

Omegazine

JULY 2026

Little steps Global strides

Small actions today
A better world tomorrow

SUSTAINABLE STEPS FOR OUR FUTURE



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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What the Classroom Floor *Reminds Me*

“Children do not need to be made to learn. They will learn quite naturally if we give them the opportunity.”

— John Holt

by



Mrs. Shree Lekha

Early Years Program, Principal

The early years' classroom holds a deep sense of purpose. At first glance, it is alive with movement. Paint on paper, on small hands, and sometimes across a cheek. Blocks and pom-poms lay scattered across the floor. A little water spilt and quickly forgotten. Conversations flit from one idea to the next like playful butterflies. It can feel busy, even unpredictable. Yet beneath this energy lies a deeply intentional space, where some of life's most enduring lessons quietly begin.

In these early years, children are not only learning letters and numbers. They are learning how to wait, share, handle disappointment, and begin again.

I often find myself reflecting on this simplest of moments. A child spends several minutes building a tower, only for it to collapse. There is a pause, a flash of frustration, and then, without prompting, the child begins again. That quiet resolve to try again stays with me. There is also a part of the day I return to often, sitting on the classroom floor. In that space, the usual noise of the day begins to fade. What remains is presence, active listening, and observation. In those precious moments, everything feels grounded.

When I began my journey in education fifteen years ago, I believed I was there to teach. Little did I know that my greatest teachers would be the children themselves. Through their eyes, I rediscovered the magic of curiosity, the beauty of unfiltered honesty, and the fearless spirit to embrace mistakes as stepping stones.

As I transitioned into leadership, my time in the classroom has shaped my approach, influencing the way I listen to teachers, engage with parents, and respond to needs that are not always spoken aloud. At its core, the need remains the same for everyone. To be heard. To feel safe. To know that they belong.

Brené Brown beautifully articulates this truth when she reminds us that connection gives meaning to our experiences. In a school, it becomes the foundation on which learning quietly grows.

The same child who learns to begin again after a fallen tower carries that instinct forward in ways we may not always see, but that continue to shape how they approach learning and relationships over time.

Of course, not every day unfolds smoothly.

There are days when emotions run high and when responsibility feels heavier than usual. On such days, in those moments, I often find myself leaning on the same advice we give to children:

- *Pause*
- *Take a breath.*
- *Try again.*

Over time, I have also noticed something deeper. In moments of conflict, it is often children who show us how to move forward. Their ability to forgive readily, to return without hesitation and to reconnect without holding on to the past is fascinating.





There is something deeply human in that. My belief in play and social and emotional learning has only strengthened. When children feel secure, they explore. When they feel understood, they express themselves. When they feel valued, they take risks that lead to growth.

This journey is shaped by incredible people around me. Teachers who bring warmth and patience to everyday, support staff that care, teams that quietly support one another, parents who have been strong champions of the work we do, trusting us and walking alongside us. And management that has created the space for reflection, growth, and shared purpose.

Together, these relationships build something larger than a classroom. They create a culture of trust, a sense of collective efficacy, and a shared responsibility for every child's well-being.



Yet, no matter how roles shift, I find myself returning to the same sacred place: The classroom floor.

That is where everything feels most real. It is the space where questions hold more significance than answers and where mistakes aren't just part of the process but are for growth to happen in ways that cannot always be measured, yet resonate deeply within.

And perhaps that's the beautiful lesson it keeps offering me, time and again.

- *To connect.*
- *To listen with empathy.*
- *To begin again.*

Reference:

Holt, J. (1967). How Children Learn.
New York: Pitman Publishing.
Brown, B. (2010). The Gifts of Imperfection.
Centre City, MN: Hazelden Publishing.

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.*

A Heart of Willingness: Cultivating Productivity, Peace, and Joy

Does it truly matter if we are willing to engage in activities we love and genuinely enjoy them?

Willingness refers to the state of being prepared or ready to act. When we approach daily tasks, such as homework or chores, without interest, the day can feel dull and meaningless, and we simply wait for it to end. In contrast, willingness enables us to perform at our best because we are not compelled by external pressure.

To begin with, willingness fuels excellence as achieving our goals demands dedication, determination and hard work. It is easy to become impatient or weary during the process. That is why having a strong mind and willpower right from the start of the journey until the very end is crucial. Being ready to go the extra mile and taking efforts is key! For example, PV Sindhu stands as a true testament to this. For years, she travelled 56km every single day to reach Pullela Gopichand's academy by 4:00 AM. During the 2016 Olympics, she gave up her phone and even ice cream for months to stay focused.

Furthermore, willingness gives us excitement and joy even to mundane tasks. It helps us work with

energy and rather than irritation, shaping a positive mind. For instance, when I was young, I often felt frustrated when my parents asked me to do a simple chore while I was tired. But when I approached the same task with a willing heart, it brought satisfaction and joy. This mindset created peace in my surroundings, which I strive to practise even today.

Moreover, when we lack interest, we tend to give up easily or avoid tasks altogether. If we have started the task willingly we will navigate the situation with calmness and have a sense of clarity to take the next step. According to research from Oxford University's Saïd Business School, happy and motivated workers are 13% more productive than other workers.

To conclude, we can intentionally choose to live fruitfully by using our gifts and talents - not only wisely, but willingly, for the good of others.

"Like a lighthouse, our life isn't meant to be hidden - it's meant to shine brightly, bringing joy in every work we do.

by Michelle - Grade VIII, CIS



The Brave Kids

A few years back in our school, the schoolyard was bustling with the chatter and laughter of students. Among them was a group of friends from 5th grade: Ram, Dhanya, Ankit, and Niharika. They loved animals and had a secret club called the "Animal Protectors."

One sunny day, as they were playing near the playground, they noticed something troubling. Vikram, a big and mean kid, was picking on the animals in the school's playground. He would poke at the cats, throw stones at the birds, and tease the dogs. The poor animals were scared and unhappy.

Ram clenched his fists. "We can't let Vikram keep bullying the animals," he said. Dhanya nodded. "But how do we stop him? He's so big and scary." Ankit, always the thinker, suggested, "We need a plan. We can use our smartness and teamwork to stand up to him."

That evening, the Animal Protectors met in their regular meeting place. They brainstormed and came up with a plan. The next day, they put it into action. First, they gathered evidence. Niharika used her camera to take photos of Vikram bullying the animals. Next, they decided to talk to Vikram together, hoping that he would stop if he understood how much it hurt the animals. During lunch break, they approached Vikram. "Hey, Vikram," Ram started, "we need to talk." Vikram sneered. "What do you want?" Dhanya spoke up bravely, "We know you're bullying the animals, and it's not right. Look at these photos." Niharika showed him the pictures, and for a moment, Vikram looked surprised.

But then he shrugged. "So, what? They're just animals."

Ankit stepped forward. "They're living beings, just like us. They feel scared and hurt. How would you feel if someone treated you like that?"

Vikram frowned and seemed to think for a moment. The Animal Protectors could see a hint of guilt in his eyes, but he quickly masked it with anger. "Mind your own business," he snapped and walked away. The friends felt disheartened, but they didn't give up. They took the photos to their teacher, Mrs. Alin. She listened to their story and looked at the evidence. "Thank you for bringing this to my attention," she said kindly. "I'll handle this."

Mrs. Alin called Vikram's parents and explained the situation. Vikram had a long talk with his parents and the school counsellor. Over time, he started to understand how wrong his actions were.

One day, Vikram approached the Animal Protectors. "I'm... sorry," he mumbled. "I didn't realize how much I was hurting the animals. Can I... help you take care of them?"

The friends were surprised but pleased. "Of course," Ram said with a smile. "Everyone deserves a second chance." From that day on, Vikram joined the Animal Protectors. He helped to take care of the animals and even became their fiercest defender. The animals at the school were happy and safe, and the school became a kinder place.

And so, the brave kids of the school taught everyone that standing up against bullying, even when it's hard, can make a big difference.

by

Eswari - Grade VII, CBSE



Heartfulness International School

ANIMAL PROTECTORS

COURAGE • KINDNESS • EMPATHY

BE KIND
BE BRAVE
BE A FRIEND



The Gift of Gratitude



Have you ever spent a great deal of your time helping someone, only to receive a lukewarm response — an “okay, bye” instead of a heartfelt “thank you”? They are depressed and may need you more.

Many people carry burdens of loneliness, and sometimes the smallest conversation can brighten their entire day. Gratitude is not only about thanking someone for a grand gesture. It is also about valuing their presence, spending time with them, caring for them, and simply being there when they need someone.

Often, people feel neglected or down. But when we take just a small moment out of our routine to truly connect with them, they could be our maid, cook, family members, friends, or colleagues — we

can make them feel valued. This would create a big difference and possibly make up their day.

You may wonder, what difference can one person really make? The truth is, there are eight billion people in this world. If each one of us takes just a minute to show gratitude or kindness to someone in a simple way, imagine the ripple effect it would create. Together, we could transform the world into a happier place filled with love, warmth, and meaningful connections.

So remember, gratitude is one of life’s greatest gifts. It costs nothing, yet it means everything. After all, it is these little moments that bring the biggest smiles to someone’s face.

by Anshumitha - Grade VII, CBSE



A Spark Within



Smoke lingered in the air as my city burned around me. Everywhere lay fragments of war, ruined homes, broken families, and shattered dreams. Yet deep inside, an unextinguished spark refused to fade. I knew rising from loss would not be easy, but I believed hope could be rebuilt from ruins.

My name is Juliette, and I am sixteen. I once lived in a peaceful village with my parents. My father was a farmer, and my mother was a teacher. They filled my childhood with love, kindness, and hope, values that later became my strength. War arrived without warning. One night, soldiers stormed into our home. My parents tried to protect me, but in the chaos, I lost them forever. I later woke in a hospital after weeks in a coma, forced to face a world that felt empty and unfamiliar.

Grief nearly crushed me. Walking through deserted

streets, I felt the weight of devastation everywhere. For a moment, surrender felt easier than survival. But I soon realised I was not alone but many others carried the same wounds too. That realisation gave me purpose.

I began encouraging survivors to unite and rebuild. Together, we cleared rubble, rebuilt homes, revived markets, and replanted fields. Schools reopened, hospitals welcomed the injured, and roads, water, and electricity returned. Slowly, life began to bloom again.

Our homeland was not only rebuilt but reborn. War had taken much from us, but it could not destroy our courage. Standing together, we proved that even in the darkest times, hope can ignite, guiding humanity toward healing and renewal.

by A.V. Mridula - Grade X, CBSE



Hope for a better tomorrow

When the days are long
And you no longer feel strong
When all prospects seem bleak
and victory lies desperately out of reach,
You must remember, my dear
that a few bad days are nothing to fear.

On its first flight, the eagle didn't soar,
The lion's first sound wasn't a mighty roar.
You may have been told that success is paramount,
but the truth is that every fumble, fall and step of the
way counts.

If the endless nights are dark
and your futile attempts fail to leave a mark,

If on all four sides, its failure that you see,
and you question "Why is it always me?"

You must remember, my dear
that a few closed doors are nothing to fear.

Every moment of life is a fresh new start,
smile and enjoy this journey while it lasts;
Failure and success are simply two sides of a coin,
tell the world "Today was yours, but tomorrow will
be mine."

To live and love in its true essence
You must remember to build resilience,
For even if your shoulders are burdened with
sorrow,
the heart must carry hope for a better tomorrow.



Kavya Ramakrishnan
Grade XII I, CBSE



I am good at.....



“What am I?”

This is a question that has occurred to me more often than you think. And my answers were so simple, which made me conclude that I too am simple. From birth till now, I cannot recall anything I was exceptionally good at. There has to be something I am REALLY good at, right? But no, I’ve just not found it yet.

Every time I look at people around me, I see that they are better than me at something or the other. For all I knew, I could never be a class topper; never be a good player; never be a good speaker, listener, singer, dancer, athlete, artist, actor, and everything else that can fill in those infinite blanks of me. It’s not that I haven’t tried becoming better; it’s just that I had other definitions of what better was. But on further introspection, I found out something about me, that actually made me better than others. After so much thought, I found out that

I really had something unique that no one else I know has: CONTENTMENT.

At first glance, it might seem simple, but it is quite hard to be content with what you have. You always want something or the other so badly that you spend so much time on it. But in the due course of life, you find out that some things are always out of reach and settle for other things.

But strangely, I feel like I’ve attained it quite sooner. I have never wanted anything so badly that I would end up doing anything for it. I have always been happy with what I have. Of course, I strive to become better, but that doesn’t mean I am dissatisfied with my current self.

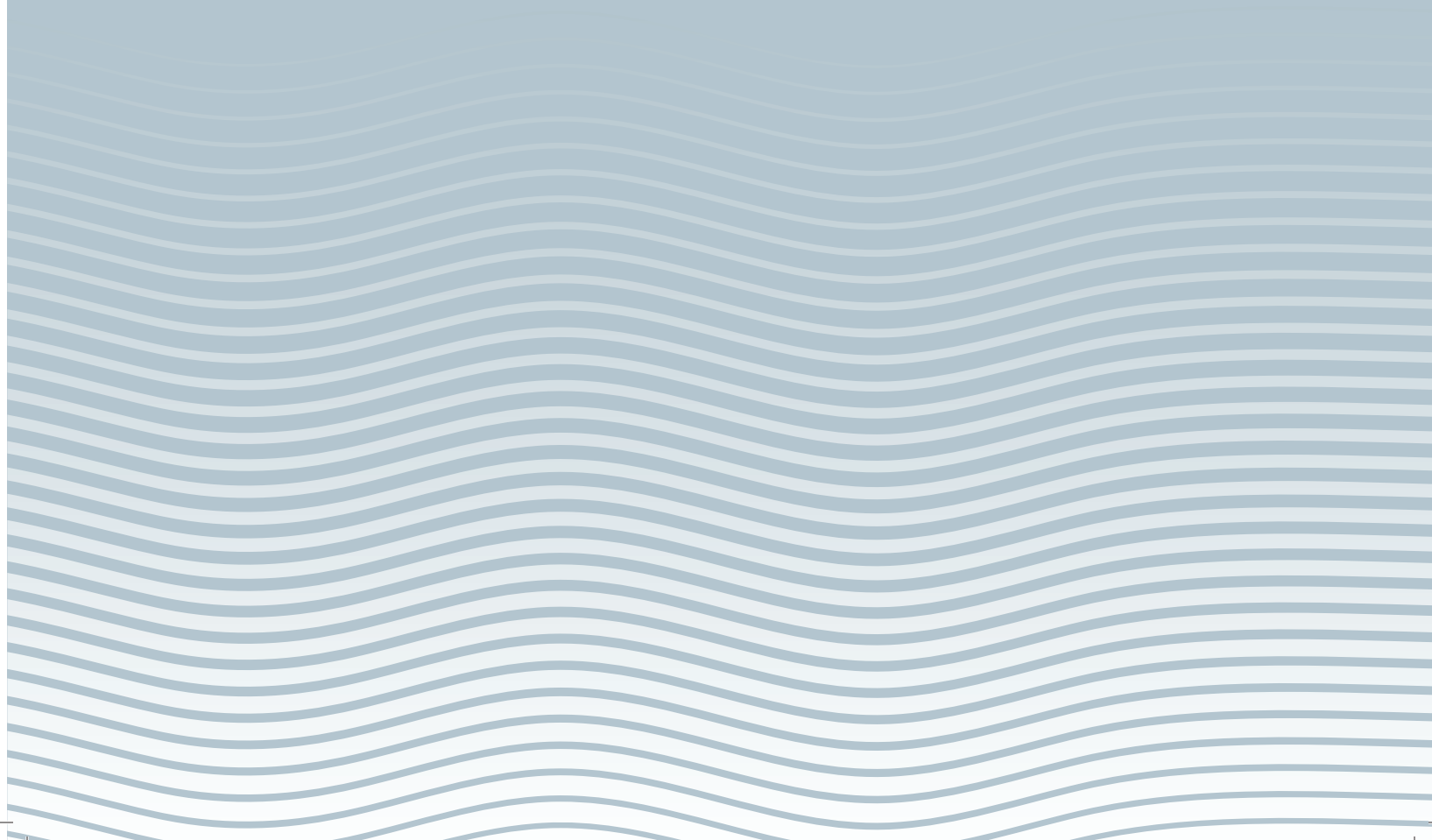
And I strongly believe that the ability to say enough, is enough for living a happy life.

by Kishore - KCC - XII C



Hues & Shades

*Art is the vehicle for expressing your vision.
Craft is the visible edge of art. Unbridled
imagination and creative expression of
young minds in the form of painting,
stitching, moulding and graphics.*





Botanical Study (Graphite)

A patient, disciplined graphite study of clustered blooms — likely wild rose — where petal overlaps are kept legible through careful tonal separation. Stamens radiate upward with delicate individual attention. Leaves suggest waxy surfaces without over-rendering. Spent buds and seed pods add narrative, placing this as an observation of a plant mid-cycle rather than an idealized illustration. The upward compositional movement gives it genuine vitality.

Niranjana.A, Grade XII A

Rooster Portrait (Graphite)

A commanding graphite portrait where the rooster's comb is rendered with confident, varied pressure. The eye — small, precise, darkly intense — anchors the entire composition with unsettling intelligence. Skin texture around the wattles is built through dense tonal layering, while feathers below transition from controlled marks to looser gestural strokes. The frontal composition gives the subject portrait-like dignity rather than naturalist detachment. Strong understanding of light as structure throughout.

Niranjana.A, Grade XII A



Crystal Perfume Bottle (Graphite)

An ambitious study in rendering transparency and reflective surfaces. The cut-glass body is conveyed through sharp tonal planes shifting between deep darks and bright whites, mimicking how faceted crystal fractures light. The jewel-cut stopper is handled with particular confidence. Cast shadows ground the object convincingly. A technically commendable study showing real understanding of how light behaves through and around glass.

Joselyn Alexander, Grade XI F



Kerosene Lantern (Graphite)

The most technically resolved drawing in the set. Every rivet, bracket, and ventilation slot is precisely observed. The glass chamber is handled beautifully — ellipses and light internal treatment conveying both transparency and curvature. Tonal range is wide and assured, giving the lantern genuine weight and solidity. The upright central composition feels classical. A strong demonstration of structural observation and committed technical practice.

Bavisha.S, Grade XI D





Bighorn Ram Portrait (Graphite)

A confident graphite portrait of a bighorn ram where the dramatically curved horn immediately dominates — its spiral rendered with careful attention to the ridged growth rings that wrap around the form. The artist has understood the horn as a three-dimensional object, using tonal gradation to suggest its weight and hollow interior. The face carries quieter but equally careful observation: the eye is precisely placed, the muzzle softened with lighter marks. Facial striping is handled through directional hatching that follows the contours well. The woolly body below is treated loosely, wisely keeping detail subordinate to the head. The composition — subject entering from the left, space opening to the right — creates natural visual momentum. A strong animal study with good instinct for hierarchy of detail.

I Thasifa Halima, Grade XII E

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 years. Many omegaites have pursued the sports of their choice and excelled in the same.

Skating

Pranav V of Grader II CBSE claimed Gold in the One-lap race and Silver in the two-lap race at the New India Roller Skating Club Annual Championship 2026.



Badminton

Zoya Mehak MJ of Grade II CBSE won the I place in U11 Girls Singles at the Kanchipuram District Badminton Championship 2026.



Karate



Adhvik Athota of Grade II CIS secured the I place in the individual Kata event (Below-7 years) at the All India Karate Championship 2026.



S.S. Manish Vinayak of Grade III CIS bagged the III place in the Male Individual Kata (Colour Belt Category) at FCKA Second National Open Karate Championship Montfort Academy.

Football

Our U12 football team secured the incredible III place, competing against 21 professional academies, the only school team in the tournament at the FC Madras Emerging Cup, Mahabalipuram.

Lithin G of grade VI was adjudged the Best Goalkeeper



Kho-Kho

Our Boys' Kho-Kho Team secured III place at the State-Level Tournament in Royapuram.



Cricket

NIOS U19 Boys Cricket Team emerged as State Level Champions at the Inter-School Cricket Tournament – SACAS Trophy 2025–26 organised by S.A. College of Arts & Science.



U19 NIOS Boys Cricket Team participated in the 6th Patriots Premier League 2025–26, organized by the Rotary Club of Madras East, and emerged as the runners-up among 16 teams.



Basketball

Our U13 Girls' Basketball Team secured runners-up at the Slam League Tournament organized by Kannadasan Academy, T. Nagar and Lakshitha of grade VII was awarded Best Player for her outstanding performance



U14 Girls Basketball Team secured the runner-up trophy at the prestigious FIITJEE Tournament.



Our Boys' & Girls' A Teams were Champions for the 3rd consecutive time at the Kancheepuram District CM Trophy Basketball Tournament. Girls' B Team secured runners-up. 18 players were selected for the State Championship in Coimbatore.



Gymnastics

Seshadri Anusha Mukundan, Grade II CIS, shone at the U8 Gymnastics Meets securing Gold in Floor, Silver in Vault & Bronze in District Floor.



Swimming

A.Thaaruneshwaran shone, Grade II CBSE at the Inter-School District-Level Swimming Competition, winning Gold in the 30-m Freestyle & Backstroke, & Silver in the 30-m Butterfly Stroke & 4x30-m Freestyle Relay (U6 category)



Silambam



Shubhlakshmi, Grade IV CBSE secured the II Prize in the Single Stick category at the National Level Silambam Championship 2026, conducted by the Silambam Sports Association of Tamil Nadu.



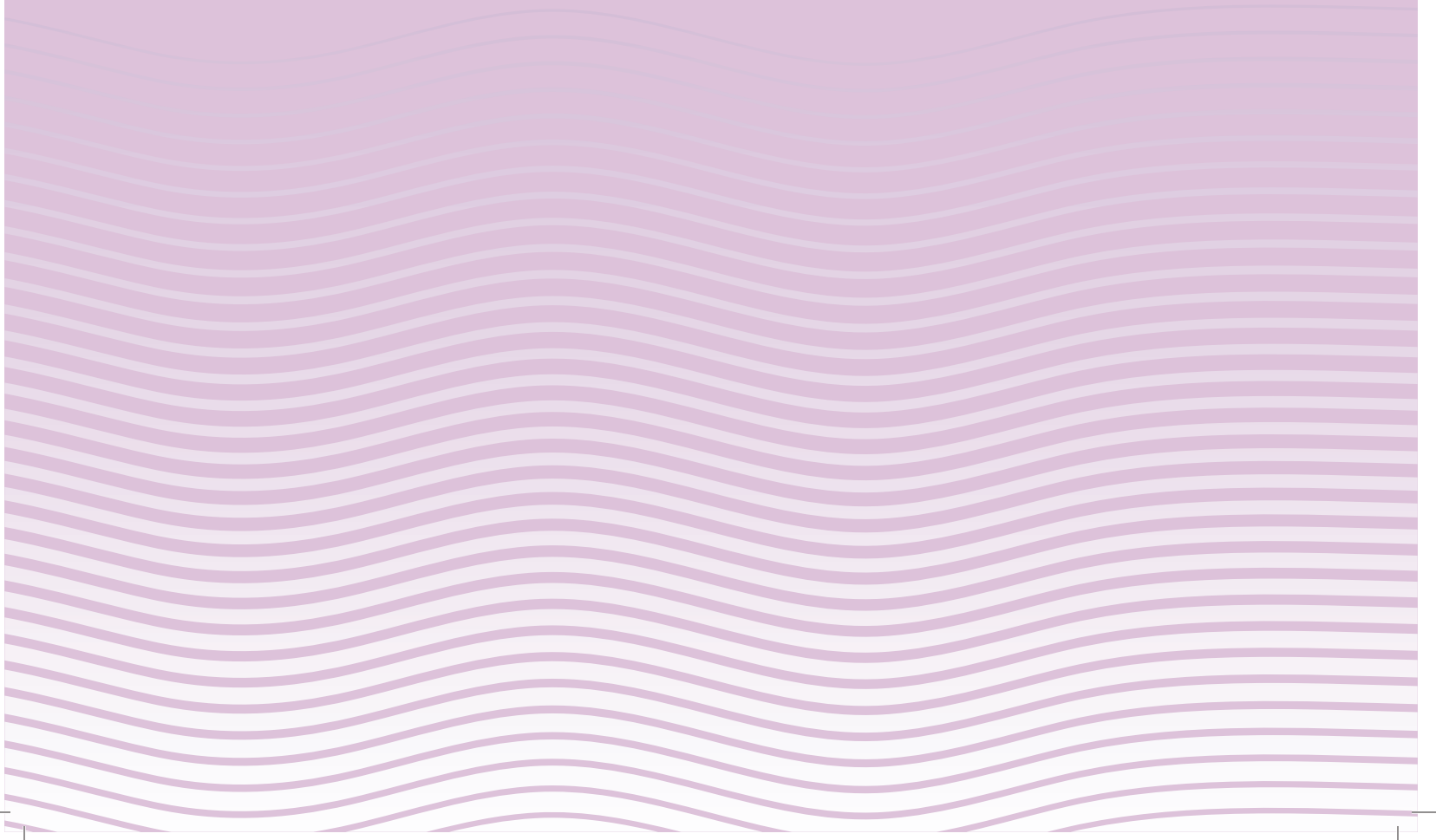
Amruth Srini S.K. of Grade I of Indigo Heartful Kids, earned a Certificate of Merit at the National Level Silambattam Open Championship 2026.



Jadon, CIS won the III prize in the National Level Silambam Championship 2026 held at Montfort Matric School.

T—Talk

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



Small stamps, big learning

by



Mr. Dave Francis Rodrigues

Facilitator - CIS

In an age of instant messages and digital communication, the idea of collecting postage stamps may seem old-fashioned. Yet philately—the collection and study of postage stamps and related postal materials—remains a hobby with remarkable educational value. Far more than a pastime, philately offers students a unique window into history, culture, science, art, and even economics, all through objects no larger than a few square centimetres.

Stamps are often described as “tiny history books.” Each stamp reflects the priorities and identity of the

time and place in which it was issued. National movements, freedom struggles, global events, cultural icons, wildlife, architecture, and scientific achievements all find representation on stamps. As students explore these miniature artworks, they develop global awareness naturally, without the pressure of textbooks or examinations.

Philately also strengthens essential academic skills. When students ask why a particular stamp was issued, what event it commemorates, or what symbolism it contains, they are engaging in inquiry-based learning. Research, cross-checking

information, organising data, and presenting findings are integral to the hobby. In a world dominated by short attention spans, stamp collecting quietly builds patience, focus, and attention to detail—skills that are increasingly rare and deeply valuable.

Language development is another hidden benefit. Students read historical notes, write short descriptions, curate catalogues, and sometimes create reflective or creative pieces inspired by stamps. Sorting and classifying stamps by country, year, theme, denomination, or printing style develops analytical thinking, mirroring the logic used in science and mathematics. At the same time, stamp design introduces learners to visual literacy—colour theory, symbolism, typography, and artistic styles—nurturing creativity and aesthetic appreciation.

Schools can integrate philately meaningfully across subjects. In history, students can analyse stamps issued during independence movements or compare how different countries commemorate the same event. Geography lessons can use stamps to map countries, climates, flora, and fauna. Language classes can draw inspiration for descriptive writing or short stories. Mathematics can explore face values, ratios, and inflation, while science lessons can highlight biodiversity, space missions, and conservation themes. Even senior students studying economics or business can examine stamps as government revenue tools and collectibles shaped by demand and scarcity.

Getting started with philately is simple. Students can collect stamps from old letters, envelopes, postcards, or school mail. Learning how to remove and store stamps safely teaches care and responsibility. Choosing a theme—such as wildlife, sports, space, or Indian heritage—keeps the collection focused and engaging. As collections

grow, exchanging duplicates, maintaining a stamp journal, and creating mini-exhibits help build communication skills and confidence.

Ultimately, philately teaches more than facts. It fosters respect for heritage, ethical collecting, discipline, and curiosity. It adds depth to student portfolios and encourages lifelong learning. As one collector beautifully puts it: “Every stamp is small, but every story behind it is big.” In schools today, philately offers a quiet but powerful way to make learning both meaningful and memorable.



Campus Drone

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



Eternal Learners



Heartfulness International School, Omega Campus, hosted the two-day CBP Training Programme on “STEM Education in Teaching and Learning” (Domain II PRP) from April 10–11, 2026. The programme was led by esteemed resource persons Dr. S Bhavanishankar, Director, Innovation, Research and Strategies, HIS Omega, and Ms. Seema Madan, Vice Principal, Kola Saraswathi Vaishnav Senior Secondary School. The training saw enthusiastic participation from teachers and principals of various CBSE schools, including 22 educators from HIS Omega.



Two academic leaders, Ms. Priya Susan, Principal, Junior school and Ms. Shilpa Srinivasan, Vice Principal, Senior school participated in the prestigious Strategic Leadership for Schools in a Changing Environment programme conducted by Indian Institute of Management Ahmedabad. The five-day programme explored the evolving roles and responsibilities of school principals and educational leaders in a rapidly changing educational landscape.

Avant Garde

Where Boundaries Dissolve and Imagination Leads showcased a year-long creative journey by our Cambridge and IB Diploma learners at the International Stream Art Exhibition.



Bharatiyar's Birthday

In celebration of Mahakavi Bharatiyar's birthday, the Language and Humanities Departments of the CBSE Junior School honoured his vision of unity in diversity.

Students showcased patriotic spirit through poems, charts, language trees, and collaborative activities, reflecting India's rich linguistic harmony.



ATL

Our Atal Tinkering Lab hosted ATL Community Day, a vibrant celebration of innovation and experiential learning for non-ATL students. The event began with an inspiring introduction by ATL student volunteers, followed by an immersive lab tour where participants explored cutting-edge tools, prototyping equipment, and student innovations, sparking curiosity and creativity through hands-on experiences.



New Studio

The Department of Performing Arts proudly inaugurated its newly renovated Dance Studio—a vibrant space designed to nurture creativity, expression, and a love for dance. Filled with energy and inspiration, the studio will empower students to learn, grow, and excel in their artistic journey.



Lexicons @ Sirius

Lexicons @ Sirius celebrated communication through the theme “Language Through Theatre.” Students impressed the audience with engaging performances and multilingual activities, showcasing creativity, confidence, and teamwork. The event highlighted how theatre strengthens language skills and stage presence.



Children's Day Workshops

On Children's Day, the CBSE Junior English Department hosted engaging workshops for students. Grades III & IV enjoyed Story Time by Ms. Meera Ravishankar, fostering imagination and values, while Grade VIII participated in Voice That Echoes by voice artist Ms. Deepa Venkat, exploring voice modulation and dubbing. The day was filled with creativity, learning, and joy.



Ramanujan's Day

Ramanujan's Day was celebrated with enthusiasm as students from Grades III to VIII of CBSE explored Mathematics through activities. The main highlights were number facts, Ramanujan's contributions, a Magic Square, and quiz competitions that enhanced logical thinking and problem-solving skills.



Kisan Diwas

On Kisan Diwas, the Humanities Department of the CBSE Junior School honoured farmers as the backbone of the nation. The programme highlighted careers in agriculture and the importance of sustainable farming. A role play based on Nituben Patel's journey showcased innovation and perseverance, and the event concluded with a pledge expressing gratitude and responsibility towards farmers.



A Night Under the Stars at HIS Tiruvallur

Students and teachers of the Junior school who attended the overnight astronomy session at Heartfulness International School, Tiruvallur found it to be an enriching experience through hands-on activities like telescope handling, constellation identification, and observation of planets and star clusters, students explored the night sky beyond the classroom. The camp sparked curiosity and deepened their interest in astronomy, making it a memorable learning experience.



World Earth Day

On World Earth Day, students of Grades III to V, CIS participated in eco-themed competitions that promoted environmental awareness and responsibility. In the Eco Fashion Walk students showcased creative costumes made from recycled materials and shared messages highlighting the importance of reducing, reusing, and recycling.



The fireless cooking competitions for Grades VI to VIII, CIS provided students with an opportunity to demonstrate their creativity while promoting healthy and balanced eating habits. The skit The Trial of the Day, presented by Grades IX and X, creatively highlighted the importance of healthy lifestyle choices and moderation in today's fast-paced world.



Bard of Avon's Birthday Celebration

As part of English Language Month in April, TELLO, the Literary Club of CBSE senior block conducted sonnet recitals, dramatic dialogues, Shakespearean dance presentations, and a masquerade to celebrate the works of William Shakespeare. The activities enhanced students' language and literary skills, while Shakespearean quotes featured in the morning assembly promoted an appreciation for classic literature.



The Theory of Knowledge (TOK) Exhibition celebrated students' analytical thinking and exploration of real-world issues. The event was honoured by the presence of Mr. Mahesh Balakrishnan, Senior Manager – International Baccalaureate, Asia Pacific Region.



Journey of Compassion: Omega Giveaway Campaign

Students and teachers from the CBSE Junior School visited villages near Chengalpattu, distributing gifts and spreading joy. They also supported children through the Sukriti Social Foundation, promoting inclusion, dignity, and compassion.



Hindi Day

Indigo Heartful Kids hosted a lively Hindi workshop with Hindi Mitra Academy, making learning interactive, fun, and meaningful.



Annual Days Galore

NIOS celebrated its Annual Day with the theme “Vishwasya – Yat Bhavo Tat Bhavati,” highlighting the power of belief. Chief Guest Dr. Ashok Sigamani inspired students by stressing the importance of balancing academics and sports for overall development.

The Montessori Annual Day was a vibrant celebration of talent, centred on the theme “Sneha Spandhana – The Beat of Love.” The event beautifully portrayed the many facets of love and was graced by Nawabzada Mohammed Asif Ali, Dewan to the Prince of Arcot.





Sports and Physical Development Session

A Sports and Physical Development Session was conducted by the EduSports team for CBSE Junior School teachers. The session focused on fitness, agility, and active living. It included a warm-up, an engaging throwball match that showcased teamwork and enthusiasm, and a cool-down session.



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.

Academic Ascendancy

The students of the CBSE have proved their mettle again in the recently declared results for X and XII grades for the academic year 2025-26.

Grade XII – Results

296 Students

26 Centums

Average: 81.8%



Shweta Menon
Humanities
499/500 - 99.8%



Parameshwar M
Science
490/500 - 98%



Rithika Rachel Pravin
Humanities
489/500 - 97.8%



Surabhi Iyer
Humanities
489/500 - 97.8%

Grade X – Results

330 Students

119 Centums

Average: 88.7%



V Shruthi
496/500 - 99.2%



R Keshav Nataraj
494/500 - 98.8%



S Shahana Ayesha
494/500 - 98.8%



A V Mridula
493/500 - 98.6%



Gautham A
493/500 - 98.6%



V Bharghavi
493/500 - 98.6%

March series Examination–2026

IGCSE Results ICE - Distinction Awardees

43 A*s

77 As



Dhakshan Ramesh
92.57% (7A*s, 1A)
ICE - Distinction



Garima Adabar Pattnaik
91.71% (8A*s)
ICE - Distinction



Rathvi Vijay
87.17% (3A*s, 3As)
ICE - Distinction

A Level Results



Vishruthi Balaji
90.04% (3A* and 1A)



Sruthi Venkatesh
88.2% (2A*, 2A)



Anirudh Balasubramanian
84.8% (3A)

NIOS Results



S Lakshana
81.67%



Dhanusri Kannan
84.33%

IAS Alumnus



U. Harsha Veena (Batch 2020–21), CBSE secured an outstanding All India Rank 257 in the UPSC Civil Services Examination 2025 on her very first attempt.

IJSR Excellence



Sanjay Bharath (IB Year 2) achieved a notable academic milestone with the publication of his research paper on machine learning and silver price prediction in the International Journal of Science and Research (IJSR), showcasing his excellence in research and innovation.

Artists of CBSE



S. A. Sai Raksha of Grade III showcased and sold her artwork at Chennaiil Oar Oviya Sangamam 2026, part of a World Record Arts & Crafts Fair.



Tanvi V of grade III created a glass painting in a World Record attempt on "Indian Art & Culture."

National School Ranking Award

Our school secured the No. 2 position in the National School Ranking Award 2025–26.

In Innoventure 2025, three students qualified for Round 2, and Pranav Tamil Selvan of Grade VI reached the National Grand Final in Pune with his project.

National Excellence Medal Winners: Dhakkshan Praveen Raj, Athira Nantha Nanthkumar, Pranav Tamil Selvan.

Zonal Excellence Medal Winners: Haniel A, Pravasthik, Vatsala Udhayakumar, Ritvika Pranesh, Manav Shankarganesh, Nalayazhini and Nikitha Chemmali.



Artistic Talent



Jiya Sree of Grade I, CBSE won a medal at the 10th International Chitramela Student Art Exhibition, organised by Sri Annai Kamakshi Kalaikudam, for her creative artwork at a young age.

Young Math Star



Kabilesh of Grade IV, CBSE showcased exceptional talent by solving 707 arithmetic problems in the Asian Book of Records event.

SOF Achievement



Varsha A of Class XII, CBSE brought laurels to the institution by securing International Rank 1 in the International English Olympiad. She received a cash award of ₹50,000, a Gold Medal, and Certificates of Excellence for her remarkable accomplishment.

N. B. Nalayazhini of grade VII, CBSE secured Zonal Rank 2 and International Rank 86 in IEO.

M. Keshav Raj of grade XII, CBSE secured Zonal Rank 5 in NSO and K. Govinda of grade VII, CBSE secured Zonal Rank 5 in IMO and will receive a gift card worth ₹500/- along with a Certificate of Zonal Excellence.

National Records

Students of NIOS made a strong impression at the SARAM Project Expo 2026 at SRM.

Tarun Grade VIII and Pragadeesh Grade IX stood out with their Robot Playing Billiards project, showcasing skills in robotics and programming.



World Scholars

*Our students from CBSE junior, senior and CIS excelled at the World Scholar's Cup 2026 –
Regional Round, winning Gold and Silver medals in debates,
collaborative writing and Scholar's bowl.*



NTC Achievement

The National Teachers' Council (NTC), Bengaluru conducted the NLSO Examination with participation from over 200 schools. Aviron of Grade III secured National Rank 1, earning a Gold Medal and ₹5,000. Additionally, 17 students received Gold Medals and Certificates of Excellence, reflecting their dedication and strong academic spirit.

NLMO & AITSE Achievement

Students showcased strong conceptual and problem-solving skills in the National Level Mathematics Olympiad. The school secured eight Gold and twelve Silver Medals. Samvitha of Grade III and G.V. Tharun of Grade V, CBSE achieved National Rank 2, each receiving a cash award of ₹3,000 for their outstanding performance.



Young Authors Shine



Under the CBSE Budding Authors Programme, G. Eswari Grade VI had her story selected for publication as an e-book on the CBSE Academic website.



*Janani Aravind of Grade XII, CBSE too launched her book *The Lair of the Broken God*, a haunting mythological sci-fi tale at the Chennai Book Fair marking her mastery over writing novels.*

Guinness Record



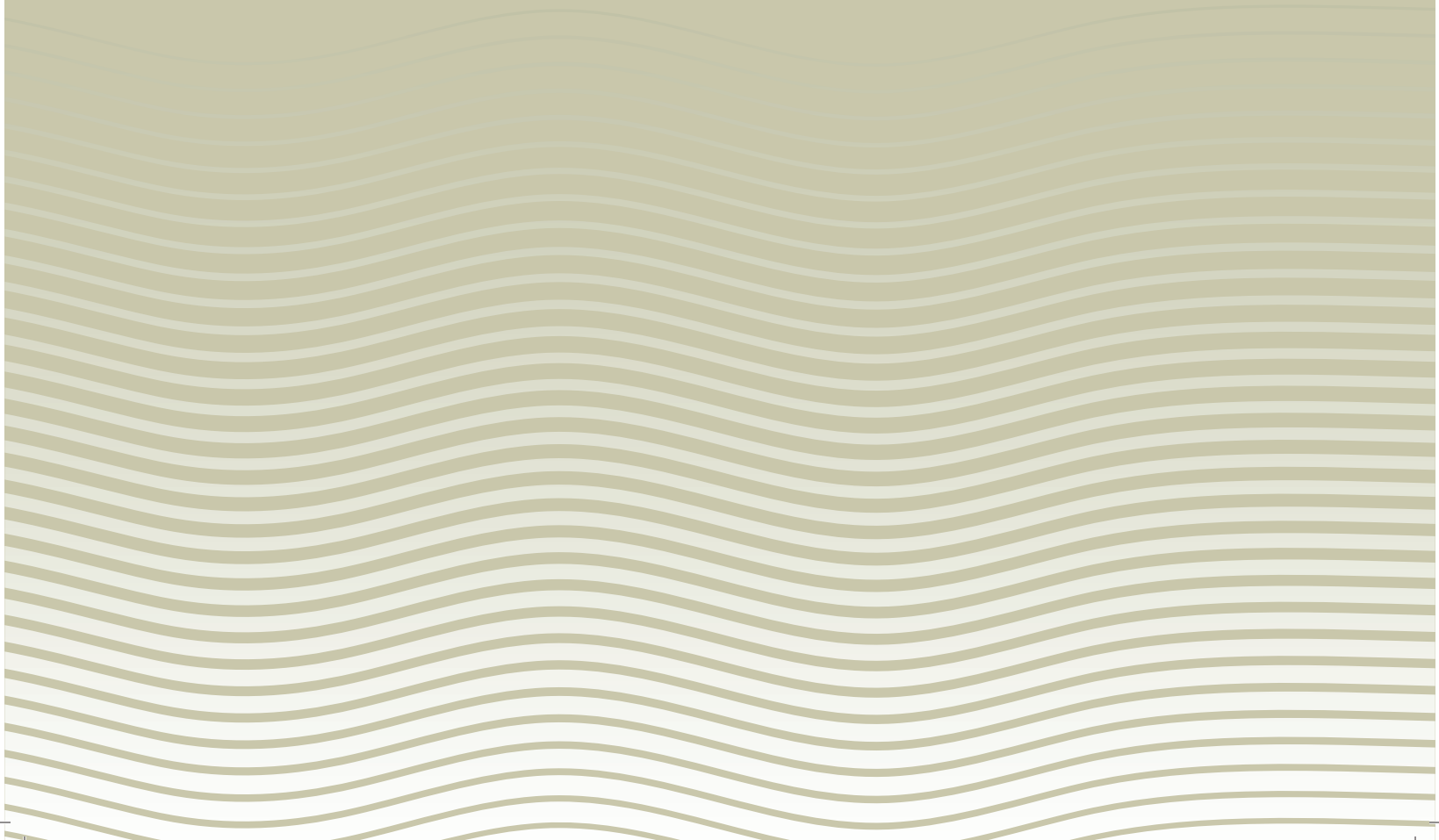
At age nine, Thaavi Sivakumar, Grade IV, CBSE set an impressive record in the Aathichudi 5 Minutes Challenge 2026, reciting 109 lines in 2 minutes and 2 seconds. The feat has been recognised by the Jackhi Book of World Records.



Sharath Krishna, Grade VII, CBSE proudly launched his book "The Final Battle" at Learner Circle's 49th Book Release Event during the Chennai Book Fair in January—an inspiring reflection of his creativity, imagination, and passion for storytelling at a young age.

Tête-à-Tête

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





Dainty Doe

Batch of 2018 - 2020 (IB)

In this edition, we feature our illustrious alumnus, Ms Dainty Doe, an urban design architect. A brilliant student was she, and has shown the grit to tread the less trodden path of career. Having studied the intricacies of modern architecture and design, she proved herself to be a maverick who could work out ergonomic housing designs that would suit the modern aesthetics. In this inspiring interview, she lets us in into the perks and challenges of being an urban architect and the satisfaction that her job offers.

1. You have chosen the less trodden path. What has inspired you to take up architecture, while the trend inherently gravitates towards science and allied fields?

I have never been someone who learns best only by reading or listening. I understand things better when I can make them through models, drawings, or by seeing real-life examples that I can relate to. This naturally pushed me towards the design field. During school, I explored multiple design-related interests through trial and error, and that process helped me understand what suited me best. Over time, I realised that my strength lies not just in design,

but in working with people through design. Urban design, in particular, brings together spatial thinking, social engagement, and real-world problem-solving, which aligned deeply with how I think and learn.

2. Could you throw some light on what urban design is and its scope?

Urban design focuses on shaping cities and neighbourhoods by working at the scale between architecture and urban planning. It deals with public spaces, streets, housing, mobility, and how people interact with the built environment.

I would say that its scope is vast, because it includes working with communities, governments, and institutions on issues like climate resilience, public space design, informal settlements, housing, and mobility systems. Urban designers play a crucial role in making cities more inclusive, sustainable, and humane.

3. What does an urban design architect do?

An architect and an Urban Designer are two different professionals who overlap with each other.

Urban designers work at a scale larger than individual buildings and focus on how different parts of a city come together. Their work involves designing and shaping public spaces, streets, neighbourhoods, and urban systems, while considering social, environmental, economic, and cultural factors.

While urban designers often collaborate closely with architects, planners, engineers, and communities, their role is distinct. Architects primarily focus on buildings, whereas urban designers focus on the relationships between buildings: how people move, gather, interact, and experience the city.

Urban design bridges planning policies and architectural design, translating broader strategies into spatial frameworks that improve the quality, equity, and livability of urban environments.

4. How has your school contributed to your career choice?

Omega gave me the freedom and platform to explore different fields of interest. Through conferences (UNSLCD, Water Summit), monthly events organised by students (TANDEM), Kalanjali can't seem to think of any

field visits, and expeditions, I was constantly encouraged to learn beyond textbooks.

This exposure helped me understand the value of experiential learning and collaboration, both of which are central to design and urban studies. The school environment made it safe to experiment, fail, and discover my strengths. Helped me realise that learning is not just about answers, but about asking better questions, a mindset that I think deeply aligns with design and urban thinking.

5. While 'robotics' has invaded urban design and construction, where do you perceive yourself as a creative designer?

I see myself at the intersection of technology, people, and space. While tools like robotics and AI are transforming how we design and build, I believe creativity lies in how these tools are used to respond to human needs.

My focus is on people-centric design—using technology as a support system rather than a replacement for empathy, contextual understanding, and on-ground engagement.

6. What are the new trends in architecture and urban design today and how could India embrace and transform housing in the changing scenario?

Some key trends include climate-responsive design, nature-based solutions, participatory planning, and data-driven decision-making. There is also a growing emphasis on affordable and incremental housing solutions.

India can embrace these trends by integrating traditional knowledge with modern technology, prioritising community participation, and designing housing that is adaptable, resilient, and climate-sensitive rather than one-size-fits-all solutions.

7. **'Self-healing,' 'biophilic' are the trending terms in architecture today. Can you elaborate a little more on this?**

(I didn't know these words to be honest and had to do a few searches and calls to understand about it, cause it's more of an architectural thing rather an urban design one) Biophilic design focuses on reconnecting people with nature through natural light, ventilation, vegetation, and materials, improving mental and physical well-being. Self-healing concepts, on the other hand, refer to materials and systems that can adapt, repair, or respond to environmental stress—such as self-healing concrete or adaptive building skins. Both concepts aim to make buildings and cities more resilient and sustainable.

8. **Would you like to encourage the younger generation to digress from the beaten track and explore new career paths?**

Absolutely. Exploring unconventional paths allows students to discover what truly resonates with them. Career paths today are no longer linear, and experimentation is a strength, not a weakness. Trying different fields helps build clarity, adaptability, and confidence—qualities that are essential regardless of the profession one eventually chooses.

9. **What is your typical job day like?**

A typical day in urban design can vary greatly depending on the nature of the work.

When working within a research-focused organisation, the day usually involves conducting surveys, extensive reading, data collection, and analysis. This includes literature reviews, mapping, documentation, and occasional site visits, depending on the requirements of the study.

On the design side, the work is more iterative and collaborative. It involves site analysis, developing concepts, translating ideas into drawings and models, and constant discussions with teams, stakeholders, and sometimes communities. The day often moves between design development, feedback sessions, and refining proposals to respond to social, environmental, and spatial realities.

10. **And one more question: THREE words that come to your mind when you think of OMEGA.**

People, Exploration, Growth.

*As spoken to Ms. Jayasri,
Department of English, CIS.*

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.*

Montessori Sensorial Park

At Omega Montessori, we believe that nature is one of the child's greatest teachers. In our outdoors, every leaf, pebble and breeze holds a lesson waiting to be discovered. Just being at our outdoors, one can see how the natural world comes to shape the minds and spirits of our toddlers.

At our Omega campus we are incredibly fortunate to have a campus that breathes with life. From the sprawling canopy of our huge trees to the bustling world of 'critters' beneath our feet, our grounds are a vibrant, living laboratory. Here nature doesn't just surround our students, it invites them to wonder, explore and grow. We are happy spotlighting the deep engagement that our Montessori explorers find in our great outdoors.

The micro-world beneath our feet

In Montessori, during many of our nature walks, children have become fascinated by the minibeasts inhabiting our garden. Armed with magnifying glasses, they carefully observe the undulating crawl of caterpillars and the many legs of millipedes. These moments are more than just play. They are the child's first steps into biological classification and environmental stewardship.



Nurturing life in the garden

Responsibility blooms in our outdoor classroom! If you happen to walk through our Montessori outdoors during early morning hours, you will witness a beautiful, quiet ritual. With steady hands and deep concentration, our toddlers can be seen

carefully pouring water for our plants. This isn't just a chore; it is a lesson in grace, precision and empathy. As they monitor the soil and tilt their child-sized pitchers, they are learning that their small actions have a vital impact on life around them.



Chasing shadows and greeting the sun

In the Montessori tradition, we believe that the most profound scientific discoveries happen under open sky. Our young scientists explore invisible forces or our solar system. Using solar safety glasses, the children practice safe observation of the sun, marvelling at its brilliance. Children also track their own shadows on the pavement, marking how they "grew" and "shrank" throughout the morning – a foundational lesson in earth's rotation.

From tiny seeds to tender sprouts

There is a quiet magic in watching a dry seed transform. The children have been tending to their own germination jars, observing the first delicate radicles pushing downward and the tiny green shoots reaching for the light. This hands-on botany work teaches our students that growth requires three essential ingredients: water, warmth and a great deal of patience.



Building skills beyond the broom

Across our walkways, we can see our children on an important mission: keeping our outdoors clean. With buckets and aprons, they take great delight in gathering dried leaves and clearing the paths. In our outdoors, we don't just walk through nature; we take care of it.



Stories in the dappled sunlight

There is a special kind of magic in reading under the shade of a tree. As we read stories of 'Hungry caterpillar' and the 'Room on the broom', the children can feel the breeze and hear the rustle of leaves that mirror the stories on the page.



Reading wonders: Our nature journals

Equipped with writing pads and writing tools, our children have taken their 'work' into the wild. Nature journaling is where science meets art. It encourages our students to slow down and truly see. Whether they are sketching the intricate legs of a cockroach or the parts of a flower, they are practicing precision, patience and the joy of scientific discovery. These journals are not just drawings – they are a record of each child's growing relationship with the earth.



The sensory landscape: Building brains through movement

Montessori outdoor play isn't just a break- it's a sophisticated workout for the brain and body too. From the textured pathways beneath their feet to the tactile squish of sand play there are sensory experiences that help toddlers map their surroundings and refine their touch.

We can also watch the deep concentration in action as we watch our little explorers on the arch climbers or the balancing beam. These activities aren't just fun; they are critical for proprioception and vestibular development. Climbing the rungs of an arch refine their balance and bilateral coordination as they move the sides of their body in tandem to reach the peak.

The tyre climbers and tyre swings provide a unique combination of sensory input and gross motor development. While using tyre climbers, kids must decide where to place their limbs and how to navigate the gaps, which improves logical thinking and working memory. The rhythmic back and forth circular motion in the tyre swing helps reduce stress and anxiety in overstimulated children. The outdoor park also features pipe xylophone for play. As children strike the notes, they are building

hand-eye coordination, exploring physics and learning the art of teamwork.

Ultimately, outdoor spaces at Omega Montessori are designed to invite peaceful exploration. Children move freely following their natural curiosity while feeling grounded and centred. We are proud to provide a space where our kids don't just observe nature- they embody its resilience and wonder every single day. Time spent outdoors is more than just play! It is a vital part in their learning journey.

Most importantly nature teaches children to ask questions: What is this? Why does it happen? What will I find next?

That sense of inquiry is at the heart of Montessori education!

“Nature is the best playground. It is the source of all learning, the foundation of all growth. Let us allow the children the freedom to explore, discover, and connect with the world around them, for in nature, they will find the keys to unlock their full potential” – Dr. Maria Montessori



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.*



Abhinidi, Siddharth and Harsithaa of Grade X, CBSE

One Bite, Endless Delight

Snack Sprint - Fast cooking for busy times.

These are quick, tasty snacks prepared using the same ingredients but in four different methods of cooking, demonstrating creativity, speed and presentation skills while promoting smart and nutritious eating.

One stuffing fills all- Paneer, Onions, Green chillies, Coriander leaves, Spices, Refined flour, Rice sheet, Oil.

Prepare the stuffing by chopping onion, grating paneer and mixing the flavouring agents.

Golden Paneer Rolls – Deep fried

Knead the flour into smooth dough, fill the stuffing, roll it and deep fry.

Silken Pouch – Raw

Damp the rice sheet, fill the stuffing, fold like a potli, tie with coriander stem.

Melt Wonton Baskets

Fill the pastry sheet and place in muffin trays and bake at 180°C for 10 minutes.

Steamy Momos – Steaming

Roll the dough, place the filling, fan fold the edges and steam for 10 minutes.

Know your Teacher

*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.*

A series of horizontal, wavy lines in a light purple color, creating a textured, water-like effect at the bottom of the page.



Ms. Meena

Tamil Facilitator, NIOS

A Journey of Dedication, Compassion & Inspiration

“A teacher affects eternity; she can never tell where her influence stops.”

Meena Ma'am is a dedicated and passionate educator whose journey reflects a deep love for teaching and a lifelong commitment to nurturing young minds. With over three decades of experience, she brings warmth, patience, and wisdom into the classroom, creating a learning environment where every child feels valued, confident, and inspired to grow. A kind, calm, and thoughtful individual, Meena Ma'am brings with her over 30 years of rich teaching experience. Over the years, she has served in reputed institutions and continues her journey as a Tamil teacher in NIOS, helping students learn, grow, and gain confidence. Her dedication, patience, and passion for nurturing young minds have inspired countless students, shaping not only their academic growth but also their values and character.

She also possesses a beautiful gift for writing poems that reflect real classroom experiences and current scenarios. Through her thoughtful verses, she captures the emotions, challenges, and everyday moments of student life in a meaningful and relatable way.

Her poetry adds a creative dimension to learning and helps students connect emotionally with lessons, making them more engaging and memorable. Whether it is about values, discipline, or classroom situations, her words inspire reflection and deeper understanding among her students.

She extends her passion for teaching beyond the classroom by creating engaging social media content

based on Tamil stories. These thoughtfully designed resources aim to instil values and simplify concepts, making learning more meaningful for her students.

Her creative approach has been especially impactful for children with special needs, as she adapts lessons into easy-to-understand, visually engaging formats that support better comprehension and emotional connection.

Through this initiative, she continues to make learning inclusive, accessible, and value-driven, ensuring that every child gets the opportunity to learn with confidence and joy.

1. Can you tell us about yourself and your journey as a teacher?

Even as a child, I found joy in playing the role of a teacher—writing on boards, guiding others, and nurturing young learners. What began as a simple childhood passion gradually blossomed into a meaningful and lifelong career.

I pursued my higher education in **Botany and Tamil**, followed by a **Bachelor of Education**, equipping myself with strong academic knowledge and effective teaching skills.

2. What inspired you to choose this profession?

My inspiration came from my own school days. Watching my teachers with admiration and love. I realized early that I wanted to walk the same path. My love for working with children and helping them grow became the foundation of my career.

3. What do you love the most about being a teacher?

“Seeing a child grow in confidence is the greatest reward.”

What I cherish the most is helping children who struggle. Watching a shy or slow learner slowly gain confidence and improve brings immense joy and satisfaction. For me, every small progress is a big victory.

4. How would your students describe your teaching style in three words?

Clarity, Caring and Openness. My classroom is a space where students feel safe, understood, and encouraged to learn without fear.

5. What is one teaching method you enjoy using in your classroom?

I believe that learning should be interactive and joyful. By encouraging students to speak up, correcting mistakes gently, and making

lessons engaging, I create an environment where students truly enjoy learning. “Mistakes are not failures—they are steps to learning.”

6. What is your most memorable moment in your teaching career?

One of my most memorable experiences was guiding a student who struggled with basics. With patience and encouragement, the child gained confidence and eventually scored 70% in Tamil.

That transformation remains one of my proudest teaching moments.

7. What is one achievement in your career that you are most proud of?

I was honoured with the “Best Teacher Award” by the Lions Club.

8. What do you expect from your students?

I encourage my students to be disciplined, kind and responsible. I believe that success is not just about marks, but also about values and character.

Interviewed

by



Aksharaa Sree Sai

Grade XII - NIOS



SCAN TO READ

The goal of early childhood education should be to activate the child's own natural desire to learn."

— Maria Montessori



HEARTFULNESS INTERNATIONAL SCHOOL, OMEGA BRANCH
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