



# LIMS MID-TERM EVALUATION REPORT

Project period – 2020 - 2022

## ABSTRACT

Equipping the youth for employment through skill Training institute – Lahanti Institute of Multiple skill (LIMS). LIMS intends to set up a skill training institute in Dumka, Jharkhand to equip local youth and women in multi sector skills. This is midterm evaluation of the project funded by DIGINI with the objectives of LIMS being fully established by 2022.

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[Course title]

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## I. EXECUTIVE SUMMARY

Jharkhand state has more than 57% of its 3.3 crore population in the working age group of 15-59 years. The current demographic and economic profile of Jharkhand, presents huge opportunity for workforce skilling. Lahanti Institute of Multiple skill (LIMS) objectives are aligned with the policy focus at the national and state level is on skill development. The employment report of Jharkhand states that 59.30% (4,129,534) of the Santhal Pargana population are unemployed<sup>1</sup>

Youth of the Santhal Pargana region in Jharkhand, who form the bottom layer of the social pyramid face a challenge in terms of opportunities for growth. In this region education and Skill Training Institutes, as well as employment opportunities are bleak due to poor accessibility and affordability and uneven distribution of institutions. Early dropout from education system and unemployment shatters the dreams and aspirations of young minds. This forces them to get involved in anti-social activities like extremism. 'Lahanti' in Santhal dialect means 'development' or 'progressive.' LIMS works to build these youth toward a sustainable livelihood.

The LIMS – ESAF leadership's vision and persistent hard labour amidst challenges to see LIMS to take shape and grow to achieve its goals is laudable. LIMS has clear focus on providing opportunity to the marginalised people specially women, school dropouts, Scheduled Tribes (ST), and Schedule Cates (SC). LIMS is situated right in middle of where the need is, amidst the Indigenous people group who lack opportunities. LIMS training are contextualised skilling courses and adaptable. LIMS team is willing to takes the training right to the doorsteps of the beneficiaries.

The current project for the period 2020 – 2022 is funded by Digni and has objectives of LIMS being fully established by 2022 with accommodation facilities for youth and women and around 2,500 youth and women trained, and market linked. Despite the COVID pandemic the LIMS team could train 2,435 candidates. During 2020 – 21, 58% of them got employment or self-employment opportunities. Among the Digni funded infrastructures, four guest houses have been constructed and the last one is nearing completion. The girl's hostel and staff quarters' work are in progress and about 60% of the work has been completed. The admin block i.e., ground floor of the existing building, have makeshift office and conference hall, computer room back office, girls' temporary accommodation and classrooms.

By the Digni abilities tool, the ability to be, the ability to organize, the ability to relate and the ability to do and learn all resulted in a score of four, meaning the project is in 'Advancing stage.' By the DAC analysis of the project, showed 'Evidence of good contribution to this aspect with some areas for improvement and change'

The LIMS project has tremendous opportunity to upscale and replicate the project and at the same time explore multi-sectorial skill development to enhance the social enterprise development to expediate the process of financial inclusion of the most vulnerable and marginalized communities. The ESAF has vision for expansion through partner organization who would work as aggregator to

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<sup>1</sup> Shailendra Kumar Gupta. Skill Development in Jharkhand: A Study of Government Initiative Schemes towards the same for the youth of the state. Asian Journal of Management. 2021; 12(2):101-0. doi: 10.52711/2321-5763.2021.00015

benefit the artesian and empower them socially and financially. The LIMS team has managed the weakness well and is optimistic and geared up to face the threats.

LIMS-ESAF intend to develop as a university in the future and deliver relevant certificate and diploma programs for tribal youths who are school dropouts.

## II. INTRODUCTION

Evangelical Social Action Forum (ESAF) is a not-for-profit organization formed as a response to the various development gaps in society. Driven by the vision to build a just and fair society, with interventions based on an integrated development model focusing on creating livelihood opportunities for the underprivileged.

ESAF collaborates with communities, government, NGOs and leading corporate houses to deliver lasting change to the poor and marginalised, especially women and children. ESAF has impacted more than 3.5 million lives through its different social entities.

### THE PROJECT

ESAF intends to setup Lahanti Institute of Multiple skill (LIMS) in Dumka, Jharkhand for equipping the youth and women for employment. LIMS is a multi-sector skill-training institute, giving skill education for the communities of Jharkhand and East India.

Its primary objective is to provide opportunity to underprivileged and undeveloped youths of marginalized and vulnerable communities who are self-reliant with enhanced skills and capacities, taking creative initiatives for the socio-economic transformation of their family and community. ESAF has partnered with Digni through a project to strengthen this effort. Brief overview of the project is as follows

### PROJECT GOAL

Drop out, unemployed, less privileged boys and girls from marginalized and vulnerable communities from project area have acquired employable new skills through the skill training institute and live a creative and productive life with enhanced access to higher education or better employment opportunities.

### EXPECTED PROJECT OUTCOMES

- The Skill Training Institute – LIMS is fully established by 2022 with accommodation facilities for youth and women
- Around 2500 youth and women will have completed skill-training programs from Skill Training Institute by 2022.
- Among the youth and women trained
  - 1250 will have find employment with various employers,
  - over 626 be self-employed, and
  - 252 will pursue higher education.

### III. METHODOLOGIES

The detailed evaluation plan was developed based on discussion with the staff team in a transparent manner. The evaluation was conducted through analysis of various source information including desk reviews, field visits, meeting with community, direct beneficiaries, project team, field staff, senior management, network partners and stakeholders. While maintaining independence, the evaluation team sought the views of all stakeholders, especially the target communities.

The data collection methods during the evaluation focused on using participatory approaches. Data analysis was done against priority evaluation questions to draw out the most relevant and critical elements.

- Team conducted desk reviews of project proposals, surveys, progress reports, case studies, and other relevant documents.
- FGD were held with students, artisans and staff team.
- Semi-structured Key Informant Interviews (KIIs) were conducted using open-ended questions to gather in depth information, with key passed out students, who are employed or enrolled in higher studies, community members and other government stakeholders
- Scoring exercises were conducted with the staff team on OCED – DAC criteria and EAT tool with the staff team.
- Field visits was undertaken for FGD, KII and observing both the physical state of the environment, the behaviours and practices of the community.

### IV. LIMITATIONS

Due to the COVID pandemic restriction and related risks the evaluation schedule in January could not happen and evaluation team could not visit together for the evaluation. They visited on different dates and the work was divided among them. The team could meet only limited number of beneficiaries who have graduated from LIMS and interview them

### V. KEY FINDINGS

Performance was assessed against the OECD-DAC criteria using the scoring system at Table 3 score of 1 indicates that there is a poor contribution to the criteria, with 5 a strong contribution.

1
Low or no visible contribution to this aspect
2
Some evidence of contribution to this aspect but significant improvement required
3
Evidence of satisfactory contribution to this aspect but improvement required
4
Evidence of good contribution to this aspect with some areas for improvement and change

Evidence that the contribution is strong and/ or exceeding that which was expected of the project/ programme

Table 1 Scoring System

Overall scores are shown below and are discussed in more detail in the following paragraphs:

Criteria / Score	Evaluation Team	Staff
Relevance	5	4
Effectiveness	4	4
	3	4

Table 2: Assessed Scores

## RELEVANCE

The current demographic and economic profile of Jharkhand, presents huge opportunity for workforce skilling. Working age population is estimated to grow to 27,170,000 in 2022 from 23,778,000 in 2017 and so the gap of workforce supply from 115,000 to 180,000 among skilled worker, 208,000 to 398 among semi-skilled workers. Thus, LIMS will be playing a key role in empowering people and meet the power gap<sup>2</sup>.

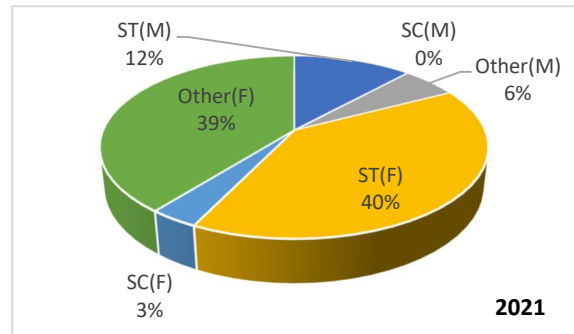
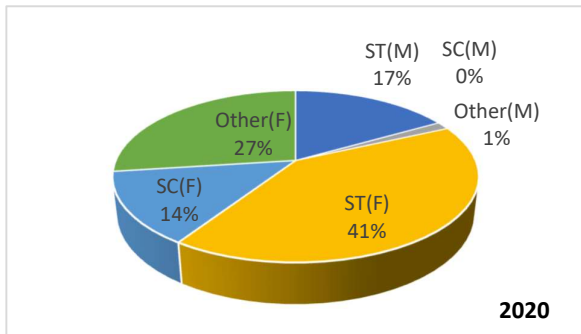
In Thousands	2012-17			2012-22		
	Skilled	Semi-Skilled	Minimally Skilled	Skilled	Semi-Skilled	Minimally skilled
<b>Incremental Human Resource</b>						
<b>Demand</b>	376	513	1431	731	947	2709
<b>Supply</b>	261	305	1742	550	549	3508
<b>Manpower Gap</b>	<b>115</b>	<b>208</b>	<b>-311</b>	<b>180</b>	<b>398</b>	<b>-799</b>

Table 3: Manpower incremental gap

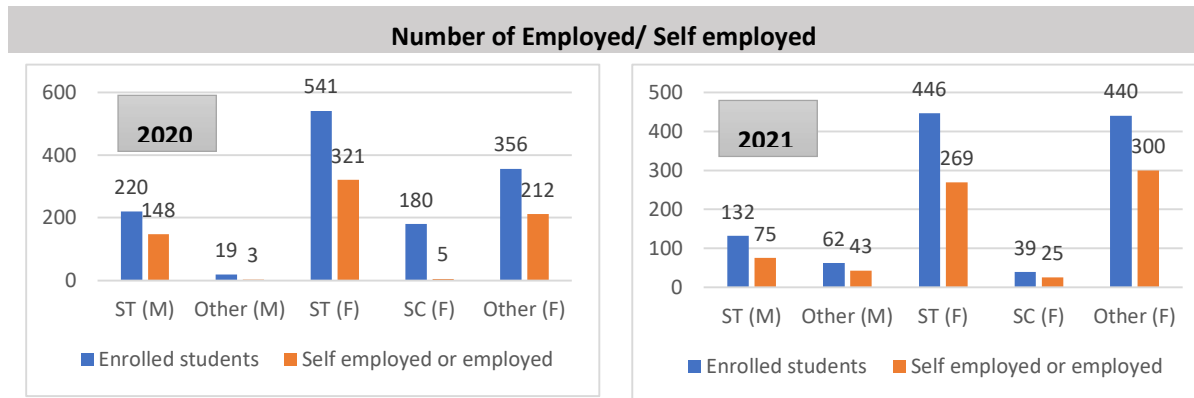
According to the data made available by the project team the beneficiaries are women and from the marginalised people group like the scheduled tribe. Women have been consistently above 70% of the enrolment. Empowering the women, as change agent in the community will go a long way the community transformation. The project is highly relevant, as it selectively targets the vulnerable marginalised.

## Number of enrolments in the trainings

<sup>2</sup> <https://www.inspirajournals.com/uploads/Issues/25394111.pdf>



The number of enrollments from among the Scheduled Caste (SC) female category significantly reduced in the second year from (14 to 3%). SC male registration remained zero in both the years. The registrations of the female candidates from among the others category increased significantly in the second year (from 27 to 39%). There was no person with disability enrolled in either of the year.



According to the Economic Survey 20-21 by the government, rural youth lag in receiving benefits of skill training. The data reveals that only 3.1 percent of males (18 years – 29 years) in rural India received the benefits of skill development as compared to 7% of urban male youth. Similarly, the female youth enrolment for skilling courses in rural India was 2 percent in comparison to 6.5 percent of urban youth females<sup>3</sup>. LIMS was able to achieve far more better results than what survey data indicates.

The following table indicates what percentage of students have taken up higher education or employment or still continuing in unskilled work/ casual labor work unrelated to their training.

	2020 Graduates	ST (M)	Other (M)	ST (F)	SC (F)	Other (F)
Higher Education		3%	21%	3%	0%	2%
Employed or Self-employed		67%	16%	59%	3%	60%
Unskilled Work		30%	63%	38%	97%	39%
2021 Graduates						
Higher Education		26%	6%	10%	13%	8%
Employed or Self-employed		57%	69%	60%	64%	68%
Unskilled Work		17%	24%	30%	23%	24%

<sup>3</sup> <https://indiacr.in/a-great-need-to-re-ignite-and-re-evaluate-the-rural-skilling-systems/>



During 2020,

- among the Scheduled Tribe (ST) category 67% male and 59% female got employed/self-employed after the skill training. Only 3% of ST (male and female) showed interest in higher education.
- Among the Scheduled Caste (SC) category female, only 3% got employed/self-employed rest 97% did not get employed but got engaged unskilled work and they have shown least interest in higher education.
- Sixty percent female graduates from Other Caste category got employed/self-employed after graduation. Males from the same category have shown good interest in higher education.
- Overall, ST category has utilized the trainings well to their advantage and SC (females) registered disregard by engaging in unskilled works.

The 2021,

- Data shows more utilization of the training provided by LIMS. It has improved compared to that of the previous year, as most of the trainees got employed or self-employed across all the categories.
- Other Caste category has shown regard for their trainings and for higher education
- ST (male 26% and 10% female) were enrolled for higher education.
- The percentage employment among the SC category increased significantly from 3% to 64% however their enrolment came down significantly from 180 in 2020 to 39 in 2021.

Relevance: Evidence that the contribution is strong and/or exceeding that which was expected of the project/programme



## EFFECTIVENESS

Despite the COVID pandemic and related lockdowns during 2020 and 2021, the team was able to overachieve the targets. Project activities were adapted as per the new norms and off campus/onsite training continued to meet and exceed the target in the project. The team also have identified opportunities with organisations like National Bank for Agriculture and Rural Development (NABARD) for promotion of LIMS skill training. The six months certificate course has also been rolled in partnership with Sido Kanhu Murmu University.

<i><b>Total Students →</b></i>	<b>Target</b>	<b>Achieved</b>
<b>2020</b>	880	1316
<b>2021</b>	980	1119
<b>Total</b>	<b>1860</b>	<b>2435</b>

The infrastructure development was hampered due to COVID pandemic (shortage of labour) and delay in fund disbursement by ESAF, head office, due to the new FCRA amendments by the government and related compliances.



Digni funded infrastructure are five guest houses out of which four are completed and last one is nearing completion. One girl's hostel and staff quarters are work in progress and about 60% of the work is completed. The admin block i.e., first floor of the existing building, have makeshift office and conference hall, computer room back office, girls' temporary accommodation and classrooms. The work will start soon construction materials, except cement is stocked for uninterrupted work.

The boy hostel was taken up in the first year and now expansion is planned accommodate up to one hundred boys and one hundred girls. The textile shed is fully equipped and is ready for training sessions, pottery laboratory of the shed will be ready after installation of machineries and Kiln. The Training shed is 100% complete and is being used for trainings in the daytime and as parking shed at night

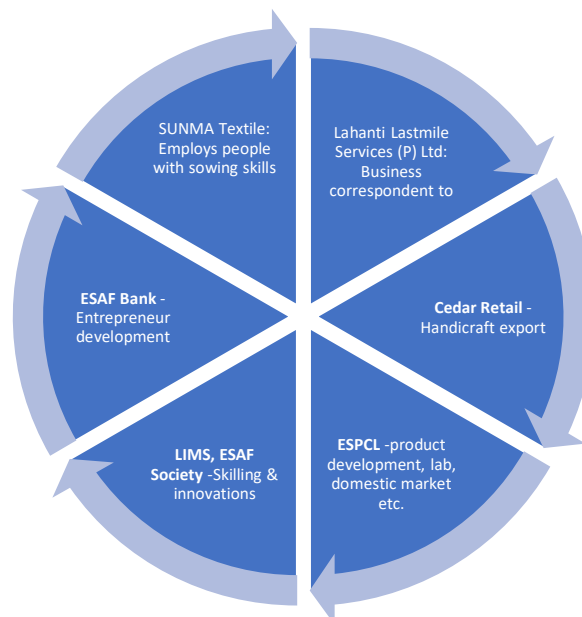
Relevance: Evidence that the contribution is strong that which was expected of the project



## SUSTAINABILITY

ESAF has developed an ecosystem of its own institutions and LIMS is catering to supply and demand of the skilled human resources.

- o Cedar retail has employed over six hundred artisans fulltime trained by LIMS, who manufacture handcraft products for foreign market. Currently the products are manufactured for IKEA retail. They artisans also return to LIMS for training on new products and skill upgradation.



- o ESPCL has employed about five hundred artisans part time, meaning as and when there is there is order placed with ESPCL the artisans are subcontracted for production. The artisans are trained in LIMS for new products and skill upgradation.

- Other subsidiaries of ESAF like ESAF Bank, SANMA Textile, Lahanti Lastmile Services (P) Ltd also employs graduates of LIMS

LIMS strategy is aligned with both state and central government policies with regards to skill development of youth. LIMS leadership has demonstrated their skills in networking by partnering with several renowned institutions and government department on skill training and development. This has added credibility

Partner Name	Period
1. National Bank for Agriculture and Rural development	2020 - 22
2. Mukhaya Mantri Laghu Kutri Udhyam Vikas Board, Jharkhand Government	2020 - 22
3. Sido Kanhu Murmu University	2021- 22
4. Jharkhand State Livelihood Promotion Society	2021 - 24
5. Foundation of MSME Cluster	2019 - 21
6. Cedar Retail Pvt. Ltd	2018 - 22
7. DC - Handicraft, Ministry of Textile Govt of India	2021

IMPACT: Evidence of satisfactory contribution to this aspect but improvement required



## VI. EMPOWERMENT ASSESSMENT TOOL

### *STRENGTHENING CIVIL SOCIETY*

- 1 Does LIMS provide equal opportunities for women and men.

LIMS focuses on women empowerment. Sixty-eight percent in 2020 and 79% 2021 of the students were women and girls.

### *QUALITY EDUCATION*

- 1 What measures have been taken to ensure quality and inclusive education to learners.
  - LIMS follows contextualised, flexible and accommodative curriculum. The local tribes have been involved in bamboo crafts products for ages, LIMS have introduced contemporary and market linked design in their bamboo craft courses.
  - LIMS undertakes a very practical way of learning,
  - Provide help to promote high outcomes for all students,
  - Invest in all students equitably the resources available; and the
  - teachers are trained and view it as their role to teach all
- 2 Status of employment or self-employment after skill training.
  - After skill training 53% in 2020 and 69% in 2021 are employed or self employed

### *ECONOMIC DEVELOPMENT*

- 1 What percent of people are economically empowered by after getting livelihood?
  - After the skill training many members, mostly women are working for a wage between INR 5,000 – 7,500/- monthly which is lower than the recommended minimum wage per day. However, the members are satisfied with regular employment and not having to migrate for work outside their home state.
  - Artisans earn a wage between INR 5,000 – 12,000 per month based on the number of products (pieces) they produce in a day. This is proportional to the skills they possess and the time they invest in the work amidst their household chores.
  - The women's income supplements the family income, and the women are investing their money in their children's education, health and nutrition. Government schools is not of decent quality and the learning outcomes are poor there hence the additional income is used to for enrolling their children in private boarding schools, hoping that good education will give their children better prospects in life and the children will not have to face hardships like them. This way the lives of the next generation in impacted.

### *GENDER EQUALITY*

- 1 Does it provide equal opportunity for both men and women?
  - LIMS provides equal opportunity to both men and women, also intentionally targets the most vulnerable that is women. The employed women command respect from their spouses, in laws and the community, which is otherwise not there in the patriarchal society. The financial empowerment allows these women to be involved in the family decision making process at home which is otherwise mostly male dominated.
  - The gender ratio among the staff - Male: Female is 17 :16

**SCORING**

	Evaluation Team	Staff Team
Strengthening civil society	4	5
Quality Education	4	4
Economic Development	3	4
Gender Equality	4	5

## VII. LESSONS LEARNT AND RECOMMENDATIONS

1. Artisans had shown positive energy during interaction and expressed their gratitude to ESAF which had gone to their doorsteps with skill training few years ago. They now earn between INR 5,000 – 12,000 a month from the comfort of their home and choice of time to work. This endeavour has been life changing for them. This income supplements the family's income and is mostly invested in their children's education, nutrition and health. This way the lives of future generation is transformed.
2. Women trained in LIMS, associated with ESAF and employed by Cedar Retail Pvt. Ltd. have shown remarkable leadership skills. These skilled women have broken the glass structure of patriarchy and influencing other women to be economically independent. The economic independence has given them decision making power at home, self-respect, and respect from family members. Women use their money on their children mostly for their nutrition and education. They are able send the children to good schools which was not the case before.
3. People also need refresher courses to become skilled craftsman. Some of these women have become master trainers and are provide training to other agencies. They also take order directly, manufacture the products and supply from customers.
4. LIMS provides opportunities to girls and women who other do not get opportunity to even get out of their village. Graduates and students have expressed how grateful they are for the opportunity provided at LIMS, which has been a turning point in their lives.
5. Few girls have career goals of becoming police officer or teacher which was not matching to the training they are undergoing. It will be good to understand the individual aspirations beforehand and accordingly place them in relevant training.
6. Mobilising students have been easy for LIMS in villages where they have people who have graduated from LIMS. In other places parents have been hesitant to send their children to LIMS which is far away from their home and unheard place. Branding and promotional activities like inviting community leaders to the campus might help to an extent in generating an acceptance in new communities.
7. LIMS is catering to poor and marginalised section of the community hence LIMS to be self-sustainable on the revenue from the student's fee is very long-term plan. LIMS will need resources to fund the needy students, either from government or private funding.
8. The mud brick or the compressed earthen block concept is innovative, energy efficient, environmentally friendly, and suitable alternative to the bricks from the kiln. The local tribes have traditionally used mud walls for the houses, even to this day. The mud brick improvises this idea by helping build solid, strong walls which can withstand the elements. These bricks

are heavier than the bricks from the kilns. LIMS have designed their houses keeping this in mind with help of a structural engineer. Structural engineer also visits periodically to evaluate the construction at distinct phases and provide needed technical support. Periodical termite and rodent control effort are in place. Right mixture of water resistance chemical and proper curing needs to be ensured to avoid dampness in the future.

9. The bamboo housing is innovative, eco-friendly and attractive. The LIMS campus is in termite infested landscape. The bamboo used in construction are treated with Borax dan Boric acid. Anti-insect treatment and termite treatments are done periodically to ensure the longevity of the buildings, without which the structural integrity would be matter of concern due to termites. The bamboo house model is also susceptible to fire and hence precautionary measures need to in place.
10. As substantial number of trainees are women, it is recommended that a module on adolescent health for girls and mother child health and nutrition for women will be useful in the highly malnourished (48% child stunting & 65.2% anaemia among women) population.
11. As part of their personality development and value education, students, especially the youth need to be helped to see the bigger picture of community transformation and nation building just helping them find jobs.
12. LIMS has a master plan prepared with help of architects, but periodic review may be needed. A Campus Master Plan with overall goals, objectives in mind will serve as a framework for future physical development. It also provides long range planning for architecture, land use, space use, landscape, transportation, parking, and utilities.
13. LIMS is planning to add the following new courses it its list
  - Textile sector: Textile Technology, Apparel, Textile Design & Fashion Design
  - Front Office Management, House Keeping Training & Catering training
  - Diploma courses in Education
  - D.Voc/B. Voc courses in Apparel Design, Craft & Design
  - Healthcare: DMLT, DMIT, Homecare nurse training
14. LIMS has plans to start graduation level programs in the future. It will be good to design and invest in the infrastructure including classrooms, hostels and workshop with future in mind not the short-term goals.
15. It is challenging to find qualified/ suitable candidates for the LIMS team as it is situated in remote rural location. LIMS need work on staff and build them. It will be good to invest in the team and their career planning; this will go a long way. Second line leadership need to be built.

16. LIMS is inclusive in its approach, by welcoming school dropout and qualified students for their courses. However, designing courses for such a mix of students could be challenging.
17. Setup well defined functional feedback mechanism for staff and students to give feedback.
18. ESAF-LIMS can consider partnership with National Skill Development Corporation (NSDC). NSDC provides concessional loans (soft loans) to Training Partners (TPs), covering considerable part of the total project investment. (<https://nsdcindia.org/funding>)
19. ESAF-LIMS can explore affiliation and accreditation under various accreditation bodies. One of accreditation is to run National Skill Qualification Framework (NSQF) for wider acceptance LIMS certification among the industries. LIMS need to register itself in Skill India Portal, earlier called Skill Management Accreditation of Training Centres (SMART) as a 'Training Provider.' The detailed process involves:
  - Registration as a Training Provider.
  - Desk Assessment of the documents submitted along with the application by an independent agency.
  - Creation of Training Centre.
  - Filing of Centre Accreditation Application Form (CAAF).
  - Desk Assessment of the documents, photographs and other details submitted along with the CAAF by an independent agency.
  - Physical Inspection of the Training Centre by an independent agency (the Government Institutes are exempted from physical inspection basis declaration provided by a Gazette officer).<sup>4</sup>
20. ESAF is headquartered in Trissur, Kerala while LIMS is in Dumka, Jharkhand. Delay in decision making from HO was identified as a weakness during the SWOT analysis and this can affect the project cycle. Systems need to be in place to hasten decision making or delegate decision making power to the leadership team at LIMS. ESAF team can consider registering LIMS as a separate legal entity it might enable quick turnaround of affiliations applications and partnership negotiations with government and other stakeholders.

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<sup>4</sup> <https://pib.gov.in/PressReleasePage.aspx?PRID=1604829>



## VIII. ANNEXURES:

### 1. DATA COLLECTION TOOLS

Following are list of tools were used during the evaluation

1. EAT Tool
2. OECD DAC Tool
3. SWOT
4. FGD
5. KII
6. The Abilities tool- OA tool by Digni
7. Transit walk
8. Individual/beneficiaries Interview

### 2. EVALUATION WORK PLAN SCHEDULE

Field visit Dates	Assignments	Approaches
	<p><b>Vimal Rao</b>  <b>Outcome 1:</b> The Skill Training Institute – LIMS is fully established by 2022 with accommodation facilities for youth &amp; women</p> <ol style="list-style-type: none"> <li>1. Assess the infrastructure development and assess whether it is serving the intended</li> <li>2. Assess the Structure, Leadership, Management &amp; Governance of the Institution purpose.</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit the facility and interact with staff and students</li> <li>2. Collect any documents on infra development plan</li> <li>3. KII/ FGD – a) Leadership team (Board), b) Midlevel team c) students</li> </ol>
19 – 20 Feb	<p>Dennyson</p> <p><b>Outcome 2:</b> Around 2500 youth &amp; women will have completed skill-training programs from Skill Training Institute by 2022.</p> <p><b>Outcome 3:</b> Over 1250 Youth &amp; women will have found employment with various employers, over 626 youth and women will be self-employed, and 252 Youth &amp; Women will be pursuing higher education.</p>	<p>FGD with ten students each</p> <ol style="list-style-type: none"> <li>1. Current students</li> <li>2. Employed</li> <li>3. Self employed</li> <li>4. Higher education</li> <li>5. KII with external stakeholders/ partners/ govt officers</li> </ol> <p>KII with course coordinator – past and present curriculum details</p> <p><b>Data required</b></p> <p>a) Any differently abled person employed/studied etc.</p>

	<p>1. Assess the extent to which the goals and objectives elaborated in the Project Document has been implemented at this mid-term and whether it is going in the right direction.</p> <p>2. Empowerment Assessment Toll</p>	<p><b>b) Ex-students</b> ST: SC: Other's ratio Employed vs Unemployed Male-Female under each category <b>c)</b></p> <p><b>Staff</b> ST: SC: Other's ratio Male-Female under each category</p> <p><b>d) Students</b> ST: SC: Other's ratio Male-Female under each category</p>
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### 3. SWOT ANALYSIS

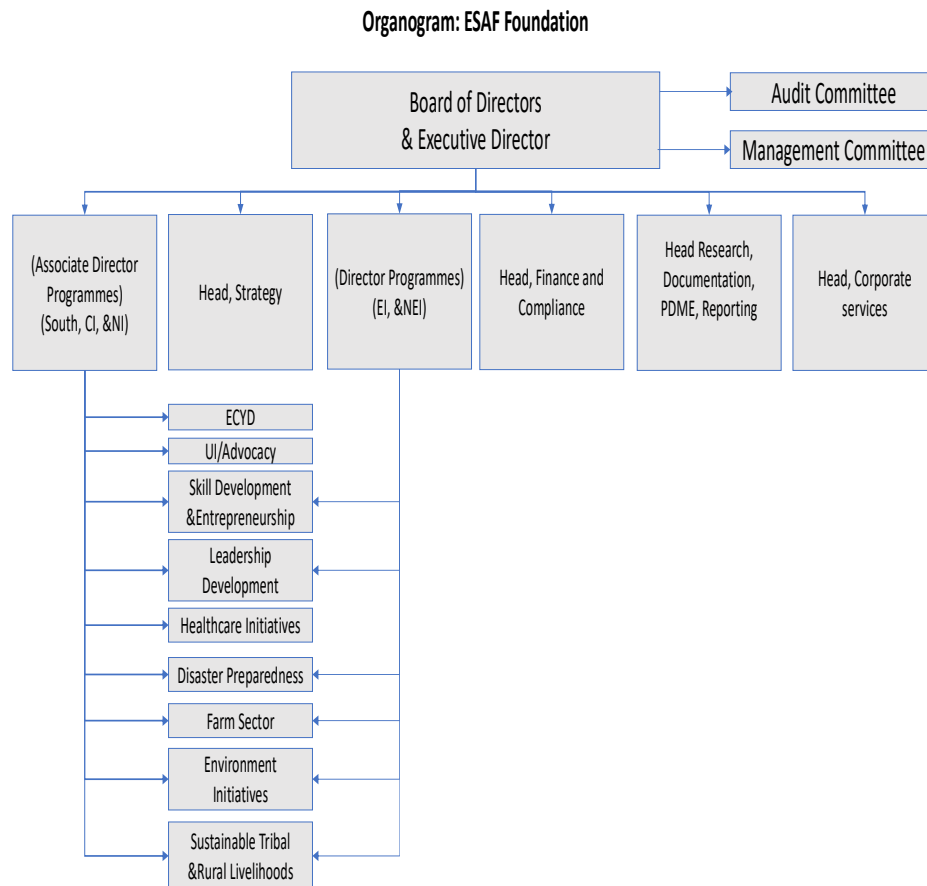
SWOT exercise was undertaken with the staff to understand the strength, weakness, opportunity and threat in LIMS team. The LIMS team consider themselves as dedicated staff, good work environment and good networking capacity as their strength. The monitoring and accountability system are in place, their leadership in innovation is also their strength. The project is progressing on well, however, requires skill upgradation for staff team. The team has concern over genuine delay in decision making at HO level and they recalled how the FCRA regulation change delayed and affected the fund flow for a short duration. The team sees opportunity to replicate/expand in other states, to initiate management courses in LIMS, to upscale the existing model, to attract more buyers by developing more enterprises and to explore multi-sectors like Agriculture., Textile, Health, Hospitality, education pottery, terracotta etc. The LIMS project see the war like situation (oil spill), any change in political scenario, vested interest community members, Pandemic (onsite trainings and labor issues) and non-supportive government polices (mandatory 75% employment of locals).

The finding are as follows

<p><b>Strength</b></p> <ol style="list-style-type: none"> <li>1. Leadership in innovation</li> <li>2. Dedicated and committed staff</li> <li>3. Decent work environment</li> <li>4. System in place (Monitoring/accountability)</li> <li>5. Good networking</li> </ol>	<p><b>Weakness</b></p> <ol style="list-style-type: none"> <li>1. Skill upgradation trainings for staff</li> <li>2. Delay in releasing fund (FCRA a short term)</li> <li>3. Sometimes delay in decision making (HO)</li> </ol>
<p><b>Opportunity</b></p> <ol style="list-style-type: none"> <li>1. To replicate/expand in other states (to engage more staff)</li> <li>2. Initiate management courses in LIMS</li> <li>3. Upscale the existing model</li> <li>4. To attract more buyers by developing more enterprises</li> <li>5. To explore multi-sectors like Ag., Textile, Health, Hospitality, education pottery, terracotta etc.</li> </ol>	<p><b>Threats</b></p> <ol style="list-style-type: none"> <li>1. Any change in political scenario</li> <li>2. Personal stake community members</li> <li>3. Pandemic restricted on site trainings and affected availability of labor.</li> <li>4. Government policies on 75% local staff employment in any private organization.</li> </ol>

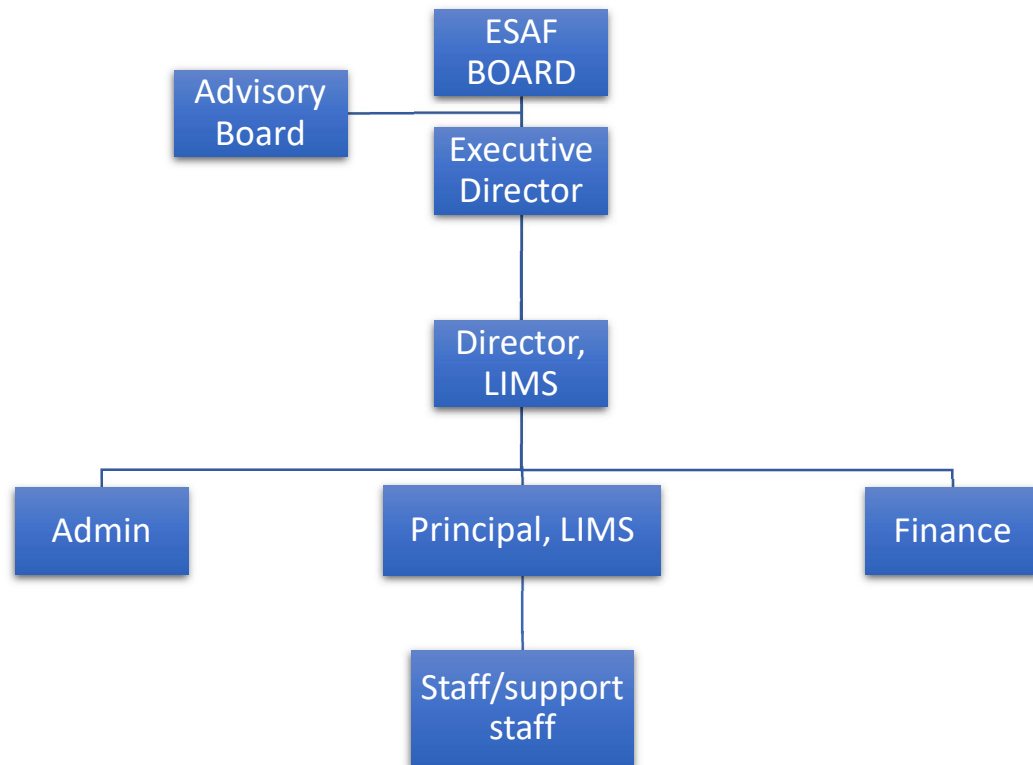
#### 4. ESAF ORGANOGRAM

The organogram of ESAF Foundation is part of the ESAF Governance Council which governs the various entities like ESAF Foundation, ESAF SF Bank, ESAF Retails etc. The Organogram of ESAF Foundation was functioning well, however, to ensure a uniformity and ESAF resolve to live up to its national level calling decided to bring all the entities under a single umbrella however, at the same ESAF to ensure inter-entity cooperation, EGC assembly then constituted with various sub committees on various sector with expert from each sector. The current organogram will change soon, during the upcoming EGC organogram chart.



Previously the ESAF foundation constitute of Board of Directors and Executive Director supported by Audit committee and Management committee right under the Board Various Directors, Associate Directors and Head of various departments. The LIMS comes under the Director programme NE Zone who oversees various programme as listed below. In NEI there are namely Skill development & Entrepreneurship, Leadership development, Disaster preparedness, Farm sector, Environment initiatives and Sustainable Tribal & Rural livelihoods sector comes.

The ESAF Governance Council is the Apex body now Governing the consortium of entities under the ESAF organisation with a Chairman, Executive Director, Directors of various sectors and there is Senior advisory body that is constituted of ED, Director of specific sector and three external invitees who are dignitaries with exceptional career path for organisational direction, policy level guidance, course correction and future approach.



In case of LIMS the institute has a local committee constituted of Principal, Administration and Finance person who get approval from the Director and do their program activities. However, the procedure for getting the monthly plan with program finance requirement approved needs first approval by Director then the plan goes to the finance department where it passes from finance executive to manager and then to the head of the finance before going for a final approval from the ED.

As the project is comes under the FCRA, most of the regular payments like salaries of the staff, and bulk purchase etc. all are done at the HO only project/program expenses are release to LIMS and that too if need arise for a marketing procurement procedure the quotations are bought by three different staff from the three different departments to ensure double check. There are two audits in a year to ensure financial compliances. Cash transactions are discouraged, normally and even if there is a need for such transaction the procedure involves the geo tagging and videography of the transaction for approval.

## 5. LIMS - COURSES ON OFFER

<p><b>2-month courses</b></p> <ul style="list-style-type: none"> <li>• Certificate in Banking and Financial services</li> <li>• Organic Agriculture</li> <li>• Photography</li> <li>• Pottery and Terracotta</li> <li>• Welding –</li> <li>• Tailoring</li> </ul>	<p><b>1-month courses</b></p> <ul style="list-style-type: none"> <li>• Bamboo Furniture Making</li> <li>• Computer course</li> <li>• Jute bag making</li> <li>• Water Hyacinth Craft</li> <li>• Spoken English</li> <li>• Stone Craft</li> </ul>
<p><b>10 - 15 days courses</b></p> <p><b>15 days</b></p> <ul style="list-style-type: none"> <li>• Flip flop slippers making</li> <li>• Rexene Bag Making</li> <li>• Sabai Grass Craft</li> <li>• Bamboo jewelry making</li> <li>•</li> </ul> <p><b>10 days</b></p> <ul style="list-style-type: none"> <li>• Bamboo craft</li> <li>• Screen Printing</li> </ul>	<p><b>3 Day courses</b></p> <ul style="list-style-type: none"> <li>• Mushroom Cultivation</li> <li>• Vermi composting</li> <li>• Piggery</li> <li>• Duck farming</li> <li>• Poultry Farming courses</li> <li>• Bee Keeping</li> </ul>

## 5. LIST OF ABBREVIATION

COVID-19	: <b>Coronavirus Disease- 2019.</b>
CSR	: Corporate Social Responsibility
DAC	: Development Assistance Committee
D. VOC/B. VOC	: Diploma of Vocation/Bachelor of Vocation
DMIT	: Dermatoglyphics Multiple Intelligence Test
DMLT	: Diploma in Medical Laboratory Technology
EAT	: Empowerment Assessment Tool
EGC	: ESAF Governance Council
EQ	: Emotional Quotient (intelligence)
ESAF	: Evangelical Social Action Forum
ESPCL	: ESAF Swasraya Producer Company Ltd.
FCRA	: Foreign Contribution Regulation Act

FGD	: Focus Group Discussion
HO	: Head Office
IKEA	: Ingvar Kamprad Elmtaryd Agunnaryd - IKEA is a furniture company
INR	: Indian National Rupee
KII	: Key informant Interview
LIMS	: Lahanti Institute of Multiple skill
MSME	: Ministry of Micro, Small & Medium Enterprises
NABARD	: National Bank for Agriculture and Rural Development
NGO	: Non-Government Organisation
OA	: Organisational Assessment
OCED	: Organization for Economic Co-operation and Development
SC	: Schedule Caste
ST	: Schedule Tribe
SUNMA	: A textile company
SWOT	: Strength, Weakness, Opportunity and Threat



## 6. PHOTO GALLERY



Welcome of lead evaluator Mr. Dennison Abraham by LIMS Principal



Interaction with graduates of LIMS during field visit.



Interaction with artisans during field visit by Mr. Abraham Dennyson.



EAT & DAC Tool exercise with LIMS Staff by Mr. Abraham Dennyson



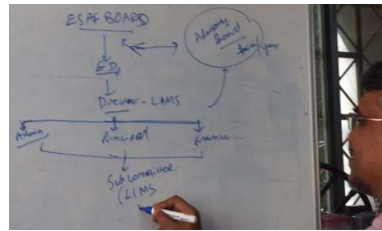
Interaction with students at LIMS by Mr. Dennison Abraham.



EAT & DAC Tool exercise with LIMS Staff by Mr. Vimal Navin Rao.



KII with Director, LIMS-ESAF



Trying to understand LIMS-ESAF Organogram with Mr. Ajit.