



CARE & SPECIAL EDUCATION

ISO certified 9001 : 2015

NEWSLETTER

Volume: V



OUR PROUD ACHIEVER SULEIMAN MASOUD

Won 2 Silver & 2 Bronze medals in

Power Lifting at the

Special Olympics MENA

(Middle East- North Africa Region)

-9th Regional Games Held at Abu Dhabi in March 2018



CHAIRMAN'S MESSAGE

Dear Readers,

Our vision at Indian Schools is to nurture all children with and without special needs in a safe, inclusive and supportive environment through education, therapeutic intervention and community acceptance. This is all the more so at CSE, which as I often say is "a home away from home" for our children.

It is the unified efforts, cooperation and understanding of all the stakeholders – parents, teachers, staff, management and the community at large that makes this vision a reality. In this light, our center has been organizing various training sessions for teachers, parents and staff as part of our continual education and outreach programme, to share our insights and impart a better understanding of the challenges in special education and strategies to overcome them.

We have initiated Parent Engagement Programme with topics of interest in a bid to best meet the needs of our students. These community outreach initiatives not only generates awareness, but also helps us bond with our parents and gain a broader perspective.

Another training - the SEN Awareness Programme is conducted by our staff for teachers from mainstream Indian schools in Oman and is our initiative towards the promotion of Inclusion.

Apart from progress in these educational programs, CSE is also making strides in other areas. Our CSE Play Area is one such feat to provide our children an outlet to vent their energy. Children learn and develop a

lot through play and those with special needs are no different. Play can help strengthen their other senses. For children, play can be a fun and effective way to exercise their muscles and improve coordination. The CSE Play Area can also give children the chance to express themselves and channelize their energy.

We are also in the process of building a Computer Work Station as we believe that integrating technology will help enhance learning and student engagement.

Our constantly strive to provide a warm and caring environment in which parents, staff and students work together to provide a holistic approach to education and to be truly a special place where care and compassion, and "fun" educational experiences are a daily occurrence!

As we are geared to begin a new term, I wish the Center and our entire CSE family the very best for the next academic term. A word of advice to our CSE team members – Each job is a self-portrait of the person who does it, so may you all autograph your work with excellence.

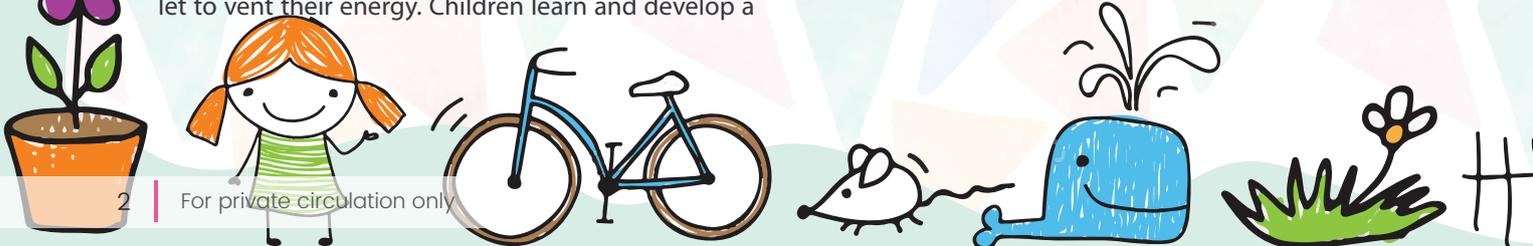
I also take this opportunity to thank the parents of our students for having bestowed their faith and confidence in us. Your faith in us is our driving force. With your trust, we shall work tirelessly on your behalf to help address challenges, and to secure lasting and meaningful improvements to the quality of education.

I look forward to a wonderful 2018-2019 academic session!

With Much Love,

Dr. Baby Sam Samuel
Chairman,

Board of Directors- Indian Schools in Oman





FROM PRINCIPAL'S DESK

Dear Valued Readers,

Welcome to the new academic year 2018-19

As I look back over the year gone by, I reminisce some wonderful moments in CSE, few of them depicted in this edition through our photo collage.

But most memorable were the moments where our children showed their talents on the field, during ORENDA 2018 and proved – “we choose not to place ‘dis’ in our abilities”.

The SEN students from Indian Schools as well as our CSE students performed equally well by giving their best!!

The event once again reiterated the importance of support and encouragement as well as exposure for our little ones.

When we as adults guide and nurture them, there is no limit to what they can achieve.

One such example is our student Suleiman Masoud, who participated at the 2018 Special Olympics MENA (Middle East- North Africa Region)-9th Regional Games and brought home 2- silver and 2- bronze medals in Power-lifting. Kudos Suleiman!! We look forward to many more accolades...

Parents play a major role in bringing out the child's potential, along with the school. Encouraging is

invaluable. While encouragement is more effective to build the child's confidence, overusing praise can actually lower child's self-esteem.

To simplify the difference: Praise focuses on what the adult feels or thinks, and often includes judgement. It may be effective, but children tend to do things to please the adults, not because they are motivated themselves. It is rather short lived. And therefore we see the interest of a child getting a star; diminishing and the teachers have to use other pictures like a smiley, ice-cream cone, etc. It might teach a child that she doesn't have to do anything much to be praised. Praise can lose its impact if it isn't specific, or if used when a child hasn't done much.

On the other hand encouragement is non-judgmental, pointing out facts but not evaluating e.g. 'you really worked hard to achieve this'. Children who are encouraged tend to develop stronger self-motivation and pride in their work because the encouragement focuses on what they are doing well, not what the adult thinks about their work, focusing on the efforts.

Encouragement strengthens the bond between the parent and the child and also is a motivating factor. A positive relationship, joy of working together, enhances social, cognitive and language development in younger children.

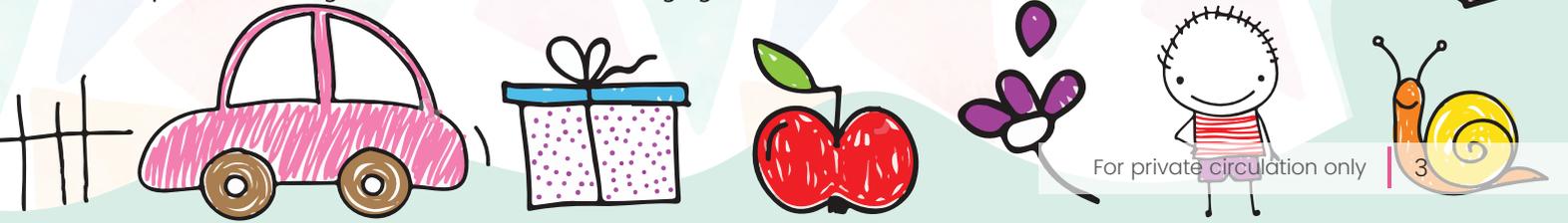
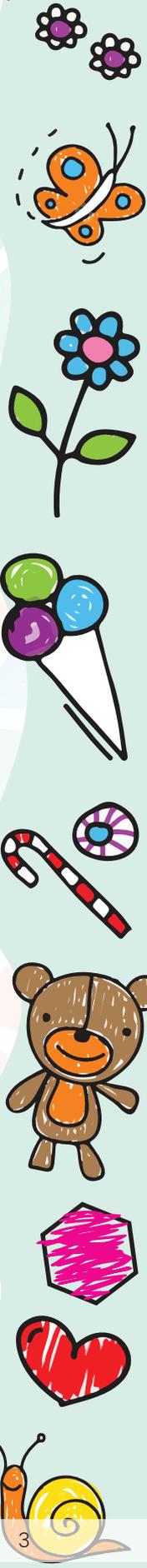
Underestimating the child's abilities, unknowingly making the child dependent on the adult can be a hindrance in the child's growth and development as an independent adult.

Let us give much exposure, opportunities, encouragement for our children to explore and try the new horizons. Let them grow, let them fly!!!

Let us get ready for the changes in that direction!!!

With Warmest Regards,

Dr. Analpa Paranjpe
Principal





EDITORIAL

Dear Readers,

We are happy to publish our Fifth Edition of CSE newsletter.

The term has been very eventful!

CSE Team Congratulates Dr. Baby Sam Samuel upon his election to the Chairmanship of Board of Directors of Indian Schools in Oman. Dr. Sam, we wish you success in all your endeavours.

We are proud to announce the launch of the new logo and the new name "Care & Special Education". We have refreshed our logo to reflect who we are today and to symbolize our dynamic organisation. We assure Same Passion, Same Love and Same Care. So here we go.... '**Care & Special Education**'.

Suleiman Masoud represented Sultanate of Oman for Special Olympics MENA (Middle East-North Africa Region)-9th Regional Game March 2018. Suleiman brought laurels to the institute by winning 2-Silver and 2-Bronze medals in Power Lifting that took place in the UAE from 14th March to 23rd March 2018.

Nearly 1800 athletes with intellectual disabilities of all ages and abilities came together from across the region to compete in 16 Sports Events.

Many stories inspire us to 'endure limits' but there are few that inspire to take those limits 'head -on' move ahead and make a mark. Suleiman Masoud is one such narrative that has topped the list of inspirational stories.

Abu Dhabi will be the host for 2019 Special Olympics World Summer Games. The event will be held in March 2019. We wish Suleiman Good Luck for Special Olympics World Summer Games-2019.

This edition includes articles shared by our School Management Committee –Mr. Saurabh Saksena (Academics & Inclusion), Ms. Vishala Lakshminarayan (Convener) and Mr. Shahab Rizvi (Extra Curricular Activities). Our proactive Management also helps to ensure that the newsletter is enriched with quality write ups to reach out to the community.

With the academic session drawing to an end, there are 5 students in our institute that are now rearing to go, explore and begin a new chapter of learning in mainstream school, build on their previous experience and continue building their knowledge. We have successfully integrated them to main school. We wish them good luck for their new journey.

CSE staff celebrated "Women's Day" with lots of fun and games. It is an important occasion for all of us to pause for a moment to reflect on ourselves and to think about the extraordinary women in our everyday lives.

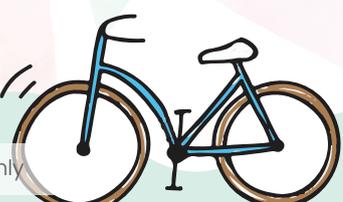
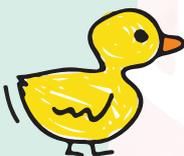
A fantastic way to end the year!

As we bid adieu to the academic session 2017-2018, we wish the young learners a happy journey ahead and may they continue with their endeavour to be lifelong learners. Remember, "Every end is a new beginning."

I hope you find this edition and the website (www.cseoman.com) useful. Take a look and get inspired to write your own stories or articles! Submit them to us at admin@cseoman.com with subject line 'Article for e-newsletter'. We value your literary contributions and feedback.

Happy Reading!

**Ms.Naosheen Zaman
Ms.Jova Anand
Editorial Team**





BEING INDEPENDENT

"I WOULDN'T CHANGE YOU FOR THE WORLD BUT I WOULD CHANGE THE WORLD FOR YOU..."

For all children, achieving independence is an important part of the journey into adulthood. From the moment they wake in the morning, they go through a series of tasks, known as "Life skills." These tasks could include typical activities such as making the bed, performing bathroom routines, getting dressed, making meals, communicating and so many others. For most, the list is virtually endless.

But with the right preparation and patience, children can develop the essential skills required to foster independent living. And beyond just telling students how to practice these essential life skills, students must be guided in a practical way so that they not only learn about what is being taught but learn how to apply it in the real world.

Starting Early and building the required skills little by little makes the family life smoother and easier for all.

The practical difficulties :-

1. Sequencing Steps of tasks
2. Not understanding concept of Finish
3. Over or under sensitive to touch/smell/sounds/taste/sight
4. Motor planning issues
5. Developmental delay/lack of basic skills
6. Behavioural Challenges

How to overcome the difficulties:-

1. Use appropriate prompts initially to teach the skills.
2. Establish a routine to teach self-help skills like putting on the shoes before going out.
3. Learning rather than time should be the focus.
4. Use visual supports and sequential picture cards to teach the steps.
5. Have the child complete simple household chores.
6. Model the steps yourself and then teach.
7. Break the activity into smaller steps to complete tasks.
8. Persistence is the key to achieve success
9. Praise and reward the child . Use age appropriate praise.

10. Take help from related professionals.

11. Expect positive outcome.

Life skills for special needs children play an essential role in improving sensory processing, communication, safety, social relationships and ultimately, acquiring independence.

Mrs. Usha Nayar

Director, Kinderland Pre-School Bangalore

(Mrs. Usha Nayar was invited by CSE as the part of the constant efforts towards holistic development of the system from 17th March to 28th March 2018).





CSE SPORTS MEET ORENDA-2018

The much awaited Sports Meet –ORENDA 2018 hosted by the Center for Special Education was held on Saturday 3rd February 2018. The fantastic turnout and the pleasant weather were the perfect boost for the students on the very first Sports meet of its kind. It was a spectacular event which witnessed participation from CSE and several Indian Schools in Oman.

The students entered into the spirit of the occasion in a grand way with the Torch run and the March past. This was followed by the oath administered by Master Adil. The meet was declared open by the chief guest Her Highness Sayyida Hujaija Jaifer Saif Al Said, Chairperson, Association for the Welfare of the Handicapped Children. The other guests of honour were Mr. Tariq Jawad Al Khabori, Founder Member, Early Intervention, Mrs. Siddiqa Majeed Al Lawati, Director, International Schools, Ministry of Education and Mr. Wilson George, Chairman Board of Directors, Indian Schools in Oman.

The occasion was graced by the presence of many other dignitaries, Mrs. and Mr. Kiran Asher, BOD members, Presidents of SMC and Principals of participating schools.

The Sports Display showcased the skills of the young enthusiasts of CSE and participants from other Indian schools. A vibrant drill display set the tone for the rest of the events. Once the races began, the air was filled with cheers and tons of encouragement for the young athletes.

Another exuberant highlight of the day was the performance by the skaters of CSE.

It was indeed a day filled with fervour and excitement amidst thrills and cheers.

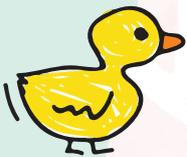
The message ORENDA 2018 carried to the mass is that everyone is a winner and there is an inner spirit within us to transform our world into a better place.

Mr. Shahab Rizvi

Extracurricular Activities-SMC Member



BULLETIN BOARD





CARE & SPECIAL EDUCATION

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Congratulations!
*You have been selected as the
 Performer of the Quarter*



Affectionate

Calm

Comforting

Sincere





Every child needs at least one adult who is irrationally crazy about him or her!

It happened many years ago. It was an extended weekend for some reasons that I cannot remember now. I decided not to talk for 24 hours and see its impact. This exercise was not too difficult to complete because I had pre-warned my family members about this adventure of mine. I did not speak to anyone and in a few instances...probably a couple ...I wrote and showed to them all that I wished to communicate. Thankfully no one passed any judgments or even unknowingly provoked me.

This experiment taught me a lot. The most important lesson I learnt was that in spite of not speaking, I had a lot of thoughts. I still had to deal with a multitude of thoughts. My sensory faculties were taking inputs from the environment, from people around me, from all that was happening around me. It was just that these inputs were not being converted into any outputs through the verbal medium. Although some of these inputs led me to convert them into outputs by engaging in required activities like eating food, driving car to go to supermarket etc., my not talking did not mean I wasn't listening and thinking. Not using speech did not mean my intelligence had come to a standstill. In fact, I felt it had heightened.

This led me to wonder what children who are not (yet) verbal think when they are not speaking? I realized that many parents and caregivers of the children with special needs sometimes discuss topics of their child's disability in front of the child, not realizing that the child is soaking in all the inputs.

Linking this to 'my experience with silence', I imagined if I was a child with special needs, a nonverbal at that, and if I heard my mom talking on phone "...he doesn't understand...what is happening in the class"; "...I am sure, he will not be able to do that..." and my father comparing me to my siblings or with other peers in my class or other children in the neighborhood....or always talking about the therapy sessions (as if there was not much in life except the therapy sessions).... how would I react? What if guests visited my home and spoke with my family members in a way as if I did not exist? How would I feel if everyone I met in my life was in 'an expectation mode', wanting me to do something and after I did or did not do it, stop interacting with me as if I did not exist anymore for them? I would not be able to speak but that doesn't mean I would not process all that people were speaking in my vicinity. Will it not hurt my self-esteem? Will it not affect my self-confidence? Would I not feel let down by my own family members? What would be my motivation to try and improve on my 'handicaps' when people around me did not believe in me?

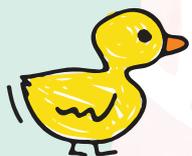
If the child does not speak, it does not mean he is not listening. Children with special needs may not speak but do certainly listen. They may not speak, but they certainly communicate. Children with special needs are not wanting to be corrected all the time, they are waiting to be connected. Their thoughts, emotions are as real and as valid as anyone else's. We must remember, everything we say to the child is absorbed, catalogued and remembered. All children, special needs or otherwise, have inbuilt memory banks. We have to be cautious about the deposits we make in their memory banks. What if one fine day, my child started to speak or write on a laptop fluently....what would he write about? Let's pause to think what is our child's inner voice? What does he or she says to himself or herself when he or she is alone? The way we talk to our children becomes their inner voice.

Speech should not be equated to intelligence. Speech is only one part of the myriad ways in which humans communicate. Even if we are unsure what and how the child can learn, it is safe to assume the competence and ability to learn, albeit may be in different ways. The computer in the mind of the child is always working, even if you do not see the output on the screen.

Many times we impose our own self-limiting beliefs on our children. We have conditioned ourselves to think in certain manner. We need to break free our conditioned mind before we start to understand and appreciate what the not (yet) verbal child is communicating....What he is capable of doing... What he is capable of thinking. Presume intelligence. Presume competence. Don't underestimate your child ever. Let's not fall into the trap of passing judgment on our child's limitations. It might just be that he is a different learner and not a learner with difficulties.

Urie Bronfenbrenner says, "Every child needs at least one adult who is irrationally crazy about him or her." I completely endorse that. Are you that crazy one in the life of that special needs child who is in your circle? And if you are still searching for that one person that will change your child's life...look in the mirror.

Mr. Saurabh Saksena
Academics & Inclusion
SMC Member





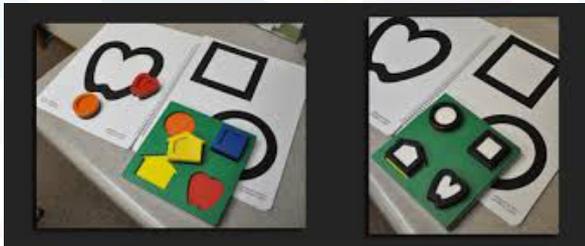
LEA Symbols

Why to teach LEA Symbols?

Accurate measurement of visual acuity is fundamental to ophthalmological care for all ages. This measure is used for diagnosis, for documentation of clinical outcomes, for clinical and therapeutic interventional strategies and also to avail supportive services from the government. Testing the visual acuity of preschool children and children with special needs are very challenging. Leas symbols were found to be useful for visual acuity assessment in early childhood.

What is LEA Symbols?

LEA Symbols consists of four optotypes – the outline of an apple, a pentagon, a square and a circle. Because these four symbols can be named and easily identified as everyday concrete objects (“apple”, “house”, “window”, and “ring”), they can be recognized at an earlier age than abstract letters or numbers can be. This enables children with special needs to be tested for visual acuity long before they become familiar with the letter and numbers used in other standard vision charts.



Who developed Leas Symbols?

LEA Symbols was developed by the pediatric ophthalmologist LEA Hyvarinen, MD, PhD. During her time with the Wilmer Institute, she became interested in vision rehabilitation, visual training, designing new visual assessment devices and developing rehabilitation team.

What are the benefits of teaching LEA Symbols?

Leas Symbols test can be used to assess the different visual capabilities of your child such as

- Distant vision
- Near vision
- Contrast sensitivity
- Visual Field
- Color vision
- Visual adaption



How to teach LEA Symbols?

Make 3 sets of LEA Symbols laminated flash cards in high contrast colored, black and white and in different sizes. Teach the LEA Symbols from different distance, sizes, contrast levels and lighting condition.

Teaching Strategies include:

- Matching and Sorting
- Discriminating
- Identifying
- Closure- finding whole from part of the symbol
- Labeling and tracking

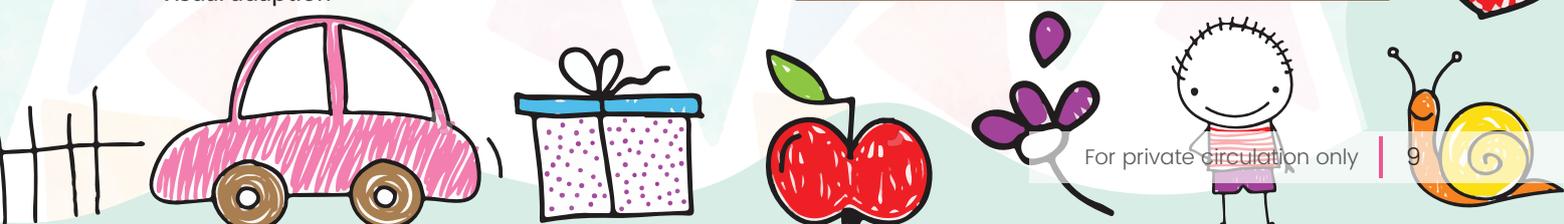
Train your child to perform these activities using both eyes and one eye by occluding the other eye with patch or masking tape.

“Help your child to learn LEA Symbols to get the maximum accurate visual acuity during the vision test.”

**Ms.Hema Mohanasundaram
Special Educator**

Unveiling...
Our new CSE Logo & Name
“Care & Special Education”

w.e.f 1st April, 2018





Aquatic Therapy



The term "Aquatic Therapy" brings excitement and curiosity to many people when they hear it for the first time. Aquatic Therapy is one among the many intervention procedures to improve the area of balance, posture, muscle endurance, muscle strength, motor co-ordination, and a range of motion and other body mechanics of people of all ages.

It is being used in the field of pediatric rehabilitation since 1950 and is widely used for treating children with neurological impairment. Recently as an outcome of various researches, it has been introduced for Children with Autism Spectrum Disorder (ASD). The therapeutic importance of Aquatic Therapy is immense and helps in improving the quality of life of children with special needs.

Following are the most pertinent application of Aquatic Therapy:

- It impacts the respiratory function by improving the breath control.
- Improves Body Joint Functions. Aquatic Therapy improves both mobility and stability part of joint functions in our human body.
- Strengthens Muscle Power Function. Promotes trunk stability.
- Normalization of Muscle Tone
- Enhances Muscle Endurance
- Facilitation of Involuntary Movement Reaction: Visual, Vestibular and Proprioceptive righting reactions can be exercised during all rotational activities.
- Voluntary Movement Functions and Gait patterns can be improved.

Aquatic Therapy and ASD

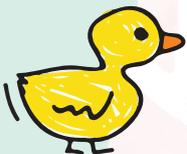
Aquatic Therapy was implemented for Children with Autism Spectrum Disorder (ASD) recently. The research findings reported that Aquatic Therapy improves swim skills, attention, muscle strength, balance, touch tolerance, initiation and maintenance of eye contact. It is also found that the Aquatic Therapy plays an important role in reducing self-stimulatory behavior in ASD. Practically I have witnessed Aquatic therapy help promote motor skills, verbal responses, self confidence and social participation. As an Occupational Therapist specialized in Sensory Integration, I see that Water is a strong sensory medium through which many sensory based activities can be performed.

Guidelines and Tips for Parents:-

- Always undergo therapy with an Occupational Therapist, Physiotherapist or a medical professional trained in Aquatic Therapy.
- First and foremost work on improving the child's mental stability towards water.
- Breath control and different breathing exercises in water promotes mental stability in a child.
- Water at the child's chest level is adequate to perform many therapeutic exercises.
- Children should be gradually transferred into the water in order that the body temperature adapts to water temperature. For instance, first at knee level, then up to hip level and so on.
- Always choose a pool with adequate grab bars around and appropriate platforms. Never risk safety of the child.

In conclusion, let our personal experiences witness the effective implementation of Aquatic Therapy in Children with Special Needs. Also, we should keep in our mind that proper consultation and implementation of the same by trained personnel is mandatory. Let us join hands to provide a holistic care for our Children .

Joseph Prabhu
Occupational Therapist





INCLUSIVE EDUCATION: HAVING THE RIGHT ATTITUDE

“Disability is simply, the inability to see ability.”

Inclusion is not an idea nor a concept but an attitude. An attitude that Education is every child’s right and not a privilege bestowed upon him. An attitude that each one of us should nurture ,with the belief that every person is born with a purpose and the ability to contribute to the society in one way or the other. It is inevitable that some members of the society may have more needs than others. Inclusive Education unarguably promotes an inclusive society. And one needs to keep in mind that our children need empathy and not sympathy.

We all need to nurture the ability to accept and accommodate children with their different needs. At schools, teachers need to be innovative and make tailor made Lesson Plans for the child as per his or her needs. One has to be patient and understanding with each child as the learning needs and style of each would be unique and different.

CSE is and always will render its unconditional support for the cause of Inclusion to all the Indian schools in Oman. The past year saw visits by the CSE Inclusion co-ordinator to several of these schools to get a better understanding of the challenges they face. As a step further, CSE conducted awareness workshops in various schools on topics that ranged from Autism Spectrum disorders to classroom strategies and modifications.

Two of the major highlights, of the CSE Inclusion Programme, in the recently concluded academic session were, “Inclusion:Equal rights, Equal opportunities” seminar which witnessed about 200 participants including Principals,VPs,HODs, staff and parents from various Indian schools of the Sultanate. The second key highlight being the ORENDA 2018 Sports event in January 2018, that saw 98 SEN participants from the several Indian schools in Oman.

CSE also provides constant support to the parent community of SEN children in Indian Schools in Muscat

through the monthly conducted Parent Engagement Programme wherein prominent professionals from different spheres of Special needs give very productive sessions.-Laksmi Sarcar,Massrat Sheikh and Usha Naayar to name a few.

CSE will constantly continue its endeavour to give the children a better tomorrow.

Let us strive together in promoting a new age classroom wherein students with all different abilities come together as equals , to form a new type of learning environment breaking down all conventional and age old barriers.

Let us be witnesses to the amazing result when diverse children work together.

Jova Anand
Co-ordinator- Inclusion



SEN awareness program at ISWKi



Inclusion workshop at Indian School Nizwa



Inclusion workshop at Indian School Ibri



Inclusion Seminar 2017





SUPER MOM DIARIES



Vibha is the second of my two daughters and is 14 years of age now. She is a wonderful, happy and affectionate child. But initially she was not responding to her name, nor did she mingle with kids of her age. Worst of them all, she was not able to communicate with anybody. She used to point fingers and had limited vocabulary, which seem to diminish in the later years.

We had never come across children having autism. We had only heard about it happening to others. Never thought, we would have to face it every day... for the rest of our life. She was not talking like any typical child of her age would do. She would not interact with us or her elder sister Nisha. But I wasn't worried then as I thought every child will take own time to bloom. But little did we know about autism at that time and it really came as a shock to us. One day we had gone to our pediatrician for my elder daughter Nisha and Vibha who was 3 years old at that time, was with me. Doctor said she is not making eye contact and not responding to her name and asked me to check for autism. Idea of Vibha having autism was devastating. I was constantly in denial about it for a year or so and it was a struggle to cope up with a different lifestyle, which we had never imagined. One of the teachers said, "Shubha, you have to accept that she has autism, then everything will fall into place and you will get direction to work on her skills". Then I changed myself, it wasn't until a few years ago I realized I was the one who had become a better version of myself.

My husband and I tried to help her in many ways. Hearing test was the first among many tests, treatments and therapies, which she underwent. Speech therapy, Occupational Therapy, Ayurveda and Ho-

meopathic remedies etc... followed later. Poor thing had to undergo so many experiments. Some worked and some didn't. I am not saying that one should not take help of different therapies, but what works is that what you do at home. In fact family is the one which has to put their heart and soul to their approach towards the child and believe in their child.

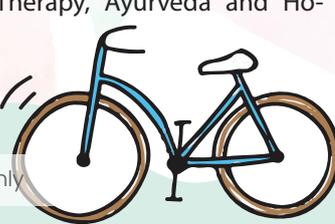
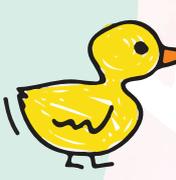
For a child, mother is the first teacher. In my case Vibha started responding to me. She enjoyed learning from me. She still remembers things, which I taught her in the initial days. Because of the treatment or something else I don't know, Vibha had positive shift in her behavior. She became calmer, her running around began to slowly reduce. She was attending normal school before joining CSE. With no pressure of attending the exams or time constraints, she started showing positive changes. Vibha used to like the company of other children, even though she wouldn't communicate with them. She would become restless sometimes, but what seemed impossible initially slowly started showing positive results.

Vibha is a visual learner. She would pick up anything we would teach her. She learnt swimming from her father very quickly. Even though she cannot swim fluently, she can float and swim to reach the sides of the pool. Vibha likes and enjoys road trip. Moving trees calmed her. She likes cooking and also helps me in the kitchen.

Because of the lessons I learned raising a child with Autism, I truly believe I'm now happier than I've ever been. In Muscat, there is a parent's group for those with autistic children. With the support of the mothers of other children with autism and all the help I got from all the wonderful teachers and well-wishers, I can say I am self-content and happy. In my family we all love the company of Vibha. We enjoy just being together. We have routine activities (like shopping, cooking, household chores) lined up for her and we are happy executing them together with Vibha.

Love makes giving up unthinkable. For me, she is still my child and I am her mom, I am "autism a strong mom". Love your child as you are the chosen one for your child.

With Regards
Shubha Radhakrishna Bhat
Vibha's Mother





PLAY AREA

In the year 2017, CSE had a huge facelift with the expansion, remodelling and modernizing the classrooms and facilities. The next on the wish list was to have a nice play area for the children. The biggest challenge was finding a place. When we looked around; there was no visible space available within the school premises. But at CSE we don't give up on our dreams. We came across the dump yard of the Indian Social Club, and found our dreams taking shape in that available limited place.

We approached the Indian Social Club who has always been a pillar of support to CSE. The ever-helpful Mr. Babu Rajendran and Dr. Sathish Nambiar arranged the clearances to allow us the use of the space.

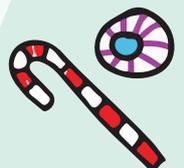
The next task was to plan and arrange for the required infrastructure, flooring, play equipment, aesthetics and most importantly the safety of children. All in all whatever was needed for the transformation of an open dump yard to a secure yet beautiful play area was done.

Our sponsors stepped in with their large hearts. Danube Homes provided all play equipment and flooring with rubber tiles. A parent who wishes to remain anonymous arranged for covering and padding the walls and four gates for safety. Khimji Ramdas chipped in with paints and other related items. A team of enthusiastic artists organised by Mrs. Tarini, came over on two consecutive weekends at 5.30am, to add colour and change the entire look of the place. Mr. Rajesh Varma, CSE Parent, was ever ready to provide support from monitoring the work to running around to make this happen.

Dr. Baby Sam's vision as the Director In-Charge of CSE and the entire Management Committee's guiding spirit has been behind this initiative with the sole purpose of seeing every child smile.

Personally, it has given me a great opportunity to work closely with a number of wonderful people, and I loved every moment of being an integral part of this great transformational experience.

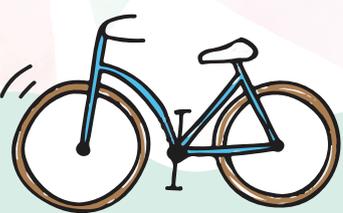
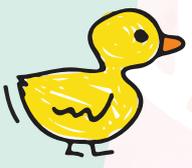
Ms. Vishala Lakshminarayan
Convener





CARE & SPECIAL EDUCATION

ISO certified 9001 : 2015



CSE Picnic to Marah Land



Pre-Vocational and Skill Enhancement for Work Transition Exhibition



Women's Day Celebration at CSE



Congratulations Shifa Rumana!
Shifa Rumana has participated in 100 meters Running Race, Shot Put Throw and Javelin Throw in Oman Paralympics Athletics forum conducted by Zubair Corporation and was awarded a Gold Medal and a Shield.





CARE & SPECIAL EDUCATION

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Congratulations!!

Suleiman Masoud-Our Proud Achiever

for winning 2 Silver & 2 Bronze medals in
Special Olympics MENA
(Middle East- North Africa Region)

-9th Regional Games Held at Abu Dhabi in March 2018



For private





Z-Corp Collaboration team participates in Oman para athletics open forum

MUSCAT: In line with its strategy to strengthen its socially impactful initiatives, the Collaboration team at the Zubair Corporation (Z-Corp) participated at an open forum for Oman's paralympic athletes in association with Oman Paralympic Committee at Bausher.

Athletes and staff members of Oman Paralympic Committee from different governorates participated in the open day forum.

Around 80 paralympic athletes from various governmental and private institutions participated in individual and group sports competitions. The participants aged between 15 to 35 years with disabilities such as visual, motor, auditory and cerebral palsy took part in sports events such as 100m and 200m sprint, discus throw, javelin, shot put among others.

The open day forum aimed to provide a platform for youngsters to showcase their talent and to help Paralympic Committee select players for various competitions and sporting events both inside and outside the country.

Faisal Al Mandhari, Assistant Social Communications, The Zubair Corporation said, "We are pleased to collaborate with the Oman Paralympic Committee and participated in this open day forum for the benefit of athletes with disabilities. This forum high-



lighted the importance of involving and encouraging athletes with disabilities to participate in various competitions."

He added, "The forum also provided a dais to display the importance of public and private sector collaboration to empower disabled athletes. Above all, we believe inspiring disabled to take part in sports competitions enhances their confidence and contributes to their integration into society."

Sonia Mustapha, coach, Oman Paralympic Committee said, "We have a responsibility to rehabilitate and train athletes with special needs through various Paralympic competitions. This gives us an opportunity to tap new tal-

ents and train them to participate in local and international competitions. We thank Zubair for supporting this event which aims to focus on and encourage the young Omani talents."

She added, "The Paralympic athletes have brought a lot of laurels to the country by participating and winning in various competitions locally and internationally. The committee currently supervises five games including athletics, wheelchair basketball, weightlifting, football for the blind and goalball. I hope more private sector companies and institutions contribute to the development of sports for people with special needs by supporting

the Paralympic Committee."

It may be recalled that in 2017 Omani national Mohammed Al Mashaykhi, won silver in the shot put final at the World Para Athletics Championships, making it a first for the country.

Whether it is creating public libraries, promoting road safety, building and renovating homes and mosques, organising fundraisers, supporting health, sport and educational programmes, Z-Corp has been at the forefront of many community-based activities.

The cooperation with the Paralympic Committee comes within the framework of the strategy of Z-Corp to support meaningful causes.

ISC ORGANISES TENNIS CAMP FOR CHILDREN WITH SPECIAL NEEDS



March 18, 2018

MUSCAT - Indian Social Club (ISC) Oman in coordination with the Centre for Special Education held the second tennis camp for children with special needs. Twenty-nine students of the Centre for Special Education received lessons in tennis at a special tennis camp organised at the tennis facility of the Indian Social Club Oman. The first camp was held in March last year.

While it was the second time for some, the other students received their first hand experience of tennis. ISC's tennis coach Sivan Govind supervised the tennis camp. He was assisted by a team of dedicated volunteers and teachers from the Centre for Special Education. At the end of the two-hour camp, guest of honour P Babu Rajendran presented the children with certificates. The principal of the Special Education Centre thanked ISC and hoped that this becomes a regular feature. The initiative was supported by KTT Logistics Division.

Press Release:
Times of Oman
26-02-2018

Press Release:
Muscat Daily
18-03-2018

