asian Development Bank will finance \$13.1 million and the government will finance \$2.6 million through cash contribution. Such amount does not represent an excessive share of the project cost.

^b In mid-2021 prices as of 26 March 2021.

^c Physical and price contingencies, and a provision for exchange rate fluctuation are included.

^d Includes interest, commitment, and other charges on all sources of financing.

Sources: Asian Development Bank estimates and Government of Assam estimates.

22. The government has requested a regular loan of \$112 million from ADB's ordinary capital resources to help finance the project. The loan will have a 20-year term, including a grace period of 5 years; an annual interest rate determined in accordance with ADB's London interbank offered rate (LIBOR)-based lending facility; a commitment charge of 0.15% per year; and such other terms and conditions set forth in the draft loan and project agreements. Based on the straight-line method, the average maturity is 12.75 years, and there is no maturity premium payable to ADB.

23. The summary financing plan is in Table 2. ADB will finance the expenditures in relation to civil works, equipment and furniture, printing and materials, training and workshops, consulting services, project management, and contingencies. The Government of Assam will finance operating costs of ASU, interest, and commitment charges.

Table 2: Summary Financing Plan

Source	Amount (\$ million)	Share of Total (%)
Asian Development Bank		
Ordinary capital resources (regular loan)	112.0	80.0
Government of Assam	28.0	20.0
Total	140.0	100.0

Sources: Asian Development Bank estimates and Government of Assam estimates.

24. Climate mitigation is estimated to cost \$30.93 million and climate adaptation is estimated to cost \$2.03 million. ADB will finance 100.0% of mitigation and adaptation costs. Details are in the climate change assessment.²³

²³ Climate Change Assessment (accessible from the list of linked documents in Appendix 2). The climate change adaptation cost of \$2.03 million will be financed by the loan (\$1.88 million) and the attached TA supported by the Climate Change Fund (\$0.15 million).

E. Implementation Arrangements

25. The Skill, Employment and Entrepreneurship Department (SEED) of the Government of Assam will be the executing agency, and the Assam Skill Development Mission (ASDM) will be the implementing agency.²⁴ The SEED will establish a project governing committee to provide overall policy direction and guidance for project implementation, and a project steering committee to oversee the implementation of project activities. The ASDM has established a project management unit (PMU) that will be responsible for day-to-day management of the project. Two senior officials of ASU will be included in the PMU. The implementation arrangements are summarized in Table 3 and described in detail in the PAM (footnote 22).

Table 3: Implementation Arrangements

Aspects	Arrangements		
Implementation period	December 2021–June 2027		
Estimated completion date	30 June 2027		
Estimated loan closing date	31 December 2027		
Management			
(i) Oversight bodies	Project governing committee Minister of Skill, Employment and Entrepreneurship Department (chair) Ministers of the departments of industry, agriculture, land and revenue, information technology, health, planning and finance, handloom and textile, tourism, transformation and development, education, public works, and social justice and empowerment; and the vice chancellor of ASU (members) Project steering committee Secretary of Skill, Employment and Entrepreneurship Department (chair) Secretaries of the departments; and vice chancellor of ASU (members)		
(ii) Executing agency	Skill, Employment and Entrepreneurship Department		
(iii) Implementing agency	Assam Skill Development Mission		
(iv) Implementation unit	Project management unit, Guwahati, 12 staff; 2 senior officials from ASU		
Procurement	OCB (internationally advertised)	1 contract	\$42.00 million
	OCB (nationally advertised)	47 contracts	\$39.62 million
	Request for quotations	6 contracts	\$0.33 million
Consulting services	QCBS	766 person-months	\$5.79 million
	ICS	138 person-months	\$2.00 million
Retroactive financing and/or advance contracting	Advance contracting will apply to six contracts: (i) boundary wall for the ASU campus site, (ii) detailed design and construction of the ASU campus and facilities, (iii) project management support, (iv) construction supervision and quality assurance, (v) ASU management and operating system development, and (vi) market research and business development. Retroactive financing will be subject to a maximum amount equivalent to 20% of the loan amount for eligible expenditures incurred prior to loan effectiveness, but not earlier than 12 months before the loan agreement is signed.		
Disbursement	Disbursement of the loan proceeds will follow ADB's <i>Loan Disbursement Handbook</i> (2017, as amended from time to time) and detailed arrangements agreed between the Government of India, the Government of Assam, and ADB.		

ADB = Asian Development Bank, ASU = Assam Skill University, ICS = individual consultant selection, OCB = open competitive bidding, QCBS = quality- and cost-based selection.

Source: ADB estimates.

III. ATTACHED TECHNICAL ASSISTANCE

26. The attached TA is estimated to cost \$1.25 million, of which \$1.00 million will be financed on a grant basis by the Japan Fund for Poverty Reduction, and \$150,000 by the Climate Change

²⁴ The ASDM is a registered society established in 2015 under the SEED to deliver quality skills education and training, employment, and entrepreneurship support. It is comprised of senior government officials.

Fund.²⁵ The Government of Assam will provide counterpart support in the form of counterpart staff, meeting space, information, and other in-kind contributions. The TA will have four outputs: (i) environmentally sustainable and climate-resilient design and management systems for university campus and facilities introduced; (ii) integrated teaching, learning, and career development management platform designed; (iii) skills education and training programs and applied R&D projects addressing infrastructure and industrial development needs in neighboring countries developed; and (iv) capacity to support entrepreneurship and business startups, and micro, small, and medium-sized enterprises developed. The Climate Change Fund will assist ASU in enhancing climate change and disaster preparedness and integrating climate change adaptation technologies and climate change modules into skills education and training programs. The SEED will be the executing agency and the ASDM will be the implementing agency.

IV. DUE DILIGENCE

A. Technical

27. The project will support the development of an integrated digital campus platform for ASU, and other digital platforms. These platforms will be developed following the government's guidelines and regulations. Training and laboratory equipment to be installed under the project will be selected in collaboration with industries and meet up-to-date industry standards. Training of those who will use and maintain the platforms and equipment has been incorporated into the project design. Digital and green technologies will be adopted to the extent possible.

28. The climate change impact is medium (footnote 23). Key climate mitigation measures include insulation of buildings, heat-resistant tiles on rooftops, centralized water-cooled chiller systems, and green building certification. Climate adaptation measures include cyclone-resistant building design, flood-proofing of buildings and equipment, raised plinth levels, campus road connectivity and quality, water reuse and recycling systems, and early warning systems.

B. Economic and Financial Viability

29. **Economic analysis.** Major quantifiable economic benefits expected from the project are higher wages and more workdays for graduates from skills education and training programs at different NSQF levels offered by ASU. Although the project will also upskill trainers and faculty of ITIs and polytechnics, the associated benefits are not quantified. The economic internal rate of return was calculated at 9.5%, which is above the discount rate of 9.0%.²⁶

30. **Financial analysis.** Financial sustainability of the project was assessed at the fiscal and project levels since there are no revenue-generating components. The Government of Assam's recent and projected budgets and counterpart funding for the project, and the ASU operating costs were analyzed to evaluate the fiscal impact of the project. The analysis concluded that the government has adequate financial capacity to provide counterpart funding and the ASU operating costs, which represent insignificant shares of the government's projected budgets.²⁷

C. Sustainability

²⁵ Attached Technical Assistance Report (accessible from the list of linked documents in Appendix 2).

²⁶ Economic Analysis (accessible from the list of linked documents in Appendix 2).

²⁷ Financial Analysis (accessible from the list of linked documents in Appendix 2).

31. The project outcome and outputs will be sustained by establishing the foundations for sustainable operation of ASU, including the development of business and financial models. Climate, disaster, and pandemic resilience will be built into the ASU's campus and facilities and operating and management systems. To promote sustainable industry engagement, the project will support the establishment and capacity building of the office of industry engagement and commercial ventures. Sustainable partnerships with institutions in neighboring countries will be developed through the establishment and capacity building of the international partnership office.

D. Governance

32. The pre-mitigation financial management risk is *substantial* because the ASDM has no experience with implementing projects financed by international financial institutions (IFIs); its internal audit is not yet functional and its financial management and internal audit staff are unfamiliar with ADB's procedures and requirements. Key risk mitigation measures include (i) preparation of quarterly financial report and project financial statement templates and a financial management manual, (ii) appointment to the PMU of a full-time finance manager with experience in IFI projects and an accountant, (iii) training of management and financial staff at the ASDM and PMU, and (iv) recruitment of experienced project management consultants to support the PMU.

33. Strategic procurement planning was undertaken to identify procurement risks and mitigating measures, and fit-for-purpose procurement arrangements. The procurement risk is *medium* mainly because of the ASDM's limited experience. The risk will be mitigated by (i) appointment to the PMU of full-time procurement managers with experience in IFI projects and a civil engineer experienced in large and complex civil engineering projects, and (ii) recruitment of experienced project management consultants to support the PMU. All procurement will be conducted by the ASDM with the support of the PMU. Value for money will be achieved through advance procurement, and the grouping of procurement items into large packages.

34. ADB conducted integrity due diligence on the ASDM and the members of its governing council and executive committee.²⁸ They do not appear to constitute a significant or potentially significant integrity risk. ADB has obtained reasonable assurance that the ASDM was not established and is not being used for money laundering or terrorism financing in the project jurisdiction. ADB's Anticorruption Policy (1998, as amended to date) was explained to and discussed with the Government of India, the Government of Assam, and the ASDM. The specific policy requirements and supplementary measures are described in the PAM (footnote 22).

E. Poverty, Social, and Gender

35. As of 2013, the poverty headcount ratio was 37.1% in Assam compared to 21.9% in the rest of India. TVET and higher education are also undersupplied, compared to the national average. Youth from disadvantaged backgrounds are more likely to drop out from secondary education, which largely accounts for the lower educational attainment in the state. The ASU campus will be in Darrang district, where the incidence of poverty as of 2013 (45.5%) was the highest of all districts in Assam. The project will benefit youth and adults in Assam by improving access to industry-aligned skills education and training, and entrepreneurship education and support, thereby enhancing their skills and chances of getting better employment and incomes. Dropouts from senior secondary education will be admitted to ASU. The government will provide subsidies for students to make tuition fees affordable. The tuition fees will be set following existing

²⁸ ADB. 2003. [Enhancing the Asian Development Bank's Role in Combating Money Laundering and the Financing of Terrorism](#). Manila.

standards as part of business and financial models to be developed by 2024. The project will also benefit local communities around the ASU campus by providing various business opportunities.

36. The project is categorized *gender equity theme*. Gender analysis revealed that (i) women are less likely to be in the labor force, are more likely to be unemployed, and earn less than men; (ii) girls are more likely to drop out from secondary education than boys; (iii) the proportion of female students in ITIs, polytechnics, and engineering and academic colleges and universities is lower; and (iv) there are fewer female trainers and faculty members at ITIs, polytechnics, and colleges and universities, and they enjoy fewer opportunities for training, promotion, and managerial responsibilities.²⁹ A gender equality and social inclusion action plan has been prepared with actions to counter gender stereotypes and address the needs of women, people with disabilities, and other disadvantaged groups.³⁰

F. Safeguards

37. In compliance with ADB's Safeguard Policy Statement (2009), the project's safeguard categories are as follows.³¹

38. **Environment (category B).** Environmental impacts of civil works are likely to be insignificant. Potential impacts include dust, noise, and soil runoff; temporary traffic disturbances; health and safety risks to the community and workers during construction; and wastewater and solid waste generated during construction and operation. The initial environmental examination reports have been disclosed on the ADB website.³² Contractors will develop a health and safety plan that includes COVID-19 prevention guidelines. Potentially affected persons were consulted, and their concerns will be addressed through the implementation of environmental management plans. The ASDM will establish a grievance redress mechanism. The ASDM's environmental management capacity has been developed and will be strengthened during project implementation. The ASDM will submit to ADB semiannual environmental monitoring reports during pre-construction and construction, and annual monitoring reports during operation.

39. **Involuntary resettlement (category C).** Due diligence confirmed that no land will be acquired permanently or temporarily from a person, household, business, or community; and that all civil works will take place on the government-owned land allotted for ASU and free from encumbrance. Any portion of the land that would trigger involuntary resettlement will be excluded.

40. **Indigenous peoples (category B).** According to the 2011 census, Assam was home to 3.88 million scheduled tribe people who accounted for 12.4% of the total population. The project is not expected to cause adverse impacts on the scheduled tribe population. Scheduled tribe youth and adults will have access to skills education and training, which will enhance their prospect of getting higher-paying, decent jobs. Findings from consultations have been incorporated into the project design. The ASDM's capacity to manage indigenous peoples safeguards is adequate and will be enhanced during project implementation. An indigenous peoples plan with measures to improve access to skills education and training as well as career development services has been disclosed on the ADB website.³³

²⁹ In FY2019, the proportion of female faculty members was 22.8% for the highest academic rank (professors and equivalent) and was higher for lower academic ranks (36.5% for associate professors, 41.8% for assistant professors, and 54.9% for temporary teachers) (footnote 10).

³⁰ Gender Equality and Social Inclusion Action Plan (accessible from the list of linked documents in Appendix 2).

³¹ ADB. [Safeguard Categories](#).

³² Initial Environmental Examination (accessible from the list of linked documents in Appendix 2).

³³ Indigenous Peoples Plan (accessible from the list of linked documents in Appendix 2).

G. Summary of Risk Assessment and Risk Management Plan

41. Significant risks and mitigating measures are summarized in Table 4 and described in detail in the risk assessment and risk management plan.³⁴

Table 4: Summary of Risks and Mitigating Measures

Risks	Mitigation Measures
Extreme weather conditions beyond projections and social unrest may cause delays in the construction of the ASU campus and facilities.	The PMU will review the construction schedule, coordinate approvals and permits, ensure that the foundation work for construction is completed before the next monsoon season, and guide civil works contractors to stock sufficient construction materials on site if transportation networks are disrupted.
Adverse economic conditions may affect job opportunities for graduates.	ASU will offer industry-aligned skills education and training programs and career development services based on labor market intelligence. Entrepreneurship support will be provided to encourage business startups.
Slow economic growth because of the prolonged COVID-19 pandemic may impact industries' and employers' interest to collaborate with the ASU.	ASU will develop a public relations and marketing strategy to reach out to and attract industry. It will also establish an office of industry engagement and commercial ventures, which will establish and manage contacts and networks with industry partners, alumni, and business support and funding organizations.
The ASDM lacks experience in IFI projects, and large and complex contracts, and is unfamiliar with ADB policies and requirements, which may cause delays, cost overruns, and nonperformance.	Professionals who have experience with IFI projects will be appointed to the PMU. They will be trained and supported by experienced project management consultants to be engaged under the loan. The ASDM and PMU will also seek additional support from other government agencies for managing technically complex contracts. ADB will provide training and support in project management and will engage consultants, if necessary, to further provide support.

ADB = Asian Development Bank, ASDM = Assam Skill Development Mission, ASU = Assam Skill University, COVID-19 = coronavirus disease, IFI = international financial institution, PMU = project management unit.

Source: ADB.

V. ASSURANCES

42. The Government of India and the Government of Assam have assured ADB that implementation of the project shall conform to all applicable ADB requirements, including those concerning anticorruption measures, safeguards, gender, procurement, consulting services, financial management, and disbursement as described in detail in the PAM and loan documents.

43. The Government of India and the Government of Assam have agreed with ADB on certain covenants for the project, which are set forth in the draft loan agreement and project agreement.

VI. RECOMMENDATION

44. I am satisfied that the proposed loan would comply with the Articles of Agreement of the Asian Development Bank (ADB) and recommend that the Board approve the loan of \$112,000,000 to India for the Assam Skill University Project, from ADB's ordinary capital resources, in regular terms, with interest to be determined in accordance with ADB's London interbank offered rate (LIBOR)-based lending facility; for a term of 20 years, including a grace period of 5 years; and such other terms and conditions as are substantially in accordance with those set forth in the draft loan and project agreements presented to the Board.

Masatsugu Asakawa
President

22 November 2021

³⁴ Risk Assessment and Risk Management Plan (accessible from the list of linked documents in Appendix 2).

Results Chain	Performance Indicators	Data Sources and Reporting Mechanisms	Risks and Critical Assumptions
<p>3. Industry-aligned and flexible skills education and training programs designed and delivered</p> <p>4. Capacity to manage and support entrepreneurship, applied R&D, and technology transfer developed</p>	<p>adaptation measures, and addressing the needs of women, people with disabilities, and other disadvantaged groups (2020 baseline: Not applicable) (OP 1.3.1; OP 3.1.3; OP 3.1.5; OP 3.2.5)</p> <p>3a. By 2026, 18 skills education and training programs at NSQF level 4 and above designed and delivered, with modules on environmental sustainability and climate change, and entrepreneurship integrated, of which 12 are aligned with international standards^e (2020 baseline: 0) (OP 3.2.2)</p> <p>3b. By 2027, at least 2,000 students (of which 40% are female and 10% from disadvantaged backgrounds) enrolled annually in skills education and training programs at NSQF level 4 and above offered at ASU (2020 baseline: 0) (OP 1.1.1; OP 2.1.1; OP 2.1.4; OP 2.2.1; OP 3.1.2)</p> <p>3c. By 2027, more than 90% of students (of which 40% are female and 10% from disadvantaged backgrounds) benefited annually from career development programs and services, and soft and language skills programs offered at ASU (2020 baseline: 0) (OP 1.1.1; OP 2.1.1; OP 2.1.4)</p> <p>3d. By 2027, at least 200 students (of which 40% are female) enrolled annually in continuing education programs offered by ASU using a digital platform (2020 baseline: 0) (OP 1.1.1; OP 2.1.1; OP 2.2.1)</p> <p>4a. By 2025, the office of industry engagement and commercial ventures established with faculty and staff demonstrating skills and a digital platform to manage entrepreneurship education and support, applied R&D, and technology transfer (2020 baseline: Not applicable)</p> <p>4b. By 2027, at least 150 youth and adults (of which 40% are female) participated in incubator</p>	<p>3a. Curriculum, training materials and facilities, and assessment; reference to international standards; and accreditation by national or international agencies</p> <p>3b–d. Data on students generated on ASU's digital campus platform</p> <p>4a. Operational, human resources, and financial plans and guidelines for the office and the faculty of entrepreneurship and innovation; digital platform; and data on faculty and staff generated on ASU's digital campus platform</p> <p>4b. Data on participants in incubator programs generated on the digital platform</p>	<p>ASU campus and facilities.</p>

Results Chain	Performance Indicators	Data Sources and Reporting Mechanisms	Risks and Critical Assumptions
<p>5. Access to professional development and quality skills education and training resources improved</p>	<p>programs at ASU (2020 baseline: 0) (OP 1.1.1; OP 1.2.2)</p> <p>4c. By 2027, at least 200 faculty members and students (of which 40% are women) completed training on guidelines, code of conduct and ethics, and incentive and support mechanisms for applied R&D and technology transfer (2020 baseline: 0) (OP 2.2.1)</p> <p>4d. By 2027, at least three applied R&D and technology transfer projects initiated in partnership with industry (2020 baseline: 0)</p> <p>5a. By 2024, the faculty of curriculum and faculty development established, with faculty and staff members demonstrating skills, and a digital platform for trainers and faculty of ITIs and polytechnics operational (2020 baseline: Not applicable)</p> <p>5b. By 2027, at least 400 trainers and faculty of ITIs and polytechnics (40% of all female trainers and faculty of ITIs and polytechnics in Assam) completed professional development programs offered based on competency frameworks and professional development needs assessments at ASU (2020 baseline: 0) (OP 1.1.1; OP 2.1.1)</p> <p>5c. By 2027, at least 20 faculty members and 180 students (of which 40% are female) participated in partnership activities between ASU and institutions in neighboring countries (2020 baseline: 0) (OP 7.3)</p>	<p>4c. Guidelines and code of conduct and ethics, and policy on incentive and support; and data on faculty members and students generated on ASU's digital campus platform</p> <p>4d. Partnership agreements with industries; and applied R&D and technology transfer project proposals</p> <p>5a. Operational, human resources, and financial plans and guidelines for the faculty; digital platform; and data on faculty and staff members generated on ASU's digital campus platform</p> <p>5b. Competency frameworks; professional development needs assessments; curricula, training materials and facilities, and assessments; and examination and certification records of participants generated on the digital platform</p> <p>5c. Partnership agreements with institutions in neighboring countries; detailed partnership activity implementation plans; and data on participants generated on ASU's digital campus platform</p>	

Key Activities with Milestones

1. University management and operating systems, business models, and faculty development and management systems developed

- 1.1 Develop ASU's management and operating systems; organize leadership and management development program; prepare a credit framework, policies, and procedures for establishing new programs; develop student service policies; conduct outreach activities for student recruitment; design (partially under the attached TA) and develop digital campus platform; and conduct gender and social inclusion awareness training for ASU faculty and staff (Q4 2021–Q4 2023).
- 1.2 Conduct gender-sensitive market research on industries associated with ASU's faculties (partially under the attached TA); develop business and financial models; and prepare fund-raising strategies, and operational processes and systems for establishing and managing endowment funds (Q4 2021–Q4 2022).
- 1.3 Conduct feasibility studies for faculty recruitment; develop faculty performance appraisal and incentive systems, and professional development plans; and recruit faculty and staff members (Q1 2022–Q4 2025).

2. Environmentally sustainable and climate-resilient university campus and facilities developed

- 2.1 Review and finalize detailed design and engineering drawings; ensure barrier-free design and the inclusion of facilities and safety and security measures for women; ensure adoption of environmental sustainability and climate change measures in the ASU campus and facilities (under the attached TA); and design (under the attached TA) and develop smart campus and facility management systems (Q4 2021–Q4 2024).
- 2.2 Develop a sustainable campus and facility management strategy (under the attached TA); and procure furniture and equipment (Q2 2022–Q4 2024).
- 3. Industry-aligned and flexible skills education and training programs designed and delivered**
- 3.1 Enter into agreements with institutional and industry partners to develop skills education and training programs; develop competency standards, curricula, training materials and facilities, and assessments (partially under the attached TA); procure training equipment and furniture, and instructional materials; and organize methodological, pedagogical, technological, and technical skills training for faculty members (Q3 2022–Q3 2026).
- 3.2 Develop career development programs (under the attached TA), and soft skills and language skills programs, including those for women and students from disadvantaged backgrounds; and develop curricula, instructional strategies, assessments, and digital courseware for continuing education programs (Q1 2022–Q3 2025).
- 4. Capacity to manage and support entrepreneurship, applied R&D, and technology transfer developed**
- 4.1 Prepare a strategic plan; organizational structures; and operational, human resources, and financial plans for the office of industry engagement and commercial ventures; organize training for faculty and staff members; and procure a digital platform for R&D and technology transfer management (Q2 2022–Q2 2025).
- 4.2 Prepare an entrepreneurial competency framework and an entrepreneurship education and support program development plan (under the attached TA); develop common entrepreneurship education curricula, training materials and facilities, and assessments (under the attached TA); conduct training on incubator and accelerator program development and management; and reach out to women entrepreneurs (Q4 2021–Q2 2024).
- 4.3 Develop applied R&D guidelines, a code of conduct and ethics, incentives, and support mechanisms; organize training for faculty, postgraduate students, and industry and other institutional partners; screen and approve proposals for applied R&D, technology transfer, and consultancy; and conduct feasibility studies for industry-specific technology service, R&D, testing, and certification facilities (under the attached TA) (Q3 2022–Q3 2026).
- 5. Access to professional development and quality skills education and training resources improved**
- 5.1 Prepare operational, human resources, and financial plans for the faculty of curriculum and faculty development; develop ASU faculty development programs; and procure a digital platform (Q2 2022–Q3 2024).
- 5.2 Conduct professional development needs assessment of trainers and faculty of ITIs and polytechnics; prepare competency frameworks, professional development programs and training and resource materials, covering issues for women; and organize training for ASU faculty and staff members (Q3 2022–Q4 2025).
- 5.3 Agree on detailed partnership activity implementation plans with institutional partners in South Asia (partially under the attached TA) (Q1 2024–Q3 2027).

Project Management Activities

Establish project performance management system and prepare quarterly project progress reports.
 Implement, monitor, and report on gender equality and social inclusion action plan and indigenous peoples plan.
 Conduct semiannual environmental safeguard monitoring and reporting.

Inputs

Asian Development Bank: \$112.00 million (loan) and \$150,000 (TA) from the Climate Change Fund
 Government of Assam: \$28.00 million
 Japan Fund for Poverty Reduction: \$1 million (TA)

A = assumption, ASU = Assam Skill University, COVID-19 = coronavirus disease, ITI = industrial training institute, NSQF = National Skills Qualification Framework, OP = operational priority, Q = quarter, R = risk, R&D = research and development, TA = technical assistance.

^a Government of Assam, Transformation and Development Department. 2018. *Assam Agenda 2030: Strategies and Actions for Achieving Sustainable Development Goals*. Guwahati.

^b “Success rate” refers to the percentage of graduates who (i) became employed, (ii) became self-employed, and/or (iii) pursued further study.

^c Details of “solid industry experience” required will be defined for each position when it is advertised.

^d “Green building and/or campus standards” to be met are either the Green Rating for Integrated Habitat Assessment standards to achieve the four-star rating or the Indian Green Building Council standards to achieve the green campus and/or building gold level rating.

^e “International standards” include international accreditation standards, global industry standards, and other relevant international standards.

Contribution to Strategy 2030 Operational Priorities

Expected values and methodological details for all OP indicators to which this operation will contribute results are detailed in Contribution to Strategy 2030 Operational Priorities (accessible from the list of linked documents in Appendix 2 of the Report and Recommendation of the President).

Source: Asian Development Bank.

LIST OF LINKED DOCUMENTS

<http://www.adb.org/Documents/RRPs/?id=53277-002-3>

1. Loan Agreement
2. Project Agreement
3. Sector Assessment (Summary): Education
4. Project Administration Manual
5. Financial Analysis
6. Economic Analysis
7. Summary Poverty Reduction and Social Strategy
8. Risk Assessment and Risk Management Plan
9. Contribution to Strategy 2030 Operational Priorities
10. Attached Technical Assistance Report
11. Climate Change Assessment
12. Gender Equality and Social Inclusion Action Plan
13. Initial Environmental Examination: Construction of Boundary Wall of University Campus
14. Initial Environmental Examination: Detailed Design and Construction of Assam Skill University Campus and Facilities
15. Indigenous Peoples Plan

Supplementary Documents

16. Financial Management Assessment
17. Climate Risk and Vulnerability Assessment