

Request for Proposal

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

Submission Deadline: 31st August 2026

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

1. Introduction

ITC is committed to creating enduring value across the dimensions of its **Triple Bottom Line philosophy** by pursuing economic competitiveness in a manner that is environmentally responsible and socially inclusive. Leveraging its presence across the **agriculture, manufacturing and services sectors**, the Company seeks to contribute meaningfully to **sustainable development, inclusive growth and resilient livelihood ecosystems** across its catchment areas. This commitment is advanced through ITC's **Social Investments Programme (SIP)**, implemented under the banner of **Mission Sunehra Kal (MSK)**, which aims to **strengthen livelihoods of today while building the capabilities required for tomorrow. Women and other vulnerable communities** remain at the centre of this development endeavour, both as beneficiaries and as active participants in shaping sustainable outcomes.

Recognising that development challenges are **multidimensional and interconnected**, Mission Sunehra Kal adopts a **Three-Pathway Strategy** that addresses the twin imperatives of **securing sustainable livelihoods** and **enhancing long-term resilience**. The strategy encompasses:

- **Conserving Natural Resource Ecosystems and Enhancing Resilience of Agriculture and Allied Livelihoods** through interventions in **water stewardship, climate-smart agriculture, biodiversity conservation, soil health, social forestry, animal husbandry and institutional support**.
- **Nurturing Human Capabilities** by strengthening **education, skilling, employability, entrepreneurship and women's empowerment** to enable **future-ready communities**.
- **Strengthening Public and Community Health Ecosystems** through interventions in **sanitation, waste management, maternal and child health, nutrition and community healthcare** to create **healthier and more productive habitats**.

Together, these pathways provide a **holistic framework for transforming lives and landscapes** by integrating **natural resource conservation, human capability development and community well-being**. The approach is designed to deliver both **short-term and long-term outcomes**, creating enabling conditions for **sustainable and inclusive growth**.

Implementation of the programme is guided by the **ASPIRE Framework**, comprising **Accountability, Sustenance, Partnerships, Inclusivity, Resilience and Equity**, which serves as the **philosophical and operational foundation** of Mission Sunehra Kal. The framework promotes a **people-centric, systems-aligned and outcome-driven approach**, ensuring that interventions are **evidence-based, demand-led and responsive to local contexts**. Through a strong emphasis on **community ownership, institutional strengthening, collaborative partnerships, inclusion of vulnerable groups, adaptive planning and equitable access to opportunities and services**, the ASPIRE Framework seeks to create **sustainable impact that endures beyond the project lifecycle**.

All interventions under Mission Sunehra Kal are designed around **clearly defined outcomes and long-term impact objectives**, supported by robust **monitoring, evaluation and learning systems**. Implemented independently by ITC or in collaboration with **Government agencies, civil society organisations and technical institutions**, these programmes contribute to **national development priorities** while advancing the **Sustainable Development Goals (SDGs)** through **scalable and sustainable development solutions**.

The projects promoted under ITC's CSR were spread over 300 districts of 24 States/Union Territories in the year 2024-25. 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 2024-25 can be accessed in **Sustainability & Integrated Report 2025** under the chapter 'Mission Sunehra Kal for Sustainable & Inclusive Growth' available at (Page 184 to 237, [itc-sustainability-report-2025.pdf](#))

As part of the commitment to **evidence-based programme management and continuous improvement**, ITC invites proposals from qualified and experienced organisations to undertake **impact assessments** of identified projects under **Mission Sunehra Kal**. The assessments are expected to evaluate the **effectiveness, outcomes, sustainability and long-term impact** of interventions and generate **actionable insights** for strengthening programme design, implementation and future scaling.

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.

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.

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 2024-25 as part of the projects is planned for evaluation (detailed list in annexure).

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
- **Selection of Control Areas for:**
 - **Direct Intervention Projects:** Control (non-intervention) blocks should be selected from blocks where the project is not being implemented. These blocks must be in a different area and should not be adjacent to the intervention blocks to minimize spillover effects.
 - **Amplification Programmes:** Control (non-intervention) districts should be selected from districts where the programme is not being implemented. These districts must be non-adjacent to the intervention districts and preferably located in a different geographic region to avoid contamination of programme effects.
- Agency must justify selection of control areas and demonstrate socio-economic comparability with intervention populations.
- Agency to ensure that control areas should be free from programme spillover and not covered by the same implementing agency.
- Comparability on key variables (age, education, caste, income, access to services) should be established before outcome comparisons

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 proper statistical validation, with clear mention of Confidence Interval and Margin of Error for the sample size proposed
 - Margin of Error should preferably not exceed $\pm 5\%$
 - Sampling assumptions and calculations should be clearly documented
 - Stratified random sampling method should be adopted wherever appropriate
- Quantitative and qualitative data collection tools to be prepared by the agency and get validation done by ITC
- The agency shall prepare a detailed Data Quality Assurance Protocol including field supervision mechanisms, back-check procedures, data validation rules and data security arrangements
- Prior to data collection, the agency must share a privacy notice in a language understandable to the respondent and obtain written informed consent, clearly explaining the purpose of the study. The signed consent records shall be maintained and made available to ITC upon request
- 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 sampling spread for household surveys and FGDs with key stakeholders, Identification and mapping of key stakeholders to be interviewed in each theme (tentative list provided in annexure 2) and case-studies to be documented
- 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 will make a presentation of inception report to ITC and will incorporate the changes/revisions suggested in approach and methodology**
- **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** shall be undertaken through comparison of primary survey data with baseline information, secondary datasets, government records, programme MIS and other relevant sources to validate findings.
- For data collection methods, agency can use some 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	Details expected in the report
Abridged version of the report	Theme wise findings at: National level and State level
Main report with detailed findings	Theme wise findings at: National level, State level, District level
Excel files with all supporting data	• Theme level output / outcome tables on key indices: National, State and District • Project wise and beneficiary wise Raw data files

- 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.
- Minimum three stories of change per theme and at least one-story highlighting women leadership, inclusion and climate resilience outcomes, wherever applicable.
- Draft report - both in Abridged version and detailed Main report to be submitted
- 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.
- After the abridged version is finalised agency to prepare a similar State wise deck to highlight the findings for the States covered, theme wise and share the same to ITC for further use and reference.
- **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 07th December 2026.**

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 **31st August 2026** via email to **itcmsk@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 **itcmsk@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 **Support to Education** programme focuses on strengthening education systems from **early childhood to secondary education**, aligned with **NEP 2020**, to improve learning outcomes, retention and equity.

Infrastructure Support and Maintenance: During 2025-26, infrastructure support was provided to **535 Government Schools and Anganwadis**, taking cumulative coverage to **over 4,100 institutions**. Climate-resilient initiatives included **solarisation of 40 schools and Anganwadis**, installation of **5,760 water-saving aerators across 350 institutions**, and use of recycled plastic to create school furniture and infrastructure in **127 institutions**. Additionally, **114 smart classrooms** were made functional. To ensure sustainability, **1,305 SDMCs** and **1,327 Child Cabinets/WATSAN Committees** were strengthened.

Early Childhood Care and Education (ECCE): Capacity building of **55,600 Anganwadi Sevikas** across Andhra Pradesh enabled outreach to **2.79 lakh children** during the year, while continuing engagement with **7.96 lakh children**. In Saharanpur, the **Poshan Bhi, Padhai Bhi** initiative reached **30,000 children**, integrating nutrition and early learning. In Assam, the ECCE programme expanded to **11 districts**, integrating nutrition, early stimulation and preschool education.

Improving Learning Outcomes: Operational across **60 districts in 15 states**, the programme reached an additional **4.39 lakh children** during the year. The **Read India Programme**, using Pratham's **Teaching at the Right Level (TaRL)** approach, strengthened foundational literacy and numeracy, supported by **5,020 Mothers' Groups**. Through **125 Supplementary Learning Centres**, **4,030 out-of-school children** were mainstreamed into formal education. Under the **Model Schools** initiative aligned to **PM SHRI**, 25 schools were supported, with 7 achieving Model School status.

Secondary Education Intervention: A focused intervention covering **4,740 girls and women** in Pudukkottai, Munger and Kolkata promoted career mentoring, life skills and mainstreaming through open schooling. In Munger, **119 girls**, including **55 married girls**, successfully passed the Class X examination in their first attempt.

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**
- **Functionality of infrastructure** (toilets, urinals, handwashing stations, drinking water facilities)
- % 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 children regularly utilizing school WASH facilities (toilets, handwashing stations, drinking water stations).
- % 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 dropouts – 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

Aligned with **PMKVY 4.0**, ITC's Skilling of Youth Programme focuses on **industry-relevant skills, digital learning, employability, internships, and apprenticeships**. Operating across **33 districts in 16 States**, the programme trained **17,600 youth during the year** (cumulative **1.45 lakh**), including **24% SC/ST participants** and **49% women**. Training covered **10 skill areas**, with emphasis on **digital skills, soft skills, and job readiness**, while supporting youth in securing employment or starting enterprises.

To expand its reach, ITC is scaling the programme through **community-based skilling, ecosystem partnerships with ITIs and colleges, digital learning platforms, and Recognition of Prior Learning (RPL)**. During the year, **3,850 youth** were trained through community-level centres across 11 States, while **7,900 youth** benefited through collaborations with educational and training institutions.

The programme also promotes **inclusive skilling for persons with disabilities**, operating in **eight centres across five States**. During the year, around **1,300 PwDs** were trained (cumulative **2,370+**), with **863 placements achieved** (cumulative **1,460**).

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 24-25) 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 24-25	State	District	NGO	Beneficiaries
14	Uttar Pradesh	Saharanpur	WASH	21 Schools & 36 Anganwadis
22	Bihar	Munger	Nirdesh	15 Anganwadis
26	Assam	Darrang	FXBIS	10 Schools & 20 Anganwadis
	West Bengal	Hooghly	FXBIS	18 Schools & 20 Anganwadis
28	Tamil Nadu	Krishnagiri	DRDCT	7 Schools & 5 Anganwadis
32	Tamil Nadu	Coimbatore	RDO	18 Schools & 4 Anganwadis
44	Telangana	Bhadradi Kothagudem	WASH	17 Schools & 13 Anganwadis
	Telangana	Medak	WASH	6 Schools & 7 Anganwadis
46	West Bengal	Kolkata	WFP	8 Schools
	Assam	Kamrup	WFP	10 Schools and 15 Anganwadi
	Odisha	Khordha	WFP	10 Schools and 10 Anganwadi
47	Karnataka	Mysore	OUTREACH	9 Schools & 3 Anganwadis
	Karnataka	Hassan	OUTREACH	1 School
50	West Bengal	Howrah	CLPOA	19 Schools & 25 Anganwadis

52	Maharashtra	Pune	FINISH	32 Schools & 14 Anganwadis
53	Uttar Pradesh	Saharanpur	Lokmitra	4,041
	Uttarakhand	Haridwar	Lokmitra	1,013
59	Bihar	Munger	WASH	33 Schools
70	Karnataka	Mysore	SNEHA	9 Schools & 2 Anganwadis
80	Uttarakhand	Haridwar	SBMA	12 Schools & 13 Anganwadis
85	Karnataka	Mysore	MYKAPS	17 Schools & 6 Anganwadis
86	Karnataka	Kolar	WASH	9 Schools & 7 Anganwadis
	Karnataka	Bangalore	WASH	8 Schools & 9 Anganwadis
116	Punjab	Kapurthala	FINISH	26 Schools & 11 Anganwadis
127	Uttarakhand	Haridwar	PRATHAM	7,152
	Andhra Pradesh	YSR Kadapa	PRATHAM	25,331
	Andhra Pradesh	Anantapur	PRATHAM	13,236
	Andhra Pradesh	Annamayya	PRATHAM	8,936
	Andhra Pradesh	Chittoor	PRATHAM	7,227
	Andhra Pradesh	Krishna	PRATHAM	13,740
	Andhra Pradesh	Kurnool	PRATHAM	-
	Andhra Pradesh	Nandyal	PRATHAM	-
	Andhra Pradesh	NTR	PRATHAM	-
	Andhra Pradesh	Parvathipuram Manyam	PRATHAM	5,066
	Andhra Pradesh	SPSR Nellore	PRATHAM	11,054
	Andhra Pradesh	Sri Satyasai	PRATHAM	8,577
	Andhra Pradesh	Srikakulam	PRATHAM	9,478
	Andhra Pradesh	Tirupati	PRATHAM	9,984
	Andhra Pradesh	Vizainagaram	PRATHAM	4,911
	Uttar Pradesh	Saharanpur	PRATHAM	60,574
	Himachal Pradesh	Solan	PRATHAM	3,224
	Maharashtra	Pune	PRATHAM	5,879
	Telangana	Bhadradi Kothagudem	PRATHAM	3,058
	Andhra Pradesh	East Godavari	PRATHAM	7,788
	Andhra Pradesh	Prakasam	PRATHAM	7,358
	Tamil Nadu	Coimbatore	PRATHAM	3,252
	Tamil Nadu	Thiruvallur	PRATHAM	3,167
	Karnataka	Mysore	PRATHAM	4,960
	Karnataka	Bangalore	PRATHAM	4,821
	Karnataka	Kolar	PRATHAM	5,342
	Tamil Nadu	Pududkottai	PRATHAM	3,557
	Andhra Pradesh	Alluri Sitharama Raju	PRATHAM	32,978
	Uttar Pradesh	Saharanpur	PRATHAM	60,574
	Andhra Pradesh	Anakapalli	PRATHAM	15,822
	Andhra Pradesh	Bapatla	PRATHAM	14,062
	Andhra Pradesh	East Godavari	PRATHAM	14,827

	Andhra Pradesh	Eluru	PRATHAM	22,861
	Andhra Pradesh	Guntur	PRATHAM	12,715
	Andhra Pradesh	Kakinada	PRATHAM	25,724
	Andhra Pradesh	Kona Seema	PRATHAM	15,688
	Andhra Pradesh	Palnadu	PRATHAM	30,861
	Andhra Pradesh	Prakasam	PRATHAM	37,558
	Andhra Pradesh	Visakhapatnam	PRATHAM	10,737
	Andhra Pradesh	West Godavari	PRATHAM	16,642
139	Bihar	Munger	RTI	3 Schools

Skilling of Youth Programme:

Project Code 24-25	State	District	NGO	Beneficiaries
68	Bihar	Munger	D B Tech	619
	West Bengal	Kolkata	D B Tech	496
	West Bengal	Hooghly	D B Tech	224
	Jammu & Kashmir	Srinagar	D B Tech	-
73	West Bengal	Howrah	Anudip	811
	Assam	Kamrup	Anudip	375
	Assam	Darrang	Anudip	378
106	Tamil Nadu	Chennai	BLS	439
	Tamil Nadu	Krishnagiri	BLS	358
	Tamil Nadu	Puddukottai	BLS	332
	Tamil Nadu	Coimbatore	BLS	363
112	Punjab	Kapurthala	PRATHAM	583
	Madhya Pradesh	Sehore	PRATHAM	541
	Uttar Pradesh	Kausambi	PRATHAM	-
	Madhya Pradesh	Vidisha	PRATHAM	647
	Uttar Pradesh	Lucknow	PRATHAM	306
	Uttar Pradesh	Gorakhpur	PRATHAM	390
	Chhattisgarh	Sukma	PRATHAM	561
	Andhra Pradesh	Guntur	PRATHAM	648
	Telangana	Bhadradi Kothagudem	PRATHAM	573
	Andhra Pradesh	East Godavari	PRATHAM	525
	Telangana	Medak	PRATHAM	260
	Andhra Pradesh	Bapatla	PRATHAM	401
	Odisha	Malkangiri	PRATHAM	161
	Karnataka	Kolar	PRATHAM	266
	Karnataka	Mysore	PRATHAM	230
	Madhya Pradesh	Damoh	PRATHAM	58

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)	• 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	• 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.)	Remarks
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.