

# The Role of Supportive Systems in Enabling Effective Online Teacher Training during the COVID-19 Pandemic

## A Large-Scale Intervention in Rajasthan, India

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### **Abstract:**

*This paper describes the 'role of supportive systems in enabling effective online teacher training during the COVID-19 pandemic'.*

*Drawing from our experiences of teacher professional development (TPD) in state systems, we talk about challenges in designing and conducting teacher training in an online mode in Rajasthan, India. We trace our conceptualisation and development of the role of supportive system in enabling effective online teacher training for 120,000 elementary school teachers in Rajasthan, India.*

*Drawing from our collective experiences of in-person TPD for over 29 years, principles and practices evolved. So did our own thinking about how teachers learn and how teachers can experience what they learn so, they are able to convert it into their classroom practice.*

*Central to this process was a firm rootedness in the ecosystem approach. Adapted to the TPD process, the ecosystem approach aimed to strengthen the supportive system to enable teachers' learning. This supportive system comprises of the units of the state education system that enable teachers' capacity building process i.e., the administrative and academic units.*

*Aware of the limited ability of teachers to process digital inputs and to engage in web based platforms, we initiated certain processes guided by the assumption that teachers perform best when they have the necessary supportive conditions (Shukla 2007).*

*Considering so, the challenge was to generate hands-on processes for supportive system to lead online interaction with peers and teachers and to enable teachers reflect on the content. We detail the core principles and practices learnt from our experience in in-person TPD,*

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