

**TISS Research Ethics Framework**

**1. Research Question and Methodology**

***(1.1) What is the research question? Why is it Important?***

1. **Why is the research question(s) scientifically important?**

The State of the Education Report for India 2021, ‘No Teacher, No Class’, identifies over one million teacher vacancies across different states, and over one lakh single-teacher schools. This serves as the starting point for the current report. Teacher shortage remains a huge challenge worldwide, affecting the quality of teaching and learning. Recruitment, deployment and distribution of teachers is complex, and in the case of India, it is also political (Ramachandran, 2021). The supply and demand of teachers pose various challenges such as: recruiting teachers with requisite qualifications across different subjects and levels, estimating the need, deployment of teachers in different types of schools, addressing concerns of equity and justice through the allocation and distribution of teachers in underserved areas, and so on (Organisation for Economic Cooperation and Development [OECD], 2012).

The OECD, 2012 report finds that schools serving the underprivileged are often located in remote areas and hence least preferred by teachers, thus further disadvantaging the already poor and marginalised communities. Given these challenges, how do we ensure that every child in school is taught, and receives equitable and quality education? This report aims to address the question of the demand and supply of teachers, and teacher availability in schools. Through estimating and projecting teacher needs across different subjects, levels and school types and identifying teacher availability, this study attempts to analyse the issue of teacher shortage and provide suggestions for teacher recruitment and deployment to fill this gap.

This study will contribute to a better understanding for identifying trends in teacher availability and shortage across the country, namely, a shortage of teachers and a high Pupil Teacher Ratio (PTR) at the secondary school level and a surplus of teachers, especially at the elementary level. It will also look at issues specific to hiring contract teachers to fill gaps in teacher availability, and consider the data on the supply side to identify key trends: the number of teacher education courses, intake, enrollment and course completion in a few teacher education courses, across the country.

The research questions for the study are as follows:

1. What is the supply of professionally qualified teachers (including the subjects and different levels) and what is its quality?
2. What and where is the demand for qualified teachers?
3. What is the status of supply and demand and deployment in relation to factors such as the size of the state, region (rural/urban), type of management of the school, and for different subject areas (all school subjects including arts, physical education, computer science, work education, and special education), and levels of school (early years, primary and secondary), school management? Are the RtE norms on teacher availability in schools met?
4. What are the demographic characteristics and trends of the teacher labour force? Does it reflect the population demography? What are the trends in feminisation?

**What knowledge gap will it fill?**

The report/study will inform policy and provide suggestions for teacher deployment in selected states and across India. Research and data that highlights the teacher availability across different school management and school types are few in the Indian context. This report intends to fill this gap and focus on teacher supply and demand.

1. **Why is the research question(s) important to the community affected?**

National Education Policy 2020 suggests comprehensive planning and forecasting of teachers for recruitment and deployment. This report will help to fulfill this goal of NEP 2020 as it would provide recommendations for teacher recruitment, deployment and availability. The state education officials and other stakeholders both at state and district such as State Council for Education Research and Training (SCERT), District Institute of Education and Training (DIETs) would be able to use the report. National bodies such as National Council for Teacher Education (NCTE), academia, civil society organizations would find the report beneficial as the report focuses on supply and demand of teachers.

**c. If other alternative research questions are possible, why was the particular question selected?**

The recruitment policies in private schools are highly varied and hence through selected case studies, the study would give a sense of recruitment, deployment and working conditions of teachers. It may not be possible to capture and understand the private school policies as there are not many regulations governing them with respect to recruitment and deployment.

1. **What potential harms might arise if the research is not conducted?**

The study aims to provide recommendations for comprehensive planning for teacher availability, recruitment and deployment of teachers to ensure equitable and quality education for all children. Hence this study can be helpful for providing inputs for improvement in education outcome goals of state, national government and civil society.

***(1.2) How is the methodology and proposed analysis appropriate given the research question(s)?***

1. **How will the research design and analysis provide the best means of answering the proposed question (e.g. sample size and method, selection of study population etc.)?**

In order to answer the research questions outlined above, secondary data will be taken from various sources. Data related to the supply of teachers (in the context of science, maths, languages, performing arts, physical education, special education, computer science, head teachers etc.) will be extracted from multiple sources such as annual reports of the Ministry of Education (MoE), NCTE, Central Board of Secondary Education (CBSE) and other data sources such as UDISE, AISHE, PLFS, PAB Minutes, Press Information Bureau (PIB) etc. As far as possible, this secondary data will be disaggregated by type of management (government/private/others).

The data regarding the demand for qualified teachers will be accessed from a number of sources, particularly vacancy advertisements of Central and State governments and large-scale private school managements (socio-religious organizations and philanthropic, CSR-funded schools etc). The policy documents pertaining to the recruitment and deployment of different state governments will also be analysed. The guidelines published by NCTE on teacher recruitment, NITI AAYOG, and data from CTET and state TETs on pass percentage will serve as important sources of information. The secondary literature and research reports will be reviewed for this purpose.

The primary data collection would be done with teachers, teacher educators, student-teachers, and department functionaries at the district and state levels to understand the recruitment and deployment policies in the chosen states. For this purpose, ten states and union territories -Assam, Chhattisgarh, Delhi, Bihar, Karnataka, Maharashtra, Meghalaya, Punjab, Telangana, and Odishaare proposed for in-depth analysis.

These states have been proposed on the basis of multiple criteria in order to ensure a representative sample from across the country. These criteria include: 1) geographical location (North/South/East/West), size, rural-urban distribution of population, unique characteristics such as hilly or border regions, and performance on the Ministry of Education’s Performance Grading Index (PGI), amongst others. Further, the availability of data and access to data sources have been factored into the selection of states/union territories for in-depth analysis. Eight out of the 10 proposed states were analyzed in some depth in the State of the Education Report for India 2021 and studying them yet again will enable us to get a sense of longitudinal trends.

Few private schools across select states would be identified to develop case studies on recruitment policies, working conditions, salaries, and attrition. Similarly, a few teacher education institutions would be identified to understand the aspirations and the quality of teacher education. A detailed plan for primary data collection has been developed.

**b. What scientific/methodology review has been obtained prior to submission for ethical review?**

The proposal and methodology has been reviewed by the following peers and review board:

1. Prof. Dinesh Prasad Saklani, Chairperson and Director, NCTE and NCERT
2. Mr. Harshit Mishra, Deputy Advisor, NITI AAYOG
3. Prof. Amita Chudgar, Professor, Education Policy, Michigan State University
4. Dr. Carlos Vargas Tamez, Chief of Section, Teacher Education, UNESCO
5. Ms. Amrita Patwardhan, Head, Education, Tata Trusts
6. Dr. Nidhi Gulati, Associate Professor, Elementary Education, Institute of Home Economics, Delhi University

c. How have ethical considerations shaped the proposed methodology? For example, what justification exists for any standard of care in the proposed research?

The proposed study will draw upon existing data gathered through primary survey and secondary data collection. The interviews and survey will use an MCQ and open-ended interview guide to gather information about the joining, roles, experiences, training, education qualification, service conditions etc (details mentioned in proposal and tools).

The following stakeholders have been identified for key informant interviews/survey:

1. Teachers
2. Headteachers
3. Teacher educators
4. Principals of teacher education institutions
5. Student teachers
6. Block Education Officers
7. District Education Officers
8. Teacher Unions

***(1.3) What is the context in which the research will be conducted? How has this influenced the research design?***

The State of the Education Report for India 2021, ‘No Teacher, No Class’, identifies over one million teacher vacancies across different states, and over one lakh single-teacher schools. This serves as the starting point for the current report. Teacher shortage remains a huge challenge worldwide, affecting the quality of teaching and learning. Recruitment, deployment and distribution of teachers is complex, and in the case of India, it is also political (Ramachandran, 2021). The supply and demand of teachers pose various challenges such as: recruiting teachers with requisite qualifications across different subjects and levels, estimating the need, deployment of teachers in different types of schools, addressing concerns of equity and justice through the allocation and distribution of teachers in underserved areas, and so on (Organisation for Economic Cooperation and Development [OECD], 2012).

The OECD, 2012 report finds that schools serving the underprivileged are often located in remote areas and hence least preferred by teachers, thus further disadvantageous the already poor and marginalised communities. Given these challenges, how do we ensure that every child in school is taught, and receives equitable and quality education? This report aims to address the question of the demand and supply of teachers, and teacher availability in schools. Through estimating and projecting teacher needs across different subjects, levels and school types and identifying teacher availability, this study attempts to analyse the issue of teacher shortage and provide suggestions for teacher recruitment and deployment to fill this gap.

The report will inform policy and provide suggestions for teacher deployment in selected states and across India. Research and data that highlights the teacher availability across different school management and school types are few in the Indian context. This report intends to fill this gap and focus on teacher supply and demand.

a. How have the community’s views about their needs and research priorities been taken into account? What is the researchers’ strategy to engage the community as part of the research process?

The research design has been shaped by discussions with review board and team members. The proposed study would engage the key stakeholders such as Teachers, Headteachers, Teacher educators, Principals of teacher education institutions, Student teachers, Block Education Officers, District Education Officers and Teacher Unions across select states/UTs of India.

b. What collaborative research partnerships or agreements exist in relation to this project? What engagement has occurred with local or national health authorities?

The proposed study is being done as part of a research is CETE flagship biennial report on understanding the key issues in teachers, teaching and Teacher Education in India.

c. To what extent can partnerships be structured in a fair and equitable manner?

There is no partnership required.

d. How will the researchers enhance local research capacity with this project?

Conducting this proposed study will build the capacity of the CETE staff to use the specific methodology. The discussions with various stakeholders including researchers will also help them appreciate and understand the methodology and provide space to them to ask questions.

e. Has research ethics review been obtained by all appropriate ethics review boards at the local/regional/national level?

This submission is being made to receive approval of TISS-IRB only.

***(1.4) Are there any other parties involved in the research? What potential interests of these parties might conflict with TISS’s mission and values?***

**a. Who may benefit directly and indirectly from the research?**

Policy-makers, communities, experts, academicians, students, civil society organizations, private sector, think tanks

b. Where other parties (e.g. companies) benefit from the research, how will the interests of participants, community and TISS project participants be protected?

No party other than the collaborating organisations will draw any exclusive benefits from the research. The findings of the study will be available in the public domain.

c. What are the potential benefits relating to spin-off interests or intellectual property etc? How will they be apportioned?

The intellectual property rights will be remains with TISS/CETE.

***(1.5) Are all relevant resources for the research secured?***

a. What is the budget for the research? Is it secured?

The proposed study does not require any separate funding because it is being funded as part of the CETE flagship project.

b. What additional infrastructure is required? Is it secured?

No additional infrastructure is required for the project. All necessary infrastructure is already available with the CETE-TISS.

c. What possible changes might occur in the field? What plans are in place to respond to such alterations?

Changes of select states/UTs may occur if the State authorities denied permission to conduct the survey. In that case, additional states with similar categories have been prepared.

d. Is there an operational commitment for the expected time of the study?

Yes, there is an operational commitment to conduct the study over the duration mentioned in the proposal.

***(1.6) Have the research staff the relevant training and protections?***

a. Have the research staff the required expertise to carry out the research? YES

b. What training has been conducted with the research staff, or how will this be provided? The research staff is trained researchers with multiple years of conducting research. They have read material on research ethics and junior staff have read literature on the topic and/or participated in trainings. A separate orientation will be conducted with the research team before the study commences.

c. What risks of harm might researchers be exposed to? How can this be minimised? There is no risk anticipated.

d. Have any of the research staff double allegiances (being both carer and researcher)? How will potential conflicts of interest be avoided? The research team members do not have allegiances that will pose conflict of interest risks.

**2. Respecting and Protecting Research Participants and Communities**

***(2.1) What are the anticipated harms and benefits?***

a. Given the best available evidence and any relevant experience, what are the anticipated harms and benefits of the research? How likely and how significant are any harms and benefits to research participants?

There are no anticipated harms of this research. aims to address the question of the demand and supply of teachers, and teacher availability in schools for appropriate levels and subjects. Through estimating and projecting teacher needs across different subjects, levels and school types and identifying the availability, this study attempts to analyze the issues of teacher availability, deployment and shortages, and make recommendations

1. **What are the potential wider social harms and benefits to communities?**

**Harm:** None/negligible

**Benefits:** The report will inform policy and provide suggestions for teacher deployment in selected states and across India. Research and data that highlights the teacher availability across different school management and school types are few in the Indian context. This report intends to fill this gap and focus on teacher supply and demand.

**c. What protections will be put in place to avoid or mitigate anticipated harms?**

Not applicable

d. Benefits and burdens of research may be unequally distributed between sub-groups. How are harms and benefits distributed between participants and communities? Have researchers ensured that any proposed inclusion/exclusion criteria are fair?

All key stakeholders in the design of this study will receive access to the draft versions and final versions of the report.

e. What is the process to monitor unknown harms/new information arising in the study? Will a data and safety monitoring committee be needed?

No such committee may be needed. The regular meetings of the research team would be used to monitor any new information/developments arising during the course of the study.

***(2.2) What are your plans for obtaining consent?***

A requirement to inform participants is often seen as being an important way to show respect and promote patient autonomy and welfare.

a. What information ought to be provided?

Information sheet will include the following elements: the reasons for doing research, details about who is doing the research, why the potential participant is being asked to be involved, details about what any intervention might involve and any on-going commitments of participation, details about anticipated risks and benefits, the fact that participants are free to refuse or withdraw, that any findings will be communicated back to the participants etc.

1. **Providing information does not guarantee it has been understood. How can information be provided at an appropriate linguistic level, without jargon or technical terms, and appropriate to the local language and culture?**

All participants have the ability to read, write and speak the English language (where there any stakeholder/participant doesn’t know English, Translated version of Tolls/Questionnaire will be provided in the respective state/regional language); hence the information will be provided in English language. They are also familiar with the technical jargon, as being involved in designing the study. In the rare case that the terms are not understood, the researchers would explain the same to them.

**c. Should information be provided in oral and/or written form?** Written form.

1. **How will the consent process be conducted**?

The participants will be handed over the consent forms and the Participant Information Sheet prior to scheduling the interviews. The investigators would be available to answer any questions the potential participants might have.

**Will a witness to the consent be required, how much time will be offered to consider whether to be involved? Prior engagement with communities can be a useful way to ensure that the consent process meets local expectations and sensitivities.**

Based on the information available with the research team about the key stakeholders to be interviewed, witnesses to consent would not be required.

**How will the act of consent be recorded?** Signed forms will be collected and maintained on file.

**e. Alternative or additional consent procedures may need to be developed where potential participants are minors, minor parents, or suffering from short or long-term incapacities etc.**

No minors, minor parents, or individuals suffering from short or long-term incapacities will be participating in this study.

***(2.3) How do you plan to protect confidentiality?***

Data will include all information (medical and non-medical) about or derived from participants.

a. What data security policies are in place?

Yes, policies of TISS and CETE will be followed. In addition, guidelines on research ethics with regards to data security will be complied with (see attached)

b. Where will data be gathered and stored? Who will have access to it? Where will it go?

All data will be stored in a way that access to it is limited to the small research team. Data will be anonymised and maintained on password protected drives with a backup on TISS server. It will also be password protected. This will protect data loss.

c. Will it be anonymised or coded? Will it be linked, or could it be linked, to other data sets? If so, are adequate protections in place?

All the data will be anonymised. It will not be linked to any other dataset.

d. Will data be placed in the public domain (in line with the TISS data sharing policy)? How will confidentiality be protected?

The processed and analysed data in the form of report will be available in the public domain. The sharing of even the anonymised raw data in public domain is not planned as part of the project and would not be supported by the partners.

**3. Implications and Implementation of the Research Findings**

***(3.1) What will happen when the research is either stopped or is complete?***

After the research is complete, draft reports will be shared with key stakeholders for feedback and the final reports will be shared in public domain.

a. Under what conditions would you consider stopping the project earlier than planned?

The project may have to be stopped earlier than planned if the partners are unable to support the conduct of the study.

b. What will happen to investments in infrastructure, human and other resources, when the research is complete or ends early?

Since there would be no investment in infrastructure, the repercussions would be negligible. The time spent by the research team on the incomplete project would not be a loss, as the research team would use it as a learning opportunity to discuss what was learnt and how things need to be done in future.

***(3.2) How will the findings be disseminated?***

1. **How will the results be disseminated? Through publication? Where? Will they be available through open access or on the TISS web site?**

Results will be disseminated through publications (reports and journal papers/books) and presentations. These links will be available in TISS/CETE websites.

1. **How will the TISS Project team communicate the results of the research directly to the community/ participants involved?**

Communication will be done through sharing the publication or conducting workshops/meetings.

**c. What is the plan for dissemination if the research findings are negative?**

The research team is committed to sharing the findings. If these are perceived to be negative, they would be sensitively discussed and opportunities provided to hear the contrary views.

***(3.3) How will the findings be implemented?***

It will not be possible, before results are known, to establish all the details about implementation. However, it is often possible to think about such issues in advance.

a. What is the project team's obligation to the research participants?

The research team would share the findings of the study and give an opportunity to the stakeholders to share their feedback with the research team.

b. What is project team's obligation to others in the immediate programme or community where the research occurred?

There is no formal obligation to the programme.

c. What is project team's obligation to others in the same situation elsewhere?

d. How will the project team fulfil any post-research obligations entailed by the results of the research?

There are no post-research obligations other than ones mentioned above.

e. Is there an (advocacy) plan in place to assure access to benefits of the study results if applicable?

This is particularly important where individuals and communities are unable to access an intervention for some reasons (e.g. it is too expensive).

There is no advocacy plan. However, the findings of the study are expected to contribute to shaping the larger discourse on teacher availability, recruitment and deployment of teachers to ensure equitable and quality education for all children. The publication of the findings will be a step in that direction.

**Template to be filled up for making the ethics review application:**

| **1. Research Question and Methodology** |
| --- |
| **(1.1) What is the research question? Why is it important?**  This study aims to address the supply and demand of teachers and focus on the recruitment and deployment of teachers for comprehensive planning and forecasting of teacher vacancies. It seeks to address the following questions:  To answer the above questions, the following issues would be considered in the select states:   1. What is the supply of professionally qualified teachers (including the subjects and different levels) and what is its quality? 2. What and where is the demand for qualified teachers? 3. What is the status of supply and demand and deployment in relation to factors such as the size of the state, region (rural/urban), type of management of the school, and for different subject areas (all school subjects including arts, physical education, computer science, work education, and special education), and levels of school (early years, primary and secondary), school management? Are the RtE norms on teacher availability in schools met? 4. What are the demographic characteristics and trends of the teacher labour force? Does it reflect the population demography? What are the trends in feminisation?   This proposed case study will contribute to a better understanding of teacher availability, recruitment and deployment of teachers to ensure equitable and quality education for all children. |
| **(1.2) How is the methodology and proposed analysis appropriate given the research question(s)?**   | **Methodology (250-500 words):**  The report will analyse the demand and supply of teachers, and teacher availability in schools across the country, on the basis of both primary and secondary data.  **Secondary data**  In terms of secondary data, Data related to the supply of teachers (in the context of science, maths, languages, performing arts, physical education, special education, computer science, head teachers etc.) will be extracted from multiple sources such as annual reports of the Ministry of Education (MoE), NCTE, Central Board of Secondary Education (CBSE) and other data sources such as UDISE, AISHE, PLFS, PAB Minutes, Press Information Bureau (PIB) etc. As far as possible, this secondary data will be disaggregated by type of management (government/private/others).  The data regarding the demand for qualified teachers will be accessed from a number of sources, particularly vacancy advertisements of Central and State governments and large-scale private school managements (socio-religious organizations and philanthropic, CSR-funded schools etc). The policy documents pertaining to the recruitment and deployment of different state governments will also be analysed. The guidelines published by NCTE on teacher recruitment, NITI AAYOG, and data from CTET and state TETs on pass percentage will serve as important sources of information. The secondary literature and research reports will be reviewed for this purpose.  **Primary data**  The primary data collection would be done with teachers, head teachers, teacher educators, student-teachers, and department functionaries at the district and state levels to understand the availability of teachers, recruitment and deployment policies in the chosen states. Different school management and Teacher Education Institutions (TEIs) are the sites of study. For this purpose, **ten states - Assam, Chhattisgarh, Bihar, Delhi, Karnataka, Maharashtra, Meghalaya, Punjab, Telangana, and Odisha** are proposed for in-depth analysis. Twenty-nine districts have been selected in total in these ten states (3 each in a state). The primary data collection would involve surveys in schools and TEIs and in-depth interviews with district officials and teacher unions. | | --- | |
| ***(1.3)* What is the context in which the research will be conducted? How has this influenced the research design?**The protocol must include details about existing and planned community engagement and collaborative partnerships and how they have influenced or shaped the proposed research.  The State of the Education Report for India 2021, ‘No Teacher, No Class’, identifies over one million teacher vacancies across different states, and over one lakh single-teacher schools. This serves as the starting point for the current report. Teacher shortage remains a huge challenge worldwide, affecting the quality of teaching and learning. Recruitment, deployment and distribution of teachers is complex, and in the case of India, it is also political (Ramachandran, 2021). The supply and demand of teachers pose various challenges such as: recruiting teachers with requisite qualifications across different subjects and levels, estimating the need, deployment of teachers in different types of schools, addressing concerns of equity and justice through the allocation and distribution of teachers in underserved areas, and so on (Organisation for Economic Cooperation and Development [OECD], 2012).  The OECD, 2012 report finds that schools serving the underprivileged are often located in remote areas and hence least preferred by teachers, thus further disadvantageous the already poor and marginalised communities. Given these challenges, how do we ensure that every child in school is taught, and receives equitable and quality education? This report aims to address the question of the demand and supply of teachers, and teacher availability in schools. Through estimating and projecting teacher needs across different subjects, levels and school types and identifying teacher availability, this study attempts to analyse the issue of teacher shortage and provide suggestions for teacher recruitment and deployment to fill this gap.  The report will inform policy and provide suggestions for teacher deployment in selected states and across India. Research and data that highlights the teacher availability across different school management and school types are few in the Indian context. This report intends to fill this gap and focus on teacher supply and demand.  a. How have the community’s views about their needs and research priorities been taken into account? What is the researchers’ strategy to engage the community as part of the research process?  The research design has been shaped by discussions with review board and team members. The proposed study would engage the key stakeholders such as Teachers, Headteachers, Teacher educators, Principals of teacher education institutions, Student teachers, Block Education Officers, District Education Officers and Teacher Unions across select states/UTs of India.  b. What collaborative research partnerships or agreements exist in relation to this project? What engagement has occurred with local or national health authorities?  The proposed study is being done as part of research is CETE flagship biennial report on understanding the key issues in teachers, teaching and Teacher Education in India.  c. To what extent can partnerships be structured in a fair and equitable manner?  There is no partnership required.  d. How will the researchers enhance local research capacity with this project?  Conducting this proposed study will build the capacity of the CETE staff to use the specific methodology. The discussions with various stakeholders including researchers will also help them appreciate and understand the methodology and provide space to them to ask questions.  e. Has research ethics review been obtained by all appropriate ethics review boards at the local/regional/national level?  This submission is being made to receive approval of TISS-IRB only. |
| **(1.4) Are there any other parties involved in the research? What potential interests of these parties might conflict with TISS’s mission and values?**  **a. Who may benefit directly and indirectly from the research?**  Policy-makers, communities, experts, academicians, students, civil society organizations, private sector, think tanks  b. Where other parties (e.g. companies) benefit from the research, how will the interests of participants, community and TISS project participants be protected?  No party other than the collaborating organisations will draw any exclusive benefits from the research. The findings of the study will be available in the public domain.  c. What are the potential benefits relating to spin-off interests or intellectual property etc? How will they be apportioned?  The intellectual property rights will be remains with TISS/CETE. |
| **(1.5) Are all relevant resources and protections for the research secured?**  a. What is the budget for the research? Is it secured?  The proposed study will be done from CETE internal funds. For this Rs. 40 Lakhs has been secured.  b. What additional infrastructure is required? Is it secured?  No additional infrastructure is required for the project. All necessary infrastructure is already available with the CETE-TISS.  c. What possible changes might occur in the field? What plans are in place to respond to such alterations?  Changes of select states/UTs may occur if the State authorities denied permission to conduct the survey. In that case, additional states with similar categories have been prepared.  d. Is there an operational commitment for the expected time of the study?  Yes, there is an operational commitment to conduct the study over the duration mentioned in the proposal. |
| **2. Respecting and Protecting Research Participants and Communities** |
| **(2.1) What are the anticipated harms and benefits?**  ***(2.1) What are the anticipated harms and benefits?***  a.Given the best available evidence and any relevant experience, what are the anticipated harms and benefits of the research? How likely and how significant are any harms and benefits to research participants?  There are no anticipated harms of this research. aims to address the question of the demand and supply of teachers, and teacher availability in schools for appropriate levels and subjects. Through estimating and projecting teacher needs across different subjects, levels and school types and identifying the availability, this study attempts to analyze the issues of teacher availability, deployment and shortages, and make recommendations   1. **What are the potential wider social harms and benefits to communities?**   **Harm:** None/negligible  **Benefits:**The report will inform policy and provide suggestions for teacher deployment in selected states and across India. Research and data that highlights the teacher availability across different school management and school types are few in the Indian context. This report intends to fill this gap and focus on teacher supply and demand.  **c. What protections will be put in place to avoid or mitigate anticipated harms?**  Not applicable  d. Benefits and burdens of research may be unequally distributed between sub-groups. How are harms and benefits distributed between participants and communities? Have researchers ensured that any proposed inclusion/exclusion criteria are fair?  All key stakeholders in the design of this study will receive access to the draft versions and final versions of the report.  e. What is the process to monitor unknown harms/new information arising in the study? Will a data and safety monitoring committee be needed?  No such committee may be needed. The regular meetings of the research team would be used to monitor any new information/developments arising during the course of the study. |
| **(2.2) What are your plans for obtaining consent?**  A requirement to inform participants is often seen as being an important way to show respect and promote patient autonomy and welfare.  a. What information ought to be provided?  Information sheet will include the following elements: the reasons for doing research, details about who is doing the research, why the potential participant is being asked to be involved, details about what any intervention might involve and any on-going commitments of participation, details about anticipated risks and benefits, the fact that participants are free to refuse or withdraw, that any findings will be communicated back to the participants etc.   1. **Providing information does not guarantee it has been understood. How can information be provided at an appropriate linguistic level, without jargon or technical terms, and appropriate to the local language and culture?**   All participants have the ability to read, write and speak the English language (where there any stakeholder/participant doesn’t know English, Translated version of Tolls/Questionnaire will be provided in the respective state/regional language); hence the information will be provided in English language. They are also familiar with the technical jargon, as being involved in designing the study. In the rare case that the terms are not understood, the researchers would explain the same to them.  **c. Should information be provided in oral and/or written form?** Written form.   1. **How will the consent process be conducted**?   The participants will be handed over the consent forms and the Participant Information Sheet prior to scheduling the interviews. The investigators would be available to answer any questions the potential participants might have.  Will a witness to the consent be required, how much time will be offered to consider whether to be involved? Prior engagement with communities can be a useful way to ensure that the consent process meets local expectations and sensitivities.  Based on the information available with the research team about the key stakeholders to be interviewed, witnesses to consent would not be required.  **How will the act of consent be recorded?** Signed forms will be collected and maintained on file.  **e. Alternative or additional consent procedures may need to be developed where potential participants are minors, minor parents, or suffering from short or long-term incapacities etc.**    No minors, minor parents, or individuals suffering from short or long-term incapacities will be participating in this study. |
| **(2.3) How do you plan to protect confidentiality?**  ***(2.3) How do you plan to protect confidentiality?***  Data will include all information (medical and non-medical) about or derived from participants.  a. What data security policies are in place?  Yes, policies of TISS and CETE will be followed. In addition, guidelines on research ethics with regards to data security will be complied with (see attached)  b. Where will data be gathered and stored? Who will have access to it? Where will it go?  All data will be stored in a way that access to it is limited to the small research team. Data will be anonymised and maintained on password protected drives with a backup on TISS server. It will also be password protected. This will protect data loss.  c. Will it be anonymised or coded? Will it be linked, or could it be linked, to other data sets? If so, are adequate protections in place?  All the data will be anonymised. It will not be linked to any other dataset.  d. Will data be placed in the public domain (in line with the TISS data sharing policy)? How will confidentiality be protected?  The processed and analysed data in the form of report will be available in the public domain. The sharing of even the anonymised raw data in public domain is not planned as part of the project and would not be supported by the partners. |
| **3. Implications and Implementation of the Research Findings** |
| ***(*3.1) What will happen when the research is either stopped or is complete?**  ***(3.1) What will happen when the research is either stopped or is complete?***  After the research is complete, draft reports will be shared with key stakeholders for feedback and the final reports will be shared in public domain.  a. Under what conditions would you consider stopping the project earlier than planned?  The project may have to be stopped earlier than planned if the partners are unable to support the conduct of the study.  b. What will happen to investments in infrastructure, human and other resources, when the research is complete or ends early?  Since there would be no investment in infrastructure, the repercussions would be negligible. The time spent by the research team on the incomplete project would not be a loss, as the research team would use it as a learning opportunity to discuss what was learnt and how things need to be done in future. |
| **(3.2) How will the findings be disseminated?**  ***(3.2) How will the findings be disseminated?***   1. **How will the results be disseminated? Through publication? Where? Will they be available through open access or on the TISS web site?**   Results will be disseminated through publications (reports and journal papers/books) and presentations. These links will be available in TISS/CETE websites.   1. **How will the TISS Project team communicate the results of the research directly to the community/ participants involved?**   Communication will be done through sharing the publication or conducting workshops/meetings.  **c. What is the plan for dissemination if the research findings are negative?**  The research team is committed to sharing the findings. If these are perceived to be negative, they would be sensitively discussed and opportunities provided to hear the contrary views. |
| **(3.3) How will the findings be implemented?**  ***(3.3) How will the findings be implemented?***  It will not be possible, before results are known, to establish all the details about implementation. However, it is often possible to think about such issues in advance.  a. What is the project team's obligation to the research participants?  The research team would share the findings of the study and give an opportunity to the stakeholders to share their feedback with the research team.  b. What is the project team's obligation to others in the immediate programme or community where the research occurred?  There is no formal obligation to the programme.  c. What is the project team's obligation to others in the same situation elsewhere?  d. How will the project team fulfil any post-research obligations entailed by the results of the research?  There are no post-research obligations other than ones mentioned above.  e. Is there an (advocacy) plan in place to assure access to benefits of the study results if applicable? This is particularly important where individuals and communities are unable to access an intervention for some reasons (e.g. it is too expensive  There is no advocacy plan. However, the findings of the study are expected to contribute to shaping the larger discourse on teacher availability, recruitment and deployment of teachers to ensure equitable and quality education for all children. The publication of the findings will be a step in that direction |