

Request for proposal (RFP)
for
Comprehensive Evaluation Studies for TLF's Education Program

Ref: TLF/RFP/DL/2024-25/006/DE-MEL-UK

I. Summary of Deadline

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| Release of Request for Proposal | 18 th March 2025 |
| Bid Submission Closing Date | Please submit proposals in the following respective Google Forms by 15 th April 2025 - Technical: link Financial: link |
| Pre-Bid Meeting | 28 th March 2025 Registration |
| Technical Bid Opening | 15 th April 2025 |
| Financial Bid Opening | By 30 th April 2025 |
| Finalization of Contract | By 30 th April 2025 <i>(To be intimated to the awardee only)</i> |

Please note that The Team Lease Foundation (TLF) reserves the right to modify this schedule as needed. All prospective bidders who have confirmed interest by the due date as above, will be notified of any changes simultaneously by email.

II. TLF Statement of Business:

Launched in 2011, TeamLease Foundation (TLF) promotes vocational education, education, Livelihood and healthcare. We offer end-to-end, blended, scalable solutions across 7500+ pin codes. Over the past year, we've made over one and half a million-youth employable, with a strong focus on empowering women to join today's workforce. 40% of our beneficiaries are women. A direct impact we'd like to highlight - there is a 70% increase in the household income of beneficiaries who get placed through our programs. TLF is also the sponsor body of TeamLease Skills University (TLSU) is India's First Vocational Skills University, established under Public-Private-Partnership with the Government of Gujarat (Gazette Notification: Gujarat Act No. 18 of 2013) under Gujarat Private Universities (Amendment) Act, 2013 with effect from 22nd April 2013.

TLF's implementation strategy leverages NEP 2020, partners, and the state government of Uttarakhand. This 4.5 years project focuses on improving learning outcomes and STEM readiness of students, especially girls, in grades 6-12 and preparing them for competitive examinations for STEM based higher studies. The goal of the project is to "bridge the gender-divide in the workforce, by focusing on STEM careers for under-privileged girls". This project has been implementing in 40 schools across 5 districts of the state since 2023. In each district, 2 residential schools are working as knowledge hubs and 6 additional schools are serving as spokes.

Project reach

Direct reach1

| State | Districts | Years | Schools | Teachers | Unique students in grades 6 to 10 | Unique students in grades 11 and 12 | Total unique students reached |
|-------------|-----------|-------|---------|----------|-----------------------------------|-------------------------------------|-------------------------------|
| Uttarakhand | 5 | 1 | 40 | 120 | 7200 | 150 | 7350 |
| | | 2 | | | 1600 | 750 | 2350 |
| | | 3 | | | 1600 | 450 | 2050 |
| | | 4 | | | 1600 | 450 | 2050 |
| Total | 5 | 4 | 40 | 120 | 12000 | 1800 | 13800 |

Indirect reach

| State | Districts | Years | Schools | Teachers | Unique students in grades 6 to 10 |
|-------------|-----------|-------|---------|----------|-----------------------------------|
| Uttarakhand | 5 | 2 | 100 | 200 | 14000 |
| | | 3 | 100 | 200 | 14000 |
| | | 4 | 100 | 200 | 14000 |
| Total | 5 | 3 | 300 | 600 | 42000 |

Project activities

1. Provide technology infrastructure, Digital Equalizer content for math and science, and STEM kits in 40 residential and non-residential schools.
2. Training of teachers from grades 6 to 10 in 40 residential and non-residential schools on

techno-pedagogy and STEM based learning.

3. Remedial sessions by community volunteers for at least 90 minutes 5 days a week for 5 months to bring remedial students in 30 non-residential schools to grade-level competency.¹
4. 3 sessions per week by the knowledge partner in 2 residential schools for competitive exam preparation of selected students of grades 11 and 12 in years 1 and 2. The selected students will be provided digital
5. Meetings with parents and other stakeholders twice every year to discuss the progress of selected students.
6. Quarterly career awareness sessions/role model interactions for students of grades 10, 11 and 12 in 40 residential and non-residential schools to encourage them to take up STEM streams in higher grades.
7. Training of TLF team in year 1 by the knowledge partner to conduct competitive exam sessions for selected students in 8 residential schools.
8. Training of govt. schoolteachers to conduct competitive exam sessions in 30 non-residential schools. These trained teachers will conduct competitive exam sessions with selected students of grades 11 and 12 from their respective schools year 3 onwards.
9. In years 1 and 2, the knowledge partner will continue conducting weekly sessions in 2 schools, however, year 2 onwards, TLF team will also conduct classes on competitive exams for grade 11 students in residential schools.
10. Establish a STEM Innovation Centre in each district at DIET level to train govt master resource persons in subject areas of math and science.
11. Yearly teacher training along with 5 DIET Principals on integration of techno-pedagogy and STEM activities to steer interest of students towards STEM education and careers.
12. Capacity building of 50 master trainers - 10 master trainers from each of the 5 districts.
13. Training of 600 teachers from 300 schools by year 4 on integrating technology in classrooms and STEM activities.
14. Consultative workshops with DIET principals/SCERT/state education department to consolidate the learnings and best practices from 5 districts every 6 months (8 in total).

| Outcomes/objectives | Indicators |
|---|--|
| All students including LIG (Learning improvement group) taught using the STEM learning kits and pedagogy to | 1. % trained teachers regularly using STEM kits while taking Maths and Science sessions. |

¹ Please refer to annexure 1 and annexure 2 for a detailed reach matrix as well as explanation of the competitive exam preparation model.

| | |
|---|---|
| enhance their learning abilities. | |
| Improved performance of underprivileged girl students from government schools in competitive exams. | <ol style="list-style-type: none"> 1. % increase in 1350 students qualifying for competitive exams segregated by gender. 2. % increase in the XII board exam results of 1350 selected students in the residential and non-residential schools segregated by gender. |
| Built the institutional capacity of 5 District Institute for Education Training (DIETs) on STEM learning, techno pedagogy, and preparation of students for the competitive exam over 4.5 years. | <ol style="list-style-type: none"> 1. Teacher training programs in DIETs adopt techno pedagogy in the training schedule. 2. % teachers trained on DE Core techno-pedagogy and STEM learning integrating the same in classrooms. 3. State government/SCERT recognizes the project efforts in advancing girls' entry into STEM education pathways. |
| Govt. officials review the project to expand it to other schools. | <ol style="list-style-type: none"> 1. No. of schools the project is expanded to. |
| Institutionalized best practices for sustainability through creation of a playbook in partnership with the government and sharing evidence of the same. | <ol style="list-style-type: none"> 1. No. of districts institutionalizing the best practices. 2. No. of schools integrating the best practices. |
| Best practices identified and institutionalized by the district administration. | <ol style="list-style-type: none"> 1. Best practices identified by the government to be institutionalized in the classroom transactions/schooling plans. |

III. Scope of Work/ Specifications/Configuration:

The study aims to evaluate the model and its components to build robust evidence on the effectiveness of the approach in cumulative gains of providing syllabus-based and competitive exams-based education interventions to students in the project area. The research partner will be required to have strong technical expertise in conducting high quality research and work as knowledge partner to TLF in supporting the team to present and publish the evidence in peer-reviewed journals.

The current assignment would include conducting the midline 1, midline 2 and impact evaluation of the project intervention schools vs control schools. The purpose of midline assessments and evaluation study would be on assessing project effectiveness in achieving the intended outcomes, sustainability and possibility of continuation and/or benefits of the intervention and deriving recommendation to the model and/or its components for scale-up and/or replication; including costing and budget implications to achieve the desired outcomes. Following key outcomes will be used for designing the evaluation survey:

1. To evaluate the impact of project through
 - a. Students qualifying for the competitive exams for higher education (disaggregated by gender).
 - b. Students continuing secondary education (X and XII board results, disaggregated by gender, learning levels (LIG), type of schools - residential vs non-residential)
2. To assess the improvement in the learning outcomes of students (school academics and competitive exams)
 - a. Students at grade level competence
 - b. Average scores of students in the intervention grades (disaggregated by gender, learning levels)

(LIG), type of schools - residential vs non-residential)

3. To assess the change in knowledge, attitude and practices of teachers related to STEM learning and pedagogy.
 - a. Knowledge and skills related to effective delivery of STEM sessions.
 - b. Attitudes towards supporting girls' education and participation in STEM activities.
 - c. Teachers integrating techno-pedagogy and STEM learning tools & techniques for optimizing the effectiveness of their classroom sessions.
 - d. Teachers supporting/guiding students to use science kits and digital materials.
4. To understand the perspectives of parents and community members in supporting STEM education/careers for girls.
5. To assess the program effectiveness and sustainability
 - a. Intervention schools with sustained resources (infrastructure, trained teachers, DE STEM learning pedagogy, etc.) for continuing provisioning of quality education post-project.
 - b. DIET effectiveness- Inclusion of DE techno-pedagogy in the DIET's teachers training program
 - c. State government/SCERT recognizes the project efforts in advancing girls' entry into STEM education pathways.
 - d. Interest and intention of the government to scale up the model and integrate it in the government schooling plans
 - i. best practices identified by the government at state/district to be institutionalized in the classroom transactions/academic sessions of schools.

A pre-post quasi experimental study design using mixed methodology is suggested to derive project level findings and comparison between intervention and control schools during the 3 rounds of survey - 2 midline assessments and the endline. The matching control schools will be finalized in consultation with TLF team. Agency will be required to work closely with TLF on finalizing the study design and taking requisite ethical and operational approvals before conducting the survey. A robust and statistically definable sample size should be suggested to derive project level findings as well as LIG students level findings across intervention and control schools. The data will be disaggregated by gender, type of school (residential and non-residential) and learning grades.

1. For the qualitative analysis, we anticipate a robust sample along with scientific explanation of results.

The qualitative aspect should have IDIs of teachers, principals, and SMCs; FGDs of students and parents; key informant interviews with stakeholders including government officials from block and district and few case studies of beneficiaries.
2. The evaluation agency is also expected to collect grade 10 and 12 board exam data from intervention and control schools to identify the average change in grade 10 and 12 board exam results of students in math, physics, chemistry and biology. TLF will help the agency in coordinating with the schools.
3. Evaluate the learning outcomes of students in grades 11 and 12 selected for coaching by the knowledge partner.

A suggestive assessment framework is proposed in [Annexure 3](#). The agency may also propose an alternative approach with an explanation that would be effective in mapping the project outcomes.

Responsibilities of the agency

The responsibilities of the agency would include, but are not limited to:

1. Hiring, training and deployment of field surveyors, supervisors, monitors and field executives for the midline - 1,² midline – 2 and endline survey.
2. Collect and analyze quantitative and qualitative data of students, teachers, principals, SMC members and

² Midline 1 serves as both the Endline for Year 1 and the Baseline for Year 2, aligned with the school academic calendar. It can be adjusted based on the methodological framework suggested by the agency to achieve better results.

govt. officials.

3. Selection of control schools in the coverage area.
4. Hire sectoral experts to provide research oversight and help in dissemination of findings and apply for IRB approval. This is one of the key requirements.
5. Optimizing survey team structure to ensure highest quality data collection within budget.
6. Provide an inception report detailing the implementation plan for the study.
7. Develop, pre-test, and finalize research tools in consultation with TLF.
8. Translate research tools into local languages.
9. Provide oversight and management control to ensure adherence to protocols and excellent data quality.
10. Provide a mechanism for regular relay of field data transfer, including reports commenting on data quality.
11. Develop codebooks for the dataset.
12. Prepare data tables as per approved analysis plan.
13. Present top line findings highlighting the key findings (not more than 20 slides) for all the three rounds of assessment.
14. Prepare report as per approved chapterization plan.
15. Be available to the research team at TLF in answering questions pertaining to the survey and the data.
16. Collaborate with the research team at TLF to revise the survey plan, survey, and survey methods to ensure the objectives of the project are realized.
17. Submit a final detailed report and presentation with findings and outlining the survey process, relevant survey statistics, and a section commenting on the quality of the data.
18. Liaise with key stakeholders on the government side (with help from TLF) to ensure full cooperation from relevant government agencies in undertaking the survey.
19. Staff this project with team leaders and members with demonstrable experience in leading social sector surveys of this nature (especially on education).
20. Ensure consistency of project team leaders as turnover hampers data collection quality and risks loss of information on survey methods and implementation.
21. Prepare learning documents in collaboration with TLF.

Key deliverables

1. Inception Report (including the first draft of tools) outlining the research methodology and analytical framework designed for assessing the program's impact.
2. Tools pre-test Report.
3. Final data collection tools prepared in consultation with TLF.
4. Training report using the final translated tools.
5. Operationalization plan: field plans, field progress reports, etc.
6. Analysis plan.
7. Chapterization plan for the reports.
8. Top-line presentations after midline - 1, midline - 2, and endline assessments.
9. Comprehensive midline - 1, midline - 2, and endline reports based on the aforementioned information areas.
10. Two white papers.
11. Publications in peer reviewed journals.
12. Share all primary data in secure formats including all the physical copies and soft copies.
13. Transcriptions of qualitative components (audio/video recordings).

Tentative timelines and payment terms

Timelines³

| Activity | July 2025 – August 2025 | July 2026 – August 2026 | January 2027 - February 2027 |
|-------------------------|--|---|--|
| Field activities | Tools finalization. Pre-testing of tools. Midline - 1 survey | Midline - 2 survey | Endline |
| Deliverables | Midline - 1 survey plan Pre-test report Finalized tools Midline - 1 report Top-line presentation | Midline - 2 survey plan. Midline - 2 report. Top-line presentation | Endline survey plan. Endline report. Top-line presentation |

Payment terms

Separate invoices should be submitted for each activity.

| S. No. | Activity | Payment |
|--------|---|---------|
| 1. | Signing of the contract | 15% |
| 2. | Submission of inception report + finalized and translated tools + pre-test report | 15% |
| 4. | Submission of midline - 1 report + topline findings | 20% |
| 5. | Submission of midline - 2 report + topline findings | 25% |
| 7. | Submission of endline report + topline findings | 25% |

Annexure 1

Total unique students each year⁴

| Grades | Unique No. of Schools Reached | No. of Students Y1 (23-24) | No. of Students Y2 (24-25) | No. of Students Y3 (25-26) | No. of Students Y4 (26-27) | Total Unique Students |
|--------|-------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------|
| | | | | | | |

³ The timelines are tentative. These may change based on school availability and other factors. The research agency will be informed in advance of any such changes. Upon intimation of changes in the timelines, the research agency will have to share revised timelines with TLF.

⁴ Approximate number. This may change based on the schools selected. The research agency will be informed of the same during/after the selection process. Based on the total population, the sampled numbers may change. ⁴ Approximate cumulative number of students reached every year. This is the total number of students reached and not the unique number. The numbers may change based on the schools selected. The research agency will be informed of the same during/after the selection process. Based on the total population, the sampled numbers may change.

| | | | | | | |
|---------------------------|----|--|--|--|--|--------------|
| Grades 6 to 10 | 40 | 7200 | 1600 | 1600 | 1600 | 13800 |
| Grades 11 & 12 | 40 | 150 | 750 | 450 | 450 | |
| Remarks | | In year 1, we will have 100 students per school from grades 6-8 and 80 students per school from grades 9 and 10. | In year 2, a new batch of grade 6 will join containing 30 students. The previous batch of grade 10 students will graduate and go to next grade. Additionally, we expect 10 new students to join grades 9 and 10. | In year 3, a new batch of grade 6 will join containing 30 students. The previous batch of grade 10 students will graduate and go to next grade. Additionally, 10 new students may join in grades 9 and 10. | In year 4, a new batch of grade 6 will join containing 30 students. The previous batch of grade 10 students will graduate and go to next grade. Additionally, 10 new students may join in grades 9 and 10. | |

Total students each year⁴ (not unique)

| Grades/year | Year 1 | Year 2 | Year 3 | Year 4 |
|---------------------|---------------|---------------|---------------|---------------|
| Grades 6-8 | 4000 | 4000 | 4000 | 4000 |
| Grades 9-10 | 3200 | 3200 | 3200 | 3200 |
| Grades 11-12 | 150 | 900 | 900 | 900 |
| Total | 7350 | 8100 | 8100 | 8100 |

Annexure 2Number of students being prepared for competitive exams and grade 12 board exams⁵

| Description | Grades | No. Of Schools | Y1 ('23-'24) | Y2 ('24-'25) | Y3 ('25-'26) | Y4 ('26-'27) | Total |
|---|---------------|-----------------------|---------------------|---------------------|---------------------|---------------------|--------------|
| No. of students provided coaching for competitive exams and 12th board exams by the knowledge | Grade 11 | 2 | 30 | | | | 30 |

⁵ Approximate number of students. The numbers may change based on the schools selected. The research agency will be informed of the same during/after the selection process. Based on the total population, the sampled numbers may change.

| | | | | | | | |
|--|----------|---|-----|-----|-----|-----|-----|
| partner in residential schools of Dehradun | Grade 12 | | | 30 | | | |
| No. of students provided coaching for competitive exams and 12th board exams by TLF staff supported by teachers in residential schools of Dehradun | Grade 11 | 8 schools in year 1, 10 schools year 2 onwards | 120 | 150 | 150 | 150 | 420 |
| | Grade 12 | | | 120 | 150 | 150 | |
| No. of students provided coaching for competitive exams and 12th board exams by teachers in non-residential schools of Dehradun | Grade 11 | 30 | | 300 | 300 | 300 | 900 |
| | Grade 12 | | | 300 | 300 | 300 | |

Explanation of the table

1. There are a total of 10 residential schools and 30 non-residential schools under the direct reach of the project
2. In year 1, the knowledge partner will select 30 students from grade 11 from 2 residential schools in Dehradun and conduct classes with them for competitive exams and grade 12 board exams. The grade 11 students selected in year 1 will move to grade 12 in year 2 and the knowledge partner will continue engaging with them in year 2 as well. Except these selected 30 students, no other student will be provided classes by the knowledge partner.
3. In year 1, the knowledge partner will also train TLF staff on conducting competitive exams and board exam classes for grade 11 and 12 students. Therefore, in year 1, Telestaff, with support from teachers, will conduct sessions in the remaining 8 residential schools of Dehradun. In the rest 2 residential schools, the knowledge partner will conduct classes. In year 2, the knowledge partner will continue conducting classes with grade 12 students who graduated from year 1 in the 2 residential schools. However, the knowledge partner will not conduct classes for grade 11 students in year 2 from the selected 2 residential schools. Therefore, in year 2, TLF staff and trained teachers from respective schools will conduct competitive exam classes in the 10 residential schools for grade 11 students.
4. Year 3 onwards, the engagement of the knowledge partner will be over, therefore, TLF staff will conduct sessions in all the 10 residential schools with selected students.
5. The teachers will be trained by the TLF team on how to conduct competitive and board exam sessions in year 2. Year 3 onwards, the teachers from the 30 non-residential schools will take competitive and board exam sessions for their students in their respective schools.

Annexure 3

Tentative assessment framework (to be discussed and finalized with the research agency)

| Research Activity | Research Questions ⁶ | Timelines ⁷ |
|-------------------|---------------------------------|------------------------|
|-------------------|---------------------------------|------------------------|

⁶ The research questions are suggestive. The research agencies can propose an alternate approach.

| | | |
|-----------------|--|---|
| <p>Baseline</p> | <p>Baseline questions for teachers, principals and students to be administered in intervention schools and control schools:</p> <ol style="list-style-type: none"> 1. Demographic Indicators. 2. Identification of learning outcomes of students in grades 6-10 on: <ol style="list-style-type: none"> a. Science b. Math 3. Identification of “below-grade”, “near-grade” and “at-grade” level students from grades 6 to 10. 4. Evaluating the change in the learning outcomes of students from the following categories: <ol style="list-style-type: none"> a. Below-grade level students. b. Near-grade level students. c. At-grade level students. 5. Interest of students from grade 10 in pursuing STEM streams of education in higher grades. 6. Assessing the perspective (awareness, beliefs and practices) of teachers and principals on: <ol style="list-style-type: none"> a. Existing and prior usage of STEM based methodologies in classroom transaction. b. Prior training on Information and Communication Technology (ICT). c. Integration of technology and teaching (techno-pedagogy). 7. School infrastructure listing. 8. Collection of secondary data for grades 10 and 12 board exams results. <p>Qualitative (In-depth interviews, FGDs etc. with teachers, principals, SMC members and govt. officials to understand the qualitative part of intervention and scope for improvement):</p> <ol style="list-style-type: none"> i. Indicative themes for the qualitative survey of teachers, principals and SMC members: <ol style="list-style-type: none"> a. Existing infrastructure to implement blended pedagogy in classrooms. b. Existing STEM infrastructure. c. Subjects taught using technology. d. Prior training/course attended by teachers/principals on tech-based pedagogy. e. Challenges that teachers face in ensuring class participation. f. Support currently being provided to remedial students. ii. Indicative themes for the qualitative survey of govt. officials: <ol style="list-style-type: none"> a. Challenges faced in maintaining the regularity of students in schools. | <p>Completed (Only for reference)</p> |
|-----------------|--|---|

| | | |
|--|--|--|
| | <ol style="list-style-type: none"> b. Challenges faced with regards to teacher motivation. c. Kind of teacher training programs being held at the DIET level. d. Preparation and monitoring of School Development Plans. e. Existing mechanisms and challenges faced in tracking performance of schools at block/district level. | |
|--|--|--|

| | | |
|-------------|--|------------------------------|
| Midline - 1 | <p>Quantitative Questions for students, teachers and principals: Same as baseline Additional questions to be added in quantitative assessment:</p> <ol style="list-style-type: none"> 1. What is the impact of tech on the learning outcomes of students? 2. What is the impact of LMS on the teaching-learning methodologies of teachers? 3. What is the impact of LMS on the learning outcomes of students? 4. What is the impact of STEM activities on students? 5. Impact of remedial classes: <ol style="list-style-type: none"> a. Learning outcomes in math and science - how many students have moved from the “below-grade level” to “near-grade” and “at-grade” levels? b. Class participation - do remedial students participate more in class post remediation? 6. Improvement in board exam marks of grade 10 and 12 students <p>Qualitative: In-depth interviews with teachers, principals, SMC members, and govt. officials to understand the qualitative part of intervention and scope for improvement. Similar themes as baseline</p> | July 2025 – August 2025 |
| Midline - 2 | <p>Quantitative Questions for students, teachers and principals: Same as midline - 1</p> <p>Qualitative Questions for teachers, principals, SMC members and govt. officials: Same as midline - 1</p> | July 2026 - August 2026 |
| Endline | <p>Quantitative Questions for students, teachers and principals: Same as midline - 2</p> <p>Qualitative Questions for teachers, principals, SMC members and govt. officials: Same as midline - 2</p> | January 2027 - February 2027 |

IV. Bidding Process:

Bidders are advised to study the RFP carefully. Any bid shall be deemed to have been submitted after careful study and examination of all instructions, eligibility criterion, terms and conditions and required scope of work / technical specifications Bids not complying with all the given aspects in this RFP Document or submission of a bid not substantially responsive to the RFP Document in every respect will be submitted at bidder’s risk and may result in the rejection of the bid.

V. Bid Submission

Bidders are advised to submit bid online in Google forms link -

Pre-bid meeting interest submission-

Technical Bid Submission Link- [link](#)

Financial Bid Submission Link- [link](#)

Note: Technical bid and financial bid are to be submitted separately in separate links.

Following points are to be kept in mind while submitting the bids-

1. All Bid must contain the complete address of firm, including contact number/ email ID of the person who is authorized to submit the bid under their signatures.
2. All bids must be signed on all pages by the bidder.
3. All pages of the bid being submitted must be signed and sequentially numbered by the bidder irrespective of the nature of content of the documents.
4. Bids not submitted as per the specified format and nomenclature or ambiguous in nature will be liable to be rejected.
5. The interested bidders may submit their bid to TLF on or before the time mentioned in this RFP Documents. Any bid received by TLF after the prescribed deadline for submission of bids will be rejected and no further correspondence in this regard will be entertained.
6. Financial bid should be prepared as per **Annexure II** given in the RFP Documents. Same is also to be uploaded in google forms too.
7. Bidders shall indicate their rates in clear/ visible figures as well as in words. In case of a mismatch, the rates written in words will prevail.
8. At any time prior to the last date for submission of bids, TLF, may, for any reason, whether at its own initiative or in response to a clarification requested by a prospective bidder, modify the RFP Documents by an amendment and publish the revised version of the RFP.
9. Printed terms and conditions of the bidders will not be considered as forming part of their bid. In case terms and conditions as given in the RFP Documents are not acceptable to any bidder; they should clearly specify the deviations in their bids.
10. Bids complete in all respects along with supporting documents, must be submitted as per the RFP. No physical document is to be submitted by the bidders.
11. NO conditional Bid will be entertained and will be rejected.

VI. Proposal Requirements – Financial:

The Financial proposal/ quotation should contain prices of all services (including effort and travel cost etc. if any) with all the terms & conditions inclusive of payment terms.

Financial proposal should include:

- Breakdown of costs associated with the study phase
- Clear pricing structure for each study phase

VII. Proposal Requirements – Technical:

The technical proposal should cover at least below areas:

A. Applicant eligibility requirement(s):

1. The bidder organization should be registered as a legal entity for doing business in India. In addition, it should have all kinds of active licenses and permission for work related to the services as mentioned in the RFP.
2. The applicant must have demonstrated ability provide expert services in the area of the services as mentioned in the RFP.

B. Technical Requirements:

The bidder should provide information on overall qualifications, including:

1. Profile of organization/s
2. Services offered by the organization.
3. Profile of relevant experience, number of years in business and examples of related work.
4. Clients handled and reference of clients.
5. Presence in PAN India or in required location.

6. Should have previous experience working with not-for-profit development sector
7. **Only for-profit entities can apply. Nonprofits (NGO) are not eligible within this point to apply under this bid.**

C. Application Guidelines:

Application/ Bid must be submitted in English Language only and should contain:

1. Covering letter with reference to all enclosures and attachments (application/ covering letter should not be more than 10 pages in length and should cover the following-
2. Organization profile, client testimonials highlighting relevant experience in conducting similar large scale evaluation studies.
3. Proposed team leader and profiles of key personnels.
4. Detailed study methodology and timelines.
5. Technical Proposal
6. Financial Proposal

D. Mandatory Attachments:

Please submit the following as enclosures or attachments with your proposal. If you do not submit these documents, your proposal **will not be** considered for review:

1. Copy of registration documents/ certificate and most recent renewal as a legal entity.
2. Copy of PAN & TAN.
3. Copy of GST Registration.
4. Copy of MSME registration certificate (if registered)
5. Copies of last two years ITR
6. **Technical bid form as per Annexure I**

E. Financial Bid

It is to be submitted separately as per **Annexure II**.

The detailed budget should lay down the following costs (person-day basis)

- a) Trainers and Human Resource cost.
- b) Hardware and Assets.
- c) Operations Costs.
- d) Logistics costs.

It should clearly specify sub-contracting/ partnering with other agencies/ consultants for undertaking any components of the study.

VIII. Proposal Evaluation Process:

A. Application evaluation process:

1. Applications received by TLF will be reviewed to determine completeness of application (based on application guidelines detailed above) and eligibility of applicants. Applications that do not meet eligibility requirements will be eliminated following this review and shall not be considered further.
2. All bids received by the stated closing date and time for bid submission will be evaluated, according to the conditions described in selection criteria below.
3. The final selection would be based on the technical evaluation of the bids followed by evaluation of financial proposals.
4. Successful bidder(s) will be notified in writing by email (or by telephone, in cases where the bidder cannot be reached by email). The bidder must confirm acceptance in writing within the time specified in the email communication.

B. Evaluation criteria:

1. The bidders who substantially meet the "Bid Requirements – Technical" (**Section VII**) shall fall in the category of technically qualified bidder.
2. The prices quoted by such technically qualified bidders shall be evaluated and compared.
3. The bidder quoting lowest price shall be considered for final signing of the contract / agreement

NOTE: TLF reserves the right to reject bids that do not meet eligibility or bid submission requirements (as detailed above) without further notice to the bidders. Issuance of this RFP does not constitute a commitment on the part of TLF nor does it commit TLF to pay for the costs incurred in submission of bid. Further, TLF reserves the right to reject any or all bids received and to negotiate separately with a bidder, if such action is considered to be in the best interest of TLF.

IX. Instructions and Deadlines for Responding:

- A. TLF Contact:** Any communication must be sent to Procurement Team – india.procurement@teamleasefoundation.org
- B. Confirmation of interest:**
Please send a statement acknowledging receipt of this solicitation and your intent to respond or not respond no later than due date given in Section-I. Send the confirmation to the contact listed above.
- C. Request for clarifications:**
Request for clarifications/ questions on this solicitation will be accepted via email at the mail Id listed above by due date given in Section – I. Clarifications will be provided to all prospective bidders who would have expressed their interest. Please note that responses will not be confidential except in cases where proprietary information is involved. Any enquiries after the specified date would not be entertained.
- D. Due date and time of Bid Submission:**
1. All completed bids need to be submitted via google from link shared above.
 2. We advise that you send files in commonly recognized Microsoft formats. TLF will not take responsibility for resolving technical transmission problems with bids.
 3. Submission of hard copies of the proposal is not required.
- 4.** The bid should only include information specific to accomplishing the “scope of work”. Additional information submitted outside of the proposal requirements will be reviewed at TLF’s discretion only.
- 5. Selection of the Bidder:**
TLF reserves the right to select from among the bids received. TLF has the option to interview and discuss specific details with those bidders who have submitted their bids.
- E. Receipt, Evaluation and Handling of Bids:**
Once a bid is received before the due date and time, the TLF will:
1. Log the receipt of the bids and record the business information.
 2. Review all bids and disqualify any non-responsive ones (that fail to meet the terms set out in RFP Documents) and retain the business details on file
 3. Evaluate all bids objectively in line with the criteria specified in the RFP Documents.
- F. Conflict of Interest:**
1. The bidders must disclose in their bid details of any circumstances, including personal, financial and business activities that will, or might, give rise to a conflict of interest. This disclosure must extend to all personnel proposed to undertake the work.
 2. Where bidders identify any potential conflicts, they must state how they intend to avoid any impact arising from such conflicts. TLF reserves the right to reject any bid which, in TLF’s opinion, could potentially give rise to a conflict of interest.
 3. With respect to this condition, please be advised that the organizations that may fall within the scope of this clause will include those with which TLF has any present association.
- G. General Disclosures:**
1. Bidders must disclose:
 - i. If they are or have been the subject of any proceedings or other arrangements relating to bankruptcy, insolvency or the financial standing of the bidders including but not limited to the appointment of any officer such as a receiver in relation to the Bidder personal or business matters or an arrangement with creditors or of any other similar proceedings.
 - ii. If they have been convicted of, or are the subject of any proceedings, relating to:
 2. A criminal or other offence involving the activities of the organization or found by any regulator or professional body to have committed professional misconduct.
 3. Corruption including the offer or receipt of any inducement of any kind in relation to obtaining any contract with TLF, or any other contracting body or authority.
 4. Failure to fulfil any obligations on account of payment of any taxes.

X. Terms and Conditions of Solicitation:

A. Notice of non-binding solicitation:

TLF reserves the right to reject any and all bids received in response to this solicitation and is in no way bound to accept any proposal.

B. Confidentiality:

All information provided by TLF as part of this solicitation must be treated as confidential. In the event that any information is inappropriately released, TLF will seek appropriate remedies as allowed.

Proposals, discussions, and all information received in response to this solicitation will be held as strictly confidential, except as otherwise noted.

C. Communication:

All communications regarding this solicitation shall be directed to appropriate parties at TLF indicated in Section VII. A. Contacting third parties involved in the project, the review panel, or any other party may be considered a conflict of interest and could result in disqualification of the proposal.

D. Acceptance:

Acceptance of a proposal does not imply acceptance of its terms and conditions. TLF reserves the option to negotiate on the final terms and conditions. We additionally reserve the right to negotiate the substance of the finalists' proposals, as well as the option of accepting partial components of a proposal if appropriate.

E. Right to final negotiations:

TLF reserves the option to negotiate on the final costs and final scope of work, and also reserves the option to limit or include third parties at TLF's sole and full discretion in such negotiations.

F. Third-party limitations:

TLF does not represent, warrant, or act as an agent for any third party as a result of this solicitation. This solicitation does not authorize any third party to bind or commit TLF in any way without our express written consent.

G. Quotation Validity

Proposals submitted under this request shall be valid for **03 months** from the date the proposal is due. **The validity period shall be stated in the proposal submitted to TLF.**

Cont.

Annexure I
Letter of Bid

To,
TeamLease Foundation
315 Work Avenue Campus,
2nd Floor, Ascent Building 77,
Bengaluru, Karnataka-560095

Sub:

Dear Sir,

1. Having examined the RFP and appendix thereto, we, the undersigned in conformity with the said document, offer to provide the said associated services as given in the RFP Documents and the terms of reference to be signed upon the award of contract as per the table below;

| Schedule No. | Brief Description of work |
|--------------|---------------------------|
| | |
| | |
| | |

2. We undertake, if our bid is accepted, with the Sub: "TLF/RFP/DL/2024-25/006/DE-MEL-UK (firm name]", the time frame specified, starting from the date of receipt of issue of Service Agreement from TLF.
3. We agree to execute the agreement in the form to be communicated by TLF, incorporating all agreements with such alterations or additions thereto as may be necessary to adapt such agreement to the circumstances of the standard and notice of the award within the time prescribed after notification of your intention to accept this bid.
4. We would like to clearly state that we qualify for this work based on all the eligibility requirements indicated by you in the RFP Documents.
5. We certify that all the information mentioned in Annexure I in this covering letter is true and correct.
6. We understand that if the details given in support of claims made above are found to be wrong or untenable or unverifiable our bid may be rejected without any reference to us. We further clearly understand that TLF is not obliged to inform us of the reasons of rejection of our bid.
7. It is certified that the information furnished herein and as per the document submitted is true and correct and nothing has been concealed or tampered with. We have gone through all the conditions of bid and are liable to any punitive action for furnishing false information/documents.

For and on behalf of
(mention name of you firms)

Signature:
Name*:
Designation:
(Company Seal, if organization)
Dated this ____ day of March 2025

* The person should be duly authorised to sign the bid for and on behalf of the firm/ company.

Technical BID

| | | |
|------|---|--|
| 1 | Name of the Agency/Individual | |
| 2 | Address: | |
| 3 | Email ID | |
| 4 | Phone No. | |
| 5 | Incorporated as: (Company, State Registered Firm, Co-operative Society or Partnership Firm) | |
| 6 | Date of Incorporation | |
| 7 | Whether any Legal Arbitration/proceeding is instituted against the bidder or the bidder has lodged any claim in connection with works carried out by them (Yes/ No) | |
| 8 | If yes please provide details | |
| 9 | Whether the bidder complies with the requirement of Registration under the Contract Labor (Regulation and Abolition) Act (Yes/ No) | |
| 10 | Bidders Profile: | |
| 10.1 | Name of the top executive: | |
| 10.2 | Designation | |
| 10.3 | E-mail ID | |
| 10.4 | Mobile Number | |
| 11 | Staff Strength – Technical | |
| 12 | Staff Strength – Administrative | |
| 13 | Bidder's Turn Over (₹) | |
| 13.1 | FY 2021-22 | |
| 13.2 | FY 2022-23 | |
| 13.3 | FY 2023-24 | |

Documents in support of the above may be furnished with page numbers indicated in the index. Please use separate sheets wherever necessary.

For and on behalf of
(mention name of you firms)

Signature:

Name*:

Designation:

(Company Seal)

Dated this _____ day of March 2025

* Note all fields are mandatory.

Cont....

Ref. No.: TLF/RFP/DL/2024-25/006/DE-MEL-UK

Date:

Name of the Agency/Individual:

Details of pricing:

| Sl. No. | Particulars | Unit Price (₹) | GST (₹) | Total Unit Price (₹) Inclusive of GST | Remarks |
|---------|-------------|----------------|---------|---------------------------------------|---------|
| (A) | (B) | (C) | (D) | (E) (C+D) | (F) |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| | Total (₹) | | | | |

Note(s):

Additional Information by bidder (if any):

1.

Thanking you,

Yours Truly,

For and on behalf of

(mention name of you firms)

Signature:

Name*:

Designation:

Dated this ____ day of March 2025

(Company Seal)