

Omegazine

DECEMBER 2024



Spirit of
OMEGA

WWW.HISOMEGA.ORG

Dear Readers!

‘Omega’ bespeaks the ultimate . Towards this purpose, our founder, the Revered Chariji proposed the motto of the school, “Aspire to achieve excellence”. Lalaji Memorial Omega International School has thus lived up to this purpose ever since its inception in 2005.

The school newsletter, Omegazine has been conceived to mirror the evolution of the school as a force to reckon with in academia.

Omegazine reflects the thoughts, views and reflections of the students through poems, essays, sketches, artwork and personal anecdotes. Furthermore, it will update you with the news on campus, the laurels achieved and our academic strategies. In addition, Omegazine shares the sagacity and erudition of our facilitators.

Our school is ably steered by a team of consummate academicians whose commitment to education is unparalleled. Thus, the articles from our leading members would enlighten the readers about what makes Omega unique.

We graciously appreciate our colleagues, the students and the management for the keen participation, contribution and the support in making this effort materialize fruitfully.

Wish you all a memorable and great experience!

The Editorial Board.

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Lalaji Memorial Omega International School *is now* Heartfulness International School, Omega Branch



Lalaji Memorial Omega International School established in the year 2005 is a leading international school in Chennai, catering to the holistic growth and development of 6200+ students in the K-12 category. Setup with a vision to foster youngsters who are balanced with soul, mind and body working in unison, our school has laid special emphasis on VBSE (value-based spiritual education) and LSA (life-skills activities) programs with a well-balanced blend of curricular, co-curricular and extra-curricular activities.

‘Omega’ bespeaks the ultimate. Towards this purpose, our founder, Revered Chariji proposed the motto of the school, “Aspire to achieve excellence”. Our school founder was first and foremost a Spiritual Master in the noble path of ‘Sahaj Marg’, guiding thousands of sincere seekers across the globe, training them in the art of a simple system of meditation called ‘Heartfulness’. Our Omega school has always and continues to be nurtured and fostered under the overall umbrella of the ‘Heartfulness group of organizations’.

Currently, under the able guidance of Shri. Kamlesh Patel, affectionately known as Daaji, ‘Heartfulness’ is becoming a household name across the globe. It is creating its own unique brand in the global scheme of things and its reach continues to expand on a daily basis.

It is the intent of Daaji and our executive committee that Omega leverages the brand name of Heartfulness at the national and global levels and to this effect, our school is now renamed as "Heartfulness International School, Omega Branch", or HIS-OMEGA in short. On 19th October 2024, Daaji visited the Omega campus and officially announced this name change much to the cheer and happiness of all present. Here is the vision, mission, logo, and motto of our Heartfulness International School along with a message from the Correspondent.

Message from Correspondent

Dear Omegaites,

Greetings from Heartfulness International School, Omega branch. It is with extreme joy and gratitude that I am connecting with you all under this umbrella of the new name of our school. What's in a name, one might ask? Let us wind back our clocks and remember our days as young parents when we took so much pride and joy in giving a name to 'our baby'. What a special moment it was, was it not? Of course, in our Indian tradition, it is a celebration when the father and mother 'whisper' the name of the child in her ears giving significance to this special moment. It symbolizes creation, it symbolizes a new beginning, and most importantly, it symbolizes hope. Hope for the present, maturing and evolving into the future for the goodness of all humanity. With such a significance, I look upon the new name for our school and on 19th October 2024, the name ***'Heartfulness International School, Omega Branch'*** has been whispered into our ears by our dearest Daaji, our president and the global guide of Heartfulness.

Our school does not have just a new name, but we have a new vision, a new inspiration. Our HIS vision is far-reaching in its scope, it almost sounds like a 22nd century vision for 21st century learners, very progressive and at the same time deeply rooted in the principles of our founder's vision of holistic development of children. It is long, it is deep, it is intense, and every phrase requires a lot of reflection and introspection so that the essence of HIS vision percolates from the minds to our hearts and then permeates our entire beings which can then be put back into action.

Our ancient wisdom says, "Shravanam, Mananam, Nididhyasanam", which means, "Listen, Contemplate, and put to Practice". Aligning with this, let us read the vision statement many times, meditate on its real import and put the same into action in our lives. For example, what does inner leadership mean, how to cultivate intuition, all these are beautiful expressions that should not remain as just words but should be converted into action. Our mission is to make HIS vision actionable in our school and I am happy to note that our school principals has already started having several group discussions with their teachers in unravelling the depths of the vision statement and taking them to implementable steps.

For me, every phrase in the HIS vision triggers a sense of wonder and excitement and I feel like a child back in school whenever I read it. How beautiful it would be if I were a child at a school that nurtures such a vision. Can any subject or topic be 'boring' in a school that fosters a life-long love for learning? 'Take Interest', we say, as we understand that once anyone loses interest in a thing, it becomes boring, and then continued disinterest leads to fear of the same thing. 'Fear of Math', for example, is a common concern in schools. At Omega, we try our best to provide such an environment using various tools and approaches that develop a deep and longing sense of interest for learning in our students.

'Inspiring Creativity' – *Many a times, we are approaching education from the mental sphere alone, where it is nothing but calculations, and numbers, and marks, and chapters. Creativity manoeuvres us into the domain of the unknown,*

where we can freely think and feel and express such feelings in various ways and means. Daaji talks about developing a habit of journalling at a very young age itself, so that children can learn to feel and pen down their experiences in simple sentences, which will in-turn lead to the birth of creativity in them, and such a creativity will thus foster a sense of joy and wonder. A simple implementation with a profound impact indeed.

I can go on and on and I will do so in trying to unravel the meaning and understanding of the vision for myself. However, it will be mine and not yours. What will be ideal is when each one of us contemplates on these beautiful phrases, come together in small groups, discuss, and elaborate among ourselves and expand the hidden meanings and the real import of the vision and implement them in our children's lives. Then and only then will the vision become true, otherwise, it will only remain in paper.

In perfect alignment with the vision, we have a wonderful logo and motto. Many of us have already

seen the beautiful looking HIS Logo, with the heart symbol, the stars, and rays of light emerging from its center. Heartfulness is simply about living one's life with the guidance of the heart. The educational institutions of today, even across the world, are highly mind-centric, focusing mainly on mental and intellectual domains. Even highly progressive schools who talk about experiential learning and inquiry-based methods are mostly intellectual approaches. Here at HIS-OMEGA, we are emphasising the need for heart-centered education, the need to build empathy, emotional intelligence, and inner resilience, all of which will surely complement the intellectual prowess of our students and teachers.

As we embark on this journey towards a bright future, I am certain that all of us will embrace HIS vision and make it a reality in our own lives. I wish everyone associated with Heartfulness International School, Omega Branch a long and bright future, full of learnings and experiences.



HIS VISION

Heartfulness International School aspires for excellence by fostering a lifelong love for learning and providing an innovative, joyful and dynamic environment that inspires creativity and cultivates intuition. We aim to nurture well-rounded, resilient individuals who demonstrate inner leadership and contribute towards global sustainability and harmony.

HIS MOTTO

॥ हृदयादेव सर्वं विद्याधनम् ॥
॥ Hṛdayādeva sarvam vidyāadhanam ॥
॥ All knowledge stems from the heart ॥

HIS LOGO



The logo represents the importance of heart-centered education that nurtures a learning environment filled with empathy, compassion, and emotional intelligence. By disseminating rays of wisdom outward, our students will be the guiding stars in the global arena, exuding creativity, leadership and resilience that emerge from the core of the being.

HIS MISSION STATEMENTS

Heartfulness International School commits to the following mission statements.

- Enrich holistic growth through an evolving curriculum that integrates physical fitness, cognitive development, emotional resilience and spiritual well-being. We promote collaboration, risk-taking and self-directed learning that facilitate progressive experiences.
- Inspire and develop the next generation of creative thinkers by combining academic rigor with hands on learning that cultivate open-mindedness, a passion for learning, and a desire to excel.
- Foster a culture of inclusivity and equitable access in a safe and secure environment with robust physical infrastructure, where every student feels welcomed and cared for and flourishes with confidence and courage.
- Create a positive school culture that promotes growth mindset and intellectual curiosity amongst teachers empowering them to be confident, responsible, reflective and innovative thought leaders.
- Be a beacon of heart-centered education, guiding students to balance intellect with intuition, knowledge with wisdom, and personal growth with social responsibility, while enhancing their true potential and fostering mutual trust and respect.
- Offer a blended learning environment by integrating the rich heritage of traditional approach to education where students feel connected with their roots, with modern methods of 21st century pedagogy using student centered approach and experiential learning.
- Engage young minds in experiences that build resilience, ethical leadership, and responsible citizenship. We aim to inspire students to actively contribute to community initiatives that foster global peace and sustainability.
- Uphold academic honesty and build an ethos that values research, integrity, ethics, and respect for intellectual property across all areas of learning.



Young Hearts

Vibrant thoughts, unconventional ideas, dexterous strokes and boundless imagination – that's how our students express the joie de vivre through their work. 'Young Hearts' features some precious gems from the ebullient Omegaites.

Tale of Compassion, Sympathy, and Empathy



by **Sulochana Santhosh**
Grade VI - CIS

Once a little girl asked her grandma,
"Granny dear, is there a difference
Between sympathy and empathy?"
Of course, darling and I'll tell you all
About it as I put you to bed.
Let me tell you a story of three young girls,
Compassion, Sympathy and Empathy.
Three inseparable girls, all best friends.
Now, Sympathy and Empathy were both twins,
Identical in appearance.
So, Compassion needed a way to tell who was who.
One day, the bright thought struck her,
They may be identical in looks,
But surely do not react the same?
Then she thought of a brilliant idea,
And a very fine idea too, I must say.
The very next day, they had to attend an event,
And that was when she put her idea into action.
Compassion and the twins walked into an empty room,
Having no idea what fate had planned.
If things went as per the plan,
Compassion would fall into a fake faint,
And then see how her friends would react.
But, then again,

Fate does have a way of meddling with things.
For some reason,
Compassion felt dizzy, and fell to the floor, headfirst,
With a loud thud, actually fainting!
Sympathy, the first to walk by, simply commented,
"Oh, poor thing! Hope she feels better",
Not making the slightest effort to actually help.
However, when Empathy passed by,
A few moments later,
She completely paused in her tracks
Steadily and quietly, without a single word,
She lifted Compassion up, the best she could.
Gently guiding her to a chair.
She got some water, tenderly trying to wake her up.
Upon waking up,
Compassion realized what transpired,
And gratefully drank the water Empathy offered.
In her semi-conscious state, she had managed to hear,
Sympathy's words heartfelt yet somehow insincere.
She then did realise what fate had done,
And understood the difference between her two friends.
At the end of the day,
Sympathy would only feel sorry for her.
Empathy would help her, console her and feel for her.

Compassion now felt pity for Sympathy
With a desire to help her,
And eternal debt to Empathy, who was a true friend.
"Perhaps, Empathy and I can help Sympathy change
Her nature", Compassion sighed.
Now darling, do you understand the
Differences between the two?
But her grand-daughter had fallen asleep,
Listening to the story,
With a smile on her face.

Do we have any good reasons to trust our moral intuition?



by **Nityasri Jayakumar**
Grade XII G – CBSE

*This essay was short listed for the Philosophy Category of the John
Locke Institute 2024 Global Essay Prize.*

"Our bodies have five senses: touch, smell, taste, sight, hearing. But not to be overlooked are the senses of our souls: intuition, peace, foresight, trust, empathy." – Joy Bell

Moral intuitions are often based on emotions, culture, and personal experiences, and they play a significant role in ethical judgment. Moral intuitions and intuitions are similar but distinct topics. Moral

intuition is the way a person reacts to a specific action, these depend mainly on ethics and morals that the person has been exposed to. These types of intuitions usually stem from the beliefs of people who play a major role in shaping their lives. Moral intuitions are a subset of intuitions. Intuition can be described as a gut feeling or a sixth sense; intuition is a powerful tool that cannot be harnessed. Intuition exerts influence on the decisions made by the

person. Moral intuitions can be seen when a person does something without knowing the reason behind the action. Moral intuition is amalgamated with our culture and society and cannot be changed in a short period. Although some people believe that moral intuitions are to be trusted, I argue that moral intuitions are nothing more than a repository of misinformation, and biases that lack any rational justification.

Moral intuitions can vary considerably between individuals and cultures, hence they are more inclined towards the subjective side rather than the objective. This can lead to disputes between parties. One might find an activity morally ethical while another person may condemn the same activity. This raises the question of the reliability of moral intuitions and cannot be taken as a source of truth or justice. Let us assume the example of an old woman and a burglar: this burglar hatches a plan to rob the woman at 8 in the morning as the woman heads to church at that time. The burglar heads to her house and breaks her window with a hammer and finds her lying on the floor. The burglar thinks that she has died and flees from the spot as he does not want to be convicted of murder.

The old woman was, in fact, not dead but was unconscious because of carbon monoxide. When the burglar broke the window of her house she was able to breathe fresh air and, thus, regain consciousness. Did the burglar do a good thing or a bad one? Questions about where our moral sensibilities lie and why we answer the way we do will say a lot about what meta ethical view we subscribe to. In this hypothetical situation, some people may argue that the burglar does not deserve to be caught whereas another group might argue against it, this leads to a difference in opinions ("Metaethics: Crash Course Philosophy #32").

The influence of emotions are quite prominently

observed in the case of moral intuitions. People tend to make decisions in the spur of the moment and hence, these decisions may not be deliberative and may not stand up to critical reasoning. Moral intuitions are based on a person's emotional framework, and hence, these intuitions cannot be expected to be reliable. People are also susceptible to the influence of various cognitive biases that can alter their moral intuitions such as in group favouritism. As these intuitions are usually emotionally triggered they lead to people making unethical and irrational decisions.

Emotions are brought on by neurophysiological changes which cannot be controlled or suppressed. A person is caught in an endless loop of intricate conversation with himself, this is when that person is not keenly paying attention to a task. These thoughts construct and reconstruct the person over and over again. The human mind has a taste for conjuring stories about the past, the present and the future. Our minds try to make sense of things that have happened by giving us reasons for why a particular incident has taken place. The mind will try to look for a "story" to explain a particular episode. This is precisely why although the feelings of a person are to be taken into consideration, they cannot be blindly trusted.

Another reason to argue that moral intuition is not to be trusted would be the effect of cultural conditioning and personal biases. Each person living on this Earth has been brought up in unique living environments. Two people living under the same roof might have opposing opinions to a particular event. When a person comes across an article in the newspaper elaborating a ruthless murder, it is acceptable to feel remorse or sympathy for the victim and his family, but, this is not always the case when a person kills an animal of a lower hierarchical strata. These two incidents are majorly reacted to in the ways described above, but it always does not



have to be this way, it all boils down to the society of the being. Society plays a crucial role in moral intuitions. It constructs an individual's mental and emotional framework. Group favouritism is also a valid point as to why these intuitions cannot be trusted, Group favouritism refers to the proclivity to favour people whom the person knows or trusts thoroughly. Our moral intuitions tend to be biased towards people whom the individual wholly trusts, this can lead to prejudiced and discriminatory judgements which, in turn may lead to incompetent results.

Although moral intuitions can prove to be quite helpful, their validity can be questionable in more complex scenarios and can cause the individual to attain a state of dilemma. Moral intuitions are highly distinctive and have varying degrees of content, basis and phenomenology (Audi). Moral intuitions do not specifically arise from bygone encounters but can also come to light when the person thinks of future endeavours, this shows that moral intuitions are far from being reliable. Moral intuitions can be put to use in situations that demand immediate action and when the consequence of that particular action is of significance.

In a study published in the Journal of Research in Personality, Sarah J. and Laura A. looked into the relation of intuitions and beliefs that suggest a relationship between actions or events that do not really exist. Common examples are paranormal beliefs and superstitions. In order to understand more about intuitions, they investigated this matter in four different experiments. The result revealed that a large chunk of the population depended on their intuitions, and that women were more inclined to trust their intuitions in comparison to men. This experiment also shows us that although every individual is aware of scientific facts, people are more inclined to trust their intuitions which are an

untrustworthy source of information (Ocklenburg).

Trusting factual information rather than moral intuition has a higher probability of providing the individual with positive results. Although factual information might be incorrect or erroneous, facts must be placed at a higher leverage than moral intuitions. Moral intuitions can be accurate at times but it should not be considered as a reliable source, as moral intuitions are not standardised and cannot be proved. With this, I conclude my vindication that moral intuitions are not to be trusted.

Hope Springs Eternal



by

Shaurya Gladwin

Grade X – CIS

The stars twinkled in the fathomless sky, their light casting a soft glow over the landscape below. The green northern lights danced in harmony with the moon's silvery beams, painting the night sky with an ethereal beauty that seemed to mirror the melancholy melody playing in his mind. Dominating the celestial canvas was the blue moon, its azure hue a stark reflection of his somber mood.

Perched on the edge of the cliff, he sat with his feet dangling in the abyss below, the darkness stretching endlessly beneath him, punctuated only by the shimmering green lights of the aurora. The moon hung low in the sky, its gentle light bathing him in a pale glow as he gazed out at the vast expanse before him.

Each crashing wave below echoed the rise and fall of his emotions, a symphony of sorrow set against the backdrop of the moonlit sea. With each cresting wave, he felt the weight of his heartache deepen, the ache in his chest growing more pronounced with each passing moment.

Closing his eyes, he let the cool night air wash over him, the scent of salt and seaweed mingling with the sweet perfume of the moonlit night. He longed to lose himself in the vastness of the ocean below, to

let its depths swallow him whole and carry him away from the pain that threatened to consume him.

But even in the darkness, the moon remained a steadfast companion, its silvery light a beacon of hope amidst the shadows. He couldn't help but be drawn back to its glow, to the memories it held within its luminous embrace. Each shimmering ray seemed to whisper of love lost and dreams shattered, a reminder of the bittersweet beauty that had once filled his world.

As the northern lights continued their celestial dance overhead, he felt a sense of longing stir within him, a yearning for the freedom they represented. But even as he envied their graceful movements, he knew that his place was here, grounded on the earth beneath the watchful gaze of the moon.

With a heavy sigh, he opened his eyes and let his gaze linger on the moonlit horizon, where the darkness of night met the faint glow of dawn. It was a reminder that even in his darkest moments, there was still light to be found, a beacon of hope shining bright in the endless expanse of the night sky.



Finding freedom in minimalism **A Teenager's Path to Simplifying Life**



by **Varun Kannan**
Grade XII – CBSE

In a world where distractions are everywhere and excess could be considered a national pastime, the trend of minimalistic living has caught the fancy of quite a few, including a teenager like me. I realised the importance of embracing minimalism in one's life for good health and contentment as a 12th grader, trying to dance my way through school, and my social life.

Minimalism is about keeping it simple so we can love unconditionally, create meaningfully, and breathe in peace during the vicissitudes of life. My journey with minimalisation started with a desire to stop feeling constantly consumed, being busy at all times, and to have control over my wants.

These experiences have changed and enriched my life, and provided memories or connections that I have never experienced before.

The most significant change minimalism has brought to my life is peace of mind. I have discovered so

much freedom and clarity by simplifying my life and releasing the excess. That sense of being shackled to mindless consumerism, and a never-ending tide of new trends, is no longer dragging me down. Instead, I feel free to live with authenticity and purpose as defined by my values and intentions.

The art of living minimalistic is a vessel to escape and find fulfillment and purpose for teenagers on a quest for a simpler poignant existence.

Minimalism has seen a surge in popularity in today's fast-paced world. It is not just a movement to declutter the physical world but opens up and invites us to see that it is a way of thinking that nurtures intentional living-applying mindfulness to what matters most in our lives.

First step is to declutter our physical spaces that we have accumulated throughout the years as teenagers. It is easy to accrue physical belongings from clothes and gadgets to school

supplies and such other sentimental items. But too much stuff can be a mess to handle.

In addition, minimalism inspires us to value experiences over things. Instead of spending time in buying more things, we can spend quality time with family and friends, follow our hobbies, or enjoy our time outdoors. This will not only lead to a meaningful life but also make us more accommodative and appreciative.

Minimalism has the potential to bring mental clarity and focus in our daily lives. We get to say 'no' to the things that suck our soul out and 'yes' to what matters to us, all the while maintaining that beautiful circle of life and living our best, most aligned lives!

In short, minimalism should be seen as a way toward a simpler, happier, and more intentional way of living and so we must welcome it.

The background of the entire page is a repeating pattern of orange and white diamonds. The diamonds are arranged in a grid, with each diamond having a white outline and an orange fill. The pattern is consistent across the top, bottom, and sides of the page.

Hues & Shades

Vibrant thoughts, unconventional ideas, dexterous strokes and boundless imagination – that's how our students express the joie de vivre through their work. 'Young Hearts' features some precious gems from the ebullient Omegaites.



Costume was inspired by Met Gala designs, featuring dramatic silhouettes, intricate details, and luxurious fabrics. It reflects avant-garde creativity and showcases their skill in blending high fashion with artistic storytelling. They recycled waste fabrics to achieve this effect.

Our Apparel and Fashion Studies students from Grades IX to XII took part in the crocheting workshop held at VIT, Kelambakkam. They delved into new techniques, refined their skills, and enjoyed hands-on experience in this creative craft.



The background of the entire page is a repeating geometric pattern of teal and cream-colored squares, arranged in a grid that creates a sense of depth and movement.

get, set, goal

Sports teaches you character. It teaches you to play by rules. It teaches you to know what it feels like to win and lose. It teaches you about life – Billie Jean King, American tennis Player.

Sports is given equal importance, at par with academics, at Omega. It has nurtured many sporting talents in these many years. Many omegaites have pursued the sports of their choice and excelled in the same.



Skating

Nihal (XII) bagged two gold medals from the CBSE South Zone Cluster Speed Skating Championship 2024 winning top honors in Road One Lap Race and 1000m Rink Race. He got the opportunity to take part in the CBSE Nationals.

Rovers International Students Sports Meet 2024

Shristi Janarthanan, a Grade I student, CIS achieved outstanding success at the skating meets season 2 at Rovers International students' sports meet 24 held in Tamil Nadu. She won a Merit Certificate and a RINK - IV - Bronze Medal in the U-7 category for state selection.



CBSE Cluster VI

Athletics

Our athletes stood out at the CBSE Cluster VI Athletic Meet, hosted by Ambari Vidya Mandir, Arakkonam among 13,000+ athletes

U19 Girls Nationals Qualifiers: Dhrithi Marc (XI) won the first place in both 3000m and 1500m events and B. Tanisha (XII) won the second place in 100m.



Think Sports Think Omega

Fredrick Russel

Fastest

Our star athlete Fredrick Russel clinched the silver medal with an incredible timing of 10.96 seconds, marking a personal best at the School Games Federation of India (SGFI) Nationals held at Lucknow, 2024.

He won gold medals in both 100m and 200m races at the CBSE National Athletic Championship in Varanasi. He clocked an impressive 11.05 seconds in the 100m and 22.53 seconds in the 200m and was adjudged the FASTEST MAN OF THE YEAR 2024 in the CBSE Nationals.



Kho-Kho

National Champions

The Under-17 Girls' Kho-Kho team (CBSE) clinched the Silver Medal at the prestigious CBSE Kho-Kho National Championship held at Shri Ram Global School, Haryana, Karnal. Competing against 60 cluster-winning teams from across the nation, our girls showcased remarkable skill, determination, and team spirit.

The team comprised of G.Gowri (VII), B.Chethna (IX), Chinmaya(IX) B.Ganisska (VI), S.VasanthaNethra (VIII) , R.Harshini (X), N.Shreya (VII), Rajini Karthikeyan(X), Anushree(X), Anushka(X) and Yazhini(IX).

Upon their arrival at Chennai airport, our students were warmly honoured by Dr. Tamizhisai Soundararajan, who previously served as the Governor of Telangana and the Lieutenant Governor of Puducherry.

Omega Girls' Kho-Kho team (CBSE) clinched the Championship Title at the prestigious CM Trophy for Kancheepuram district. Adding to the feat, four girls and two boys from our teams were selected to represent Kancheepuram at the CM Trophy State Championship. The selected players were:

R.Harshini (X), G.Anushka (X), S.M.Anushree (X), S.K.Prithvi (IX)
Lalith Kumar (IX), S.Rohin (IX)



Hockey

Boys & Girls

Our U-19 Boys Hockey team clinched the first place at the CM Trophy 2024 held in Kancheepuram. Additionally, nine players were selected for the district team.

Our U-19 Girls Hockey team secured the third place in their event, and 3 players were selected for the district team.

Yoga

Pragateshwar (VIII), NIOS secured the second prize in the Inter- School Yoga Competition hosted by Future Star Sports Academy, Chennai.





Basketball

Boys & Girls

Both our boys and girls basketball teams were crowned champions of the prestigious CM Trophy for Kancheepuram district. Furthermore five boys and ten girls from our teams were selected to represent Kancheepuram at the CM Trophy State Championship at PSG College, Coimbatore.



Swimming

The Aquastars Club Swimming Academy's Inter-Club Swimming Championship 2024

Atharv Ramachandran, a Grade 1 student, CIS, made waves at the Aquastars Club Swimming Academy's Inter-Club Swimming Championship 2024 by winning the I prize in 15m Breaststroke and Freestyle and II prize in 25m Freestyle and was awarded the prestigious Best Swimmer Trophy!



Football

Team Captainship

Naren Karthick (XII) was appointed as the Team Captain of the Kancheepuram District Football Team in the prestigious CM trophy. Moreover, he also received his jersey from Kancheepuram District Collector, Tmt. Kalaiselvi Mohan I.A.S.



Omega's U-19 Boys team emerged victorious in the prestigious CBSE Cluster Football Tournament, held at Kingston International School, Vellore, and qualified for the Nationals at Bhopal.



Our football team has emerged as champions in the Ager Khel Inter District Football Tournament. Ritesh Kumar (X) was selected to represent Tamil Nadu in the BC Roy Trophy Nationals.



t-talk

Teaching is the profession that teaches all the other professions and a good teacher remains a learner throughout the life time.

Symbiotic *Relationship* by



Mr. Shakespeare

English Department, Facilitator – NIOS

World is neither an ideology nor a scientific institution, nor is it even a system of ideologies; rather, it is a structure of unconscious relations and symbiotic processes.

A father brought his daughter, who had failed in her board exam and tried to commit suicide, to a counsellor. He said to the counsellor, "I wanted my daughter to score at least 60% marks in her board exam so that she could get a medical seat. I wanted to study medicine when I was young but my dad could not afford to pay for my higher studies. But today I have enough money and I want my daughter to become a doctor."

Who is wrong here? Let's analyse.

All parents want their children to be 'intelligent', 'rank holders', 'efficient', 'smart', 'the best' and so on. They do everything possible to support them in pursuing their dreams and ambitions. It is wonderful to see the contribution of parents in bringing up their children. They wanted to achieve something when they were young but they could not realize their dreams due to many reasons. So now, they want to realise their childhood dreams through their sons or daughters. A symbiotic relationship is one in which individuals, usually parents, fuse their identity into another's, usually their children.

The results are extremely detrimental to all. This ego fusion usually occurs at a very young age creating a lasting impact in the minds of the children. They try to please their parents in all possible ways, and in turn the parents get a sense of accomplishment when their children succeed in life. This type of dysfunctional ego fusion often leads to emotional abuse of the children.

Let's realise that children are gifts of God. They are special and unique. Every child has a purpose in this world. We teachers and parents should help them achieve their goals and aspirations and not thrust our own ideas upon them.

*In Kahlil Gibran's words,
Your children are not your children
They are the sons and daughters of Life's
longing for itself
They come through you but not from you,
And though they are with you yet they belong
not to you.
You may give them your love but not your thoughts,
For they have their own thoughts.
You may house their bodies but not their souls,
For their souls dwell in the house of tomorrow,
Which you cannot visit, not even in your dreams.
You may strive to be like them,
but seek not to make them like you.*





Campus & more

Omega campus is a vibrant place of a myriad activities. Such lively atmosphere contributes to the joie de vivre of an institution.

HEARTS MUN

The inauguration day at the BMA campus marked the grand opening of HeartsMUN24 on August 9th, 2024, *featuring Chief Guest Dr. Kiran Bedi, who delivered an inspiring address emphasising compassion and humility in young leaders.* Students from various schools gathered, creating a dynamic atmosphere filled with collaboration and zeal. The day included a mime dance, a song performance, and cultural presentations on global issues, all showcasing the dedication of the organising committee.

HeartsMUN transcended traditional debate forums, blending intellectual growth with joyous camaraderie, while socials allowed delegates to unwind and foster connections. The event set a powerful tone for meaningful discussions in the days ahead.



Kalanjali

Our students presented, 'Kalanjali 2024', an annual festival of Performing Arts. *This year Kalanjali had the theme, 'Bhu Viplava – the restless earth', a contemporary dance drama production directed by Indian Classical Dancer, Dr. Anita Ratnam, at Narada Gaana Sabha.*

This season, at Kalanjali, our aim was not only to demonstrate the vision of the sustainable development goals, but also aspire to motivate our youth to pause, reflect, and respond to the clarion call of mother Nature and become the change leaders for the imminent future.



Jaagriti

Omega's epic interschool cultural fest "Jaagriti" unleashed vibrant spirit with vim, verve and cultural grandeur. 27 schools participated in 20 competitions across various well-organized venues, all coordinated by our dedicated student team.

The fest was graced by the presence of esteemed personalities such as *Dr. Sriram Parasuram, a stalwart in the world of music and Mr. Bala, known affectionately as "KPY Bala" or "Vettukili Bala,"* added unparalleled charm and inspiration to our event.



IC3 Annual Conference

Dr. Bhavanishankar Subramanian, Ms. Divya Samvit Rajagopalan, and Mr. P.A. Srinivasan represented our school at the IC3 Annual Conference in New Delhi.

The event brought together over 1,300 delegates from 90 countries to exchange ideas on the best practices in education. Key topics included enhancing counseling frameworks and integrating college counseling into school culture.



Van Mahotsav Day

The CIS & IB Wing celebrated Van Mahotsav wherein students engaged in creative and educational activities, fostering environmental consciousness and hands-on learning. They gained a deeper understanding of the importance of trees and their role in a greener, healthier planet.

HELP Session

NIOS students of Grades X, XI, and XII attended a transformative three-day HELP (Heartfulness: Experience life's potential) session, where they learned to discover the transformative power of Heartfulness - a journey inward to uncover peace, love, and wisdom within.





Founder's Day

The school celebrated its Founder's Day ceremony on the 26th of June 2024. Embracing the theme "Aikyam," the event was a beautiful tapestry of unity and togetherness, with mesmerizing performances by our talented students and dedicated staff.

Interact Club

Students and teachers of Chandrodaya Interact Club participated in the tree plantation program organised by the Eco Society of India at Agaramthen Lake.

The installation ceremony of the eighth batch of Interact clubs of our school was held at Rani Seethai Hall, Thousand Lights, Chennai. The theme of the program was "Unify" B.



Book Fair

Our book fair "Tales and Treasures", was a fantastic success. Students from all units eagerly explored a wide array of books, discovering new favourites and rekindling their love for reading.

NCC

NCC Cadets, J.R. Ananya Kamala Sri, and A. Janani from the Junior Wing (Army/Air Wing), attended the All India NCC Girls Trekking Expedition at Nilgiris (Ooty).

Our Army wing cadets recently attended the Thal Sainik Camp in Kancheepuram, undergoing ten days of rigorous training in rifle shooting, basic military skills, health & hygiene, disaster management, and first aid wherein Kruthik Ravichandran, excelled in all areas and won the Best Cadet award out of nearly 500 cadets.

Our First Officer, Mr. Vijayanath Yadav, HOD of Uniform Corps, was honoured with the opportunity to participate in the SILAMBAM CEREMONY organized by the Silambam World Association at Raj Bhavan. The event, graced by the Honorable

Governor of Tamil Nadu, Thiru R. N. Ravi, celebrated the significance of traditional martial arts.

Ms. Kalaivani Suresh, Head, Scouts & Guides, attended the Basic Course for Commissioners conducted by The Bharat Scouts & Guides, Tamil Nadu at Dr. MGR State Training Centre, Alathur, Chengalpet.

Our Cubs & Bulbuls had an enriching experience at the Chaturtha Charan / Heerakh Pankh State Level Overnight Camp held at Kavi Bharathi Vidyalaya Senior Secondary School, Thirivottiyur, Chennai.

Omegaites participated in World Scout Scarf Day by wearing scarves to honour our Scouting heritage and embrace the values of unity, solidarity, and pride.



ATL

Grades VII, CBSE students dived into the world of electronics with enthusiasm in the Atal Tinkering Lab, learning about circuit connections through hands-on projects, using components like potentiometers, two-way switches, LEDs, push buttons, DC motors, and power boards. Students from Grades IX and X attended a two-day workshop on innovation, problem identification, and utilising Generative AI at The ATL Tinkering Lab conducted by our distinguished alumnus, Praveen Thirumurugan. Praveen is an Amazon bestselling author of the book, "An Unconventional Guide to Rocket Science" which holds a place in the India Book of Records.

The school buzzed with excitement as students from Grades VII to XII unveiled 27 ground-breaking projects during Mega Tinkering Day



Nutrition week

Celebrating Nutrition Week at Omega, this September, the Sirius Wing and NIOS units engaged in activities that promoted healthy eating habits. The Sirius Wing embraced the theme 'Feeding Smart Right from the Start,' with students participating in vegetable-based jewellery designing, poster-making on the nutritional value of fruits and vegetables, and crafting slogans to highlight balanced diets.



The NIOS students from Grades VIII to XII celebrated National Nutrition Week with a series of engaging competitions. Nutri-Spell tested their vocabulary on nutrition, Bon-Appetit showcased their culinary skills in a fireless cooking event, and Nutri-Logo featured creative logos for their nutrient-packed dishes. These events highlighted the importance of nutritious diets and mindful eating across the school.



Heartful Rendition

Our students had the incredible privilege of performing live in front of 25,000 people at Kanha Shanti Vanam, marking a special celebration for our beloved Daaji's 69th birthday right after the group meditation. With over 50,000 viewers tuning in via live stream, the students' heartfelt music added a memorable touch to this grand occasion.



Daan Utsav

Students across all streams at Omega participated in Daan Utsav, India's largest festival of philanthropy. This year's theme, "Share the Grain," aimed to inspire volunteerism and social responsibility among our young learners. 2,674 kgs of raw white rice was donated, allowing the Danirasa Foundation to prepare 160,440 idlis served in Perungudi, Pallavaram, Meenambakkam, and Thiruninravur. These meals benefited children in orphanages, elders in old age homes, individuals with intellectual disabilities, and flood-affected communities.



Annual Days

The 17th Annual Day of our CBSE Senior Wing, titled '*Celebrating Women, the Symbol of Life,*' was nothing less than ceremonial grandeur. The event was honoured by Dr. Sylendra Babu, IPS, the former DGP and Head of Police Force, Tamil Nadu.

The Sirius Junior Wing's Annual Day celebrated "Itihaas Ramayana," showcasing the epic through dance, drama, and music with over 600 student participants. Renowned Carnatic singer Ms. Saindavi captivated the audience with three

performances. This celebration exemplified Omega's commitment to holistic education, blending creativity and learning seamlessly.

The *CIS and IB wing* of Omega International School proudly celebrated their *Annual Recognition Day*. The event was graced by renowned environmentalist, **Mr. Arun Krishnamurthy**, Founder of the Environmentalist Foundation of India, as the Chief Guest. Exceptional achievers were recognized for their dedication and excellence.



Heartful Kids – BMA Campus

The BMA campus throbbed with mind boggling activities. A meticulously planned library was started to inspire young minds and foster a lifelong love for knowledge. *Van Mahotsav week* was celebrated where children embarked on nature walks, gathering leaves, twigs, dried flowers, and petals to craft an array of artistic creations.

They also celebrated Krishna Jayanthi, Onam and other cultural events. The

“Zoo-tastic Adventure” took the young explorers from KG to Guindy National Park. UKG children embarked on an educational journey exploring community helpers through visits to a fire station, post office, and bank. *The third Kiddies Sports Meet* themed *“Farmer and Friends,”* delved into the enchanting realm of farming, emphasizing the indispensable role of farmers and the crucial significance of insects in agriculture.



The Montessori wing

The Montessori wing hosted a myriad of activities to make the learning of the kids insightful and edutaining. Several celebrations like

Vidhyarambam, Onam and Navarathri added colour to the campus celebrations.

Pristine Palooza: Celebrating 100 Days of Learning at Montessori! Our M0 tiny tots recently reached an incredible milestone—100 days of growth and learning! The highlight was the Crazy

Hat Parade, where parents and kids showcased their creativity with fantastic handmade hats, filling the day with laughter and joy.

Maria Montessori's 154th Birth Anniversary was celebrated with children wishing her 'Buon Compleanno' and 'Happy Birthday,' offering flowers by her picture.

The kids also got an outside world exposure through their trip to VGP Marine Kingdom.



Educational Trips

Students from CBSE, CIS and NIOS went on to experience fun-filled, exciting and meaningful educational trips to various exotic places.

Students from Grade IX to XII of CBSE went to Munnar on an educational trip, creating lot of unforgettable memories.

Students from Grades III, IV and V of CIS wing embarked on an unforgettable journey beyond the classroom, immersing themselves in the vibrant rural traditions of Tamil Nadu, in an excursion to Tamil Nilam which offered a hands-on experience with nature and culture, sparking curiosity and appreciation for our heritage. Grades VII & VIII students from the CIS Wing visited Thanjavur and Karaikudi. They explored the Brihadeeswarar Temple, Maratha history at the Matha Museum, crafted Chettinad tiles at Athangudi, and observed Veenai-making, gaining insights into South Indian heritage, art, and culture

Students from Grades VIII to XII, of the NIOS wing, enjoyed an educational visit to the Lotte Choco Pie manufacturing unit in Thirumazhisai, Chennai. They were awestruck by the entire process, from making to packing the confectionery. Grades XI and XII NIOS students visited the Dietetics department at Gleneagles Global Health City, gaining hands-on experience.

Psychology students from Grades XI and XII (NIOS) visited the National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD) at ECR, Chennai. This visit gave students real-world exposure, allowing them to apply theoretical knowledge to practical settings, deepening their understanding of assessment, intervention, and rehabilitation strategies for individuals with multiple disabilities and psychological disorders.



Workshops

Teachers from Cambridge and IB wings participated in a *Nonviolent Communication (Heartful Communication) workshop*, propounded by Dr. Marshall B. Rosenberg. Through practicing NVC, our educators discovered new avenues to express themselves authentically while listening with empathy and compassion.

The VBSE Department organized an enriching day for Grade X students of IGCSE at Heartful Kids Indigo, BMA Campus. They engaged in insightful sessions on learning and stress relief by Mrs. Priti Venkatesan, addressing topics like Deforestation leading to Desertification and Soil Degradation.

Theory of Knowledge (TOK) Exhibition, a feature of the IB Diploma Program, that was held in our school for the academic year 2024-25 challenged beliefs, widened perspectives, and examined the production and communication of knowledge.

Our Fine Arts students showcased their creativity in honour of National Handloom Day. In celebration of the 10th year of this significant day, students crafted and displayed a variety of handwoven and handcrafted items, including bookmarks, brooches, mats, keychains, crochet pouches, macrame wall hangings, and embroidered quilts. Their artistry highlighted the rich cultural heritage and craftsmanship of India, bringing traditional techniques to life through their innovative creations.

The Math Department at Sirius wing organised a lively workshop *“Math is fun”*, aimed to break the barriers students often face with Mathematics, wherein teachers participated in engaging math-related games like Snake and Ladder, Connections, Rangoli, Matchstick Puzzles, Origami, and Tangram Puzzles.





Wall of fame

Omega followed the trail of awards and accolades in both the co-curricular and extra-curricular pursuits, during the past academic year too. A wide spectrum of activities threw up challenges for our pupils to take them on with vigour.

The Education World India School Rankings 2024-25

Our school was recognised in “The Education World India School Rankings 2024-25”, ranked No. 2 among International Day Schools in Chennai and Tamil Nadu and ranked No. 14 All India.



Cfore School Rankings 2024

Our school was ranked No. 1 both in Chennai and Tamil Nadu in the International Day-cum-Boarding Schools category by the prestigious Cfore School Rankings 2024, powered by Brainfeed.



The Queen's Commonwealth Essay Competition (QCEC) 2024

In *The Queen's Commonwealth Essay Competition (QCEC) 2024*, competing against 34,939 global entries, the following students won medals. This prestigious competition, the world's oldest international writing contest, recognizes the creativity and vision of young voices worldwide.



Inspiring Educators

Dr. Bhavanishankar Subramanian, our Director of Strategy, Research, and Innovation attended *the Governor's interaction session with teachers and educators at Raj Bhavan on the occasion of Teachers' Day*. Dr. Bhavanishankar delivered the keynote address on the inspiring topic "Think to dare," encouraging educators to embrace innovation and bold thinking in shaping the future of education.

One of our dedicated teachers, Ms. Ramani from the English department had her insightful piece titled "*Why I Teach*" published in *The Hindu - In School* on this special occasion of Teachers' Day. Her reflections beautifully captured the passion and purpose behind the noble profession of teaching.



ATL Marathon 2023-24

Congratulations to our enthusiastic students from the *Atal Tinkering Lab* for their *exceptional performance in the ATL Marathon 2023-24, placing among the top 500 teams nationwide!* Their innovation and hard work have earned them a spot in the Student Innovator Program (SIP) 2024, and they are all set to embark on an exciting journey with reputed organizations. Special congratulations to the following students from CBSE for having been selected for SIP programmes.

- Jessina B. & Kenisha N, Grade VII - Capgemini
- Hassna, Geethika, & Nikitha, Grade VII - Dell
- Prajeet Balaji, Grade IX - AIC Pondicherry Engineering College.



The Education Icon of the Year 2024

Dr. S. Bhavanishankar, Director of Strategy, Research, and Innovation was honoured as “The Education Icon of the Year 2024” by Education News Network and Education Today. The award ceremony took place at The Trident Hotel, Hyderabad, recognizing his outstanding contributions to the field of education.

Teachers' Day 2024

Teacher's Day 2024 was celebrated with great joy and gratitude at Omega, where we had the honor of being joined by distinguished guests like Ln. Dr. Alamelu MM, Charter President of the Club from the Lions Club of Nandavanam, Club No.129157, Region 2, Zone 2. 13 of our teachers across different streams, were honoured with the prestigious 'Vidhya Bhushan' award, recognizing their tireless efforts and unwavering dedication.



International essay writing

Nityashri of Grade XII, CBSE achieved remarkable success in the international essay writing competition organised by the John Locke Institute. Her essay on the topic "Do we have any good reasons to trust our moral intuition?" was selected from an impressive 34,823 entries. She was awarded a commendation certificate and a prize and had earned a scholarship of \$2000.

International Singapore Math Olympiad 2024-25

Pranav Gautham, of grade II, CIS, secured a prestigious Silver Award in the esteemed International Singapore Math Olympiad 2024-25.



International English Olympiad

Vihaan Chandra, a Grade III CIS, excelled in the International English Olympiad organized by the Science Olympiad Foundation securing the first prize in both the international and zonal rounds. He bagged the international gold medal, an appreciation letter, a cash prize of Rs. 1000, and a certificate of outstanding performance.



Guinness World Record Book

*S. Thaanvi, Grade III, CBSE officially earned a place in the **Guinness World Record Book**! She set the record for "**Most Disney Characters Identified in One Minute**" with an impressive 76 characters in Chennai.*



Debut book, Tales Across the Multiverse.

*Siddharth Rajeshkanna from Grade V, CBSE published his debut book, **Tales Across the Multiverse**. Filled with adventure, mystery, and magic, this work reflects his incredible creativity and passion for storytelling.*



IIMUN

Indian International Model United Nations

Our school emerged victorious by winning the best delegation award of IIMUN Chennai Chapter 2024 for the third consecutive year held at Casagrand International School, Sholinganallur.



Malayala Manorama

Vihaan Rahul, Grade V CBSE took part in the newsbook contest conducted by Malayala Manorama. His outstanding entry earned him a spot among the top 15 winners, receiving a ₹10,000 voucher.



The Best Interact Club Award

Our Chandrodya Interact Club was honoured with the Best Interact Club Award at the Awards Nite Ceremony, held at Abbotsbury.



Accolades @ Interschool Competitions

- Kalpakosha cultural event fashion show – First prize.
- Jewellery making - Harini P.V, Grade XI, CBSE - First prize , BalaVidya Mandir Senior School's Kalanjali venture.
- Fashion show - Grade XI students bagged the First Prize at the fashion show held at Sherwood Senior Secondary School, Chetpet.
- Kurukshetra fashion show - Students from Grades XI and XII of CBSE participated in the Kurukshetra fashion show organized by Chinmaya Vidyalaya and secured the First prize.
- Chennai BQuest competition - Our Grade XII Commerce students won the First prize in Adzap and B Quiz organised by The Pupils Saveetha Eco School.
- The Prakruthi cultural event - clinched the Overall Trophy organised by Swamy School, Chennai.





Tête-à-Tête

The Alumni of a school are its brand ambassadors fostering formulae for success and advancement of the junior students. They prove to be trailblazers too.



LT. CDR Ronak Agarwal

Having done B.Tech Aerospace Engineering from Amity Institute Of Aerospace Engineering, he did his Marine Engineering Specialisation (2018) and M.Sc. Aeronautical Technology (2020) from Cochin University. Commissioned as an officer in INDIAN NAVY in June 2016, he started his career as a Technical Officer and has served in Naval warships and specialised in RPAs (Remotely Piloted Aircrafts). Furthermore, he has worked as an engineer on various RPA platforms.

His role is to maintain aircraft airworthiness and availability for operations and he is presently posted in a frontline RPA squadron. His hobbies include reading and playing football. He is a HFN practitioner.

1. What or who inspired you to join the Indian Navy?

It is very hard for me to point out what or who inspired me to join the IN. As a young student, I was always fascinated with aircrafts and warriors, especially the warrior spirit. Somewhere at the back of my mind, I wanted to join the defence forces, but I loved aircrafts too. Hence, I decided to pursue my engineering first and later attempt for defence

forces. I didn't have IN particularly in my mind especially at the beginning, in fact I wanted to join AF, as it is more popularly known for aircrafts. However, the first opportunity I got was an IN exam and I gave the attempt. Fortunately, I cleared my exams and subsequent SSB and medical in the first attempt and I never got the opportunity to try for AF. When I knew that the IN has its own aviation wing, I was rather excited to work with

aircrafts on sea as I knew this would be more challenging. But most importantly, my main reason to join IN was to experience first-hand life of a soldier, a life at sea and a life full of adventures and I must say it is truly satisfying.

2. Did your experience at Omega influence your decision to join the Indian Navy?

My school played a vital role in changing me as the person who I am now. I have gained a larger perspective, maturity, the list is endless. I truly believe, that my character development at the school is one of the biggest reasons I cleared my SSB the first time that too without external coaching. But it is just not about joining the IN, my life has definitely changed for the better because of my school. The friends I have made, the wonderful teachers, the environment, meant more than the curriculum, and I am truly grateful for the same.

3. Looking back, is there anything you wish you had done differently during your time in school that might have better prepared you for the Navy?

My time at school is so memorable I don't wish to change it at all. But if you ask me, I would have worried less about grades and future career. They are important but should not be in your mind all the time. I would have focused more on my character building, communication skills, practical experience, and academically I would focus on conceptual understanding, practical application, because in my field of work if knowledge cannot be put to practical use it serves no purposes. I would have also focused more on my physical standards.

4. What has been the most challenging aspect of your career so far?

Actually, I have enjoyed all these challenges, be it grueling in the academy, non-stop sailing, or continuous operation for days. The most challenging I would say is the paper work we have to do towards documentation and Government policies.

Well, that was on a lighter note. But to be honest, the job is challenging and it demands a lot of sacrifices and it continuously pulls you out of your comfort zone. However, my work is mentally exhausting because of the environment and nature of work I am involved in. Therefore, if we don't have the requisite mindset to work in such an environment, it may lead to accidents and even endanger others' lives.

5. What are the key skills required for an officer in your position?

Well, the skills required will differ depending on what branch of service you are in. But there are some common qualities required from an officer. These include good communication and rapport with people, the ability to lead and work in a team, independent thinking, decision making, core competence i.e. good level of proficiency in your subject and courage.

6. How do you manage the stress and responsibilities of your role?

One of my favourite tag lines is Nike's, "Just do it". It tells me so much. It tells me not to overthink and just start and get on with your task. I have never actually felt stressed in my work, ofcourse, I may be an exception, and I give all the credit to my school. As you know, I started heartfulness meditation in my school days itself. So, I think that has helped me a lot, because it has given me clarity. I think with responsibility comes ingenuity provided we have the right attitude. When I know what my

role is, what I am expected to do, what my responsibilities are, then there is no room left for any doubt. No doubt, No stress. Just work which needs to be done. With time and experience we gain confidence and competence

7. What are the most notable missions or operations you have been a part of?

I am sorry to disappoint but it wouldn't be possible for me to discuss specifics, but suffice it to say I have had my fill and am hungry for more. I would also add that no individual takes part in operations, its a team effort and the whole unit takes part as one. Our operations are mostly related to Reconnaissance and Surveillance and sometimes Search and Rescue.

8. How has technical advancement impacted Navy operations and strategies?

IN is a very technical service where we deal with highly complex and sophisticated system. IN is in the forefront of Atmanirbhar Bharat and always takes a step towards acquiring new assets, be it ships, Subs or Aircraft. IN also invests a tremendous amount on training of personnel towards keeping them current with technology.

9. How do you approach leadership and management in a high-pressure environment?

Leadership and Management in my mind are interdependent. Although stakes are high during high pressure situations, I feel we cannot suddenly have good leadership and management skills on that given day if we don't actually put it in practice every day. We can only do what we practise for. Therefore, in all situations my approach is the same, just priorities differ. Competence and confidence

are very important, as competence will bring confidence and that will allow our subordinates to respect us. To lead, one must walk the talk and to do that we must be competent enough to hold our ground. So, I focus on developing my management qualities like, new ways to handle multitasking, task delegation etc. and also practice my leadership skills such as being present on ground, empathy and rapport with my men, decision making etc.

10. What advice would you give someone considering a career in the Indian Navy?

Recognise your weak areas and work on them. You must face your fears and grow out of them. For example, if you fear public speaking, volunteer yourself for debates or presentations at school. Prepare your speech and practise before delivery. Try to become a team person. You must develop a holistic view and think for the betterment of the team. But foremost, focus on your studies and prepare well for exams and entrance test.

Interview by



Deepak

Grade XII – A, CBSE



Varun Shankar

Grade XII – A, CBSE



Spotlight

Omega is a sprawling, dynamic campus which houses many unique, vibrant units. Each unit plays a vital role in imparting wholesome education to the students.

A Tryst with Arts



Imagination and Innovation are the characteristics of the human mind. Every individual craves to create an identity for himself/herself. The field of Arts provides an opportunity to every individual to satisfy this inner urge, which is to explore, to Create. The Department of Performing Arts aims at helping each student connect with their inner self and bring about a balance in the development of intellect and creativity. *At Omega, we ensure that Music, Dance and Theatre serve as a beautiful medium of expression beyond pen and paper for all the students right from grade I - XII. Going a step further so as to prepare the students for the professional world outside.*

Creativity is best expressed in the form of Arts in its various hues and styles. Admittedly, Omega is a thriving playground for such creative expressions and our students immensely benefit from the same. In order to enhance the creative skills of our students and take it to greater heights, our school strives to instill and nurture an education that does not confine itself to conventionalism. In line with this vision, it has partnered with Vels University

(VISTAS), to offer Diploma courses for our students of 11th grade (or its equivalent level) of all streams in three main subjects: Fashion Design, Carnatic Vocals, and Bharatanatyam. A lot of students have already taken up this Diploma program and got this additional Diploma certificate in hand when they passed out of 12th grade. It has given these students an immense advantage in their applications for their university level degrees.

Each subject represents an art form that rarely receives attention at institutions similar to ours. Yet, our school has not only provided the gracious opportunity for the students to explore these fields, but also to gain in-depth expertise in the subject of their choices through these diplomas.

These diplomas benefit students in various ways. An opportunity like this—where a school and university have collaborated to offer diplomas—is extremely rare, making it a significant advantage for Omega students to complete their diplomas even before entering college. Having a diploma allows students to present themselves as more qualified in the employment sphere, giving employers confidence in their experience and competence, even at a younger age. The diplomas



offered at our school enable students to delve deep into the subject matter more than what the CBSE curriculum allows. They promote enhanced vocational opportunities for students who wish to pursue education in a field they are truly passionate about.

A testimonial from Devi Darshini, an alumna of our school who completed a diploma in Carnatic Vocals, illustrates the value of the program. She said, "Enrolling myself in the Diploma Course in Carnatic Music has given me more substantial knowledge and experience than what I was able to acquire in my learning Carnatic Music for a decade." Experiences like performing in front of an audience and composing her own music are some of the memories she cherishes, as they marked important steps in her professional growth. "As I entered college, talking about how I completed my diploma gave me a sense of pride that few could relate to. Everyone was surprised at the possibility of completing one while still in school." Although balancing her regular schooling with the diploma was challenging, she expressed that the experience was well worth the struggle, as it played a vital role in shaping her identity beyond school.

Students in the Fashion Design Program learn to design principles, fashion history, fabric studies, body analysis, pattern development and garment construction. They get academic training with

hands-on experience and an immense educational experience that is crafted to nurture creative technical skills and cultural understanding. Through this intensive learning journey, students master the essential elements of their chosen discipline, supported by the rich resources and expert faculty of our institution.

The course for Carnatic Vocal and Bharatnatyam focuses on the development of knowledge, skills and values necessary for holistic development, blending artistic expression with cultural literacy. The programs are student centered, based on various concepts and skills, with primary focus on performance-based learning. During the exams, the students showcase their skills in weaving, crochet, tatting, applique, quilting, patchwork and textile design in Fashion Design. In Carnatic Vocals, it was Abhyasa Gana and Kalpitha Sangeetha and Adavus in Bharatnatyam.



Nithyasree
Grade XII – I, CBSE



Swaroop
Grade XII – I, CBSE



Tasty Treats

Food is fun!

Presenting Tasty Treats- dedicated to gourmets and foodies who love to learn about different cuisines and to health freaks who are conscious about what they pop into their palates.

Around the World

(This is an award-winning three-course meal, cooked without fire in the cultural event Euphoria organized by Sherwood Hall Senior Secondary School.)



Starters

Summer Spring rolls

This is a juicy flavourful veggie roll wrapped in rice paper. And this dish is from China.

- Capsicum, onion, carrot and spring onions are to be cut in a julienne.
- The cut vegetables are mixed with soy sauce, red chilli sauce, ketchup, honey, salt, and red chilli powder.
- A rice sheet is taken and dipped in water for 5 seconds and placed in a dry towel.
- Then, a spoonful of the veggie mix is placed on the rice paper, rolled and served.

Main course

Paneer stuffed idli from South India

- A cup of poha is soaked in water until it absorbs all the water.
- Paneer is crushed in a bowl.
- Salt, red chilli powder, chopped onions, carrot and capsicum are added to the crushed paneer and mixed well.
- Poha is taken and a dent is made to keep the paneer-veg mix in it.
- Then it is covered with more poha and served.



Dessert

Tiramisu from Italy

It is a coffee infused dessert with a fresh cream filling and layered with vanilla and cinnamon flavoured biscuits.

- Cream cheese is whipped and the cream of Oreo is added with sugar.
- Coffee powder is mixed with water.
- Biscuits are dipped in the coffee solution and layered in a bowl.
- Cream cheese frosting is added twice in the subsequent layers and served.
- Drink - Love's drink, a refreshing Mohabbet ka sharbat from Pakistan.
- Sugar is mixed with rose milk and is shaken well until it becomes frothy.
- Watermelon pieces are mixed with the rose milk and served cold.



Know your Teachers

Teachers remain perennially young at heart as their lives revolve around the young learners under their care. Omega teachers are not an exception.

Know your Teacher presents a peek into an Omega teacher's journey through life, loaded with enriching experiences.



Ms. Kavitha Rajagopalan

Facilitator

Ms. Kavitha Rajagopalan, a dynamic educator and an inspiring leader whose dedication to nurturing young minds has left an indelible impact on our school community. With a career spanning over two decades, she has been instrumental in shaping innovative teaching methods and creating an inclusive learning environment. Her passion for education is matched only by her commitment to empowering students and teachers alike, making her a beloved figure among peers and students. In this exclusive interview, Ms. Kavitha shares her insights on education, her journey as an educator, and her vision for the future.

1. What motivated you to pursue this line of work in education?

In my experience as a mainstream teacher, certain students require additional assistance to acquire and comprehend the concepts. I, therefore, employed a variety of strategies to help them comprehend and advance academically. As a regular instructor, my small act of initiative made a small difference in their lives, which made me feel fulfilled and satisfied with my work. This motivated me to equip myself with special needs tools.

2. What is your inspiration to choose special education as your profession?

When I noticed a pupil in my class acting differently from the other students, I became more empathetic towards him. Even minor structural or functional changes in the classroom may trigger him to become irritated. I was concerned about his behaviour and did my best to deal with the situation. Every day was challenging. However at the end of the day, I felt like I had accomplished something meaningful and felt satisfied with what I had achieved. I pursued special education because of him.

3. How can parents get accurate special education guidance?

We can help the parents understand the specific difficulties the child is facing with reading, writing, comprehension, weakening of muscular tone, and problems with cross-body connection. We may recommend the DLS reading and writing methods, Brain Gym, and Primitive reflex activities for improving muscle tone and cross-body connection after they understand the special needs of the ward. Parents should be guided by their child's talents and abilities and encouraged to concentrate on the things that will help the child have a brighter future. Parents can be provided with special education guidance with frequent counselling and follow-up.

4. What changes would you like to make in the current special education system?

To improve special education, enhance collaboration between mainstream and special education teachers for cohesive learning. Provide mental health support and counselling for both students with special needs and their parents, creating a robust support network. Embrace inclusive classroom practices with adaptive tools, empowering all students to be engaged fully. Additionally, encourage peer support activities to build empathy and reduce isolation. These changes would help create a more inclusive, supportive environment for students with special needs.

5. What is your vision as a special educator?

As a special educator, I aim to create an inclusive environment where each student with special needs can achieve his/her full potential. Every student should excel intellectually, socially, and emotionally in the classroom and this involves adapting to education, classroom

and this involves adapting to education, building self-confidence, developing life skills, and striving for adequate opportunities.

6. Describe your special education experience till now.

My journey in special education has been immensely fulfilling and shaped by experiences of working closely with students and supporting colleagues. I've had the opportunity to work directly with students who had challenges such as dyslexia, ADHD, and behavioral issues. By utilizing personalized programs I try to make learning more accessible, engaging, and confidence-boosting which provide the basis of education for special children. These experiences have had a profound impact on the learners because of teamwork and dedication, thus inspiring me to continue fostering a supportive and inclusive environment for all students.

7. What would your advice be to the new teachers who are passionate about reaching out to special needs?

Practise 3As

- ACCEPT - Accept students as they are without judging them
- ADAPT - Adapt to the environment, implementing new strategies /techniques
- ACHIEVE - Accepting and adapting, shall help the teachers and students achieve their goals. Practicing the 3As can fuel their passion and bring success to them and the students.

8. Can you share a success story where you overcame a significant challenge with a student?

Reflecting on my journey in special education, I've had the honour of supporting students who learn in unique ways. My experiences have

emphasized the importance of patience, creativity, and empathy. One cherished memory is working with a group of students who had learning disabilities. They struggled to read and write confidently. To motivate them, I introduced a five-minute program, to promote reading and writing. They were asked to pick up any book of their choice, read for about five minutes and then write their thoughts about the content they read. Among the students, there was one boy who embraced the program meticulously. By the end of the semester, he was reading and writing detailed answers with ease. His joy was contagious, and he began encouraging his classmates to participate in the program. Following which, the whole class eagerly participated and it has been incredibly rewarding for me.

Another unforgettable experience involved a friend who was very soft-spoken. She struggled with public speaking. Using therapeutic techniques, I motivated her to work through her challenges. Three months later, she reported back with pride that she could now speak confidently in front of groups at her workplace.

9. What is your ambition?

As a counselor and special educator, I aim to empower students with learning disabilities and special needs to overcome their challenges, achieve academic success, and gain confidence in their abilities. I strive to bridge educational gaps and support their development holistically, ensuring they are equipped to thrive in the mainstream education. Additionally, I aim to inspire and guide parents, helping them understand and accept their children's unique strengths and challenges while working together to build a nurturing, supportive environment. Ultimately, my goal is to make a meaningful

difference in the lives of these students, helping them reach their full potential.

10. Is it okay to make mistakes?

Throughout our lives, learning never stops. We learn from our mistakes as well as from our parents, teachers, siblings, friends, and society at large. As long as we learn from our mistakes, it's acceptable to make them because they teach us the proper strategy. We improve as human beings by accepting our mistakes and becoming better personalities.

Interviewed by
Indigo Heartful Kids



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