

**Community of Practice  
for  
Social Science and Kannada Teacher Educators**



**Workshop on  
“ICT Mediation in Education”  
paper in the “Diploma in Education” revised curriculum**

**at District Institute of Education and Training (DIET),  
Bangalore Rural District, February 3 - 7 2015**

**Report from IT for Change**

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## 1 Background

Within the overarching objectives of learning for development, CEMCA seeks to promote the adoption of a blended approach to ICT integration in continuing professional development of teacher educators, focusing on the capacity building of teacher educators, in its three year plan (2012-15). In order to support the capacity building efforts and develop a self-supporting and sustainable community of practice of teacher educators in Karnataka, CEMCA and IT for Change (ITfC) are partnering in a programme for enabling teacher educators to integrate ICTs into their professional development through a “Community of Practice” (COP) approach.

As a part of this programme, during 2012-13 and 2013-14, ITfC conducted capacity building workshops for DIET faculty across Karnataka, for them to learn a variety of digital methods and become familiar with the processes of collaboratively accessing and creating open educational resources. Through these workshops and an online forum, ITfC helped create and develop the virtual COP for teacher educators. The technical components of the COP include a [Drupal web platform](#), a [Wiki resource portal](#) and a [mailing list](#). The DIET faculty shared ideas, experiences and resources on the mailing lists, got oriented on the Mediawiki software which has been developed to support collaborative creation and curation of digital resources and exposed to the Drupal web platform. *In both years, the training was customised to meet the requirements and priorities of the teacher educators; that being the development of supplementary open educational resources for mathematics, science and social sciences.*

## 2 Programme aims

During 2014-15 to strengthen the COP, the needs and priorities of the teacher educators were identified, to develop the curriculum for the training. DSERT is implementing the new curriculum for the second year of the DEd. Programme, which has been revised in line with NCF 2005<sup>1</sup> principles, this includes a paper on *ICT Mediation in teaching-learning*<sup>2</sup>. DSERT wanted to train DIET faculty to transact this paper in the revised DEd course from 2014-15. Our interactions with

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1 National Curriculum Framework 2005 is a pioneering document from NCERT, which outlines new approaches to learning

2 ITfC team has written the teacher hand-book and also the student source book for this course. Gurumurthy, IT for Change, is the convenor for the ICT Mediation paper, in the DEd curriculum revision team

teacher educators revealed that they wanted to discuss and share ideas on this revised pre-service curriculum, which was quite different from the previous curriculum, and wanted a forum for the same. The DSERT also wanted to train a core group of resource persons who would train their peers across the state in transacting '*ICT Mediation in teaching-learning*'. Based on this assessment, ITfC proposed to CEMCA that the DIET COP should in 2014-15 focus on the capacity building of DIET faculty to transact this paper and bring these teacher-educators into the COP, where they could discuss their requirements, issues/challenges relating to the revised DEd curriculum and also support one another. This would also be is an excellent opportunity to integrate ICTs into pre-service teacher education, and supporting TE institutions to fulfil such a core responsibility would be a valuable opportunity to strengthen the COP .

ITfC designed and conducted two workshops for DIET faculty to help them understand ICT mediation in the D.Ed. Course. The first workshop was for mathematics and science teacher educators. **This document is a report on the second workshop and documents the aims, processes, experiences, learning outcomes and possible ways to take the COP forward in the subsequent years.** *Important insights and learnings have been indicated in italicised blue colour font for easy reading and reference, in the relevant places in the report.* Points already covered in the report for the first workshop are not repeated in this report, unless necessary for report comprehension.

### **3 Workshop aims**

The aims of the workshop included:

1. Building and strengthening teacher educators' capacities to integrate ICTs into teacher-education, focusing on their professional development, leveraging the COP platform
2. Helping the DIET faculty develop an understanding of the '*ICT Mediation in teaching-learning*' course - syllabus, objectives and transacting methodologies
3. Building skills of collaborating in virtual professional learning communities
4. Learning about open digital libraries / OERs
5. Developing critical perspectives on technologies, moving beyond seeing it only as a tool and understanding its larger pedagogic, economic, technological implications

The participating faculty were trained to become 'Master Resource Persons' (MRPs), since they had the responsibility of training their colleagues across the entire state. The participants became members of the COP, to continue their sharing and learning.

## **4 Workshop sessions**

The workshop was planned for five days and the agenda was framed in consultations with DSERT and CEMCA. Along with the brief narrative of what happened, the learnings are also provided, in the report. As mentioned earlier, critical learnings are coloured in *blue italicised font* for easy reference.



*Inauguration of the workshop by Mr.*

*Rangadamappa SADPI, DSERT*

### **4.1 Inauguration session**

The workshop was hosted by the Bangalore Rural DIET in its ICT lab. Mr. Rangadhamappa SADPI<sup>3</sup>, DSERT commenced the proceedings with an introduction to workshop objectives and the role of ICT Mediation in the D.Ed course. He also spoke about ICT Mediation source book in second year D. Ed. Curriculum, which presented an opportunity to teacher educators to learn how to integrate ICT into teacher education.

Venkatesh, IT for Change, spoke on the need for teacher educators to learn new methods and approaches to teaching, integrating ICTs. In Karnataka, such integration is already being covered in the in-service teacher education programmes and it is necessary to bring this into the pre-service teacher-education education as well. One important way for the teacher-educators to continue their learning about ICT integration as well as other methods of professional development, was to become members of a 'Community of Practice' (COP) and both contribute to the COP as well as take resources, ideas and other inputs from it, he suggested. The workshop would support participants to become members of the COP for teacher-educators in Karnataka.

### **4.2 Capturing participant profile**

In any capacity building process, it is important to capture participant profile, including their

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3 Senior Assistant Director of Public Instruction

expectations and experiences. Such informations can provide a baseline to assess participant learning over a period of time, as well as provide inputs for refining the workshop curriculum. Participants filled the information through the participants information form, created using google docs. Since an important aim of the workshop was to enable participants to continue their interactions and learning beyond the workshop, email id's were created for all faculty who did not have these, and all participants were added to the teacher educator [teacher educator mailing list](#) and also the [Kannada and Social Science mailing lists](#).

### **4.3 Source Book Introduction**

D.Ed second year revised curriculum ICT Mediation source book was introduced in this workshop to participants. Source book reading was a part of everyday work for teacher educators.

All sessions in this workshops started with this source books units. Participants read out their topics in each sessions. This source book help them to understand the underlying ideas and principles around ICT integration in education.

*Source Book reading by participants*



### **4.4 Basic Computer Literacy**

The participants were at different levels of computer literacy. Even though the workshop was planned assuming that the participants would have medium to high levels of computer literacy there were many participants who did not had low computer literacy skills<sup>4</sup>. This led to a slight re-arrangement as some topics which were not originally planned were added to the agenda.

Mr. Rakesh started the session with introduction of basic hardware and computer device. Participants spent time getting comfortable with



*Tux Typing ICT session*

4 Also it is observed that social science and language teachers and teacher educators are generally less exposed to ICTs compared to mathematics and science teachers and teacher educators. They are also much less comfortable with English

using [Ubuntu](#) and email. It took time for participants to learn to navigate a website. Most of the participants were comfortable with Kannada and not in English.

Participants remarked about the availability of web resources in English and the relative paucity of materials in Kannada. The discussion then went on to the role of teachers and teacher educators in creating resources in the Kannada language, even through translating existing materials in English, so that the huge imbalance could be corrected. It was pointed out that while the English Wikipedia had more than 5 million entries, the Kannada Wikipedia has less than 20,000 entries, it is less than 0.5 % of the English content. The role of the Internet in promoting languages was discussed.

Mr. Venkatesh took a session on Tux Typing, which was a specialised software to help learn use the keyboard effectively with all ten fingers. Participants practised the lessons provided in this tool.

#### **4.5 Semantic mapping**

The next session by Mr. Venkatesh was on Mind mapping or concept mapping, this session covered understand the meaning of concept mapping, creating and using concept maps, using a software application called [Freemind](#). Participants identified key words related to identified topics and listed all the words that that come into their mind when they thought of that the word. The aim of this session was to stimulate lateral thinking and generative thinking amongst the participants, through the processes of creating words and associations. Since Freemind is a generic tool for building thinking skills, it is popular across the teacher and teacher-educator community, cutting across disciplines.

#### **4.6 Educational Applications**

The next session covered educational applications which is related Maths-Science such as [Marble](#), [Kgeography](#); web based Google applications including Youtube (video resources); Picasa (creating and sharing digital albums), digital maps, translation, search etc. were covered. Demonstration of these applications was done by Ms. Radha, post which the participants also had hands-on experience on these tools. Teacher educators were interested in knowing about these applications.

#### **4.7 Audio and video editing**

The next session covered other educational tools like [Audacity](#) for audio recording and editing, [Record My Desktop](#) for screen based video recording. In many ICT integration capacity building workshops, audio and video editing is not covered, since proprietary applications for these are

extremely expensive. Even if these are covered, the challenge is that the learners cannot continue learning these tools beyond the workshops, or need to pirate software for doing so. In this workshop, since the software applications taught are free and open, users can freely download these tools and use them.

The participants liked this session very much, since in both language and social sciences teaching, videos can be a very important resource. Participants also were happy that they could use [Record My Desktop](#) for dubbing existing videos in English into Kannada. In this context, the role of copyright was discussed. Videos that are copyrighted (all rights reserved) cannot be dubbed. Here the importance of releasing resources created on creative commons license was emphasised. This led participants to the concept of OER.

#### **4.8 Introduction of OER and KOER**

The aim of [Karnataka Open Educational Resources](#) (KOER) is to connect teacher educators with teachers over the Internet and make the process of resource creation dynamic. Mr. Venkatesh took a session where different websites which covered a range of categories such as; educational games, e-commerce, travel, news and Open Educational Resources were introduced to the participants. The participants were asked to analyse websites based on various criteria such as; what does this website have to offer, is the registration free or paid, can the user copy and share the resource etc.

Participants also they learned about the importance of the internet, what are OERs, the four R's of OERs<sup>5</sup>, why OERs have become important, global and Indian efforts in OER. Participants searched KOER pages for resources and links.

#### **4.9 Community of Practitioners**

The Community of Practitioners (COP) platform seeks to connect teacher educators. Participants were taken through [www.teacher-network.in](http://www.teacher-network.in). Since this batch of teacher were from Karnataka they connected with other teacher educators from Karnataka over [karnataka\\_teachereducators@googlegroups.com](mailto:karnataka_teachereducators@googlegroups.com). The mailing list is accessible from the portal <http://teacher-network.in/>. Resources created by teachers are available by clicking on the Resources link on the home page of the <http://teacher-network.in/> portal.

Participants were introduced to Internet and browsing as well as emailing, so that they can had

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5 Re-use, revise, re-mix and re-distribute



interaction with each other participants. Post the workshop the participants will share their views and resources over mailing lists and will be expected to participate in discussions.

## **5 Meta processes and learnings**

### **5.1 Ownership of the education department over programme**

*Chitradurga CTE Lecturer Mr. Vishwanath*



Chitradurga CTE Lecturer Mr. Vishwanatha K.V. participated in the workshop on 3rd day and he interacted with participants on ICT and Society topic. His session was thought provoking and participants realised that ICTs is not panacea for all ills, and can have its own negative implications as well.

Mr Rangadhamappa, the nodal officer in charge of this programme, was a serious participant on all days of the workshop. He continuously encouraged the participants and tried to resolve any difficulties or challenges they faced.

### **5.2 Main-streaming the COP**

The design of the programme deliberately aimed to make it an intrinsic component of the teacher education system. The training was conducted by DSERT itself, facilitated by the SADPI responsible for the DEd revised curriculum roll-out, and the participant costs were covered from the DSERT's budget for this programme. The training was conducted in a ICT lab, which belongs to the (Bengaluru Rural) DIET. Conducting the workshops in DIET ICT labs makes the programme sustainable, since such easy organising of capacity building programs is possible only due to the lab facilities being available with the teacher education institution. It is also true that the regular use of the ICT Lab for training DIET faculty is also an important cause for its being well maintained.

*Integrating the programme into the DSERT's own activities, means that such processes can continue in subsequent years using the regular budgetary outlays of the education department, which makes the programme sustainable.*

DSERT is keen to continue strengthening the COP over the next few years so that DIETs and other teacher-education institutions can play their mandated role. Based on the priorities outline by DSERT, the plan for the next 3-6 year can be outlined.

### **5.3 Up-scaling the programme - Cascade workshops**

The workshops were not only to train the participants in ICT integration in teacher-education, but also to develop them as Master Resource Persons. As MRPs, they will conduct a similar programme<sup>6</sup> for mathematics and science DIET faculty in all DIETs, thus following a cascade approach. This would be the first occasion in the state, where teacher educators will conduct ICT capacity building programmes, as resource persons, as part of a revised state syllabus.

*While the workshop had 22 participants, these 25 MRPs are expected to train around 374 teacher educators and add them to the COP in the divisional cascade workshops. Having a larger membership can help in providing the traction to strengthen interactions and strengthen discussions amongst the COP members. It significantly leverage's the initial efforts in building the COP.*

### **5.4 Free and open digital environment – FOSS and OER**

The large scale use of few proprietary software tools restricts the imagination and aspirations of teachers and teacher-educators. Many people believe software to be largely synonymous with proprietary office suite. Being exposed to a free and open software environment enables teachers to see that instead of being restricted to 'what can I do with the few software tools that I have', the question changes to 'what is it that I want to do, and how can I access any tool that can help me do that'. Participants remarked that moving from a proprietary environment to a FOSS environment is a liberating and empowering pedagogical experience.

The adoption of a free and open environment enhances the possibilities of users installing multiple applications – text, image, audio, video editing, creating animations, semantic maps, simulations, images, audio, videos, which can support their continued learning.

Participants were given a copy of a custom distribution of Ubuntu GNU/Linux with 3,000 software packages, called 'Kalpavriksha'<sup>7</sup>, 'specially created for teachers and teacher-educators by IT for Change. An image of the educational applications available in this distribution is shown overleaf.

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<sup>6</sup> Cascade workshop is already started in district centres and it is expected to be completed early March 2015.

<sup>7</sup> A wish-fulfilling divine tree in Hindu mythology, see <http://en.wikipedia.org/wiki/Kalpavriksha>. The name signifies that the custom distribution has hundreds of software tools to meet the needs and aspirations of users.

While OER stands for free and open content environment, FOSS stands for free and open tool environment, digital tools are what we use to create digital resources. The use of free and open means (FOSS tools) for free and open ends (OER) was discussed with participants, who understood such alignment promotes integrity in thinking about ICT integration in education.

## **6 Participants Feed back**

Participant feedback was obtained using google forms. A summary of the feedback is being shared on two areas – the learning areas covered in the workshop, and the faculty for the workshops

### **6.1 on what they learnt**

To what extent the workshop was helpful in the following areas:

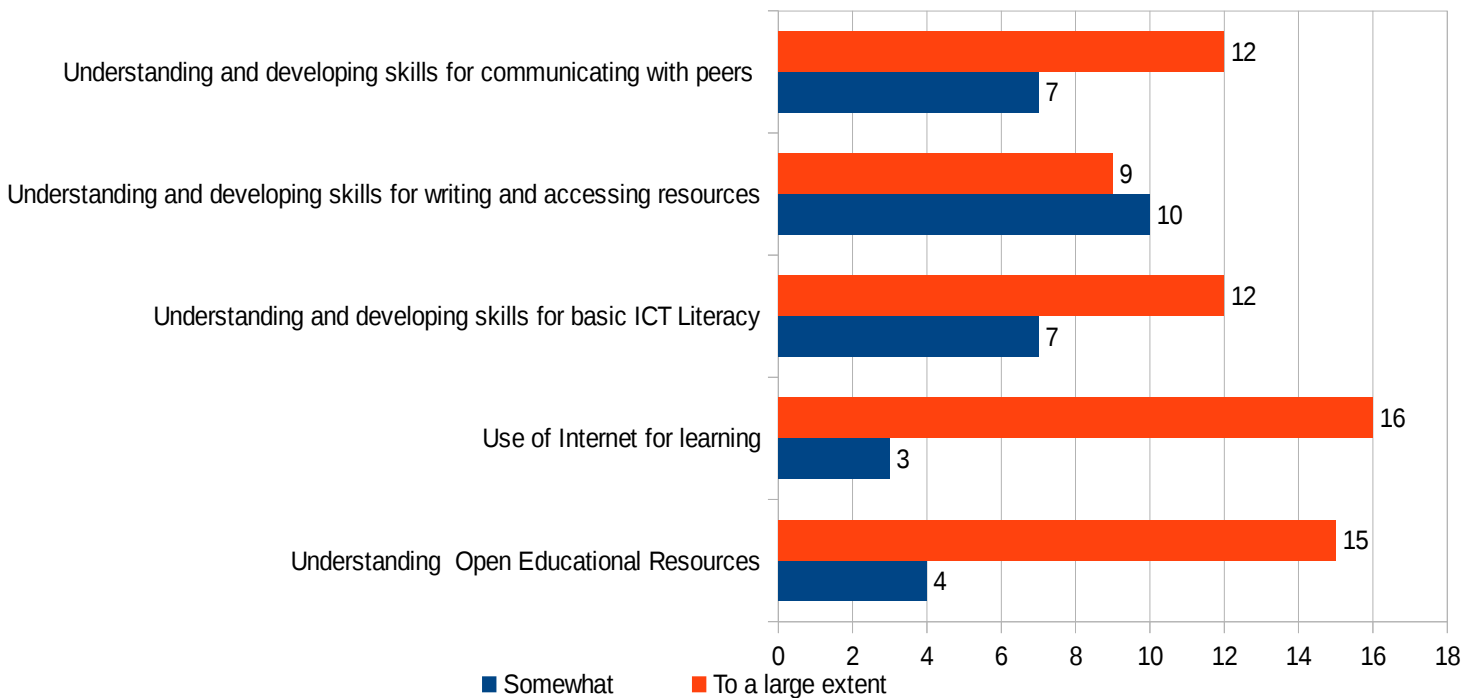
- basic computer literacy, use of Internet for learning, understanding the use of writing and accessing OERs, developing skills for communicating with peers.

(The responses for this question were thus either 'Somewhat Effective or 'To a large extent - Effective'. The two other options for this question, which no participant selected were 'Somewhat Not Effective' and 'Not Effective'.)

<b>Feedback</b>	<b>Understanding Open Educational Resources</b>	<b>Understanding the use of Internet for learning</b>	<b>Understanding and developing skills for basic ICT Literacy</b>	<b>Understanding skills for writing and accessing resources</b>	<b>[Understanding and developing skills for communicating with peers over mail and COP</b>
Somewhat	4	3	7	10	7
To a large extent	15	16	12	9	12
<b>Total Result</b>	19	19	19	19	19

Compared to the Maths Science teacher educators, language and social science teachers educators were much less aware and familiar with ICTs. (We have seen this in our extensive work with high

school teachers as well. Maths Science teacher educators are far more tech-savvy compared to language and social science teachers). Hence a majority of participants felt they needed more time for practice.

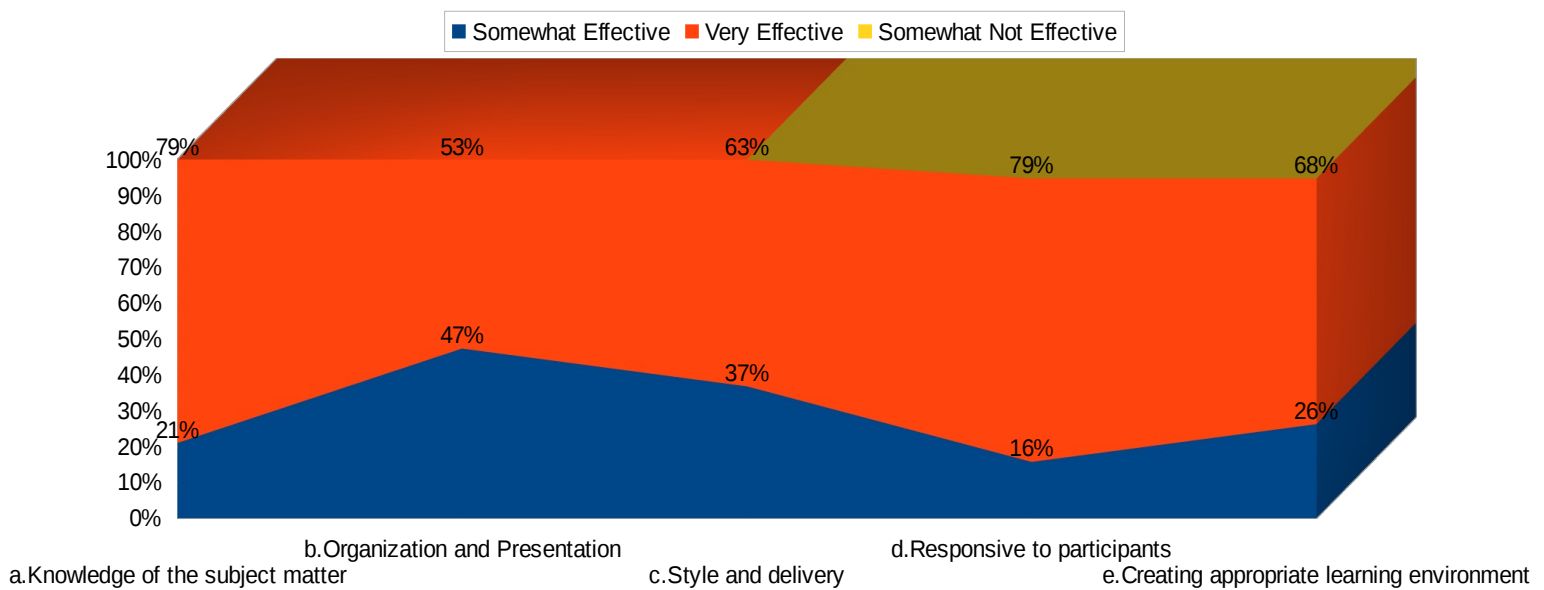


The lowest scores (with most 'somewhat' response) is for “Understanding and developing skills for writing and accessing resources”, which is understandable since writing is a very difficult academic process.

### **6.2 on who they learnt from**

Q. Kindly rate in general the effectiveness of the trainers

The responses for this question were mostly either 'Somewhat Effective' or 'To a large extent - Effective'. For last two questions, one response was 'Somewhat Not Effective'. The remaining option for this question, which no participant selected was and 'Not Effective'



### 6.3 Qualitative feedback

Qualitative feedback was also sought from participants.

Q. How can we make the group of teacher educators into a 'Professional Learning Community' (PLC) also called as Community of Practice (COP)

The responses included the following (language editing has been done to make it coherent):

1. By making it a larger groups and by conducting regular trainings.
2. By sharing of views through the network
3. By using our physical, intellectual educational and technical resources at the maximum extent for the development of our profession and the nation.
4. By planning for new concepts and ideas to develop in our professional learning
5. By study and use of technology in personal and professional lives everyday
6. By creating new activities regarding education development through ICT.
7. By interactions of teacher educators with one another though they stay in different places.
8. By sharing and by raising our doubts and seek the necessary help from resource persons

The Key learnings and Way forward section are not covered here, since it has been covered in the first workshop report.

## 7 Annexures

### 7.1 Annexure A - Participant information form details

The participants filled a google doc and provided the following information

1. Your name - ನಿಮ್ಮ ಹೆಸರು
2. Your subjects of interest/ work
3. Your Sex
4. Your Date of birth
5. Your Institution name
6. District - ಜಿಲ್ಲೆ
7. Your cell phone- ದೂರವಾಣಿ
8. Email- ಇಮೇಲ್
9. Do you use a computer- ಕಂಪ್ಯೂಟರ್ ಬಳಸುತ್ತೀರಾ
10. Do you own a personal computer - ಮೈಯುಕ್ತಿಕ ಕಂಪ್ಯೂಟರ್ ಇದೆಯಾ ?
11. Do you access Internet - ಇಂಟರ್ನೆಟ್ ಬಳಸುತ್ತೀರಾ
12. Have you attended a similar programme before? (ICT integration into education)
13. What are your expectations from this workshop - ಈ ಕಾರ್ಯಾಗಾರದಲ್ಲಿನ ನಿಮ್ಮ ನಿರೀಕ್ಷೆಗಳೇನು

**7.2 Annexure B - Workshop Agenda**

No	Topic	Time	Method	Objectives/ Outcomes
	Day-1			Introduction, Computer basics, concept mapping
1	Introduction to the programme	1030-1130	Presentations and discussion	Participants fill up the participant information form. Objectives/ Outcomes/ approach discussion and common understanding. Since this is a MRP workshop, participants will need to fully understand the course contents, course methodologies and how these can be shared with teacher educators in the cascade workshops. MRPs will be expected to go through the course contents and make presentations in teams, which will be created on day1. Allocate sections from source book to teams of faculty to read and present subsequently.
2	ICT and Society (history and evolution of ICT)	1130-1200	Demo and discussion	Shared understanding of the history and evolution of ICTs
3	Basic Text Processing	12-3.00	Demo and hands-on	Practise text typing. Text editing as a resource creation method. Embedding images and links in text documents. Kannada set-up and Kannada typing using i-Bus. (Basic navigation) Since the MRPs are already expected to be reasonably comfortable in using text editors, this will serve as a refresher/ supplementing with advanced topics in text editing, Each MRP will make their own meta document for this workshop and save it in their own folder in the computer
3a	Operating System	3-330	Demonstration and hands-on	Explain about Computer Hardware. Input Output devices, Ubuntu menu, Applications overview, Creating folder and file and renaming. Creating short cuts, exploring the menu
4	Concept mapping	330-530	Demonstration and hands-on	Using Freemind for creating mindmaps in Kannada and English, use of mindmaps for explaining concepts for a topic. Insert links, images, images, formatting Seeing concept maps on KOER for different topics

				Create mail id for those not having and add to Karnataka_teachereducators@googlegroups.com and also to subject forums as relevant. Make participants as managers of the TE COP groups and their subject groups
	Day-2 21.01.2015 / 04.02.2015			Educational tools (science, language), email
1	Internet, Web browsing ICT and education (teaching-learning processes, collaborative and peer learning)	930-11	Presentations, discussion and hands-on	Morning recap of previous day. reading time. concept, presentation and discussions. Possibilities in integrating ICTs and education. KOER browsing (including useful sites)
2	Language teaching integrating ICTs		Presentations and hands-on	Kanagram/ Khangman, online dictionaries, translation tools, resources, language resource sites, Accessing KOER lessons for the tool (2b in second workshop only)
3	Emailing	3430	Presentations and hands-on	E-mail, Sent and receiving the mails each other and Google groups. Attachments, email etiquette, PLCs
4	Exploring different gadgets – laptops, mobile phones, digital cameras	430-530	Presentations, discussion and hands-on	using different electronic gadgets comfortably, configure gmail / email on phone. configure whatsapp group (DEdMRP), transferring photos and songs from mobile to computer to pen drive etc
	Day-3			Educational tools
1	ICT and Society - (Socio-cultural and economic implications)	930-11	Presentations and discussion	Morning recap of previous day. reading time. concept, presentation and discussions
2	Social Science teaching	11-3		Kgeography, Mapping, Marble, Accessing KOER lessons for the tool



	integrating ICTs			
3	Presenting lessons	3-430		Participants will demo and share both science and maths
4	Open house	430-6	Presentati on and discussion s	browsing and discussion on Unit 2 of source book and hand book (in divisional groups)
	Day-4			
1	Advanced Internet (basic working/ architecture of the Internet), information access methods	930-11	Presentati on and discussion s	Morning recap of previous day. reading time. Introduction to Internet. Searching resources in internet, search for relevant material and useful websites, Internet safety. Becoming members of the "Teacher Educators Communities of Practice" (COP) and sharing messages in the COP virtual forums - the mailing group and the COP portal
2	Audio, image usage and processing	11-130	Presentati on and handson	Audio, image and Video usage and processing. Creating audio records with mobile phone, video with laptop
3	Understanding digital commons	230-330	Presentati on, discussion s and handson	Principles, access, use and adoption of OERs, Internet OERs, Internet safety. Digital commons, the free software and open access movements, demo OERs on maths and science
4	Video recording	330-4	Demo	
5	Open house	4-530		browsing and discussion on Unit 1 of source book and hand book (in divisional groups)
	Day-5 24.01.2014			Cascade
1	Open house	930-11	Presentati on and discussion	Browsing and discussion on Unit 3 of source book and hand book (in divisional groups)

			s	
2	Planning the cascade workshops, readiness to transact course, methodologies	11 - 1230	Presentations and discussion	Review the hand book for methodology. Discussing the 3 day agenda. Setting ICT Lab, discuss DIET Lab
3	Basic numerical computations using spreadsheets	1230 - 130	Presentations, discussion and hands-on	
4	Continuing resource sharing on KOER and learning through forum, follow up activities		Presentations and discussion	Assignment to complete (digital resource creation)
	Discuss and develop assignment for self			

**7.3 Annexure C – List of participating teacher educators**

No	Participants Name	Institution Name	District Name	Email ID
1	A.N.PYATI	DIET BELAGAVI	BELGAUM	anpyati15@gmail.com
2	HARISHA H G	DIET CHIKKABALLAPUR	CHIKKABALLAPU R	harishahg@gmail.com
3	SANNA PYATEPPA	DIET YERAMARUS R	RAICHUR	aspujwal123@gmail.com
4	SYED SAMI ULLA	DIET KOLAR	KOLAR	syedsamiulla13@gmail.com
5	SHANKARAPPA.GANJI	DIET BELAGAVI	BELGAUM	sdganji15@mail.com
6	VIJAYALAKSHMI. A.M	GOVT.D.ED COLLEGE BALMATTA	DAKSHIN KANNADA	amvijayalakshmi22@gmail.com
7	PADMANABHA.H.N.	DIET.MANDYA	MANDYA	dietpadmanabha@gmail.com
8	KALPANA N SHETTY	DIET KUMATA	UTTARA KANNADA	kalpanashetty50@gmail.com
9	VIJAYALAXMI N KUNTI	DIET ILKAL	BAGALKOT	kuntivijaya@gmail.com
10	SMT.M.SHEELARANI.	DIET,BANGALORE RURAL	BANGALORE RURAL	sheelaranim72@gmail.com
11	G.RUDRAMUNY.	D I E T BALLARI	BELLARY	rudramunig56@gmail.com
12	SHIVAPRAKASHA CHIGATERI	D I E T BALLARI	BELLARY	spchigateri68@gmail.com
13	NAGABHUSHANA H B	D I E T BALLARI	BALLARI	nagbhushanhb@gmail.com
14	V.VASANTHAMMA.	DIET MANDYA.	MANDYA	vasanthakumar.cst@gmail.com
15	K.M.KRISHNAKUMAR	DIET-RAMANAGARA	RAMANAGARA	dietkrish@gmail.com
16	JANAKI SP	G M W T T I MYSORE	MYSORE	janakisp7@gmail.com
17	BASAPPA C YERALADINNI	T. T. I FOR UMEN DHARWAD	DHARWAD	basavpriya@gmail.com
18	MOHANESHA. K.H	GOVT.T.T.I.CHICKBALL APUR	CHIKKABALLAPU R	khmohanesh@gmail.com
19	SHAHEEN TAJ HA	ALAMEEN DED COLLEGE KOLAR	KOLAR	shaheentajdec5@gmail.com
20	SOWBHAGYA LAKSHMI BAI K.	ST. TERESA'S WOMEN'S T.T.I.	BANGALORE URBAN	sowbhagya.stti@gmail.com
21	JAYANTHI MAGDALENE	SACRED HEARTTTI	BANGALORE URBAN	jayanthiantic@gmail.com

**7.4 Annexure C – Cascade workshops - List of teacher educators to be covered**

<b>No</b>	<b>Name of the DIET</b>	<b>Number of teacher educators to be covered</b>
1	DIET Bengaluru urban	26
2	DIET Bengaluru rural	4
3	DIET Thumakuru	10
4	DIET Ramangara	4
5	DIET Chikkaballapura	7
6	DIET Kolar	36
7	DIET Chitradurga	9
8	DIET Shivmoga	7
9	DIET Davanagere	3
10	DIET Mysuru	10
11	DIET Kudige	4
12	DIET Chamarajanagara	5
13	DIET Mandya	10
14	DIET Hasana	7
15	DIET Chikkamagaluru	1
16	DIET Mangaluru	8
17	DIET Udupi	5
18	DIET Belagavi	33
19	DIET Daravada	13
20	DIET Bijapura	25
21	DIET Ilakal	11
22	DIET Gadaga	12
23	DIET Haveri	8
24	DIET Uttarakannada	4
25	DIET Kamalapura	33
26	DIET Bidar	39
27	DIET Yaramras	18
28	DIET Yadgiri	7
29	DIET Ballari	9
30	DIET Koppala	6
	Total	374

The 21 DIET faculty who were trained in this workshop will further train 374 colleagues across the entire state and bring them into the COP.