



Regional Institute of English South India

Jnanabharathi Campus, Bengaluru

23.07.2026

State-Level Workshop for Implementation and Nodal Officers on Bilingual-Medium Education

As part of the Department of School Education & Literacy's efforts to strengthen the effective implementation of bilingual-medium education in government schools, the Regional Institute of English, South India (RIESI), Bengaluru, in collaboration with the Directorate of State Educational Research and Training (DSERT) and the Azim Premji Foundation (APF), conducted a state-level two-day workshop for Bilingual School Implementation and Nodal Officers of Bengaluru, Mysore, Belagavi and Kalburgi divisions.

The leadership and coordination provided by the RIESI, DSERT officials and the APF team ensured the smooth implementation of the programme at the state level for all four educational divisions. From RIESI, the programme was led by Smt V Sumangala, Director and coordinated by Dr Uzma S Raheel, Faculty, RIESI. From DSERT, the programme was planned and coordinated under the guidance of Shri K. G. Rangaiah, Director, Smt Mangala G, DDPI and Smt Indira C S, SADPI. Mr S Rudresh and his team from the Azim Premji Foundation (APF) provided academic and facilitation support.

The workshop was designed to strengthen the academic leadership capacities of the implementation teams and prepare them to subsequently train, guide and support school heads at the district/division level in the effective implementation of bilingual-medium education.

Programme Coverage and Participation

The state-level workshop was conducted in three batches, covering all four educational divisions of Karnataka.

• Batch 1	13–14 August 2026	Bengaluru and Mysuru	103+ 78
• Batch 2	17–18 August 2026	Belagavi	113
• Batch 3	19–20 August 2026	Kalaburagi	91
Total	All four divisions		385

The programme achieved 100% of the planned participation, with officials from all four educational divisions attending the state-level workshop as planned.

The successful completion of all three batches has ensured that the identified implementation and nodal officers across the four educational divisions have received common state-level preparation before they undertake the next stage of the cascade programme.

Composition of the Implementation Teams

The implementation teams comprise officials responsible for academic supervision, coordination and field-level support. The team includes:

- DIET Principal
- Deputy Project Coordinator (DYPC)
- Education Officers
- Subject Inspectors (Kannada and English)
- Nodal Officer for the Bilingual Programme
- Block Resource Persons (BRPs)
- Cluster Resource Persons (CRPs)

The workshop aimed to develop a common understanding among these officials regarding their respective roles in providing academic leadership and supporting school heads in the implementation of bilingual-medium education.

Objectives of the Workshop

The major objectives of the state-level workshop were to:

1. Develop a shared understanding of the vision of flagship schools and the role of school heads as academic leaders.
2. Strengthen participants' understanding of bilingual-medium education and effective bilingual classroom practices.
3. Identify and discuss the issues and challenges involved in teaching in bilingual classrooms and explore possible strategies to address them.
4. Familiarise participants with relevant textbooks and their effective use in bilingual classrooms.

5. Provide exposure to practical approaches to bilingual teaching through demonstration lessons.
6. Develop the capacity of officers to undertake classroom observation and provide constructive feedback.
7. Enable participants to support schools in creating language-rich learning environments.
8. Ultimately enable schools to create bilingual learning environments in which children can understand concepts more easily, participate confidently and learn effectively through the appropriate use of Kannada and English.
9. Reduce the cognitive load on learners in bilingual classrooms by helping teachers use learners' linguistic resources appropriately

Major Areas Covered

The two-day workshop focused on the following seven major areas, with sessions facilitated by faculty members of RIESI and the Azim Premji Foundation:

1. Vision of Flagship Schools and Academic Leadership

Dr Ravinarayan Chakrakodi, Professor and Academic Head, RIESI, facilitated the session on the vision of flagship schools and academic leadership. The session helped participants develop a shared understanding of the vision of flagship schools and the role of school heads as academic leaders.

2. Bilingual Medium – Concept and Practices

Dr Pooja Giri, Faculty, RIESI, facilitated the session on the concept and practices of bilingual-medium education. The session focused on the principles underlying bilingual-medium education and appropriate practices for effective bilingual classroom teaching.

3. Issues and Challenges of Teaching in Bilingual Classrooms

Dr Hitesh C. Bhakat, Professor, RIESI, Ms Suma S. and Ms Priyanka D. from the Azim Premji Foundation, facilitated the session on the issues and challenges of teaching in bilingual classrooms. Participants discussed practical challenges that

teachers may encounter in bilingual classrooms and explored possible strategies and approaches to address them effectively.

4. Familiarisation with Textbooks

Dr Uzma S. Raheel, Faculty and Programme Coordinator, RIESI, facilitated the textbook familiarisation session. Participants were familiarised with the relevant textbooks and explored ways of using them effectively to support teaching and learning in bilingual classrooms.

5. Demonstration Lessons

Demonstration lessons facilitated by Dr Suman Bandi, Faculty, RIESI, and Ms Suma, Ms Archana and Mr Puneet from the Azim Premji Foundation, provided participants with opportunities to observe practical approaches to teaching and learning English, Mathematics and EVS in bilingual classrooms. The demonstrations enabled participants to connect the principles discussed during the workshop with actual classroom teaching practices.

6. Classroom Observation and Feedback

The session, facilitated by Dr Ravinarayan Chakrakodi, Professor, RIESI, focused on developing participants' capacity to observe and analyse classroom practices critically and provide constructive, evidence-based feedback to teachers. Participants watched selected real classroom videos of EVS and Mathematics and examined classroom processes from the perspective of teaching, learning and teacher professional development.

7. Creating a Language-Rich Environment

Mr Benny from the Azim Premji Foundation, along with the RIESI faculty, facilitated the session on creating and sustaining a language-rich environment at the school level and, in particular, in classrooms. The session explored strategies for creating classrooms that provide learners with meaningful opportunities to listen to, speak, read and use Kannada and English, thereby supporting greater participation and meaningful learning.

The programme employed a combination of presentations, discussions, practical activities, textbook familiarisation and demonstration lessons. This approach enabled participants to connect the concepts discussed during the workshop with their responsibilities in supporting school heads and schools.

The practical orientation of the programme was intended to ensure that the learning would translate into classroom-level practices. Particular attention was given to how teachers can use bilingual approach to support learners' understanding and to make the learning process smoother for children, reduce the cognitive demands associated with learning through an unfamiliar language, and improve their participation and learning outcomes.

Role of the Trained Officers

A key feature of the programme is the strengthening of the School Heads of 3,610 Flagship schools across Karnataka. The officers trained at the state level will take the learning to the next level and subsequently support and train all the school heads.

Their responsibilities include:

- Supporting school heads in understanding their role as academic leaders;
- Providing guidance on the effective implementation of bilingual-medium education;
- Supporting teachers in developing appropriate bilingual classroom practices;
- Supporting classroom observation and providing constructive feedback;
- Guiding schools in creating language-rich learning environments; and
- Providing continued academic support and handholding to schools during implementation.

The ultimate purpose of this support is to ensure that bilingual-medium education does not become an additional cognitive burden for children. Instead, appropriate use of bilingual approach should help learners understand concepts, participate in classroom activities and gradually develop their ability to learn through English.

Next Phase – Division-Level Training

With the completion of the state-level workshop, the programme is now moving into the division-level training phase.

The trained implementation and nodal officers will conduct a two-day training programme for school heads at the division level commencing from 24 August 2026.

The purpose of this next phase is to ensure that the learning from the state-level workshop reaches school heads in a systematic manner and strengthens their capacity to provide academic leadership and effectively implement bilingual-medium education in their respective schools. The longer-term intended outcome is improved classroom teaching and learning in bilingual-medium schools.

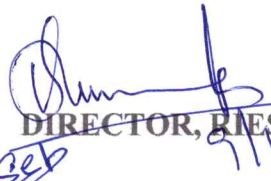
The division level training will focus particularly on the school heads' roles and responsibilities as academic leaders, effective bilingual classroom practices, classroom observation and feedback, textbook use and the creation of language-rich learning environments.

Overall Outcome

The state-level workshop has been successfully completed through three batches, with 385 officers from all four educational divisions participating. The programme has achieved 100% of the planned participation, ensuring that the identified implementation and nodal officers have been prepared to undertake the next stage of the training and to help School Heads to create enabling learning environments.

The collaboration among RIESI, DSERT and the Azim Premji Foundation has enabled the programme to combine institutional expertise and field-oriented approaches to academic leadership and bilingual pedagogy.

The successful completion of the state-level phase marks an important milestone in the systematic capacity building for bilingual-medium education in Karnataka. The commencement of the division-level programme from 24 August 2026 will facilitate the transition from state-level preparation to school-level academic leadership and support.


DIRECTOR, RIESI
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