

skillup!

STANDARD OPERATING PROCEDURE

GREEN COLLEGES, NEPAL



**Green college for advocacy and promotion of inclusive green economy
Skill Up!**

2020

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Preface

The Council for Technical Education and Vocational Training (CTEVT) established in 1989 (2045 BS) is a national autonomous apex body of Technical and Vocational Education and Training (TVET) sector committed for the production of technical and skillful human resource required to the nation. With a vision “Skilling Nepal for People's Prosperity”, it mainly involves in policy formulation, quality control, preparation of competency based curriculum, developing skill standards of various occupations and testing the skills of the people, conduct various research studies and training needs assessment etc. CTEVT mainly provide advice to the Government of Nepal regarding TEVT policy and programs, determine scope and standards of TEVT programs and arrange for and conduct TEVT Programs from basic level to higher education. Among the projects at CTEVT called “Enhanced Skills for Sustainable Rewarding Employment” supports new job seekers as well as youth who are already working with skills training for improved employability and increased standard of living. As the training is industry-based, the benefit to the trainees is multifarious: the trainees stand to benefit from the experience of learning under the guidance of experienced workers; they learn to operate the latest tools and technology; they learn the most current skills which are highly valued by the market, and the contact with the industries also increases their chance of continuing in these same business as paid workers after the training.

The Skill up project has 3 skill building vocational centers, called 'Green Colleges' which are located in two province of the country. These are the potential green colleges in the area in establishing best practices as compared to the others. In order to increase the outreach of Skill up and replicate the model to other province of the country it is desired that a set of Standard Operating Procedures (SOP) are prepared. Based on this, a base document has prepared that will be shared with other colleges to increase the efficiency and effectiveness of their skill development initiatives.

The document covers the description of its functions, processes, activities, and events associated with the Skill up project Green Colleges, roles and responsibilities of functionaries, and associated procedures. The document was prepared based on consultation with the various stakeholders (WHH, CTEVT and CEAPRED), interactions with key functionaries (Principal, Course Coordinator and Manager) of Green Colleges. This document has been developed in reference to Skill Green Global Private Limited, Gurgaon, Haryana India and customized as per the Nepal context.

Definition of some basic terms/Frequently asked questions

1. What are Green Colleges?

Green College in the Skill up Nepal project are the vocational schools affiliated with CTEVT which are appropriate for skill building needs of the rural and sub urban youth in the country. These schools impart vocational skills based on sustainable trades and technology. The purpose of Green in the project is to support and promote green-based environmentally sustainable trades/business that improves livelihood opportunities of the youth.

2. What kinds of trades/business are associated with Green Colleges?

Green Colleges deal with trades and skills associated to green business including organic agriculture, poultry, mushroom, honeybee, commercial/offseason vegetable production, livestock production, agro-vet etc.

3. Who are the main functionaries of Green College?

The main functionaries of Green College are:

- Principal
- Course Coordinator
- Instructor
- Facilitator
- Value addition unit for business development

4. What are the processes of designing or selecting a training programme?

The main steps of designing a training programme are:

- Identification of skill Gap through study
- Designing
- Training of Trainers
-
- Delivery

5. What criteria have to be followed while selecting the young trainees?

While selecting trainees, the subsequent criteria need to be followed:

- Minimum educational qualification class VIII
- In general 15-35 years age group. It may be fixed based on the local need and geographical coverage
- Unemployed youth from rural and sub-urban youth
- Willingness to do his/ her own business

6. What infrastructure is required for a Green College?

- Permanent school building

- Training hall
- Field/ experimental plots
- Hostel
- Transportation arrangement for field visit
- Office space
- Laboratory
- Library

7. *How can Green College evaluate the trainee's performance?*

- Written examination
- Familiarity aspects
- Technical aspects
- Practical examination
- Oral Examination
- Spotting

8. *What are the ways to do follow-up?*

This can be done through site visits, mentoring, post training support and or through digital media. Besides, school will be facilitating the graduates in accreditation to CTEVT.

9. *What records have to be kept in a Green College?*

Cash book, journal, ledger, cash receipt, salary register, training register, participants register, Permanent stock register, consumable stock register, instructors register, leave record, enrolment register, visitor's book etc.

10. *What system should be followed for governance?*

Generally green colleges will follow all the governance guidelines of CTEVT and the principle will regulate it. Besides, for any routine policy decisions, there should be a management board or decisions can be delegated to the Principal.

11. *What kind of external recognition is required for the training courses?*

After successfully completion of the course, all the graduates will receive certification from the schools after evaluation of performance through exam. For the graduates interested in accreditation with CTEVT, green collage will facilitate them in individual application when CTEVT announced for skill test.

Chapter 1. Objectives

Skills are the biggest assets for any individual in job market. Green Colleges often called vocational schools in the country meet skill building needs of the young job seekers in various professions. Besides, it imparts skills based on sustainable technology. A number of such colleges have been initiated in the country for different skills. While every college has its own

specific expertise including off farm skills, they work in an institutional framework. The purpose of this document is to address the standard practices of such schools developing the skills in green sector, particularly agriculture, environment, food security and renewable energy.

1.1 Core Values

The core values of a Green College are as follows:

- Concern for the poor and vulnerable urban and semi urban youth groups of the society
- Concern for gender equity
- Concern for the viable green and sustainable trades and suitable for the locality

1.2 Purpose and Objectives

The main purpose of the Green Colleges in skill up project is to impart skills for sustainable practices and technology at affordable cost. The specific objectives are:

- To equip the unemployed youths with employable skills
- To promote sustainable practices and technologies
- To develop into a dynamic platform for providing modern skillset in commensurate with the needs of market
- To impart training at affordable fees
- To backstop the trainees in post training period

1.3 Focus Areas and Activities

The important activities undertaken by the Green College is to conduct training programmes especially in the area of green/ Agriculture and Allied Activities: E.g. Vermi- compost, Mushroom cultivation, vegetable cultivation, Dairy farming, Poultry, Goat raising, Fishery, and Non-Timber Forest Produce (NTFP). Generally, Green colleges are not associated with off-farm trades like carpentry, plumbing, information technology enabled services, and security guards.

1.4 Infrastructure Requirements

Ideally Green College shall have its own residential campus. For skill building activities, plots for demonstration and practice will be there in the campus. Hence at least three to five ropani area is desirable. The following buildings are required as minimum:

- Training hall suitable for 40 trainees at a time
- Each separate room for office, store, guests, teachers and meetings.
- Laboratories and libraries
- Rest room - separate for male /female
- Furnished hostels
- Kitchen and dining room accommodating 40-45 people
- Space for recreational activities like indoor and outdoor games

- Demonstration plots/farms
- Value addition unit
- GC shall have contract farmers for field demonstrations like fish pond and dairy farm if the college do not have its own.

In general, a Green College/ vocational school is an government entity affiliated with CTEVT and receive funds for building the fixed assets (such as land, building, equipment, furniture etc). The Green colleges will make all efforts to be operationally viable. The recurring cost like salary of staff, cost of training, and administrative expenses should be financed from regular operations, and the college should not depend on grants (partially or completely).

Chapter 2: Organization Structure

2.1 Organizational structure

CTEVT will be the policy making body of a Green College. For any routine work principle will be delegated for the decision. A Green College will have minimum four staff members: Principal, Course Coordinator, Youth Mobilizer, and value addition unit manager. The organization structure of a Green College will be as follows:

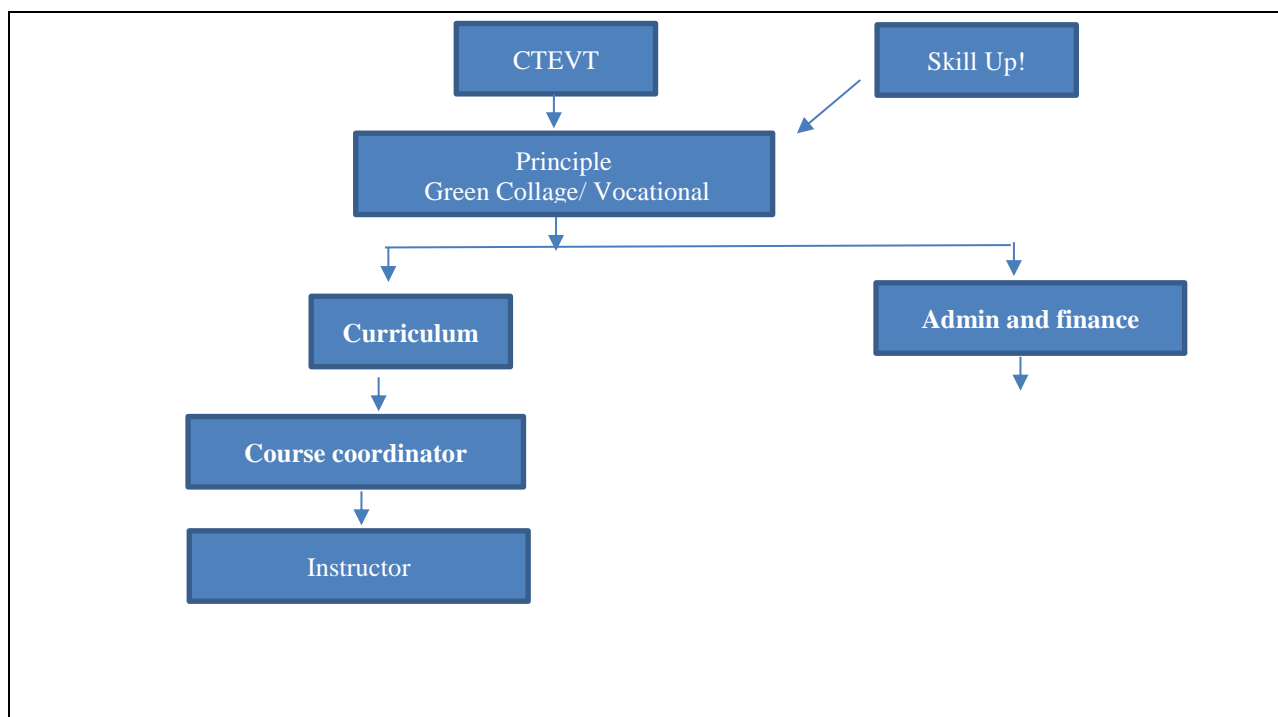


Fig 2.1: Organization Structure of Green College

The above positions mentioned in the figure are the minimum requirement for a Green College. Other than this, if the scale demands, there may be other functionaries like demonstrator/farm manager, labor etc. in case of farm based centers.

2.2. Roles and Responsibility

Principal

- Preparing annual action plan and training schedule
- Taking relevant sessions in training programme
- Overall responsible for training modules and training programmes
- Monitoring the progress of training programmes
- Issue certificates on successful completion of training
- Ensuring accreditation of the courses
- Generating revenue for running the Green College
- Preparing periodic reports
- Preparing budget
- Utilizing the received funds
- Liaison with promoting organization /outsiders
- Career guidance to the trainees/counsellors
- Convergence with government schemes

Course Coordinator

- Preparing training modules
- Conducting the process for selection of trainees
- Organizing training programmes
- Conducting evaluation /examination of trainees
- Taking relevant sessions in training Programme
- Follow-up with trainees at the end of Programme
- Support trainees to develop business plan
- Identifying and arranging appropriate resource Persons
- Maintaining database of participants
- Liaison with government agencies and funding agencies for sourcing of programmes

Value addition unit manager

- Providing support in the launch of training programmes
- Ensuring marketing of the training and the product
- Record keeping i.e. maintenance of unit, managing cash flow
- Responsible for unit administrative decisions
- Facilitate relevant sessions during training program
- Procuring and ensuring supply of raw materials
- Operate Value Addition Unit (Enterprise) Sustainably

Youth Mobilizer/ Training Facilitator

- Helping the Course coordinator and the project in identification and selection of trainees
- Acting as liaison between the field and the college
- Conducting follow-up upon completion of the training programme
- Organizing practical sessions in FFS at the field locations
- Assist the Course coordinator in arranging practical sessions

- Act as instructor for practical sessions.

Chapter 3: Pre-Training Operation

To select or develop the suitable curriculum, Green College may conduct a trade identification study together with the project. In any area there will be hundreds of trades which can be covered. It is important to study what kinds of trades are useful for the region. Hence Green Colleges should focus on selected trades that meet the following criteria:

- It should be compatible with the values of Green College that is inclusive of poor, gender inclusive rural/sub urban youth and sustainable green technology
- The trade/ enterprise should be viable / profitable and should have market potential
- The trade should be suitable to skill set and resource base of target group. It may be noted that the identified trade can be an individual enterprise or a collective enterprise.
- The trade should have wider replicability.

3.1 Curriculum Development

Curriculum development is a complicated process and it should be handled with a lot of care. The objective of curriculum development is not just to design new curriculum but also to communicate with the new design and to make the trainers ready to deliver the newly designed course. The standard curriculum for many of the training programmes conducted by the Green Colleges shall be adopted by the CTEVT. However some customization might require in consultation with the project, local government and Agriculture Knowledge center (AKC). Though the need of fresh curriculum development is generally not required. However, as the technology is changing day by day, the need of new kinds of training should be kept in mind.

3.3. Planning and Designing a Training Programme

A training programme should first be designed and planned well before it starts. Without proper planning and designing, a training course may not be delivered effectively. By plan and design of training it means:

- Schedule and duration of training
- Finalizing the course content and tentative session-wise plan
- Identifying and engagement of the target audience
- Identifying assigning the instructors
- Listing all the materials required for the training and procurement of the same
- Budgeting and arrangement of financial resource

3.4. Selection of Trainees

The selection of candidates for a training course is the most important stage. It is not only to identify adequate number of trainees for the particular course, but should also important that

candidate who finds it relevant are selected based on the following broad criteria in close coordination with the local government:

- Requisite educational qualification
- Age-group
- Only women / men / both
- Advertisement should be put in public places particularly in areas from where candidates are expected to be shortlisted.
- Facilitator should visit the locality and communicate the importance of the training, expected outcomes, and other details.
- Application form will be filled and collected from all the interested candidates.
- The application form will be screened, and selected candidates will be interviewed.
- Successful candidates will be informed to join the course on the date of commencement.

3.5. Fees

Fees will be determined as per the CTEVT policy. In the context of skill up project, Green College will be supported by the project for the specific number of candidates (478)

3.6. Arrangement of Logistics

The following logistics will be arranged in partnership with the project for conducting a training course:

- Training hall: depending on the size of the batch (generally adequate for 40 participants is desirable)
- Outdoor field locations: Developing contacts with the farmer/artisan so that trainees will be taken for outdoor visit.
- Accommodation of trainees when and if required
- No. of male and female candidates
- Reading materials: handouts, books, manuals, worksheets for exercises, illustration chart and video documentary.
- Training equipment: projector, chart paper, permanent marker, white board marker, pen, writing pad, folder, and banner.
- Dining facility: Adequate number of chair, table, and utensils.
- Boarding arrangement: Lunch, dinner, snacks, tea and drinking water.
- Certificates: Printed certificates should be ready before the programme starts.
- Photography: Still photography and videography.

Chapter 4: Training Operations

Once the training event is finalized, the major task is to put all resources together to deliver the Programme. In organizing the training, the major activities are as follows:

- **Distribution of roles and responsibilities:**

- Principal: Overall responsibility of training, taking sessions if necessary, facilitating payments and receipts.
 - Course Coordinator: Responsible for coordinating with the instructors, scheduling the sessions in time, inaugurating and concluding the course, holding practical sessions, taking feedback.
 - Value addition unit manager: facilitate practical sessions and result demonstration for sessions
 - Facilitator: Assisting the Course Coordinator and Manager, commuting to field locations, assistance in practical sessions.
 - Instructor: Conducting sessions
- **Batch size:** Ideally 20-25 participants should comprise a batch of trainees. In no case, there should not be less than 15 participants in the training. Broadly the following process should be followed:
 - Day 1: Registration, Inauguration, ice-breaking, technical sessions. After the inaugural the course coordinator should clarify the learning objectives and expectations of the participants
 - Day 2 onwards: Recap of previous day, technical sessions.
 - Last day: Recap of previous day, technical sessions and valedictory.
 - Each day at least 4-6 hours of sessions should be conducted. It can be divided into: One theory and one practical session. If there is a field visit, it can be considered as full day practical sessions.
 - Periodically homework (either in group or individual) will be given to candidates.
 - Towards the last day, evaluation (theory and practical) will be conducted.
 - In the farewell session the following activities will be done:
 - Action plan for follow up
 - Distribution of certificates
 - Concluding address by Principal/any expert in the relevant field

4.1 Delivering the Sessions

Delivering a session requires the following tasks:

- **Understanding the participants:** the instructor must have an idea of the educational, and other socio-economic background of the participants. Also, the area from which they have come should be known to the instructor.
- Assure that the participants get the reading materials beforehand if some preparatory work is required.
- Introduce the topic in the beginning of the session and describe the scope of the course.
- Conclude the topic and figure out whether students have any doubts.
- Be interactive during the sessions.

- Use various kinds of teaching methods such as case study, role play, games and not just depend on lectures and presentation.
- Classroom exercises of solving practical problems will be conducted.

4.2 Logistics

Logistics of a training course includes the following aspects:

- **Transportation of instructors:** The instructors will be provided with the schedule beforehand so that their travel arrangement can be done accordingly.
- **Transportation of students:** The travel to field during the training requires transportation facility. If the students need to be transported, adequate arrangement should be made for such transportation.
- **Lodging/boarding arrangements when and as required**
- **Documentation:** Each training should have a report including the details of participants, topics covered, expenses occurred, fees received, instructors involved, certificates issued. A group photograph of every training should be taken and kept for record.

4.3 Evaluation of Trainees

The trainees after successfully completing the course should be evaluated at the end of the training courses. This can be done as follows:

- **Written examination:** It will include Multiple Choice Questions(MCQ), Problem-Oriented Explanatory Questions and familiarity aspects to terminologies.
- **Concrete (Technical) aspects:** These are points that the participants must know.
- **Practical examination:** A realistic problem will be given to the students and the performance will be observed to see whether the candidate has learnt the subject or not.

At the end of the examination, the papers may be corrected by the concerned instructors or the Principal. If the participant performs satisfactorily, then the Principal may issue certificate of completion. In case a participant does not perform satisfactorily, provide additional assignment and the participant completes the same within a certain period, or conduct additional sessions and re-evaluate at the end of the sessions, or repeat the course in the next round of training.

Chapter 5: Post-Training Operations

5.1. Feedback

- **Continuous feedback:** it should be taken periodically either at the end of every days sessions, or at the end of specific modules. If corrective measures like additional tutorials, or practical session is required, such action can be taken. Such feedback can be oral or written. It can also be sought through volunteers.

- **End-term feedback:** At the end of the training course, the participants will be asked to provide written feedback. A format containing the elements will be given

5.2. Follow-up

The major purpose of follow up the trainees is to check if they were able to apply their knowledge and skills in their real field and In case if there is a problem, it should be clarified or solved either through demonstration or through hand holding. Follow up of participants will be made regularly through telephone, farm visit and mentoring for the next one year to the graduate to strengthen his/her enterprise.

Chapter 6: Record Keeping

The following records will be maintained for accounting of Green Colleges:

- Cash Book
- Journal
- Ledger
- Money receipt
- Salary Register

Other records: The following records will be maintained by the College Manager:

- Training Register
- Participant's Register (based on registration sheet)
- Permanent Stock Register
- Consumable Stock Register
- Instructor's Register
- Leave Record
- Enrolment register (where details of age, address of participants, and other details should be given)
- Visitors' Book

Chapter 7: Human Resource Management

Managing of human resources for a Green Colleges is important in the sense that it is only the human resources that keep the organization going. Broadly recruitment process and their management is described as under:

7.1. Recruitment of Full-time Functionaries

For full time permanent functionaries GC shall follow the policy issued by CTEVT for recruitment of the personnel.

7.2. Recruitment of Trainers (Part time)

For part time trainers a panel of trainers will be identified, and their database shall be maintained. There should be a standard contract with the trainers that will include the terms of payment towards each session they will cover, reimbursement of lodging and boarding cost. This contract will be renewed every year

7.3. Induction

Once the candidates are selected, they will be given at least a month's induction programme that will include:

- Explaining the purposes and goals of the Green College
- Explaining the administrative procedures
- Explaining the training and evaluation protocols
- Attending at least one live training programme
- Attending a Training of Trainers Programme

The part-time trainers may be subjected to at least one-day orientation programme which will be followed by attending training.

7.4. Development

It is the responsibility of Principal or management that he/she ensures the overall development of all its employees. All the employees should be provided regular feedback and opportunities for development through programmes like Training of Trainers from time to time.

7.5. Performance Evaluation

The objective of the performance evaluation will strictly be directed towards the improvement of performance of the candidates Based on the findings, the concerned employee will be sent for capacity development programmes. Performance of all the employees will be reviewed every year in the end of financial Year. A 360-degree performance evaluation should be followed in which each employee will be assessed by self or reporting officer. While evaluating, each of the evaluator will assess the concerned employee from various angles such as behavior, achievement, honesty, inter-personal relationship, relationship with external stakeholders, technical capacity, and any other important measure as decided by the Board of Governors/Advisory Body. The findings should be compiled and discussed with each employee.

7.6. Compensation

Basically compensation includes three aspects: Basic salary, Dearness allowance and other allowances. Basic salary includes the basic compensation, which is fixed in nature. However, from time to time increment will be added depending on the organization policy. For regular employees the above segregation may be applied. For contractual employees a consolidated pay will be offered.

Chapter 8: Information System and Reporting

Information system refers to collection of data, its analysis and reporting that becomes the basis of organizational decisions. A lot of activities happen in Green College that will range from training, community organization, staff recruitment, to fund raising. Different people are involved in such activities, and from time to time people also leave organizations. Hence it is important that a proper information system should be there at green college to maintain database of activities so as to keep the institutional memory to help retrieving the appropriate information for decision making. Hence the aspects like computer with internet connection, relevant accounting and database software, proper filing system, informative reporting, and photo documentation of each training are important with respect to a suitable information system:

Chapter 9: Governance and Administrative Procedures

9.1. Governance

The overall responsibility of the Green College will be at CTEVT. The Principal of the College will work under the policy guidance of this institution.

9.2. Approvals

For routine activities and day to day management of the Green College like approvals training Calendar, new proposals, administrative expenses, procurement, leave request and others will be approved by the principle.

Chapter 10: External Interface

10.1. Affiliation/Accreditation

Training courses offered by the Green Colleges should be accredited by CTEVT showing that Green College meets the minimum standards and with an accreditation it is easier for the trainer to inter in market for employment.

10.2. Networking

The Green College should have a good network with different like minded organizations like peer institutions /training institutions that can complement the learning of the participants and to facilitate better learning environment for the participants. Student exchange/instructor exchange should also be encouraged. Periodically conference/seminar should also be organized by such networks.

10.3. Fund Raising

Fund raising should be done by the Green Colleges through endowment grants from funding agencies, personal contributions from individuals, fees collection from participants and from sponsoring organizations.

Chapter 11: Disciplinary Issues

There might be different types of behavioral issues, financial indiscipline, sexual harassment, academic indiscipline and other issues may arise in green collage operation. Hence for the smooth operation of the collage, such disciplinary issues if arise can be observed at two levels: by employees, by participants. Both have to be dealt separately. A Disciplinary Committee should be formed by the Green College to observe and deal with disciplinary issues. Depending on the degree of such behavior, the Disciplinary committee may take appropriate action whether at first warned and asked to take corrective actions or lead to expulsion from the course.

Appendixes

Appendix I: Session Plan for a Training

Session Plan for training on -----

Duration: -----days

Objective of the training:

1.....

2.....

3.....

Participant profile: Description of whether participants in terms of as follow:

1. Occupation: Farmer/shop-keeper/housewife/wage laborer/any other-----
2. Age group: if there is any specific group is targeted (such as 14-18 years, or 18-35 years)
3. Minimum educational qualification: such as literate/able to read and write/class VIII/10th Pass/ITI pass
4. Any other description: such as whether both men and women candidates would be there/ or any specific geographical location like candidates from a specific GP/block/district

Course Director: Name of the Course director, educational qualification, and experience

Resource persons: Names, educational qualification, experience

Day/Time	Topic	Theory/ Practical	Teaching Aid Required	Resource Persons
Day 1				
10.30-12.30	Session 1:			
12.30-13.30	Lunch break			
13.30-15.30	Session 2:			
Day 2				
Xxxxx	xxxxx			

Follow up required: -----

Appendix II: Application Form

-----Green College

Address: -----

APPLICATION FORM FOR-----TRAINING

1. Name of the Applicant: Mr./Ms.-----

2. Father's/Mother's/Husband's Name-----

3. Sex: Male/Female-----

4. Age----- years

5. Nationality-----

6. Religion-----

7. Educational Qualification of the Applicant: -----

8. Address:

District:Municipality/ Palika ----- ward No:

Province: ----- Contact Number: -----

I agree to abide by the terms and conditions of -----college and I declare that all the information given above is correct.

Date-----

Signature of the applicant

(For Office Use only)

Reference No. -----

Date----- Application

for -----training received.

Date of training: -----to -----

(Signature of receiving officer) Name of receiving officer:

Appendix III: Transportation Arrangement Format

1. Name of the training: -----

2. Duration: -----; 3. Location-----

4. Transport required for Instructors

Name of the Instructor	Session Details		Pick up Details			Drop Details			Type of Vehicle
	Date	Time	Date	Time	Location	Date	Time	Location	
1									
2									

5. Transport required for students

Date	No. of Visitors Including Facilitators			Time		Location		Type of Vehicle
	Male	Female	Total	From	To	From	To	

6. Contact person: who will be facilitating the field visit:

Name-----

Cell No. -----

Appendix IV: Feedback by participants

Name of the Participant (Optional):

Male/Female:.....

Batchduration from to

Title of the course:

Feedback on the course (put a tick mark)

Indicator	Very Good	Good	Average	Bad
Course Content				
Course Duration				
Instructors				
Teaching method				
Practical class				
Exposure visits				
Reading materials				
Any other (

Any comment on how the course can be improved

- a.
- b.
- c.

6. Feedback on the facilities (put a tick mark)

Particulars	Very Good	Good	Average	Bad
Food				
Lodging				
Classroom				
Sanitation (water, toilet				
Any other (

Any comment on how the course can be improved

- a.
- b.
- c.

Appendix V: End-term Feedback

Name of the participant (Optional) -----

Name of the training: -----

Duration: from-----to-----

Feedback on the training

	Poor	Average	Good	Excellent
1. Knowledge of instructors				
Instructor-1				
Instructor - 2				
Instructor - 3				
2. Teaching method of				
Instructor-1				
Instructor - 2				
Instructor - 3				
3. Practical classes				
4. Reading materials				
5. Training hall				
6. Hostel I accommodation				
7. Food and snacks				
8. Any other-----				

Any difficulty faced during the training: -----

Any suggestions for improvements-----

Date:

Place:

Appendix VI: Checklist of criteria for startup seed grant

Name of the applicant:

Address of the applicant:

Name of the trade/ business applied for:

Date of business Start:

Name of the green the applicant has graduated:

Please mark with ☒ for under Yes/No for respective criteria.

S.N	Particulars	Yes	No	Remark
1	The entrepreneur has completed a short course training from green college on respective trade			
2	The entrepreneur has received certificate of course completion from Green college			
3	The entrepreneur has detail Business plan of his/her business of respective trade			
4	The proposed business has used improved technology in its core product or services, or business model, or distribution model, or methodology to solve the problem being targeted.			
5	The entrepreneur has not received any similar grant from Skill Up! in the past			
6	The grant applicant has not received similar grant for the same purpose from other sources/organizations during the last one year.			
7	The performance of the seed grant applicant was highest during the training period and field activities			
8	The enterprise is innovative and market oriented.			
9	The proposed business must be economically viable,			
10	Environment friendly and ecologically sustainable			
11	Recommendation by the respective instructors.			
12	Current volume/ Scale of the business under operation <ul style="list-style-type: none"> No of Poultry birds raising Area under farming for vegetable production (Rop/ Kattha) <ul style="list-style-type: none"> ✓ Current season ✓ Last season (winter) No of goats rearing No of Ball No of Shed and area (Rop/ Kattha) for mushroom cultivation 	: : : : : :		

Comments/ Feedback:

.....

Signature:

Name:

Position:

Date: