

## Request for Proposal

### About Nasscom Foundation

Established in 2001, Nasscom Foundation has been witness to the transformative power of technology for over two decades. Part of the Nasscom ecosystem, we are the only neutral not-for-profit organization representing the Indian tech industry. We remain rooted to our core philosophy of TechForGood, where our efforts are focused on unlocking the power of technology by creating access and opportunity for those who need it the most. We work on helping people and institutions transform the way they tackle social and economic challenges through technology. We have five key areas of intervention - Digital Literacy, Skilling and Employability, Women Entrepreneurship, Scaling Social Innovation and Empowering NGO Ecosystem.

### About the Project

The proposed STEM Education & Tinkering Lab Programme adopts a comprehensive and integrated approach that combines infrastructure utilization, pedagogy, capacity building and community ownership. The programme differentiates between foundational STEM learning and advanced innovation-led tinkering, ensuring both academic reinforcement and future-ready skill development:

- Strengthen and sustain the 7 existing STEM labs by embedding regular curriculum aligned STEM sessions.
- Setting up new STEM labs in 3 government schools in Karnataka providing digital access to students.
- Curriculum-aligned STEM Labs will strengthen foundational learning in Science and Mathematics through hands-on experiments and activities.
- Teachers training and Handholding support. Teachers will be trained to independently deliver STEM and tinkering activities, ensuring long-term sustainability.
- Set up 1 Tinkering lab within an existing school to foster hands on innovation. A flagship Atal Tinkering Lab will enable innovation beyond the syllabus through design thinking, robotics, electronics, IoT tools, and prototyping.
- STEM Clubs will encourage student-led exploration, collaboration, and project-based learning beyond classroom hours.
- Innovation exhibitions and mentoring platforms will showcase student work and build

community ownership of STEM learning.

The program adopts a structured implementation approach involving Introduction of tinkering labs for innovation, strengthening foundational STEM learning, to Sustain and optimize existing STEM labs, enhancing teaching quality and to ensure sustainability and school ownership.

## 1. Project Details

- **Project duration:** April 2026 – March 2027
- **Geographical coverage:** The programme will be implemented in 10 government schools in Malur Taluk, Kolar District, Karnataka.
- **Target group:** Providing STEM education to students from 6<sup>th</sup> to 10<sup>th</sup> and capacity building of teachers in STEM methodologies in 7 existing STEM labs by embedding regular curriculum aligned STEM session and sustaining up new 3 STEM labs in government schools in Karnataka.

## 2. Project Till Date

The project is continuing implementation in 7 existing STEM Lab schools in Malur Taluk, which will be strengthened through regular curriculum-aligned STEM sessions, AMC support, and teacher handholding. In parallel, 3 additional government schools have been identified for new STEM Lab setup, expanding the programme from its current base of 7 schools to a total of 10 schools in FY2026-27.

### Program Implementation Model

The project adopts a student-centric and school-integrated implementation approach aimed at enhancing access to quality STEM education in government schools. By strengthening existing STEM Labs, establishing new STEM and Tinkering Labs, and building teacher capacity. The model emphasizes regular curriculum-aligned STEM engagement, hands-on experimentation, and institutional sustainability through active participation of schools, teachers, and community stakeholders. Key components of the implementation model include -

#### 1. Programme Mobilization

The programme will be implemented over one year, from April 2026 to March 2027, across 10 government schools in Malur Taluk, Kolar District, Karnataka. The initial phase will focus on site assessments, school onboarding, stakeholder consultations, confirmation of implementation schools, and finalization of school-wise implementation

plans for the 3 new labs. The intervention has already been completed in 7 existing stem labs – the focus is more on sustainability of these labs.

## **2. Teacher Capacity Building and Orientation:**

The programme will strengthen STEM delivery by building the capacity of teachers and the implementation team through structured training and orientation sessions. Two teacher training programmes will be conducted for educators from all 10 schools, covering hands-on STEM pedagogy, lab management, curriculum alignment, and facilitation of inquiry-based learning.

## **3. STEM Lab Mentorship and Handholding:**

The intervention will provide continuous mentorship and on-ground handholding support to ensure effective adoption of STEM practices in schools. Weekly STEM sessions, thematic modules, student exhibitions, volunteer engagement, and STEM Club activities will be supported through regular academic guidance and field-level monitoring. Teachers will receive ongoing support to independently conduct sessions, integrate STEM learning into classroom practice, and sustain student participation over the project period.

## **4. Access to STEM Lab Infrastructure:**

The programme will ensure improved access to experiential STEM learning for students in Grades 6–10 by sustaining 7 existing STEM Labs and establishing 3 new STEM Labs in additional government schools. These labs will enable students to engage in curriculum-aligned, hands-on learning in science, mathematics, technology, and digital literacy. The project will also introduce a flagship Atal Tinkering Lab in one existing school to deepen access to innovation-led learning through robotics, electronics, prototyping, and design thinking.

## **5. Sustainability and School Ownership:**

Sustainability will be built through teacher ownership, regular lab usage, STEM Clubs, and school-level integration of experiential learning. The programme will focus on institutionalizing STEM practices so that schools can continue activities beyond external support. Annual maintenance and upgradation of existing labs, along with structured support for teachers and school leadership, will help create a durable STEM learning ecosystem.

## **6. Monitoring, Learning, and Reporting:**

The programme design includes baseline and endline assessments, project MIS tracking, quarterly reporting, and donor-facing progress documentation. Monitoring will track student participation, teacher confidence, lab utilization, and learning outcomes across

old and new schools. The selected implementation partner will be expected not only to report progress, but also to generate practical implementation insights that can strengthen delivery during the project period and inform future replication.

### **Purpose of the RFP**

Nasscom Foundation seeks to engage a qualified and experienced research agency, institution, or evaluation firm to undertake a comprehensive baseline and endline study for the STEM Education & Tinkering Lab Programme. The intent is to generate robust evidence on programme relevance, implementation quality, outcomes, and sustainability, while also producing actionable recommendations for programme improvement.

The study should help Nasscom Foundation, Applied Materials India Pvt. Limited, and implementation stakeholders to understand what changes are occurring for students, teachers and schools, which components of the implementation model are most effective, what barriers persist, and what design refinements are required for stronger enterprise outcomes.


### **Scope of Work**

The selected agency will conduct both baseline and endline assessments for the project. The assignment is expected to combine measurement of outcome indicators with a clear assessment of the programme implementation model so that agencies go beyond descriptive reporting and generate practical learning.

For the student-level assessment, the agency will cover all students present in the selected project schools on the date of baseline data collection. A similar approach will be followed at endline, with all students present in the selected schools on the date of endline data collection to be covered. The agency should clearly explain how it will maintain comparability across the two rounds, including any approach for tracking the same cohort where relevant and documenting attendance-related variation, absenteeism, or attrition.

### **Evaluation Questions**

The study should answer the following evaluation questions. Agencies may refine or expand them, but proposals should address all of the below as a minimum requirement. Evaluation questions are organized by thematic area with each question clearly marked as a baseline question (B) or an endline question (E).



## 1. Student Learning and Engagement

- B: What is the current level of STEM knowledge, confidence, curiosity, and participation among students in the selected schools?
- B: What are the current patterns of student exposure to practical STEM learning, lab usage, clubs, and innovation-oriented activities?
- B: Are there differences in access, participation, and confidence by grade, gender, and school type (existing vs. new lab schools)?
- E: To what extent has the programme improved student STEM knowledge, confidence, and interest in STEM subjects and careers?
- E: To what extent are students demonstrating experimentation, creativity, and project-based learning outcomes through STEM and tinkering activities?
- E: How has girls' participation in STEM labs activities changed over the project period? (qualitative)

## 2. Teacher Capacity and Pedagogy

- B: What is the current level of teacher confidence, preparedness, and prior exposure to experiential STEM pedagogy and lab management?
- B: What barriers do teachers face in using STEM labs and delivering hands-on sessions?
- E: To what extent have the teacher training and handholding support improved teachers' confidence and ability to independently conduct STEM and tinkering sessions?

## 3. Lab Utilisation and Access

- B: What is the current status of infrastructure, equipment functionality, accessibility, and utilization across all schools?
- E: To what extent has the programme improved access to functional STEM/Tinkering Labs and regular student participation in weekly sessions?
- E: How effectively is the Tinkering Lab being used to foster innovation, prototyping, and higher-order learning?

## 4. Implementation Effectiveness

- B: What school-level and community-level factors should inform implementation in the selected schools?

- E: Which components of the model appear most effective in driving change, including STEM sessions, teacher training, thematic modules, STEM Clubs, DIY kits, exhibitions, and volunteering?
- E: What implementation approaches worked well, what challenges were faced, and what course corrections are recommended?
- What sustainability measures are created at ecosystem level?

### **Suggested Research Design**

The study is expected to adopt a mixed-method, descriptive research design with a strong quantitative component covering the project beneficiaries and a qualitative component to explain how and why change occurs. The study will also

At a minimum, the technical proposal should include:

- Overall evaluation approach and rationale.
- Sampling framework and proposed sample size for baseline and endline.
- School infrastructure assessment checklist to evaluate the availability, functionality, accessibility, utilization, and quality of project-supported infrastructure, facilities, equipment, and learning resources.
- Data quality assurance protocols, translation requirements, field monitoring, consent procedures, and back-checks.
- Analytical approach, including comparative analysis across baseline and endline

### **Quantitative Component**

A structured baseline survey will be administered to students, teachers and Head Masters/Principals, across project locations. The survey will cover access to STEM labs, teacher training, mentoring, and project-based learning activities with project teams and stakeholders too.

### **Qualitative Component**

Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) will capture the lived context of digital access and learning in these schools. Key qualitative areas include:

- Students: Comfort with technology, motivations, barriers at home and school, attitudes toward STEM learning
- Teachers: Current teaching environment, digital infrastructure gaps, readiness to sustain the STEM Lab.

Agencies are encouraged to propose a rigorous design feasible within the available budget, while ensuring the study remains practical, implementation-oriented, and useful for programme decision-making.

### Key Deliverables

In due course of assignment, the agency is expected to deliver:

- 1) Inception report including methodology and draft tools
- 2) Finalized data collection tools and translated versions
- 3) Field operational plan, progress reports
- 4) Analysis framework and dummy tables
- 5) Raw data set; both quantitative and qualitative and Transcripts
- 6) Top-line presentations for baseline and endline
- 7) Baseline report
- 8) Endline report

### Study Timelines

Activity	Baseline (July - September 2026)	Endline (January - March 2026)
<b>Field activities</b>	Tool finalization + Tool pretesting + Finalized translated tools + Baseline survey	Tool refinement based on program learnings + Tool pre-testing (endline) + Finalized translated / accessible tools + End-line survey with beneficiaries

<b>Deliverables</b>	Inception Report + Final Baseline Tools + Baseline Findings (Topline findings PPT) + Baseline Report	Final Endline Tools + Endline (Topline Findings PPT) + Endline Report
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## Budget

Agencies are requested to submit a detailed financial proposal covering:

- Professional fees
- Staffing costs
- Field operations
- Travel and logistics
- Data processing and analysis
- Taxes and applicable overheads

Provide a detailed breakdown of your estimated costs for the baseline and endline studies, including travel costs, and any additional fees.

## Financial Proposal Format

	Cost Head	Particulars (indicative)	Cost (INR)	Cost (INR) + GST
1.				
2.				
	Total Study Cost (inclusive of all applicable taxes)			

## Proposal Submission Guidelines

The competitive bids will be evaluated in terms of 70% technical and 30% financial

weightage. Proposal costing more than 6 lakhs rupees for both Baseline and Endline, including GST, will not be considered for evaluation. The following criteria will be primarily used for proposal evaluation -

- The experience of the agency in undertaking similar assignments in the past.
- The proposal should detail the personnel and their credentials, demonstrating their capability to handle the assignment effectively.
- The consultant's understanding of the project objectives and requirements of the study.
- The proposed strategy for collecting data through surveys, including measures to ensure high data quality.
- Methodology and Study Plan: Including the study strategy, data collection plan, reporting framework, and research methods.
- Timeline: A detailed timeline with the Gantt chart for the study, showcasing the feasibility and appropriateness of the proposed schedule.
- Financial Proposal: The financial proposal will be evaluated for its comprehensiveness and feasibility. It should provide a clear budget breakdown and demonstrate cost-effectiveness.

### **Submission Instructions**

Your proposal should include the following:

- A brief outline of the study framework
- A detailed breakdown of your proposed timeline.
- Your team's qualifications and experience.
- Cost breakdown for Baseline and Endline Study – overheads, staff costs, field operations costs, etc.
- Your CV/ Work Profile

**Documents to be Submitted:** Work Profile, Financial Proposal, Technical Proposal including key staff profiles, Some references of past work/case studies.

- Last Date for Proposal Submission: 17<sup>th</sup> June 2026.
- A 30-minute call can be scheduled for clarification.

All proposals should be mailed to [rfp@nasscomfoundation.org](mailto:rfp@nasscomfoundation.org) with the **subject line:** “<Baseline and Endline\_Applied\_Materials\_DL\_MEL>” in a single PDF file by **5:00pm**. Proposals submitted after the deadline will not be considered.