

**NIEPA (National Institute of Educational Planning and
Administration)**

National Centre for School Leadership (NCSL)

Celebrating School Leadership 2025-2026

- (a) Theme chosen for case study : Leadership for Equity, Diversity and Inclusion
- (b) Name of the school head/case study writer : Narayana D, Headmaster (Recipient of Kerala State Teacher Award 2021)
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Place: Udyawar

Date: 24.12.2025

Sd/-

Headmaster

Note: Signed copy with office Seal attached in pdf version

Leadership for Equity, Diversity and Inclusion

Equity, Diversity, and Inclusion is a major concern in school setups, especially in rural areas. Diversity in many aspects like socioeconomic class, colour, creed, community etc., as well as economic factors (rich, poor etc.) and different languages are common in our areas. Thus, it is the duty of school leaders to include everyone on a common platform, considering the diversity in various aspects, and to provide all required opportunities to develop equity in education.

Even though so many initiatives are taken by me during my 9 years of Service as The Headmaster of a Government High School, here due to the limitations of the write ups and the theme wise categorisation, I am going to make a clear elaboration about a special programmes which will come under the Head: **Leadership for Equity, Diversity and Inclusion**. After a clear description of this programmes I will also give a short descriptions about my other programmes which I have implemented as a School Leader in my 9 years tenure.

Before explaining these programmes I have to tell some facts about the school which I have worked, then only any one can came to know the importance of the programme that I have started in these schools. For a general schools with medium or high level of academic standards one can say these programmes are not that much importance. So I am going to explain some factors about the Basic facts of My Schools that I have worked.

When I got Promotion as Headmaster from DIET Kasaragod where I have been working as Teacher Educator, I have joined at Government Higher Secondary School Pandi on the FN of 13.12.2016.

GHSS Pandi (UDISE Code: 32010200812) is a school situated in a very remote area of Delampady Grama Panchayath (My Native Panchayath) in Kasaragod District. When I joined to that School as a Headmaster there were 429 students studying from standard I to XII. The people of this area are very poor, illiterate and most of them not yet realize the importance of Education. In this 429 students **42% belongs to ST, 8% to SC, 49% OBC and only 1% belongs to General Category**. This social category wise imbalances directly

effect in the educational performance of our students. As far as economic background is considered **74% of our students belong to BPL and 26% to APL**. Our students are coming to schools from the distance of 5 to 6 KMs by walk through the forest areas.

Pandi Facts in Pictures:



After my service at GHSS Pandi I have joined at my present School Government High School Udyawar (UDISE Code: 32010100125) on the FN of 06.06.2024.

At GHS Udyawar 289 students are studying from standard V to X. The Socio Economic backgrounds of these two areas - Pandi and Udyawar are almost same. Among the 289 students of GHS Udyawar **12% belongs to ST, 11% to SC, 76.1% OBC and only 0.7% belong to General Category. These 12% ST Students are belong to Koraga, the Most Primitive Tribe of India.** When Economical background is considered **72.7% of our students belong to BPL and 27.3% to APL**. Here also the students are coming to schools from the distance of 5 to 6 KMs by walk, most of them by walk.

All these aspects are adversely effects in the overall performance of our students, and it reflects adversely in their academic excellence. A major portion of the parents are addicted to Alcohol and they neglect their children. These Parents have ignorance about the importance of the education.

We have to look after the importance of Programmes that I have introduced under this perspective.

Because of these aspects, our students lack self confidence and they need the strong help and support to build up their self esteem. Understanding these

reality we think to implement a strategy to make our students to come out from their shells and for that we planned and implemented some programmes to make them to identify their skills and abilities and also to help them to build their self esteem and leadership ability. These Programmes I have started in GHSS Pandi and also continuing at GHS Udyawar.

CLASS ASSEMBLY – To explore the ability of students.

Our class assembly aims to develop the students' ability in leadership, public speaking, planning and implementing programmes etc. We are doing the assembly twice in a week - Monday and Thursday. The total programmes of these assemblies are doing by our students themselves. The programmes include News, Thought of the Day, Creative activities, Quiz, History today etc.

Inclusion of All: We gave chance to all classes in rotation system like one class for one day. So within a period of six weeks one rotation of all classes from standard V to X completes. When the same class comes next time we change the whole group. So all students get chance to exhibit their abilities in front of total students of our School.

Multi Language Assembly

Our Kasaragod District is famously known as 'Saptha Bhasha Sangama Bhoomi', more than seven languages are speaking in our District. But in our school area is considered, its more than seven languages. It is a area of Cultural Diversity. So these languages may cause the cultural divide also. To develop harmony between the languages we have started the Multi Language Assembly - Assembly in all languages. If one group done their assembly in Malayalam or Kannada in one turn, when they get chance in next time they have to do it in English and next time in Hindi. Hence they get chance to improve their language abilities. Apart from these four academic/teaching languages we have also conducted the Class assemblies in other languages Like Tulu, Arabic, Marati, Konkani, Byari etc. And every week we select one group for complementary prizes depending on their performance in these assemblies. These types of compliments gave a high boost to the students from very backward areas and also from backward communities. With these assemblies our students have improved a lot in their basic abilities that is what we have aimed through this activity.

Arabic Assembly: https://youtu.be/07yhV_8MmCM

Manorama channel has transmitted our Programmes – Multi Language

Assembly and Food Fest. **Link:** <https://www.youtube.com/watch?v=rrY9O-3sFvw&t=130s>

KUTTI ASSEMBLY

When we are doing our Class assemblies we know that our little children from class I to IV are not getting enough opportunities to explore their abilities through these assemblies. Since the gathering in general morning assembly is very large group of students and little children can't manage to give their performance in this assembly. This is a type of lack of Inclusiveness. To overcome this and also to give equal opportunities to these small children we are planned a Little version of our assembly in every Friday at 3.30 PM. This is like the other assembly of the school, but only the difference is that the students from Standard I to IV are participating in this assembly. And the assembly is conducting by the students of these classes. Since the number of participants are comparatively less, the small children are doing their task perfectly and this help them to develop their leadership abilities and also their other academic capabilities and which is also helpful for their social developments. Now here at GHS Udyawar we have classes only from Standard 5 to 10. So this Kutti Assembly is not implementing here.

Kutti Assembly Link: <https://youtube.com/shorts/p69UNgul6RA>

Our experience shows that these assemblies changed them as the good speakers. Here also we include all activities like our other assembly. Some extra activities that we are using only to this category are Rhymes, Action Songs and dramatization. Here the language using is Kannada, Malayalam, English, Tulu, Arabic and Marati. I am happy to say that our I standard students are doing their assembly beautifully in English language. Saying to this we have to keep in mind that these children are not completed their LKG or UKG. Only after getting some basics in Anganavadies they are directly coming to our schools. So I am proud to say that only with these types of activities they developed a lot. With all these activities named as Wings To Explore, we have succeeded much more than that what we expected, when we plan these activities. With the special perspective after considering the ground realities of our area we are sure that along with the

other routine academic activities we have to give much and more importance to build up the self confidence and self esteem of the students, which is what they lacks in their home.

Because of their specific background they won't even get a single chance to develop their self confidence. No one appreciates them in their home, no one gives the support, no one shows the opportunities for their development, no one cater their demands in the field of academic or social development, no one shows the path to nurture their creativity. So the students like this, we, the school is the only light to eradicate their ignorance and to show the right path for their bright future. That is what we have identified as the need of our area and planned the programme and also implemented and got the result. We hope that this understanding what we get with our works will help us to support our students in coming years also to mould them as The Whole Developed Person. We know that by this only we can pay justice to our profession.

THE SCHOOL RADIO

Because of our request Pandi Vana Samrakshana Samithi has donated a School Radio System to our School at GHSS Pandi, which consists 22 Speakers, Amplifier, Microphones etc. We planned to use this system to make our students to explore their creativity. Every day we are using 10 to 15 minutes for this Radio Programme. We have prepared a schedule and allotted time to each class to give their programmes. As per our schedule one class gets the chance once in a month. We have the rule that if once a student gave the programme, then he will get chance only after all other students of his class have completed their turns. By this way we gave equal chance to all students and Inclusion policy is implemented here in this way. Otherwise some students those who are participating in all activities of the school will get chance again and again. This is what happening in most of our schools. Our main aim is to give equal chance to all students and especially those who are not getting chances to explore otherwise. Students gave programmes like News, thought of the day, Today in history, Quiz etc. We gave some complementary prizes to the students to encourage them. I am proud to say that from October to February all our students get chance to exhibit their creativity through this medium.

Pandi Spandan School Radio Link: https://youtu.be/_BfiXpID5mY

Here now at GHS Udyawar also we have started School Radio System with 16 Speakers and connected devices and started the programmes like GHSS Pandi.

For the Class assembly and School Radio Programme of GHSS Pandi, I got the First Place in District Level School Innovative Project as a part of School Leadership Development Programme and Selected to State Level. But the state level competition was not conducted in that year.

Udayavani, the leading Kannada News paper of our area has prepared a front page report about our Assembly.



CHANAGATHIKOOTTAM - Creating an Inclusive environment for our Special Children

We had 6 bedridden children at GHSS Pandi and 7 Bedridden students at GHS Udyawar. As a part of inclusiveness policy we, along with the students (Changathi) of their classes visited the house of all these students several times

with some gifts, household items and other academic and recreational materials. In this programme the changathis of these students are singing songs, telling stories and doing some other academic activities that these Special need children can participate and make these students happy. We are getting some support from school support groups also. In this way we are implementing the Inclusion policy in real sense.



FOOD FEST - To celebrate the diversity and to encourage equality in food (sahapankthi bhojan) and in Society

Nowadays also in some areas people are not ready to take foods along with other people of different caste or community. To make awareness about the food diversity and to develop the sense of taking food along with others, we have introduced the Programme **Food Fest in Aati masa** where the students were prepared more than 100 items of food and also exhibited Medicinal Plants and their ancient agricultural work tools. This was a great festival in schools to celebrate the diversity of our innate culture and the folklore knowledge. It helped to develop the equity in school. I have continued this programme in every year. This programme also gave a wide knowledge on the ancient life styles of our society.



SOCIAL INCLUSION - Taking school to the community

As a part of Social Inclusion we have visited all houses of our School area. And in the month of February, March we have conducted the Social Inclusive Programme in the places like - Balavanthadka, Kottumba and Katippara as Corner Meetings and Excellence Fests. In these programmes our students have presented School's excellence in various areas. Because of these programmes the enrolment is remarkably increased in our School.

Because of these programmes that I have introduced first time in my school, we got the results what we have expected through this programme. As I have noted at the beginning, our students had lack of self confidence, self esteem,

leadership quality, etc. And they also suffered a lot with inferiority complex. They won't get any support from school or from family. In these circumstances we got tremendous result through these small small programmes.

Before I was joined at GHSS Pandi and at GHS Udyawar, No student has appeared to LSS, USS, NMMS, NTS, STEPS Exam etc. And not get a single Full A+ in SSLC Examination. But after we have introduced these types of programmes the confidence level of our students increased a lot and they have appeared and got First time LSS, USS and also got Full A+ in SSLC. And in NMMS also they have qualified. And the students have started to come forward to participate Kalolsava, Work Experience Fairs, Science, Maths Fairs, etc. And we got A+ in State Level Fairs also. These are all because of these types of small small programmes that I have introduced first time in my Schools.

I have started our academic interventions as well planned. Prepared a very good Academic Master Plan for the continuation of our academic interventions. I was also a member of Academic Master Plan implementation committee. In Kumbla Sub District we got first place for our Academic Master Plan. Since our school is situated in a very remote area and most of the people are from socially and economically poor background, illiterate, addicted to alcohols, broken families, and not understand the importance of Education, it was the difficult task for us to implement these types of programmes. But in my leadership through a collective work and the Vision 'Together We Can', we have achieved the output in our schools for greater extend and happy to say that now also these legacy is continuing in my schools. As a recognition for my work in School Leadership, the Government of Kerala honoured me with the **Best Teacher Award in 2021.**

Some other Programmes that I have conducted in my School which will come under other Themes:

* Academic Leadership/Pedagogical Leadership for Enhancing Student Learning Competencies: Before I have joined as Headmaster at GHSS Pandi, there was not a single child gets LSS, USS, NMMS and not a single Full A+ in SSLC. In my tenure first time we got 100% Result and Full A+ in SSLC, we got LSS and USS Scholarships and continuing this legacy now also.

* Revitalizing Leadership through Indian Knowledge System (IKS). We have organised the exhibition of Indian traditional items and the medicinal plants of local importance to communicate the rich knowledge of our Folk Medicines. To preserve the traditional and cultural belongings of the Tribal communities of Pandi, we have started a Gothra Museum at GHSS Pandi.

* Leadership for Mental Well-Being and Socio-Emotional Learning. Done much works in the Campaigns against Drug addiction, awareness videos and handwritten pamphlets booklets, awareness programmes etc. Our handwritten Magazine Pekrantham got Third Place in State Level Competition.



Leading Community Partnerships for School Transformation - I have taken a strong initiative to convert our High School buildings Hi Tech with the help of community partnership. Because of this effort we have upgraded six class rooms as Hi-tech Rooms with six Sponsors.

* Digital Leadership Technology Integrated School Process. During the Corona time it was a big challenge to prepare and transmit Kannada medium Online Classes. With the support of SSK, DIET and KITE, I've coordinated the creation of First Bell Kannada classes and prepared 1952 episodes and transmitted in Local Channels and KITE Kasaragod YouTube Channel. We have fully used the resources of our Teachers only and not any other professional experts. We used fully Free software for recording and Editing.

My Writings

I have published three books this year in Kannada Language - Yakshagana Maranadhwara, Samara Sannaha, Bheeshma Senadhipathya and Naanu mathu Nanna Delampady.
