



# Regional Institute of English, South India

Jnanabharathi Campus, Bengaluru-560056

## Report on the Training Programmes for School Heads of Flagship Schools on Bilingual-Medium Education

10.09.2026

As part of the Department of School Education & Literacy's efforts to strengthen the implementation of bilingual-medium education in flagship schools across Karnataka, 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 two-day state-level training programme for 381 Bilingual School Implementation and Nodal Officers.

The participants comprised implementation and monitoring officers from the four educational divisions of the state, including DIET Principals, Educational Coordinators, Deputy Project Coordinators (DYPCs), Subject Inspectors, Nodal Officers for the Bilingual Programme, Block Resource Persons (BRPs) and Cluster Resource Persons (CRPs) and Facilitators from the Azim Premji Foundation (APF).

### **Two-day Training for School Heads**

Following the successful completion of the state-level training at RIESI, the trained Bilingual School Implementation and Nodal Officers have commenced the process of conducting the two-day training programme to School Heads of flagship schools across Karnataka.

The training is intended to enable School Heads to understand their roles and responsibilities in supporting teachers, monitoring classroom practices and creating conditions conducive to effective bilingual learning.

The Bengaluru division School Heads participated in the two-day training programme conducted at the Regional Institute of English, South India (RIESI), Jnanabharathi, Bengaluru, as detailed below:

| District        | Dates of the training    | No. of School heads trained |
|-----------------|--------------------------|-----------------------------|
| Bangalore South | 01.09.2026 to 02.09.2026 | 145                         |
| Bangalore North | 03.09.2026 to 04.09.2026 | 66                          |
| Chikkaballapura | 03.09.2026 to 04.09.2026 | 50                          |
| Davanagere      | 07.09.2026 to 08.09.2026 | 79                          |
| Ramnagara       | 07.09.2026 to 08.09.2026 | 45                          |
| Shivamogga      | 10.09.2026 to 11.09.2026 | 80                          |
| Madhugiri       | 10.09.2026 to 11.09.2026 | 39                          |
| <b>Total</b>    |                          | <b>504</b>                  |

## **Objectives of the Training**

The major objectives of the two-day training for School Heads were to:

1. Develop a shared understanding of the vision of flagship schools and the role of School Heads as academic leaders.
2. Strengthen School Heads' understanding of bilingual-medium education and effective bilingual classroom practices.
3. Familiarise School Heads with relevant textbooks and their effective use in bilingual classrooms.
4. Provide exposure to practical approaches to bilingual teaching through demonstration lessons.
5. Develop the capacity of School Heads to undertake classroom observation and provide constructive feedback to teachers.
6. Enable School Heads to support teachers in creating language-rich learning environments.
7. Enable School Heads to identify and address challenges that may arise in teaching and learning in bilingual classrooms.
8. Ultimately support schools in making learning in the bilingual medium smoother, more meaningful and less cognitively demanding for children through appropriate use of English and Kannada.

## **Major Areas Covered**

The two-day programme focused on the following major areas:

- **Vision of Flagship Schools and Academic Leadership**

Participants explored the vision of flagship schools and examined the role of School Heads as academic leaders.

- **Bilingual Medium – Concept and Practices**

The session developed an understanding of the concept and principles of bilingual-medium education and explored appropriate bilingual classroom practices.

- **Familiarisation with Textbooks**

School Heads were familiarised with the English, Maths, Environmental Science and Kannada textbooks and discussed ways in which the textbooks can be used effectively in bilingual classrooms.

- **Demonstration Lessons by Resource Persons**

Demonstration lessons provided participants with opportunities to observe practical approaches to teaching and learning maths, EVS and English in bilingual classrooms.

- **Classroom Observation and Feedback**

Participants were oriented towards observing classroom processes systematically and providing constructive and evidence-based feedback to teachers.

- **Creating a Language-Rich Environment**

The session explored ways of providing children with meaningful opportunities to listen to, speak, read and use English and Kannada in the school and, in particular, in classrooms.

- **Demonstration Lessons by Participants**

As a practical component of the training, participants themselves conducted demonstration lessons in English, EVS and Mathematics. The Resource Persons observed these lessons and provided constructive feedback.

A key focus of the two-day training was to position School Heads as academic leaders rather than merely administrative heads. They are expected to play an important role in supporting the effective implementation of bilingual-medium education by:

### **Focus on Children's Learning**

The cascade training ultimately seeks to improve the learning experience and learning outcomes of children in bilingual-medium schools.

Effective bilingual-medium education requires teachers to use language strategically so that children are not required to grapple simultaneously with unfamiliar concepts and unfamiliar language. Appropriate use of bilingual method can provide the necessary linguistic support for children to understand concepts, participate actively and gradually develop confidence in learning through English.

The ultimate objective of this capacity-building initiative is to ensure that children in bilingual-medium schools experience better teaching, greater participation, improved conceptual understanding and smoother learning with reduced cognitive load. Continued academic support from the trained implementation teams, School Heads, RIESI, DSERT and the Azim Premji Foundation will be important for translating the training into sustained improvements in classroom practice and children's learning.

  
DIRECTOR  
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