

Request for Proposal

Impact Assessment of Projects undertaken by ITC's Social Investments Programme across India

Submission Deadline: 15th September 2025

Theme: Human Capital Development – Support to Education and Skilling of Youth

1. Introduction

ITC Limited focuses on contributing enduring value along all dimensions of triple bottom line and also contributes meaningfully to sustainable development and inclusive growth. ITC's presence across the three sectors (agriculture, manufacturing and services) of the economy enables the Company to make a larger contribution to the creation of sustainable livelihoods and building resilience among communities in its catchment areas. In continuous efforts to meet ITC's overarching commitment to create significant and sustainable societal value for its stakeholders, **ITC's Social Investments Programmes** are implemented under the banner of **ITC Mission Sunehra Kal (MSK)** with the two-Horizon approach to address the twin challenges of securing sustainable livelihoods today and tomorrow, keeping women and other poor & vulnerable communities at the core, who are an integral part of all the programmes.

The **Horizon-I** programmes, seek to **make today's dominant sources of income sustainable** by empowering rural communities to conserve and augment their social and environmental capital securing agri-production systems and thereby their current sources of livelihood through **Natural Resource Management** (which includes, Water, Soil and Biodiversity), **Climate Smart Agriculture** (which includes building farm resilience, on-farm and off-farm risk diversification and improving off-farm and on farm income).

On the other hand, **Horizon-II** programmes invest in **capability building of communities** for opportunities in the future through **Human Capital Development** (which includes Support to Education and Skilling of Youth), **Public Health** (which includes Community Health, Nutrition, Sanitation and Waste Management) and **strengthening women livelihoods** (through individual and group enterprises)

All the programmes encompass targeted activities to achieve planned outputs and the **pre-defined outcomes** that **generate long term sustainable impacts**. ITC's various interventions are aligned to the **Company's triple bottom-line** (social, economic and environmental) ambitions, **community needs** and **National priorities**. These interventions also contribute towards the national efforts in achievement of **Sustainable Development Goals**.

The projects promoted under ITC's CSR were spread over 300 districts of 24 States/Union Territories in the year 2023-24. These projects are either **supported by ITC alone** or together with the Government under **Public Private Partnerships**. ITC partners with **Project Implementing Agencies** (PIAs) that are **NGOs** and **Civil Societies** for implementation of its projects and reports the progress on pre-defined **Key Performance Indicators** (KPI) for each of the projects.

Details on thematic interventions undertaken by ITC MSK in FY 2023-24 can be accessed in **ITC Sustainability Report 2024** under the chapter 'Mission Sunehra Kal for Sustainable & Inclusive Growth' available at (Page 160-207)

[itc-sustainability-report-2024.pdf](#)

ITC Mission Sunehra Kal focuses on sustainable and inclusive development through a range of programmes under the two Horizon approach. Through this Request for Proposal (RFP), we invite proposals from qualified and experienced firms to conduct impact assessment of each of the identified projects under ITC MSK, details of which are covered in subsequent sections. This RFP outlines the

requirements and expectations for conducting impact assessment studies to evaluate the effectiveness and outcomes of the identified projects under MSK.

2. Purpose and Objectives of the Impact Assessment

ITC works for improving lives and landscapes through execution of various projects, each project¹ being unique as the context of communities and geographies differ and thus the purpose of project is also designed accordingly. While the projects are unique from each other, the specific themes are implemented as programmes² which are across geographies and contextualised to the needs of the catchments which is an outcome of ITC's learnings over a period of time.

So, it is important to evaluate projects in specific and the programme as a whole, in terms of direct impacts resulting from each of the themes and its impact on the communities.

In this particular RFP, the programmes to be assessed are:

- Support to Education – WASH and Child friendly infrastructure; Foundational Literacy and Numeracy
- Skilling of Youth – for livelihoods of the youth

The details of the programmes are shared in **Annexure 1**.

The agency is suggested to adopt a standard evaluation framework based on the **different evaluation criteria** (for example the OECD framework may be seen) to understand the impact of the programme in terms of its effectiveness, efficiency and sustainability.

3. Scope of Work

The key scope of the work for the impact assessment includes –

- Quantifying the extent to which the projects have been successful in achieving the intended outcomes
- Capturing the short and long-term direct, indirect, intended and unintended impacts
- Establishing attribution and contribution of the projects
- Capture location wise (district level and/ or state level) impact on the key indicators across themes, and most importantly understand the reasons for variations across locations
- Identifying and capturing success stories, challenges and areas for improvement
- Providing actionable recommendations and it should be linked to the specific findings from the study and not any generic suggestions, to enhance the effectiveness of future programmes

The work done in 2023-24 as part of the projects is planned for evaluation (detailed list in annexure).

¹ Projects are individual agreement with implementing agencies and is a combination of one or more theme, districts and states.

² Programmes are referred to different thematic interventions which are implemented across geographies and through multiple project agreements.

The impact assessment will measure the impacts of the **project population** as compared to the **baseline (pre programme)** and also compare with **control population**.

Key factors to be considered, during selection of control population:

- those who are not covered under the intervention
- should be similar in characteristics (age, gender, education, health and economic status) to the project group except for the exposure to the intervention
- should be chosen from adjacent non-intervention blocks or district to avoid project's direct or indirect influence.

Control group findings:

- Agency need to identify and analyse factors which are leading to similar or better results in control compared to project, if any such trends emerge out from the data.
- Possible explanation of the variation to be included in data analysis
- This will help in incorporating learning from outside in ITC projects

The study will analyse both quantitative and qualitative data to provide a holistic understanding of the outcomes.

Agency is also required to compare project results with secondary data available at school, panchayat and block or district level to compare the result. Possible explanation of the variation should also be included in the analysis of the data. This will help in incorporating learning from outside the ITC projects.

Phases of the Impact Assessment

Three most important phases of the assessment (**Development phase, Designing phase and Delivery phase**) are depicted below. The agency can add/modify, without removing any of the items mentioned below:

Development phase

- Plan preliminary visits to 1-2 sample project sites to identify key stakeholders for quantitative and qualitative data collection; discussion with key stakeholders; and identify comparable control
- Conduct desk research (secondary literature review) and prepare a clear definition and selection methodology of project and control population
- Sampling methodology:
 - Develop sampling plan, which must be backed up with adequate statistical validation, with clear mention of Confidence Interval and Margin of Error for the sample size proposed
 - Same to be reflected in proposal and also in reports in "Sampling methodology" section.
- Develop quantitative and qualitative data collection tools
- The qualitative data collection should involve **interviews, focus group discussions, observation checklist, and case studies** to gather in-depth insights.

Designing phase

- Design key evaluation indicators. Please refer to the details provided in **Annexure-1**, which is to be reviewed and contextualized as per the need of the assessment by the agency. The finalization of the evaluation indicators needs to be done in consultation with ITC.
- Design outcome reporting template which will help in visualising how impact will be presented on key reporting indicators for the programme (before-after and comparable control)
- Finalisation of households/beneficiaries to be covered for surveys, key stakeholders to be interviewed (tentative list provided in annexure 2) and case-studies to be documented to be done in consultation with ITC
- Prepare and share **inception report**, comprising of final approach & methodology, sampling plan (project and control), assessment plan (with timelines), data collection tools for assessment
- **Agency should conduct field testing of the data collection tools (using a smaller sample size in any one of the preferred geographies) to generate the required data for the key indicators. The findings of which should be presented to ITC, following which the agency will incorporate the changes / revisions in the study methodology.**

Delivery Phase

- Conduct project wise field assessment through quantitative methods (like household surveys) and qualitative methods (like Focused Group Discussions and key informant interviews) as finalised with ITC.
- The agency should look into the following methods **difference-in-difference, pre-post analysis**, project-control comparisons and any other appropriate methods, for analysis of the findings. The agency will use **baseline data wherever available** for pre-post analysis and collect control data for project-control comparisons.
- **Data Triangulation** to be done, validating the field data with the data from secondary sources, to check correlation and correctness of the field data.
- For data collection methods, agency can use any software tools like **Computer Aided Personal Interviews (CAPI)** based tools
- Documentation of stories of change highlighting the impact brought in the lives of the beneficiaries.. At least **3 such stories of change per theme** to be documented.
- The agency to prepare the Impact Assessment report in two versions – one is an abridged version (15-20 pages summary version) and a main report with detailed findings:

Report / Tables	Key expectations from the report
Abridged version	Theme wise findings at: National level and State level
Main report	Theme wise findings at: National level, State level, District level

Excel files with all supporting data	<ul style="list-style-type: none"> • Theme level output / outcome tables on key indices: National, State and District • Project wise and beneficiary wise Raw data files
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- Prepare the **draft report** (separately for each thematic areas) and the **final report** (after incorporating inputs from ITC in the draft report).
- Presentation of the key study findings and recommendations to ITC team

4. Experience of Organisation and Team Composition

- The agency should have prior experience in undertaking impact assessment studies in Education (both for infrastructure and learning outcomes) and skilling as given in this document, as well as in data collection, collation, compilation and analysis for CSR interventions.
- The agency should deploy a gender-diverse team, having experience and expertise in carrying out assignments of similar nature with the team leader having strong impact assessment experience.
- The agency should have expertise in quantitative research methodologies, including sample size determination and statistical analysis as well as qualitative research techniques, including interviews and focus groups.
- The agency should have experience in applications and any software used for data collection.

5. Reporting requirements

- Inception report to be shared within 2 weeks from the date of signing the contract in consultation with ITC.
- Data collection tools, both in soft copy as well as through CAPI compatible file.
- Time to time sharing of emerging data trends and findings from field with ITC.
- Raw data files from field to be submitted, properly arranged in excel. along with all analytical tables with linked excel sheets.
- Transcripts to be provided in English.
- Case stories to be submitted for each theme wise (2-3 nos.)
- Draft report - both in Abridged version and detailed Main report to be submitted by the agency
- The final study report – Abridged version and Main Report covering findings from each thematic group and all project related documentation done, to be submitted in soft copies. The agency to deliver a final presentation to ITC explaining the findings, recommendations and way forward for ITC based on the study.
- **The data and information collected during the study, including case studies, photographs / testimonials, will be the property of ITC Limited and the agency shall not use it in any form without the prior written permission from a competent authority in ITC.**
- The final reports (accepted by ITC) and all the deliverables to be submitted by agency to ITC **on or before 20th December 2025.**

6. Evaluation and Selection Process

Proposals will be evaluated on their technical soundness and cost competitiveness following a 70:30 Quality-cum Cost Based System (QCBS). Some of the evaluation criteria will include:

- Understanding of the scope of work
- **Demonstrated experience** in conducting impact assessments for CSR programs specially in education and skilling
- Soundness of the proposed methodology
- Expertise of a **gender-diverse** team in both quantitative and qualitative research and relevant thematic domains
- **Competitive pricing** aligned with the proposed scope of work

Note: Based on technical and financial evaluation of all the proposals received, only shortlisted agency will be contacted for further rounds of discussions.

7. Payment Conditions

The payment of fees will be made on job completed basis of the agreed sum, subject to achievement of mutually agreed progress milestones. The agency may submit its proposal on terms and conditions for payment.

8. Rejection Clause

ITC reserves the right to accept or reject any and all proposals, to negotiate contract terms with various proposers, and to waive requirements at its sole discretion.

ITC also reserves the right to reject the offer without assigning any reason if found that the party has submitted false information or found to promote vendors. ITC also reserves the right to restrict the scope of the assessment for any agency to specific thematic interventions and geographies.

9. Proposal Submission Requirements

Interested parties must submit their proposals by **15th September 2025** via email to **itcmask@itc.in**. The agency has to submit technical and financial proposal in line with the formats given in **Annexure-4** and **Annexure-5**, respectively of this document.

Proposals **must not** be password protected. Any additional documents must be clearly labelled and attached.

10. Contact Details

For inquiries and clarifications related to this RFP, please write at **itcmask@itc.in**

11. Annexures

- Annexure 1 – Brief about the programmes and suggestive areas of enquiry
- Annexure 2 – List of Projects
- Annexure 3 – List of Key Stakeholders
- Annexure 4 – Format for Technical Proposal
- Annexure 5 – Format for Financial Proposal

Annexure 1 – Brief about the programmes and suggestive areas of enquiry

Human Capital Development (HCD) has two main programme components which are:

- **Support to Education – WASH and Child friendly infrastructure; Foundational Literacy and Numeracy**
- **Skilling of Youth – for livelihoods of the youth**

Support to Education Programme

The programme aims to address the educational needs of the socially disadvantaged children by improving quality of education and learning levels of children through interventions focused on an enabling environment, as well as child-friendly pedagogy. The programme is aligned to Government of India, 'Samagra Shiksha Abhiyan' and 'National Education Policy 2020'.

The programme works with Anganwadis, Primary and Upper Primary schools situated in the vicinities of ITC's manufacturing and agri-business operations.

Programme has the following major sub-components:

- **Promoting Early Childhood Care and Education (ECCE)** to build capabilities of Anganwadi Sevikas and support children (0-5 years) on education, stimulation and nutrition. In the ECCE programme focus is to improve 5 main developmental abilities in children namely: social and emotional; mental and cognitive; physical; language; and numeracy. The programme enables children to adjust to the school environment and become better learners, tackling the problem of poor attendance and retention at an early stage.
- **Mainstreaming of Out of School Children through Supplementary Learning Centre**, to create access to mainstream schools, through remedial learning to enter or return to the educational mainstream.
- Improving **Functional Literacy and Numeracy in primary grades and overall learning outcomes** at early stage through child friendly activity-based teaching and learning pedagogy
- **Education support to girl** children in Classes 9th to 12th, to mainstream drop-outs, build 21st century skills and enhance career intentionality through training, coaching and mentoring.
- Develop **Child Friendly Infrastructure** in Schools and Anganwadis – like separate toilets for boys and girls; water facility; mid-day meal kitchen; boundary wall, classrooms etc to enable learning environment, improve enrolment and reduce drop outs.
- **Building capacities of educators** like Anganwadi Sevikas on Early Childhood Care and Education (ECCE) and Teachers on activity-based pedagogy.
- **Sustained operation and maintenance** – by creating parent teacher associations and strengthening School Management Development Committees (SDMCs) to empower them to generate funds and take responsibility for maintaining school infrastructure.
- **Promote Health and Hygiene Education** by strengthening **Child Cabinets** and imparting hygiene training aiming at enhancing awareness and imparting healthy behaviour.

- **Involving parents** in the education by forming **Mother's Groups** who are trained on activity-based learning to carry out learning activities at home and supplementing the efforts done at school.

Education programme of ITC is currently operational in 50 districts across 15 states and till date 21.80 lakh children have been benefited from the intervention.

Following are some **suggestive areas of inquiry** which the agency should consider while developing the indicators for conducting the study:

- **Child friendly Infrastructure support** in schools / Anganwadis:
 - Availability of infrastructure as **against the norms in Swachh Vidyalaya guideline or any other such state guidelines**
 - % of Schools having entry for boys' & girls' toilet from different direction
 - % of Schools having Number of Urinals (1:40) and WCs [Girls (1: 60); Boys (1:80)] in proportion to the school children
 - % of School maintaining age-height appropriate drinking water stations
 - % of School maintaining Toilet Hygiene - Availability of Cleaning Material, Maintenance fund, Frequency of cleaning Toilets
 - % of Children having good hygiene knowledge (e.g. Steps of handwashing)
 - % of Children having knowledge on balance diet (Tri-colour food)
- **Learning levels data** for children in pre-primary, primary, secondary grades **on numeracy and literacy**
- Change in the status of enrollment and drop outs – overall children with specific emphasis on girl children
- Capability development of teachers and Anganwadi Sevikas
- Knowledge and awareness levels of children on WASH practices
- Role of empowered institutions – Child Cabinets, WATSAN committees, SDMCs and Mother's groups
- Funds mobilised by SDMCs for Operation and Maintenance (O&M) and mechanism for maintenance
- For programme on secondary and higher secondary education (following indicators to be considered):
 - Attendance rate, % progressing to the next Grade
 - % children with defined career path
 - % children graduating to higher education after 12th class

Skilling of Youth Programme

The programme focusses on nurturing future-ready youth by equipping them with skills to improve their livelihoods. The programme is closely aligned with '**Pradhan Mantri Kaushal Vikas Yojana (PMKVY)**'. Implemented in 34 districts in 16 States, the programme has trained total 1.27 lakh youth cumulatively, with youth offered courses on 10 skills: Automobile, Beauty & Wellness, Computer skills, Electrical, General Duty Assistance, Hospitality, Retail & Sales, Solar Installation, Warehouse packing

and Welding. Programme not only helps youth to have better livelihoods but also enhancing their self-esteem and enabling them to contribute to the family's well-being.

Considering the magnitude of the livelihood challenge faced by youth, ITC plans to scale up the skilling programme by focusing on various pathways. Two such pathways are of skilling at community level to enable and encourage especially women to join the skill training, including married women of age under 30 years as they were not able to travel to skilling centres in nearby towns due to unavailability of public transport and high cost of transport. Also, skilling programme is done through leveraging Government or private existing infrastructures to set up decentralised training centres.

Skilling intervention for persons with disability was started recently focusing on training on technical domain, soft skills and confidence building. Around 1,000 youth with locomotor disability, hearing impairment and blindness were covered, of which 45% youth were girls.

For assessing impact of the skilling programme agency will have to consider the following:

- In case candidate is not reachable in his/her contact number, agency to reach out to the family members to conduct the survey.
- The main objective of skilling programme is to impart skills to youth and only facilitate them in employment process. So, impact indicators to be designed by agency keeping this objective in mind.

Following are some **suggestive areas of inquiry** which the agency should consider while developing the indicators for conducting the study:

- Coverage of marginalised sections like – women, Schedule Caste and Schedule Tribes
- Impact on confidence level of the candidates after course completion
- Level of engagement with trainers and timely course completion
- Impact on Income and asset improvement after candidates secured gainful livelihood
- Mechanism of securing the livelihoods after training

Annexure 2 – List of Projects

The list of projects (FY 23-24) for which impact assessment is to be carried out is shared below. Agency can propose to either bid for all projects or few, based on their expertise and presence.

Support to Education Programme:

Project Code 23-24	State	District	NGO	Beneficiaries
1	Uttar Pradesh	Saharanpur	WASH	47 Schools & Anganwadis
5	West Bengal	Kolkata	CLPOA	3 Schools & Anganwadis
8	Bihar	Munger	Nirdesh	10 Schools & Anganwadis
11	West Bengal	Hooghly	FXBIS	28 Schools & Anganwadis
35	West Bengal	Kolkata	WFP	7 Schools & Anganwadis
35	Assam	Kamrup	WFP	9 Schools & Anganwadis
37	Tamil Nadu	Krishnagiri	DRDCT	12 Schools & Anganwadis
43	Uttarakhand	Haridwar	PRATHAM	6,650 children
	Uttar Pradesh	Saharanpur	PRATHAM	13,710 children
	Himachal Pradesh	Solan	PRATHAM	3,140 children
	Maharashtra	Pune	PRATHAM	5,588 children
	Karnataka	Kolar	PRATHAM	5,283 children
	Tamil Nadu	Coimbatore	PRATHAM	3,136 children
	Tamil Nadu	Tiruvallur	PRATHAM	3,033 children
	Karnataka	Bangalore	PRATHAM	4,230 children
	Andhra Pradesh	East Godavari	PRATHAM	60,930 children
	Andhra Pradesh	West Godavari	PRATHAM	38,824 children
	Andhra Pradesh	Kadappa	PRATHAM	29,554 children
47	Punjab	Kapurthala	FINISH	40 Schools & Anganwadis
48	Karnataka	Mysore	SNEHA	32 Schools & Anganwadis
58	Uttar Pradesh	Saharanpur	Lokmitra	4,098 children
58	Uttarakhand	Haridwar	Lokmitra	1,025 children
65	Maharashtra	Pune	FINISH	46 Schools & Anganwadis
68	Andhra Pradesh	Palnadu	ASSIST	12 Schools & Anganwadis
69	Telangana	Bhadradri Kothagudem	WASH	30 Schools & Anganwadis
106	Karnataka	Bangalore	WASH	11 Schools & Anganwadis
107	Uttarakhand	Haridwar	SBMA	26 Schools & Anganwadis

Skilling of Youth Programme:

Project Code 23-24	State	District	NGO	Beneficiaries (Youth trained)
17	West Bengal	Howrah	Anudip	773

Project Code 23-24	State	District	NGO	Beneficiaries (Youth trained)
	Assam	Kamrup	Anudip	375
28	Tamil Nadu	Chennai	BLS	309
59	Punjab	Kapurthala	PRATHAM	289
	Madhya Pradesh	Vidisha	PRATHAM	362
	Uttar Pradesh	Gorakhpur	PRATHAM	237
	Andhra Pradesh	East Godavari	PRATHAM	415
	Telangana	Bhadradi Kothagudem	PRATHAM	495
	Andhra Pradesh	Bapatla	PRATHAM	249
72	West Bengal	Kolkata	D B Tech	564

Annexure 3 – List of Key Stakeholders

Identification of key stakeholders under each theme and each project is to be done by the agency, building upon the list provided below. All following and other identified stakeholders are to be covered under the study through qualitative and quantitative surveys.

Themes	Key Stakeholders
Support to Education (WASH and Child friendly infrastructure; Foundational Literacy and Numeracy)	<ul style="list-style-type: none"> Education Officer at district and block levels Women and Child Development Department (and ICDS) officials at district and block level Panchayati Raj Institution (PRI) members School Management and Development Committee (for WASH infra operation & maintenance) Child Cabinet members (for WASH infra and behaviour change) Head Teacher and Teachers (for learning levels and school infra) Students (primary stakeholder), etc. Mothers' Groups Implementing Partners
Skilling of Youth	<ul style="list-style-type: none"> Officials from skilling department at district and block level Companies/ organizations where students have been placed Candidates trained and enrolled in skilling programme (primary stakeholders) Implementing Partners

Annexure 4 – Format for Technical Proposal

1. Agency Details

- a) Name of agency, address, Web site address and telephone number.
- b) Number of the principal office that will manage this project.
- c) Brief background of the agency and history. Include years in the sector/business and number of employees and details of projects handled.
- d) Experience details highlighting the experience and expertise of the agency relevant to the current assignment.
- e) A copy of the agency's most recent Annual Report or Financial Statement, and/or any other documentation that demonstrates financial solvency to be attached as annexure.
- f) Any additional information that the agency considers to be relevant.

2. Technical Approach and Methodology

- a) Understanding of the Scope of Work
- b) Detailed approach and methodology for undertaking the study including technical aspects; strategies; sampling methodology; research design; tools & techniques to be used; evaluation indicators (Annexure-1); statistical or economic model (*if any*) to be used for collecting, collating and analysing the data, etc.

3. Implementation Plan and Team Structure

- a) All themes for which the proposal is submitted (**Annexure-2**).
- b) Detailed implementation plan with all the phases, activities and timelines (including preparatory phase visit).
- c) Team structure and snapshot of experience, expertise, roles and responsibilities of resources assigned for the proposed study. CVs to be provided as annexure.

4. Please specify the primary Executive point of contact for the work stated in this RFP.

Annexure 5 – Format for Financial Proposal

Sl. No.	Particulars	UoM	Units (Nos.)	Unit Cost (Rs.)	Total Cost (Rs.)
1	Survey Charges	Rs.			
	a. Project Population	Nos.			
	b. Control Population	Nos.			
	c. Key Informant Interviews	Nos.			
	d. Focused Group Discussions (FGDs)	Nos.			
	e. Case Studies / Stories of Change	Nos.			
2	Service Charges	Rs.			
	a. Printing charges	Rs.			
	b. Stationary, telephone, and other miscellaneous expenses	Rs.			
	c. Others: CAPI	Rs.			
3	Professional Charges	Rs.			
	a. Resource Type 1:	Person-days			
	b. Resource Type 2:	Person-days			
	c. Resource Type 3:	Person-days			
	d. Resource Type 4:	Person-days			
	e. Resource Type 5:	Person-days			
4	Estimate excluding travel (1+2+3)	Rs.			
5	Travel Expenses*	Rs.			
	a. Outstation travel	Person-days			
	b. Local Travel	Person-days			
	c. Accommodation	Nights			
	d. Food	Days			
	Total Estimate with travel (4+5) (GST rates will be extra and applied as prevailing at the time of invoicing)	Rs.			
	Timeline	Weeks			

Note:

*Travel expenses to be made on reimbursement basis, upon submission of actual bills/invoices.