



Indian Schools
Oman

BOARD OF DIRECTORS INDIAN SCHOOLS OMAN NEWSLETTER | SPECIAL EDITION [2018-2021]

VISION 2020 REVIEW BOARD INITIATIVES - 2018 to 2021





In memory of late HM Sultan Qaboos Bin Said

حضرة صاحب الجلالة
السلطان قابوس بن سعيد بن تيمور المعظم



Pledging our Allegiance to HM Haitham Bin Tariq Al Said

حضرة صاحب الجلالة
السلطان هيثم بن طارق بن تيمور المعظم

CHAIRMAN'S MESSAGE



Dear All,

"It takes a village to raise a child."

As community schools, Indian Schools in Oman exemplify this saying in the many ways that the community comes together to take charge of our children's education and growth. From the Board of Directors to the School Management Committees of individual schools to the various Advisory Councils and Task Forces, it is the committed, proactive members of Indian diaspora who lead the way. This circle also brings together school administrators, faculty members, and parents, keeping our children at the center of all our decisions and thought processes.

The current Board took office in April 2018, and here we are at the end of our journey. The Covid-19 pandemic brought many unexpected and unprecedented changes in our schooling system; one among which is that our term, which was to conclude by March 2020, was extended to March 2021 as an immediate emergency response to the resultant lockdowns and academic crisis.

It has been a remarkable three years at the helm of the largest community schooling system in the region, with a disruptive 2020, combating one of the biggest challenges ever dealt with by Indian Schools in Oman – Covid-19.

As we now hand over the reins to a new team of Board leadership, we present this special newsletter as a review of our term. It is to be noted that this document was prepared with the intention to be released in March 2020. However, due to the special circumstances of the Board term, it is being released now when the extended term comes to a close.

This newsletter highlights the major new projects undertaken by the Board in the year 2018-2020, as part of our broader goal & vision of holistic education. The BOD newsletter – itself a new initiative by the current Board – has been an ongoing source of information regarding the Board's recent activities. Nevertheless, as we are completing our Board term, this document serves as a review of the past three academic years and hopes to bring transparency and clarity on the workings of the Board. The Post-Covid academic term has been covered in a separate section towards the end of the document. It is also to be reiterated that this review excludes the already established & running activities of

the previous boards that are familiar to all. As such, what this document covers is only the new initiatives or those that have been significantly revised in their model or scope.

When we took charge of the Board in April 2018, we began with an open, collaborative discussion between the stakeholders through Synergy 2018, an SMC-BOD conference covering all schools. The primary focus over the course of the Board term has been to set in motion a series of initiatives that shall offer holistic education to our children, as underlined in our plan, Vision 2020. These include student-oriented academic, co-curricular & extra-curricular activities & projects, aimed to produce competency in academics and 21st century skills while ensuring the physical, psychological & spiritual health of our children. Simultaneously, we have also been equipping the schools with better, more robust resources – infrastructural, faculty and processes.

It is a matter of pride that many of the initiatives introduced in 2018 & 2019 as part of the Vision 2020 – the Indian School Virtual Learning System (ISO-VLE), Video recorded lessons, Tele-Tutoring, 24/7 Tele-counseling, Online-based IS Quiz Prelims, Resource Development Programs and many more have acted as the foundation for Indian Schools in Oman to make a smooth and rapid transition to remote schooling and overcome the Covid-related academic challenges.

Our new initiatives were carved from the insights gained from the valuable feedback we received from our multiple stakeholders through a series of surveys conducted in 2018. Similarly, at the threshold of another change in November 2020 – the possibility of reopening of schools, we rolled out another new survey, and the results have shown overwhelming preference from parent community to continue with remote instruction for remainder of Academic term 2020-2021.

We hope that, under the new Board, with the Ministry of Education as our guidance point, the schools will be able to soon resume in-person classes, perhaps in a blended learning model, based on the continually evolving epidemiological situation in Oman.

As we close our term, we thank all the School Management Committees, the Principals, School Administrators, Faculty, Teachers, Counselors and Parents for the support granted to us and for taking our vision forward in every possible way. We also thank all the corporate and individual sponsors who have enabled us to implement the various events in the past years and hope to receive further support from the community as the schools face new financial challenges. Special thanks go to my fellow Board members for driving and supporting the Board.

I also take this opportunity to welcome a new group of community leaders as members of the Board and the School Management Committees who will take charge from April 2021 onwards and wish them and our schools greater successes in the future.

It has been a pleasure serving our children. Thank you all.

APRIL 2018 – MARCH 2020 REVIEW

Introduction

The Board of Directors, in April 2018, formulated a Vision 2020 plan, to document the objectives of the Board for the term 2018-2020, with the primary aim of ensuring holistic education within our educational system.

Holistic Education is based on the principle that each child be nurtured and educated through both academic and non-academic means, with focus on the overall development of the child.

The ultimate vision and aim of the Board is to ensure that every child from our schools will undergo transformative learning and be equipped with the knowledge, skills and well-being to find their identity and purpose in life.

With this objective in mind, Vision 2020 was designed to achieve considerable enhancement in the following areas:-

- Academic development
- Extra-Curricular development
- Psychological/emotional development
- Physical development

How we started

To gain broader insights and valuable feedback, we have conducted multiple surveys of our stakeholders. These include the Training Need Identification Survey among Teachers, and the Academic Survey among Teachers, Parents and Students.

Sno	Name of Survey	No of Participants
1	Training Needs Identification Survey	1016 Teachers
2	Perception of parents about school	1705 Parents
3	Perception of teachers about school	630 Teachers
4	Perception of students about school	1778 Students (Secondary and Higher Secondary)

A detailed plan to realize Vision 2020 was readied from these surveys and subsequent interactions with the stakeholders.

Implementation of Vision 2020

As committed, the Board has strived to realize the aim of ensuring holistic education, simultaneously strengthening all aspects of education including Academics, 21st Century skills, School Infrastructure, Faculty & Resource Development, Operational Processes and more, with a child-centric approach.

Accordingly, the Board has successfully introduced a record number of 41 various new initiatives in these past two years, many of them radical, first-of-its-kind for K-12 schooling systems. These initiatives are across a diverse areas of the schooling system. For example, they include:

- New Advisory bodies such as Academic Committee, Academic Advisory Council & IT Advisory Council, to identify & implement best practices.
- Manuals & Policies such as Academic Manual, Physical Education manual, and Counseling & Special Education Manual.
- Academic initiatives such as the new outreach program – Tele-tutoring prior to the Board examinations and Remedial and Enrichment Classes; expansion of Gurukul system; introduction of the virtual learning platform – ISO VLE, Happiness Curriculum etc.
- New schools & infrastructure developments such as newest school – Indian School Bousher, a modern flagship school; new school premises for Indian School Ibri; additional classrooms & facilities such as laboratories, Multipurpose Halls, in many school campuses.
- Resource Development programs such as FDPs & specialized trainings for Principals, VPs, AVPs, Teachers, admin staff.
- Skill development programs for children such as Leadership Training; Entrepreneurship Club; Film Fest & workshop; STAI– a Science, Technology & Innovation fest, Avenir.
- Skill identification & showcasing programs such as UTAR – Unique Talent Recognition, Indian School Talent Fest, IS Quiz; student-run e-magazines.
- In response to rising stress levels among students, Here4U-Let’s Talk, a 24-7-365 Tele-Counseling service which gives children access to counsellors over phone any time of the day.
- Social Development programs such as – Gift a Book scheme & YCIS – Young Communitarian of the Indian Schools, a voluntary social service wing towards enhancing social behavior & building social connection.
- Harmonization and Standardization of School Management Processes, through introduction of Frameworks, SOPs, Handbooks etc
- Financial and administrative measures during the current pandemic to ensure sustainability of the Indian schooling system.

In the coming pages, these initiatives are explained in further detail. As community schools, it is crucial for all stakeholders to come together with a common aim & vision to work for the betterment of our children and schools. And it is this symbiosis that the current Board has been able to achieve.

Here’s to making constant, continual improvements, to stay one step ahead of the future!

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.” – John Dewey.

ACADEMIC DEVELOPMENT

Academic Cell

An Academic Cell, comprising competent and experienced teachers, was set up to execute the initiatives of the Academic Sub-Committee, and bring about collaborated efforts across the Indian schools in Oman, such that the good practices at one school can be harmonized and emulated across all.

Objective

- To execute the initiatives of the Academic Sub-Committee, and bring about collaborated efforts across the system, in harmonizing good practices.

Implementation

- Academic Cell formed – 6th May 2018.
- Comprises competent, experienced teachers who oversee the implementation of various new academic initiatives of the Board.

Outcome

- Successful implementation of various academic initiatives for the last 3 years at various schools.

Academic Advisory Council

An Academic Advisory Council was formed from academic experts across various domains to act as a think tank that guides, assists & facilitates the Academic Sub-Committee through generation of ideas to implement global best practices.

Objective

- To be a think tank to guide, assist & facilitate the Academic Sub-Committee & generate ideas to implement global best practices.

Implementation

- Academic Advisory Council formed – 1st Sep 2018.
- A team of academic experts from across various domains who have considerable expertise in different arenas of education.

Outcome

- Helped align our system with Higher education needs.

IT Advisory Council

In order to be one step ahead of the prevailing educational systems, the Board constituted an Information Technology Advisory Council to chalk out different strategies to take leverage of Information Technology for the benefit of students and schooling system.

Objective

- To chalk out different strategies to take leverage Information Technology for the benefit of students and schooling system.

Implementation

- IT Advisory Council formed – 7th Feb 2019.
- A team of Information Technology specialists who brainstormed various ideas that could be of assistance for pedagogy and for the general functioning of schools.

Outcome

- Carried out technical vetting of ERP vendors and shortlisted the eligible ones.
- Proposed ideas to invoke more positive response from teachers to adapt technology for learning and teaching.

CSE Advisory Council

CSE Advisory Council was formed to ensure academic development of SEN children & enhance inclusion across the system.

Objective

- To pool in the expertise and resources from the community for Care and Special Education.

Implementation

- CSE Advisory Council formed – 9th April 2019.
- The council comprises 10 eminent members from the community who are experts from different fields & change-makers in society.

Outcome

- CSE is benefited through association of these members towards its growth and fulfilling the dream of making an inclusive society.

Academic Manual

An Academic Manual was developed and released in March 2020, underlining the policies, procedures and strategies to be implemented across all Indian Schools to harmonize academic standards and practices across the Indian schooling system in Oman.

Objective

- To have standard policies to be implemented so as to have common academic standards across all Indian Schools in Oman.

Implementation

- The manual deals with important elements of school education – scholastic, non-scholastic, administrative and policies pertaining to curriculum and its execution in classrooms.

Outcome

- The Academic Manual released in March 2020.

Tele-Tutoring

In order to boost the academic enhancement, Tele-tutoring was introduced to provide our students with additional academic support that extend beyond the classrooms, by not only just offering academic assistance but also alleviating the study-related anxiety in children. During the Board Examination period (in the evenings, from Jan 2019 until the end of exams), select experienced teachers (subject experts) offered additional support in clearing the doubts of students via telephone or WhatsApp, through dedicated tele-tutoring numbers available across the nation.

Objective

- To provide our students with additional academic support that extend beyond the classrooms by not only just offering academic assistance but also alleviating the study-related anxiety in children.

Implementation

- Grade X & XII academic support via telephone or WhatsApp offered throughout all Indian Schools.
- Dedicated tele-tutoring number Offered for 2 months prior to the public examinations.

Outcome

- Subject experts in Physics, Chemistry, Mathematics, Accountancy and Economics conducted tele-tutoring for X and XII std. students prior to the exams.

Indian Schools Oman Virtual Learning Environment (ISO-VLE)

One of the hallmark initiatives of the current Board was to provide a digital repository of knowledge for the students of Indian Schools. A Virtual Learning Platform – ISO VLE was created which acts as a knowledge repository and safe online space for cross-connected networking where all our schools, teachers & students can easily interact, share and access information. Content is developed by the teachers of Indian Schools, for the students to ensure high quality uniform delivery of teaching irrespective of each school's location or availability of resources. The portal includes webinars, worksheets and video recordings of lessons for Grades IX to XII. Special video recording of lessons by subject experts of Grades IX to XII are made available with easy, anywhere access through ISO-VLE platform.

Objective

- To provide a knowledge repository where students, teachers and schools can share and access information easily.

Implementation

- ISO-VLE (Indian Schools Oman Virtual Learning Environment), online portal released in Jan 2019.
- Hosted on a powerful virtual private server allows multiple concurrent users.
- Fully responsive, it can be accessed on smartphones (Android or iPhones), tablets or PCs.

Outcome

- In the 2 years between 1st Jan 2019 and 22nd Sept 2020, the portal saw 868,942 hits.
- 2019 – Video recorded lessons for Grades X & XII.
- 2020 – now also video recorded lessons for Grades IX & XI.



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Hindi for Class X

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Class X English

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Economics

This is the course page for Class X Economics. Students can access course videos and other resources this course page.

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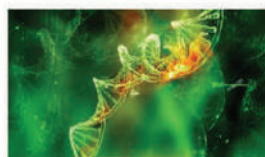


Geography

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History



Biology



Chemistry



Physics

Remedial Classes & Gurukul System

Remedial Classes/ Enrichment Classes & Gurukul system were both expanded to more number of schools to offer additional academic support throughout the year & especially prior to the Board examinations. Gurukul is an ancient Indian concept of education, wherein the student imbibed knowledge by residing with his Guru as part of his family. This concept has been effectively practiced in many Indian schools to ensure that students who are preparing for the Board examinations are academically uplifted through constant and continuous scholastic input. One of the improvisations in this program during the last couple of years is the expansion of this concept to more number of schools having secondary / senior secondary classes.

Objective

- To enhance the academic standard of students appearing for the Board examinations.

Implementation

- Remedial/ Enrichment Classes: Additional coaching after school – all Grades, offered in most schools, throughout the year/ prior to the public examinations.
- Gurukul: Residential coaching for Grade X & XII offered in some schools for a month prior to public examinations. Expanded this initiative to all schools having secondary/senior secondary classes.

Outcome

- The remedial & enrichment classes as well as Gurukul have shown improvement in students' academic performances in most schools.



21ST CENTURY SKILLS & CO-CURRICULAR DEVELOPMENT

STRIDE - Entrepreneurial Development Club

Entrepreneurship Clubs in Indian Schools called 'Stride' have been established to develop entrepreneurial skills of budding youngsters, to ignite the spark of creativity, innovation & entrepreneurship, innate in our children & transform them into competent, enterprising, and confident visionaries.

Objective

- To ignite the spark of creativity, innovation & entrepreneurship, innate in our children & transform them into competent, enterprising, confident visionaries.

Implementation

- Established Entrepreneurship Clubs in Indian Schools named 'Stride' to develop entrepreneurial skills of budding youngsters that coupled with their undying grit and determination to achieve their goals in life.

Outcome

- Initiated the process of signing MoU with Entrepreneurial Development Institute of India, a premier institution in the field of Entrepreneurship.
- Series of motivational talks by practicing entrepreneurs.



Avenir

A first of its kind pan Oman career guidance conference bringing together subject, industry & academic experts across multiple domains. The 2018 edition comprised 35 speakers, including the renowned author & motivational speaker Shiv Khera, connecting live with more than 6000 students through career talks, panel discussion & motivational talk, while reaching further audience through live streaming to interior schools. Avenir 2019 had fifty career talks along with keynote address by Dr. L.S. Ganesh, former Dean, Indian Institute of Technology, Chennai, India.

Objective

- Avenir is aimed at showing the future pathway, helping students to take judicious decisions in choosing their future course and career.

Implementation

- Avenir 2018, at ISAM
 - 16 career talks, 35 speakers.
 - Keynote - Mr. Shiv Khera, renowned author speaker.
- Avenir 2019, at IS Seeb
 - 50 career talks.
 - Keynote - Dr. L.S. Ganesh, Former Dean, IIT, Chennai.

Outcome

- Career talks focused on 21st century skill sets, career opportunities, challenges and insights for future generation. Keynote address on the qualities of professional and personal success.



Science Technology & Innovation (STAI)

An interschool event, a first of its kind pioneering initiative, and the biggest Tech-event ever for the Indian Schools in the Sultanate promotes scientific approach and innovative outlook among Indian school children and included innovative programs such as STAI Aptitude Test, Planetarium, Youth Conclave, Augmented Reality Room, Concept Rooms, Game Rooms & contests.

Objective

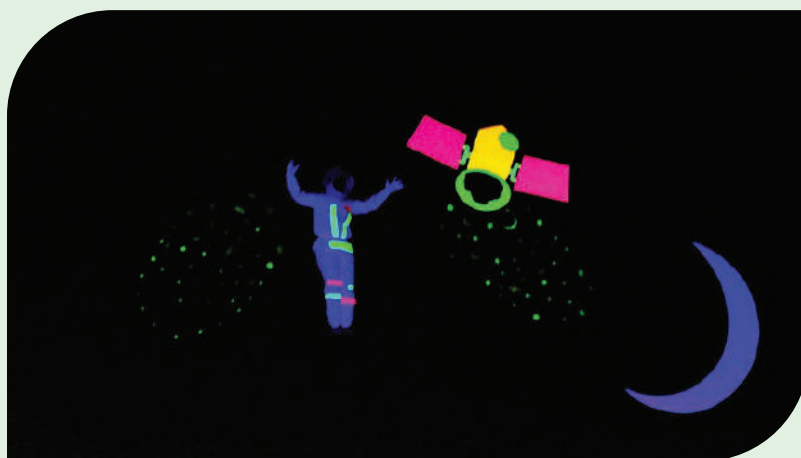
- To encourage students, parents, teachers and the community to widen their scientific awareness.
- To nurture and nourish innovative scientific and technological ideas in a conducive learning environment.

Implementation

- First edition of STAI was held at ISM.
- STAI Aptitude Test was conducted.
- STAI 2-day event included programs such as Planetarium, Youth Conclave, Augmented Reality Room, Concept Rooms, Game Rooms & contests.

Outcome

- Hundreds of students participated in various events including Best Scientist/ Technocrat Website Designing, Innovative Software/ Mobile App, Mega Bytes Science Quiz etc.



Indian School Quiz (ISQUIZ)

A new collaborative inter-school mega quiz event to imbibe qualitative thinking and awareness about various news events & to stimulate love for learning. The 2019 edition of the event was hosted by Indian School Darsait. It was anchored by renowned quizzer, Mr. Vinay Mudaliar from 'Mindcogs' Bangalore.

Objective

- To unleash the power of the minds, reasoning and computing of students of Indian Schools in Oman to enable & enhance holistic education within the schooling system.

Implementation

- The Grand Finale of the 1st edition of ISQUIZ 2019, was hosted by ISD at City Amphitheater Qurum on 12th April 2019.

Outcome

- Preliminary levels of competition among 1170 teams.
- Grand Finale witnessed by around 3000 students.



Indian School Talent Fest (ISTF)

The idea behind the formation of ISTF is to provide opportunities for all Indian Schools to host common arts festival for students of Indian Schools in Oman. Therefore, the erstwhile Jhankaar Spectrum of ISM has been reinvented as Indian School Talent Fest (ISTF). Indian School Muscat hosted the first edition of Indian School Talent Fest in 2019.

Objective

- In order to provide opportunities for all Indian Schools to host common arts festival for students of Indian Schools in Oman.

Implementation

- Jhankaar Spectrum of ISM has been reinvented as Indian School Talent Fest (ISTF).
- 1st edition of ISTF was organized by ISM.
- Contestants participated in various events testing their mettle with their counterparts within a single campus.

Outcome

- 1800 plus students in a single platform.
- 27 Events.
- 9 Venues.



Unique Talent Recognition Program (UTAR)

An initiative to identify & bring to the fore, unusual and rare talents of the Indian school students, unlike other platforms which focus on conventional academic, cultural and sports skills. Initially introduced as a separate annual event this has been merged with Indian School Talent Fest from 2019 onwards.

Objective

- To harness the inherent talents of students from the various Indian Schools in Oman to give impetus to identify, showcase & hone their unusual and rare talents which are unique to them.

Implementation

- Organizing an annual event where students can explore their own innate potential, discover their hidden talents and hone them to perfection unlike other platforms which focus on conventional academic, cultural and sports talents.

Outcome

- **2018**, at Indian School Muladha - 67 participants from various Indian schools.
- **2019**, at ISM - 74 participants from various Indian schools.



Leadership Training – Majan College

In association with Majan University College, a youth development program was provided to develop leadership skills. A total of 120 students, from across various Indian Schools have been trained so far on topics such as 'Leadership Potential and style', 'Key competencies of high impact leaders', 'Unlock your Leadership Potential', 'Solving Problems through Creative Thinking', 'The Art and Science of Team Building', 'The Language of Leadership' and 'Poetry Reinvented'.

Objective

- To enable young people to discover their true potential, and to focus on leadership skills, problem solving, team building and communication.

Implementation

- Workshop conducted in association with Majan College.
- Topics: Leadership potential and style, Key competencies of high impact leaders, Solving Problems through Creative Thinking etc.

Outcome

- Four workshops were conducted benefiting 120 students from all secondary and senior secondary Indian schools.



Indian School Film Fest

Given the influence of media, Indian School Film Fest was introduced to enhance the capabilities of students through visual media. The first edition of ISFF featured films curated from 30+ countries in 20+ languages, subtitled in English. The themes explored in the films are universal, age-appropriate and do not promote any biases, politics or religion.

Objective

- To instill values in children through films by enabling them to critically appreciate the medium of films and to ignite the aesthetic talents in them.

Implementation

- ISFF held at various Indian Schools – Exposure to International award winning films.
- Each show has a duration of 70 – 90 minutes consisting of 5 to 7 short films. All films are age-appropriate subtitled in English. The shows are divided into 4 age categories: 6–8, 9–11, 12–14, and 15–17 years.

Outcome

- ISFF featured films curated from 30+ countries in 20+ languages.
- Techniques of film making – training for 120 students conducted by renowned Cinematographer and Director, Mr. Sabu James.



Murals & Graffiti

To provide children with artistic talents an opportunity to derive immense satisfaction by letting them draw on the designated walls of the school or its compound, murals and graffiti were introduced on many school premises.

Objective

- To create an avenue for children to leave their indelible imprints on the walls of their alma mater & opportunity to showcase their artistic ability.

Implementation

- In order to enhance a sense of attachment to the school where they spent considerable amount of their youth, children were allowed to draw and paint various places in the school premise, on the designated walls of the school or its compound.

Outcome

- Murals and graffiti implemented in many schools. Testimonials from children showed the impact on their sense of ownership & belonging.



Language Magazines

To boost creativity while simultaneously enhancing communication competencies in various national & international languages, e-magazines in six languages – English, Hindi, Sanskrit, Malayalam, French and Arabic were prepared and released.

Objective

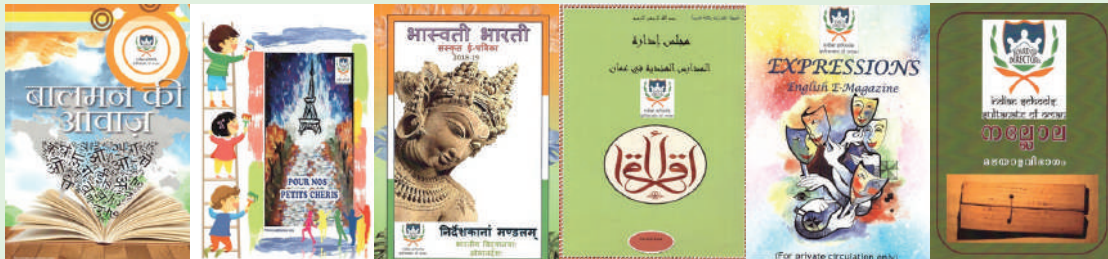
- To compile the best and the most remarkable literary expressions from the contributors of Indian schools in Oman in order to promote a love for the written word among our children.

Implementation

- E-magazines in six languages – English, Hindi, French, Arabic, Malayalam and Sanskrit have been compiled and circulated in all Indian Schools in Oman.

Outcome

- **2019** – e-magazines in 6 languages released.
- **2020** – e-magazines in 6 languages released.



PHYSICAL & PSYCHOLOGICAL WELL-BEING

Here 4U Let's Talk - 365 Tele-Counseling

In a first-of-its-kind service by a schooling system in the region, 24-7-365 Tele-Counseling service launched in Aug 2018, whereby counseling services are offered to students of Indian schools any time of the day over telephone. The primary aim of this initiative is to ensure a stress-free academic environment. Team of specially trained school counselors take turns to manage the helpline. The main objective of this initiative is to meet the unique needs of each student irrespective of age, gender, socio-economic status or culture by offering free, confidential and non-judgmental support to students in despair due to personal or academic concerns.

Objective

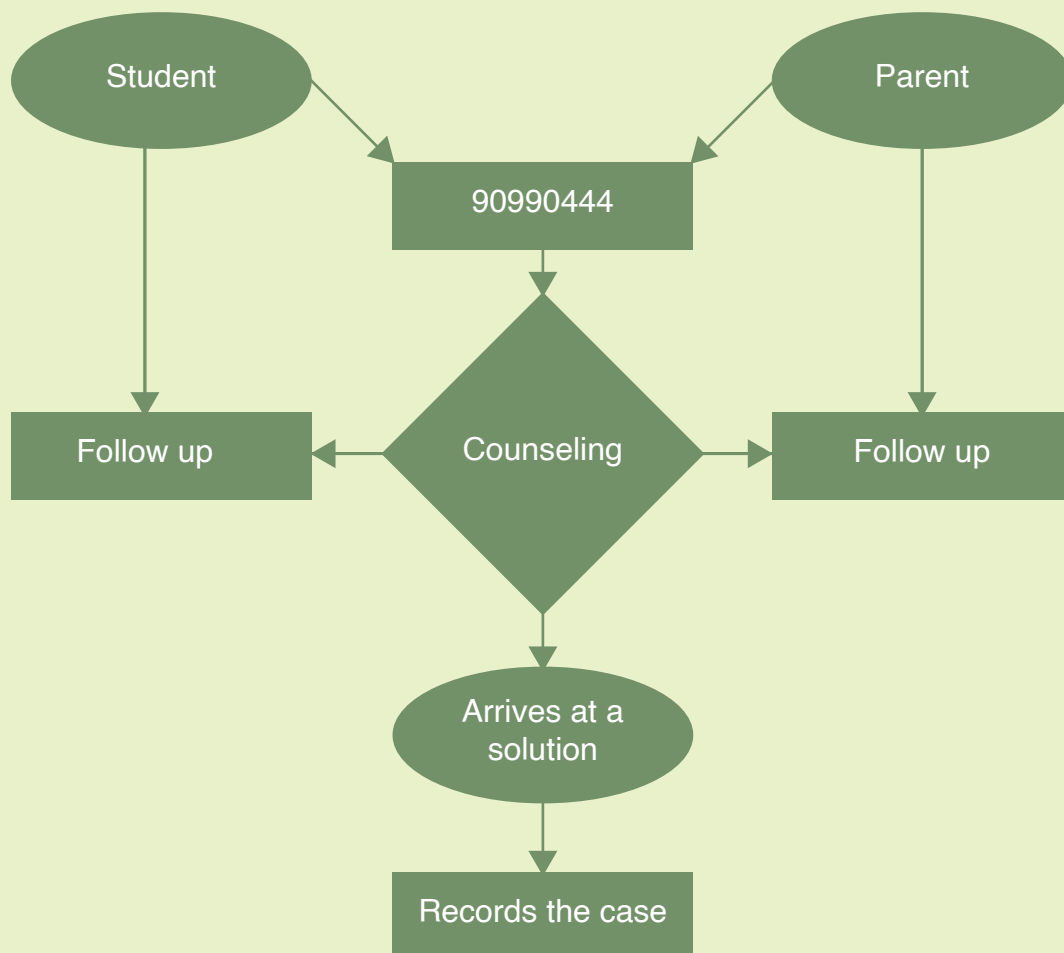
- To meet the unique needs by offering free, confidential and non-judgmental support to students in despair due to personal or academic concerns.

Implementation

- Launched in Aug 2018.
- Dedicated telephone number.
- A team of qualified counselors with expertise in tele-counseling has been put in charge.

Outcome

- First-of-its-kind service by a schooling system in the region.
- Total calls=339.
- Parent callers=130.



Counselling and Special Education Manual

A Counselling and Special Education Manual which deals with the roles and responsibilities of Counsellors and Special Educators in inclusion and in the holistic development of students in Indian Schools was developed & released.

Objective

- To design and underline the role of psychologist, counselor and special educator in the Indian Schooling system in Oman as per the International benchmarking.

Implementation

- A team of qualified counselors developed Counseling Manual outlining the best practices related to all the aspects of the functioning of a counselor and special educator.

Outcome

- First Edition of Manual for School Counselling and Special Education.



Physical Education Manual

Developed & released Physical Education Manual. The Manual provides candidates with an opportunity to study both the theoretical and practical aspects of physical education and sport, enabling students to know about, understand and analyze the major concepts and principles underlying in sport and physical education.

Objective

- To streamline health and physical education across the schools, right from Kindergarten through illustration of activities for different classes in a structured and progressive manner.

Implementation

- Physical Education Manual is prepared in accordance with International standards by a council of Physical Education teachers of Indian Schools in Oman.

Outcome

- Carefully structured and progressive activities for turning to health and physical education for each class.

Grievance Manual

The Board developed and implemented a Grievance Manual that provides systematic process of handling grievances within the Indian Schooling system. The manual clearly explains various procedures to be followed at all three level of governance of Indian Schooling system in Oman i.e., at the Board level, at the SMC level, and at the School level.

Objective

- To streamline the process of grievance handling in Indian Schools so as to ensure that every concern of the staff is appropriately addressed.

Implementation

- The Grievance Manual has been circulated among all schools and separate Grievance cells have been set up at school and SMC level to address the concerns as per the procedure set out in the manual.

Outcome

- Systematic procedures to deal with various grievances in all schools.

SOCIAL DEVELOPMENT

Young Communitarian of the Indian Schools (YCIS)

Voluntary Social Service offers a third dimension to education. It allows students to contribute through their services with passion for the cause of community. It empowers students to feel, experience and understand different walks of social life while also helping them develop their personality and ultimately, becoming responsible human beings. Thus, a voluntary social service wing, aiming to inculcate the values of social outreach, to empower the students and ultimately to help them become responsible human beings. YCIs was formed in about 15 schools through which various socially relevant activities were carried out. YCIS membership currently stands at 1595.

Objective

- To provide students who are committed to social cause with an opportunity to connect with society as active contributors.

Implementation

- Introduced YCIS with 3 Dimensions of service.
- Helping the Needy
- Serving the Community.
- Preserving the Environment.

Outcome

- Active in 15 Indian schools.
- 1595 Student members .
- 47 students – at least 20 hr each in the three dimensions.
- Examples – Beach Clean-up, Hospital Visits, School Garden.

Serving the needy



Preserving the environment



Serving the community



Gift a book, Help the Needy, Save the Environment

A scheme where children are encouraged to preserve & donate their textbooks for use by their juniors. The main objective is to inculcate habit among students to adopt the ideals of Reuse, Reduce and Retain while teaching children to value their textbooks and minimize wastage. More than 7000 textbooks in good condition were received as part of the project.

Objective

- Aimed at developing social responsibility.
- The main objective – to adopt the ideals of Reuse, Reduce and Retain while promoting efficient and optimal use of existing resources.

Implementation

- Children are encouraged to preserve & donate their textbooks for use by their juniors.
- Pledge their commitment at the beginning of the year

Outcome

- More than 7000 textbooks in good condition were received as part of the project.

Al Ta'ayush Al Silmi – 'Bonding Beyond Boundaries'

An inter-community Cultural Exchange Programme, launched in December 2018, in association with MoE, with an aim of promoting awareness and acceptance towards indigenous cultures of different communities in Oman. The 2018 event saw participation from students of Omani, Indian, Pakistani, Filipino, Egyptian, Bangladeshi and Sri Lankan Schools with the stunning performance of more than 265 students.

Objective

- To educate the young minds that they need to stand united to build up a new world where peace and harmony prevails.

Implementation

- Organized a mega Cultural Exchange Programme.
- To mark the National Day celebrations of Oman – 2018 that showcased indigenous cultural programme from different communities, by the private and international schools in Oman.

Outcome

- Host – Indian School Al Wadi Al Kabir
- Participation:
 - Indian School – 200.
 - Pakistani school – 15.
 - Bangladeshi – 10.
 - Filipino school – 20.
 - Egyptian school – 10.
 - Omani private school – 15.
 - Sri Lankan School – 15.



150th Birth Anniversary of Mahatma Gandhi

The 150th Birth Anniversary of Mahatma Gandhiji was celebrated at an event hosted by Indian School Wadi Kabir. Students of eight Indian Schools presented programme centered on themes of peace, unity and ahimsa and other values promulgated by Gandhi. Stage performances were interspersed with musical programme.

Objective

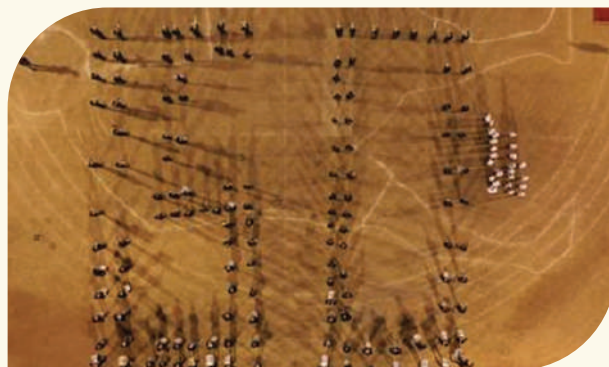
- To celebrate the life and values of Mahatma Gandhi on this occasion.

Implementation

- Students of eight Indian Schools presented programme centered on themes of peace, unity and ahimsa and other values promulgated by Gandhi. Stage performances were interspersed with musical programme.

Outcome

- 1000 Indian School students were arrayed with solar lights depicting Gandhi's image coupled with a spectacular display of the school band consisting of nearly 400 students showcasing different formations.



Blood Donation Drives

To teach and practice humanitarian service, and to support the healthcare needs of the people of Oman, blood donation camps were held on the campuses of all the Indian Schools across the Sultanate between 15th August and 18th November, 2018.

Objective

- To promote humanitarian service among various stakeholders in Indian Schooling system that reiterates out social commitment and reflects the values we teach at our schools.

Implementation

- Implemented blood donation camps in all Indian Schools between 15th Aug 2018 and 18th Nov 2018, the dates signifying the nationally important days of India and Oman respectively.

Outcome

- 20 Indian schools conducted blood donation camps
- Participation from parents & faculty

MOTIVATION THROUGH RECOGNITION

Award for Excellence in Teaching

The Board has revisited the process of selecting teachers for the prestigious 'Navin Asher-Kazi Awards for Excellence in Teaching'. The entire process of selecting awardees has been revamped to include processes such as self-nomination, confidential reports by Principals, and interviews by a panel of renowned academicians outside the Indian schooling system.

Objective

- To recognize and motivate dedicated teachers as well as long-serving Principals.

Implementation

- Self nomination.
- Scrutiny of nominations by Principals.
- Long service recognition for Principals.
- Meritorious achievement award for teachers.

Outcome

- Feb 2019 - 12 Teachers & 3 Principals felicitated at ISAM.
- Feb 2020 -13 Teachers & 3 Principals felicitated at ISD.



ICAI Award

The Board, in association with the Institute of Chartered Accountants of India (ICAI) – Muscat Chapter, instituted annual awards for felicitating the students of Indian Schools who secured the top three positions in the Commerce stream in the CBSE Class XII examinations, in a bid to promote Chartered Accountancy among students.

Objective

- To felicitate the students of Indian Schools who secured the top three positions in the Commerce stream in the CBSE Class XII examinations.

Implementation

- The Institute of Chartered Accountants of India (ICAI) honors the achievers each year that consists of a Certificate of Appreciation, memento and cash prize.

Outcome

- Sep 2018 – Award ceremony hosted at ISWK.
- Aug 2019– Award ceremony hosted At Indian School Al Ghubra.



ACCESS TO EDUCATION & INCLUSION

100% Admissions

With the opening of Indian School Bousher, & through expansion of infrastructural facilities, the board was able to provide 100% admissions in first allotment/lot in 2019 and 2020 while 75% and 90% parents got their first preference in 2019 and 2020 respectively.

Objective

- To ensure that every Indian child gets a fair and transparent opportunity for admission in Indian schools situated in Muscat region.

Implementation

- Online lot system has been successfully running for past few years to allocate seats of capital schools to students.

Outcome

- In 2019 admission, all people who applied got the admission to capital schools with almost 75% of them receiving first choice.
- In 2020 - 90% of parents got first preference.

Cessation of New Admissions for Afternoon Shifts

As a result of the increasing demand for new admission in the capital schools in the last decade, there was no other option except adding an additional shift in the afternoon in order to grant admission. However, with the operationalization of Indian School Bousher and the addition of classrooms to other schools with effect from the academic term 2019-2020, new admissions for evening classes have been ceased. All fresh admissions have been accommodated in the morning shifts, through an increase in infrastructural facilities.

Objective

- To ensure that parity in providing education to Indian diaspora is maintained at its optimum.

Implementation

- The decision of the Board to stop new admissions to afternoon shift has been implemented with the operationalization of Indian School Bousher.

Outcome

- With effect from 2019-2020 academic term, afternoon classes have been stopped, for new admissions.

Inclusion Awareness Campaigns

Various inclusion awareness campaigns are regularly conducted by CSE to promote inclusion in all schools.

Objective

- To highlight the need and relevance of Inclusion and to promote equal opportunities for all learners in Indian Schools.

Implementation

- CSE conducts number of Inclusion Awareness Campaigns/ Workshops in Indian schools.
- Other Inclusion program includes Sporting Festival, Exhibitions, Newsletters, Interaction program with regular stream students.

Outcome

- 2018-2020**
- No. of Inclusion Awareness Campaigns - 7.
 - No. of participants benefited - 240.



Members of Board of Directors (2018–2021)



Dr. Baby Sam Saamuel
Chairman



Dr. C. M. Najeeb
Vice Chairman



Mr. Sundara Bhavani Prasad
Finance Director



Mr. Harshendu Shah
Director



Mr. Ahmed Rayees
Director



Mr. Alkesh Joshi
Director



Mr. Anuj Swarup
Director



Mr. Sirajudeen Nehlat
Director



Mr. Selvichen Jacob
Director



Mr. Nitheesh Sundaresan
Director



Mr. Ajaykummar Pilai
Director



Mr. Jaikish Pavithran
Director



Mr. Ajit Panicker
Director



Mr. Gajesh Kumar Dhariwal
Director



Mr. Vinoba.M.P
Education Advisor
& Senior Principal



Mr. Prabhakar Tijare
Former Director



Mr. Sabir Yumkhaibam
Former Director



Mrs. Asawari Deoras
Former Director



Mr. Mohammed Sabir Raza Faizi
Former Director



Monthly PEP (Parent Engagement Programme)

Students with special educational needs are to be attended to with lots of delicacy in the process of bringing them into the mainstream activities. One of the prerequisites for such a transition is the awareness among parents as to how they should deal with their children with such needs. Care and Special Education experts have organized monthly Parent Engagement Programmes as an initiative for increasing parent awareness.

Objective

- To enhance the capabilities of parents of children who need special attention with respect to their cognitive, emotional and behavioural issues while taking care of their children.

Implementation

- CSE conducted as many as 12 PEP during the last two years.

Outcome

- No. of parents benefited - 251.
- Topics covered - Brain & Body Control, Role of parents in Inclusion, Improving Sensory Motor Skills, Understanding students with learning disabilities, Need of Basic Health Care at Home, Specific Learning Disability etc.



INFRASTRUCTURAL GROWTH

Infrastructural development is the key to organizational growth. This is all the more applicable in an educational environment where young learners need support in terms of safe, secure premises, ideal student-teacher ratio and world-class facilities that promote experiential learning.

With this objective in mind, the Board has been successful in operationalizing new Indian School at Bousher, moving schools to new building at places like Ibra & Rustaq and creating additional facilities in schools at Seeb, Ibri, Muladha & Salalah.

New school – Indian School Bousher (ISB)

The construction of the new school, Indian School Bousher – ISB, with modern infrastructure & sports facilities was completed & the school opened for admissions, as per the proposed timelines, in the academic year 2019–2020.

Objective

- To create modern, secure campus that offers high quality educational opportunities complemented by state-of-the-art infrastructure and technologies.

Implementation

- ISB sprawling over 18000 sq.m of built up area with amenities such as Swimming pool, Athletic track, Artificial turf Football ground, cycling track etc., with the capacity to absorb more than 3500 students.

Outcome

- 21st Indian school, 7th School in Capital.
- Opened April 2019
- Modern school with holistic vision & world class facilities.
- Capacity to absorb >3500 students.



New school building – Ibra

The construction of a completely new building for housing Indian School Ibra was completed, as per proposed timelines & the school shifted to the new building in the academic year 2019–2020. The new building with area of 6094 sq m consists of 40 classrooms, 7 staffrooms, administration office, conference room, prayer room, music room, library etc.



Infrastructure improvisation

Various infrastructural improvisations were carried out across the schools, to ensure adequate facilities & safety towards creating a favorable student-teacher ratio to the maximum extent possible. This included IS Al Maabela (MPH & Classrooms), IS Al Seeb (MPH & Classrooms), IS Muladha (Classrooms), IS Ibri (Classrooms & labs), IS Rustaq (New building), and IS Salalah (New stage). Other infrastructural improvisations are being carried out at Indian School Darsait (Sports Ground), Indian School Al Seeb (Sports Ground), and Indian School Muscat (Jibroo campus renovation).

Indian School Al Maabela

New Multipurpose Hall and 20 additional classrooms, math laboratory and a library have been added in Indian School Al Maabela.



Indian School Al Seeb

New Multipurpose Hall with basement, 14 additional classrooms and laboratories have been added in Indian School Al Seeb.



Indian School Ibri

Pearl Jubilee blocks of Indian School Ibri that included 8 additional classrooms, Multipurpose hall and 3 laboratories (Physics, Chemistry & Biology) as the School has completed 30 years of service to the people of Ibri.



Indian School Muladha

An additional building, a three-storied block, with capacity of 27 classrooms have been completed at Indian School Muladha.



Indian School Rustaq

Indian School Rustaq moved to new building with better amenities that includes 29 new classrooms.



Indian School Salalah

Newly constructed Stage and sunshade inaugurated at Indian School Salalah.



FACULTY DEVELOPMENT

In the last couple of years, the Board has significantly emphasized the development of all staff and resources. This process was initiated by systematically carrying out Training Need Identification through a survey among the staff. The needs were categorized into different areas of training and training was imparted based on the needs identified, through resource persons from recognized bodies/ universities.

The Board has conducted the following training and development programs during 2018-2020:

Capacity Building Program by Central Board of Secondary Education (CBSE)

A first-of-its-kind in the country, Capacity Building Program was conducted for Indian School teachers through Central Board of Secondary Education (CBSE), to enable them to play a more impactful role in teaching and learning. Trainers from CBSE visited Oman and imparted the sessions, which were also broadcast live across all Indian Schools to reach maximum audience.

Objective

- To enable teachers to play varied, distinct roles as curriculum designer, developer, facilitator of curriculum transaction in schools, idea generators, mentors & appraisers.

Implementation

- Based on Training Needs Identification survey.
- 8-member team of master trainers & mentors from CBSE.
- 5 parallel sessions for 2 days at different capital schools.
- Also broadcast live.

Outcome

- Capacity Building Program by CBSE.
- No. of teachers attended - 1158.



FACULTY DEVELOPMENT PROGRAMS

Regular FDP programs are being conducted in all schools for the training & development of faculty. In addition, there were also common trainings for faculty, by external resources, as follows:

FDP: Mr. Gopinath Muthukad

Objective

- To support CPD and equip teachers to respond to the changing needs of the students and the system.

Implementation

- 28th Feb 2019 – A motivational edutainment session conducted by Mr. Gopinath Muthukad, famous magician and philanthropist at ISM.

Outcome

- More than 500 teachers attended the session.



FDP: OP Jindal International University

Faculty Development Program was conducted in Muscat for HODs, Principals and Vice-Principals in association with the OP Jindal International University, Jaipur, in order to ensure continuous professional development.

Objective

- To support CPD and equip teachers and academic administrators to respond to the changing needs of the students and the system.

Implementation

- Two day workshop conducted by OP Jindal International University on various psychological aspects of teaching and learning.

Outcome

- 133 HoDs of various Indian Schools in Oman and 35 Principals/VPs attended the workshop.



Workshop on Hydroponics

Teachers were given orientation on the techniques of Hydroponics and soil-less culture. The session was conducted in Sep 2018 as a part of awareness generation on sustainable practices for farming. Indian School Muscat hosted the program in which 36 teachers attended.

Objective

- To inculcate the importance of hydroponics not only as an extra-curricular activity but also as a way of life.

Implementation

- Faculty Orientation program on Hydroponics with Hands-on experience for developing hydroponics was conducted with the support of the Biology Department of Indian School Muscat.

Outcome

- 36 teachers attended the workshop.
- Hydroponics has been implemented in 12 Indian Schools across Oman.



Speech Craft

Speech Craft Workshop 2018 was held at Indian School Darsait in September 2018, organized in association with the Oman Toastmasters Fraternity, for the Teaching Faculty of Indian Schools in Oman, to hone their communication and leadership skills.

Objective

- To capacitate and prepare the teachers of Indian Schools to take the lead role in the formation of a new Gavel club in their respective schools.

Implementation

- Speech Craft Programme organized in association with the Toastmasters International.
- A four-day Workshop was conducted for the benefit of Indian School Teachers.

Outcome

- 41 teachers from 15 Indian Schools attended the workshop.
- Experienced toastmasters presented the fundamentals of public speaking to non-members.
- Institutionalization of Gavel Club in various schools is in progress.



Leadership Development – VP’s & AVP’S

In order to develop the leadership skills and capacity building of the second level of administration in schools, a 4-day leadership developmental program was arranged in India for Vice-Principals and Assistant Vice-Principals, in association with OP Jindal International University of India.

Objective

- To empower & uplift the second level of leadership in schools.

Implementation

- 4 days-workshop conducted at OP Jindal International University, India.
- Areas covered: motivation at workplace, performance enhancement, conflict management, leadership skills etc.

Outcome

- 25 School administrators including Principals, Vice-Principals, Assistant-Vice Principals, and Head of Departments attended.



Leadership Development Program – Principals

In order to enhance the leadership skills of the senior management team, a 10-day leadership developmental program for Principals of Indian Schools was organized in collaboration with Dallas Baptist University, Texas, USA. More such experiential learning with respect to the best practices prevailing in the field of education are in the pipeline.

Objective

- To provide Senior Administrators of Indian Schooling system with international exposure and expertise in leadership skills.

Implementation

- 10-day leadership developmental program for Principals of Indian Schools was organized in June 2019, in collaboration with Dallas Baptist University, Texas, USA.

Outcome

- 16 member Senior Administration team attended the 10 days program).



Faculty Development Program – Admin Staff

A one-day training program was arranged for administrative staff on understanding and applying business etiquette, especially considering their daily interaction with other stakeholders in the schooling system by OP Jindal International University, Jaipur in Muscat.

Objective

- To train administrative staff on understanding and applying business etiquette, especially considering their daily interaction with other stakeholders in the schooling system.

Implementation

- One-day workshop on Etiquette was organized by resource person from OP Jindal School of Behavioural Science.

Outcome

- 1 day workshop – 66 administrative staff participated from various Indian Schools in Oman.
- First ever event for administrative staff.

Pension Scheme for Staff

In a historic decision, the Board of the Indian Schools in Oman has adopted National Pension System (NPS) of the Government of India, as a retirement benefit scheme for its employees. The contract with Bank of Baroda in this regard has been signed on 10th March 2020.

Objective

- To introduce a measure to provide additional financial support & reflect Board's commitment towards the welfare of the employees.

Implementation

- The Board has approved the new Contributory Pension scheme for all staff.
- To offer the facilities as per National Pension Scheme of the Government of Indian in association with Bank of Baroda.

Outcome

- To be rolled out within the next 2 years.
- Expected to benefit around 2500 teaching and non-teaching staff of 21 Indian Schools in Oman.
- A revolutionary scheme for employee betterment, in the region.



TRANSPARENCY

Board Newsletter

The Board has started a newsletter for the official dissemination of information and updates from the board office to the schools, parents and student community and thereby engage better with all stakeholders.

Objective

- To connect better with the community, teachers and parents, and provide all with a broader understanding of the actions and activities undertaken by the schools and the BoD.

Implementation

- Publication of newsletter, presenting updates from the Board and the entire Indian School network.

Outcome

- Three issues of newsletter published so far & distributed digitally to parents, schools & faculty.
- This special edition is the 4th issue.



Standard Operating Procedures

The Board has reviewed the internal processes within the Board and School Leadership, and identified bottlenecks and opportunities for improvement. Accordingly, the board developed frameworks, and established Standard Operating Procedures for eight processes, in order to streamline, harmonize these across the Board and schools. These SOPs will ensure clarity, transparency and compliance. In some cases handbooks too were developed.

Objective

- To establish a systematic framework of reference for the processes of the Board of Directors and the schools leadership across various aspects of functioning, to ensure transparency, clarity and compliance.

Implementation

- The Board members, in association with the various advisory councils, as applicable, reviewed the processes, identified bottlenecks and established Standard Operating Procedures for various processes within the Board and School Leadership.

Outcome

- SOPs created for the following processes:
 - Academic committee activities.
 - Finance committee activities.
 - Immigration Clearance.
 - Evaluation of Projects / Infrastructure requirements of schools.
 - School Inspection Visits
 - Recruitment, Selection and On-Boarding of Principals & Vice-Principals.
 - Selection of School Management Committee.

APRIL 2020 – MARCH 2021 POST-LOCKDOWN REVIEW

COVID-19 PANDEMIC & INDIAN SCHOOLS IN OMAN

Introduction

On 24th February 2020, the first cases of Covid-19 pandemic was reported in Oman. Consequently, Oman government implemented various measures to curtail the spread of the infection through schools, ultimately announcing the closure of schools with effect from 15th March 2020.

Extension of Term

In the unexpected and unprecedented turn of events owing to Covid-19 outbreak, the outgoing Board was bestowed with the responsibility of pulling the Indian schooling system through these trying times. The Board shouldered this challenging duty and assumed the responsibility for an additional six months of term, from April 2020 till September 2020 which was further extended till 31st March 2021, as directed by Ministry of Education.

New Initiatives Implemented in Response to Covid-19

Our aim was to ensure that all Indian schools lived up to the expectations of community schools and bring about the following:

1. Academic Continuity
2. Financial Relief Measures - Parents
3. Non-Academic Engagement & Support - Students
4. Faculty Engagement & Development

Despite the challenges faced, academic continuity was established in a remarkably short time. In addition to Core Academics, schools have also focused on offering holistic education, through co-curricular, extra-curricular activities and increased access to counselling and support.

Our measures ranging from financial assistance in terms of school fee reductions amounting to more than 1.3 million OMR to custom-built Learning Management Systems to impart online teaching have brought Indian Schools in Oman into the arena of those schools which have been successful in defending the cause of education during this pandemic.

Following are these measures that the Board adopted during the last one year to tackle the challenges posed by Covid-19 outbreak.

1. Academic Continuity

The academic learning of students across the world has not only been disrupted by the current pandemic but also resulted in a paradigm shift in the way learning has been imparted through different modes of communication. Across the world, most of the educational institutions from schools to universities have transitioned to online lessons as a suitable mode of communicating with students in the current scenario where face-to-face interaction has been completely ruled out. Such a shift was the need of the hour with the larger goal of ensuring that children are not adversely & disproportionately affected by the pandemic as far as their academic and social skills are concerned.

Indian schools, one of the first in this region, proactively initiated the following measures in this direction so as to ensure that our children are provided with the continuity in learning in line with the recommendations of the Ministry of Education, Oman and the Central Board of Secondary Education, India:

• *Immediate Measure (March- April 2020):*

- Immediately after the lock down was announced, the Board initiated the process of imparting online classes for senior section students through ISOVLE through video-recorded lessons.
- Well-experienced teachers from different schools were selected and their videos on specific topics as per the syllabus were recorded for online transmission.

• *Longer Term Measures (April 2020 onwards)*

Remote Schooling

As the pandemic worsened, it was observed that the lockdown period was likely to get extended due to gravity of the situation. Accordingly, it was decided that each school shall start offering their own learning management process through various medium of online facilities.

As a result of the roll-out of ISO-VLE, the in-house virtual learning platform

Indian Schools commenced the new academic year in April 2020 and online classes have begun since then. Summer vacation for the academic year 2020-2021 was postponed to December 2020 so as to ensure that continuous learning activities were not interrupted.

Platforms Used:

- Indian Schools Oman – Virtual Learning Environment (ISOVLE) portal that enables the schools to have a unified Learning management system and network to share learning resources, develop interactive contents including videos. Students of Class IX - XII were taught via webinar sessions through ISOVLE as per the scheduled time table for respective subjects. Similarly, ISM-VLE was used by Indian School Muscat.
- In addition to ISOVLE and ISM-VLE, the schools also utilized certain easily accessible tools for the students such as Microsoft Teams, Google Classrooms, GoToMeeting, Zoom, WhatsApp etc.
- Even though there were some security issues in the initial stages of sessions, all such glitches were later rectified through appropriate measures such as close monitoring of entry/ exit of participants, and moving towards professional & paid-version of online platforms where security is maximized.

Each school deputed designated persons to look into the technical difficulties that parents and students might encounter during online sessions to provide necessary assistance. In order to facilitate the students who lack access to devices and internet, the recorded lessons of the classes are also made available in most of the schools. Respective schools have taken measures to ensure that the screen time has been reduced to barest minimum especially for children of KG & Primary level.

Special Classes/ Remedial Classes

Since past few months, especially for students preparing for the Board examinations, special in-person classes and lab sessions are being conducted in most of the schools for such students after the regular school hours to ensure their learning needs are met.

Counselling Services

Students have been provided continued access to tele-counselling services, through the dedicated 24-7 Tele-Counselling service, Here4U Let's Talk and also through the school counsellors. In light of the psychological impact of the pandemic on the public, the 24-7 Tele-Counselling service was also extended to parents during the pandemic.

Assessments & Parent-Teacher Interactions

Examinations, Assignments, counseling sessions, and co-scholastic activities viz. art, music, physical education, etc. have been successfully conducted online to ensure the holistic development of our students.

Schools have also organized parent and student online orientation programmes, as regularly conducted during every academic year. They have been duly redressing the queries and concerns of their stakeholders, to comprehend their distant learning experience.

Remote Schooling Experience

As far as the effectiveness of the online sessions being imparted to students of various categories is concerned, various surveys were carried out by the Board as well as by respective schools to identify the perception of teachers and parents regarding the usage of online teaching. On addressing the constructive feedback and suggestions provided by parents and students, a remarkable figure of more than 93.8% of parents have expressed their utmost satisfaction over the effectiveness of flipped classroom teaching whereby students are actively engaged in their academic pursuit.

These surveys were also an eye-opener for the Indian schooling system regarding the highly adaptable professional acumen of our teaching fraternity who have successfully negotiated pedagogical challenges that became the hallmark of the online mode of learning. There has been a change in the pedagogical approach by the teachers to elicit adequate interest among children during online teaching.

Based on the observation of the full term, it is evident that students are focused and serious about learning through distant mode as it would be in a regular classroom. The students are have adapted well with regularity and commitment towards online classes.

2. Financial Measures

During the last one year, Indian Schools in Oman have offered financial relief for parents and students to the extent of 1.3 million OMR. The following were the supporting measures implemented to reduce the financial burden of parents:-

- The fee hike proposed for the term 2020-21 was not implemented in any of the schools. Apart from it, it has also been decided not to have any fee hike during the academic year 2021-22.

- With effect from May 2020 until August 2020, the schools collected only tuition fees from students. The students were exempted from payment of all other non-tuition-related fees during this period of four months.
- For September and October 2020, a concession of 10% on the total monthly fee has been granted.
- Until 30th August 2020, in the unfortunate situation in which any student/ parent contracted the SARS CoV-2 infection, the concerned student was being supported through a 50% concession on the tuition fee until the end of the academic term 2020-2021.
- Parents were given the option of remitting the applicable school fees on monthly instalments, instead of the quarterly mode, in order to reduce the cumulative burden on them.
- Additionally, if any parent required special consideration for fee concessions, such requests were also considered by schools upon verification of credentials.
- Help Centres with specific hotline numbers were set up in each school to deal with the crisis that the parents and students might be undergoing due to lockdown. Over 200 families across the schools were provided with family food kits in association with Indian Embassy, Muscat.

The Financial Impact on Indian Schools in Oman

There are 21 Indian Schools in Oman operating with different fee structures and different financial positions, with schools ranging from student enrolment of 8500+ students to those having less than 40 students per school.

As such, Indian Schools in Oman are unaided, non-profit community schools whose only source of revenue is the school fees.

The revenue from the fees is utilized for the operational expenses, with 85% of the entire operational expenses, on an average across all schools, comprise of staff-related expenses. Since the closure of schools meant only the closure of school buildings, the decrease in expenses has been minimal.

Although Indian Schools remain closed to curb the spread of the Covid-19 infection, online classes are being organized by schools since April 2020, in order to cater to the educational needs of students.

Also, there has been a reduction in the income of the people at large due to lessened economic activities during lockdown and post lockdown. This situation has resulted in fee defaulting by many parents that has affected the financial survival of each school.

3. Non-Academic Engagement of Students

Covid-19 brought about many new challenges. However, the schools have continued the focus on holistic, all round development of our students, making the best of the virtual connections, to bring a new level of international exposure and insights to our students.

Happiness Curriculum in Indian Schools

A holistic curriculum not only promotes development in cognition, language, numeracy and the arts but also addresses wellbeing and happiness of the students. The Board of Directors, Indian Schools Oman, with its mission to ensure transformative learning for every child, has introduced a new supplementary Social Emotional Learning (SEL) curriculum, termed 'Happiness Curriculum' in all 21 Indian Schools across the Sultanate.

The Happiness curriculum shall focus on emotional intelligence striving to bring about emotional literacy skills and at the same time, teach children to identify and boost positive emotions such as happiness and well-being. It will enable students to be aware of their emotions and strive for optimal emotional health, as a member of their families, school, society and the world at large.

Objective

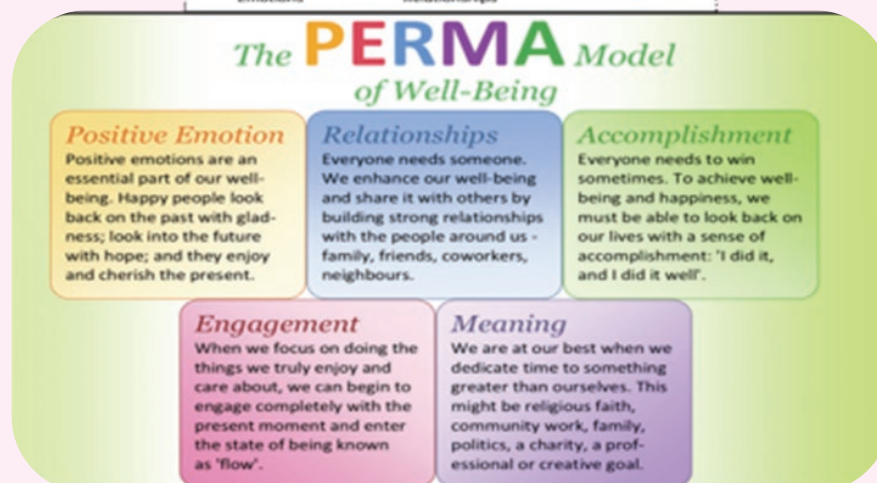
The intended outcome is to enhance students' level of self-awareness, mindfulness and deepen learning to lead a happier and meaningful life.

Implementation

It gives an emphasis on co-scholastic skills of mindfulness, self-awareness, critical thinking, reflection and inner stability. Pilot Project has been carried out in few selected classes in standards 6, 7, & 8 across all schools & will be expanded to more grades from the next academic term.

Outcome

Regular Happiness Curriculum classes will enable students to reflect on the relationship between their feelings, thoughts, behavior and their impact on themselves, family, society around them and the natural environment.



Avenir 2020

The 2020 edition of 'Avenir', the comprehensive career guidance conference was unique in that it was a 9-day long virtual event held from 20th to 28th November 2020, bringing together a record number of international subject, industry & academic experts across multiple domains.

Hosted by ISM, this mega event was inaugurated on 20th November 2020 by Dr. Ramesh Pokhriyal 'Nishank', Honourable Minister of Education, Government of India in the presence of Shri Manoj Ahuja IAS, Chairman, CBSE, and His Excellency Shri Munu Mahawar, Ambassador of India to the Sultanate of Oman.

The event consisted of 52 career talks and motivational addresses with a viewership of more than 230,000 through various virtual platforms. It encompassed career talks by high profile professionals from different domains, internationally acclaimed motivational speakers, and success stories of illustrious entrepreneurs, insights into developing soft skills to give finesse to one's disposition and interpersonal relations, and above all, the presentations by more than 50 reputed universities worldwide. Dr. Shashi Tharoor, Member of Parliament and former Minister of State, Government of India graced the occasion as the Chief Guest and Keynote Speaker at the spectacular Valedictory Function of Avenir 2020 on 28th November 2020.



Dr. Ramesh Pokhriyal 'Nishank',
Honourable Minister of Education, Government of India



Dr. Shashi Tharoor
Member of Parliament, Government of India



Mr. Shiv Khera, renowned Author and Motivational Speaker



Prof L S Ganesh, Former Dean of IIT Madras



Shri Manoj Ahuja IAS, Chairman, CBSE

Avenir 2020 - Speakers






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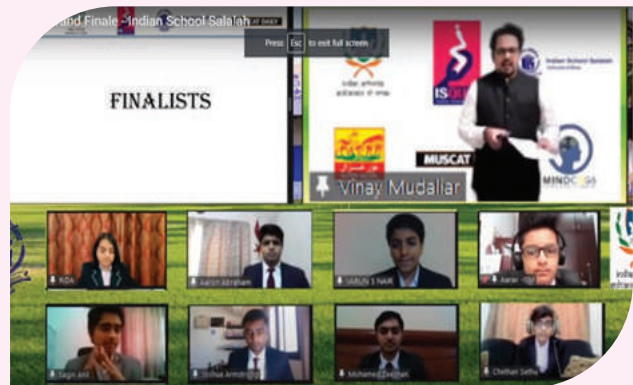
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Senior Officer of Human Resource Agency Former Officer of CBSE | 
Mr. Anuj Swarup
Senior, IAS
Embassy of India, Oman | 
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Joint Director, Department of Women & Child Development, Social Welfare | 
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In-charge Registrar and Head, Madhav Medical College | 
Dr. Ashok K Pandey
Director, Ashok Group of Schools, India | 
Dr. Ananta Mulla Watal
Principal, Springdale School | 
Dr. Sudha Acharya
Principal, IIT, Public School | 
Dr. Rahul Raghavan
Regional CEO, VFS Global | 
Dr. Mukesh Kahlil
CEO, PwC India | 
Mr. Jitin Chavla
CEO, Jitin Chavla's Centre for Career Development |
| 
Mr. Micah Raies
Director of Global Development, Dallas Baptist University, USA | 
Mr. Jon Doolley
Director of Strategic Initiatives for International Affairs at Dallas Baptist University | 
Mr. Rakshit Tandon
Advisor, Cyber Peace Foundation | 
Mr. Vijay Sahaya
Former Officer | 
Vr Shakti
Founder & Director, VIKSATE Partner Degree, Coimbatore, India & USA | 
Mrs. Ajaysha Raza Mishra
Renowned Bollywood Actress | 
Mr. Khurafati Nitin
Radio Jockey | 
Shri Sarvesh Tiwari
Head of IT Professional | 
Nishad Padhyarath
Founder and Executive Director of The Arabian Stories |
| 
Dr. N Ramachandran
Dean, DC School of Management & Technology, India | 
Dr. Ameya Ghanekar
Chief Learning Officer, Orange Enterprise, India | 
Ms. Kishkashan Banu
Environmental Activist, Speaker and Youth leader | 
Ms. Pranita Kulkarni Kirshnan
Senior Lecturer, Wigan University College | 
Yugesh Chabria
Entrepreneur, Author, Influential Speaker and Founder of The Inspirement Way | 
Dheeraj Nayyar
Head of the Department of Agronomy, Chandigarh University | 
Mr. Maralomanchar M
Partner, Farm Tech Consultancy | 
Mrs. Smitha Nair
Head of the Department, Middle East College | 
Dr. Preethi Velpalaky
Consultant, Indian School Beirut |

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<p>Media Partner</p>  <p>INTERNATIONAL FOUNDATION OF WOMEN The Spirit of Womanhood</p>  <p>The Arabian Stories</p>  <p>ISM Alumni</p>				

ISQUIZ 2020

The second edition of IS Quiz was a grand success with a total participation of 8158 students from the 21 Indian Schools competing in three categories – Senior, Junior and Sub Junior and four stages – two qualifying rounds, followed by the Mega Prelims and the Grand Finale. This edition, conducted virtually by Indian School Salalah, was hosted by the celebrated Quiz Master, Mr. Vinay Mudaliar. His Excellency Shri. Manu Mahawar, Ambassador of India to the Sultanate of Oman officially inaugurated the grand finale of ISQUIZ 2020. 16 finalists from both senior and junior category had successfully accomplished the specific benchmarks of the Mega Prelims and performed in the Virtual Grand Finale of the second edition of the Inter School Quiz Competition ISQUIZ 2020 on Saturday, 10th October 2020.



Indian School Film Fest (ISFF)

The second edition of Indian School Film Festival, hosted by Indian School Sur, was held as a virtual event on 6th February 2021. Award-winning movie director and actor R Shyamaprasad was the Chief Guest of the valedictory function. Film Director and Actor. Mr. Arun Chidambaram, and actress Mrs. Mallika Sukumaran, were the guests of honour. Thirty-nine short films and eight documentaries from 17 Indian Schools were selected to compete in the festival. The YouTube premiere of all the short films was held on 3rd, 4th and 5th February 2021. Apart from competition category, the audience were encouraged to watch and vote for their favourite movie to select the most popular movie of the festival.



Indian School Talent Fest (ISTF)

Indian School Talent Fest- ISTF 2020, the second edition of the magnificent mega event, was organized by Indian School Al Maabela as a 4-day virtual festival.

It was inaugurated virtually on 22 January 2021. The opening ceremony was graced by the presence of the Chief Guest, Dr. Sudha Murty, the Chairperson of Infosys Foundation, Indian Author and Social Worker, while Ms.Lakshmi Gopaldaswamy, Indian Film Actress and Classical Dancer was the Guest of Honour.

The renowned Indian Author and Columnist, Mr. Chetan Bhagat delivered the Motivational talk. ISTF 2020 showcased the talents of 10,000+ participants from all Indian schools and Care & Special Education (CSE), Muscat, through 37 non-competitive events and a novel event- Unique Talent Recognition - UTAR. The various art, cultural and literary events were screened through 3 different channels in two slots on 30th January 2021, hosted by Indian School Maabela.

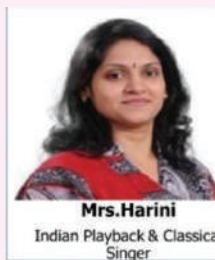
The valedictory ceremony of the four-day event was graced by the chief guest, H.E Shri. V Muraleedharan, Minister of States for External Affairs & Parliamentary Affairs, Govt. of India with H.E Shri. Munu Mahawar, the Ambassador of India to the Sultanate of Oman as the Guest of Honour. Indian School Talent Fest- ISTF 2020 has attained a milestone achievement in entering into the Asia Book of Records for the maximum number of non-competitive events performed in a school fest on digital platform.



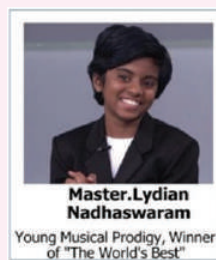
Mr.Chetan Bhagat
Indian Author & Columnist



Kalaimamani Mr.Tippu
Indian Playback Singer



Mrs.Harini
Indian Playback & Classical Singer



Master.Lydian Nadhaswaram
Young Musical Prodigy, Winner of "The World's Best"



Ms.Lakshmi Gopaldaswamy
Indian Film Actress & Classical Dancer

ICAI Awards for Commerce Stream Toppers

In January 2021, Indian School Al Seeb hosted the third edition of ICAI Awards organized by the Board in association with the Muscat Chapter of Institute of Chartered Accountants of India, to felicitate the 2020 Commerce Toppers for the CBSE Grade 12th Board Examinations from among all Indian Schools in Oman.

CA. V Pattabhi Ram, Author and Motivational Speaker presented the keynote address. CA Prabhdeep Singh Baweja, Regional Director (Middle East and Africa) and CA.Vandana.D. Nagpal, Director, Board of Studies dealt on the different facets of pursuing CA as a career. The five outstanding achievers procuring the first, second and third positions in the Commerce Stream for the CBSE Grade 12th Board Examinations from among all Indian schools in Oman were felicitated by the Muscat Chapter ICAI.



4. Faculty Development

CBSE Training Program

The Board of Directors, Indian Schools Oman in association with the Central Board of Secondary Education (CBSE), New Delhi conducted a webinar on 'Assessments and Evaluation – Tracking Students' Progress during the Pandemic' on Sunday, 13th September 2020.

Objective

Training & Awareness on 'Assessments and Evaluation – Tracking Students' Progress during the Pandemic'

Implementation

The session was conducted as a webinar live-streamed in YouTube for the benefit of all teachers of Indian schools in Oman. Dr. Joseph Emmanuel, Director (Academics) and Dr. Sanyam Bhardwaj, Controller of Examinations from the CBSE were the resource persons of the webinar.

Outcome

Principals, Vice Principals, Assistant Vice Principals and teachers of the secondary and senior secondary levels of Indian Schools in Oman attended the insightful interactive sessions, which brought clarity on the topic.



Dr. Joseph Emmanuel
Director (Academics), CBSE



Dr. Sanyam Bhardwaj
Controller of Examinations, CBSE

Glints

'Glints – Going Beyond' is yet another new initiative of the Board of Directors to provide opportunity for all the stakeholders in the Indian Schooling system to meet Educational leaders from different spheres about their journey in contributing to the educational development of the society.

Objective

Glints is a series of Talks where the faculty of Indian schools in Oman are introduced to their peers globally, through virtual platforms, with the aim of understanding global best practices.

Implementation

First Session Speaker: Ms. Kiran Bir Sethi, a Designer who became a Teacher, a Principal who grew into an Education Reformer and subsequently morphed into a Social Entrepreneur
Second Session Speaker: Mr. Anil Pradhan, an Indian engineer, innovator and revolutionary educationist also known as the "Ideas Man of India."

Outcome

Both the sessions were live broadcast to all the faculty across the Indian Schooling system.



Ms. Kiran Bir Sethi
Founder- Riverdale School, India



Mr. Anil Pradhan
Founder- Navonmesh Prasar Foundation

Cancer Awareness Session

The Board of Directors, Indian Schools Oman, in association with Embassy of India and Oman Cancer Association, organized a cancer awareness webinar, 'Can-cer-vive amidst Covid' on 6th September 2020. The event was a special educational session for teachers and staff of Indian Schools in Oman and was held to commemorate the Teacher's Day, falling annually on 5th September.

Objective

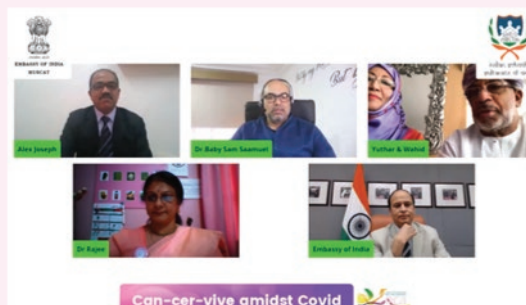
To create awareness among the participants on the need to continue to be vigilant against cancer, even during the pandemic.

Implementation

- Expert Speaker: Dr. Rajyashree Kutty, Specialist Surgeon, Barakath Alnoor Clinic Muscat, presentation on the different types of cancer and the precautions to be taken for its early detection and prevention.
- Life Testimony: Her Excellency Madam Yuthar Al Rawahy, Founder and Life President of Oman Cancer Association and a cancer survivor herself.
- Talks: Dr. Wahid Al Kharusi, Chairman, Oman Cancer Association spoke on the initiatives by the Oman Cancer Association in fighting against cancer.

Outcome

The Q & A that followed clarified the queries posed by teachers and made the session interactive. More than 2000 participants attended the entire program which was streamed live on YouTube.



Awards of Excellence - Indian School Teachers

The 2020 edition of the prestigious 'Navin Asher-Kazi Awards for Excellence in Teaching' instituted by the Board of Directors of Indian Schools in Oman, were conferred on eleven teachers from Indian Schools in the Sultanate of Oman at a ceremonious function organized on 25 January 2021 at Indian School Al Ghubra.

His Excellency Dr. Abdullah Khamis Al Ambusaidi, Undersecretary for Education, Ministry of Education was the Chief Guest. His Excellency Shri Munu Mahawar, Ambassador of India to the Sultanate of Oman was the Guest of Honour and Dr. Ali Al Shukaili, Director General of Private Schools, Ministry of Education graced the occasion as Special Guest. Mrs. Andria Zafirakou, the winner of the Global Teacher Prize 2018, delivered the keynote address virtually from Alperton Community School in Northwest London where she teaches Arts and Textiles.



The re-opening of schools

In November 2020, a survey was carried out among parents to receive their feedback on the resumption of in-person schooling. Based on this, it was understood that most parents preferred remote schooling to continue and accordingly, it was initially decided to postpone the decision of reopening until after the winter break and continually evaluate the epidemiological situation.

The schools are gearing up towards the eventual reopening of the schools from the next Academic term 2021-2022, with a blended learning model. The details of the methodology and classes will be formulated in the days to come, based on the guidelines from the Ministry of Education and the decisions of the Supreme Committee on Covid-19.

A Note of Thanks

Our teachers have been our frontline warriors, working almost round the clock to pave the way for the new mode of teaching and learning. In the process, they have themselves become students, expanding their skills and expertise quickly to offer their learning over new platforms.

At this juncture, we take this opportunity to acknowledge with deep gratitude all the efforts they have taken and the sacrifices they have made to ensure continuity of education.

Conclusion

Overall, the academic year 2020-2021 has been unique. Though distant learning began with a lot of apprehensions, today it has transitioned well, making e-learning a part of the new normal for the Indian Schools.

In the future too, regardless of whether schooling through remote lessons, blended learning or in-school classes, the Board of Directors of Indian Schools will ensure that the schools impart uninterrupted learning and create a mutually conducive learning environment to benefit the students of Indian Schooling System.

Congratulations – CBSE AWARDEES

CBSE AWARDEES 2018 & 2019



Mrs. Priya Murali
Vice Principal,
Primary,
Indian School Muscat
Winner of CBSE Award -2018



Mr. Eskalin Gonsalves
Vice Principal,
Senior,
Indian School Muscat
Winner of CBSE Award -2019



Mr. Venkateson Karthikeyan
Coordinator,
Physical Education,
Indian School Muscat
Winner of CBSE Award -2019

Congratulations – CBSE toppers

CBSE Class X toppers 2019-20



**Tejasree
Mohanakrishnan**
ISM - 98.8%



**Samyuktha
Venkatesan**
I.S.Salah - 98.6%



**Allan
Jon Rajan**
I.S.Sohar - 98.6%



**Smit Amitkumar
Rathod**
I.S.Sohar - 98.6%



**Anshitha
Fichel**
I.S.Sohar - 98.4%

CBSE Class XII toppers 2019-20

Science Stream



**Sneha
Ann Reji**
ISD - 98.6%



**Aaron
Anthony Monis**
ISWK - 98.2%



**Shirishti
Jain**
I.S.Sohar - 98%

Commerce Stream



Sana
I.S.Seeb - 97.2%



**Devanshi
Patodia**
I.S.Sohar - 96.6%



**Deeshita
Soin**
ISM - 96.2%



**Adil
Sharafudheen**
ISD - 96.2%



**Nandana
Sreekumar**
ISD - 96.2%

Humanities Stream



**Karishma
Kalesh K**
ISM - 99.2%



**Christine
Noel Le Fernandes**
ISM - 99%



**Navya
Anil**
ISM - 98.2%

Our Vision

Every child from our schools shall undergo transformative learning and be equipped with the knowledge, skills and well-being to find their identity and purpose in life.

