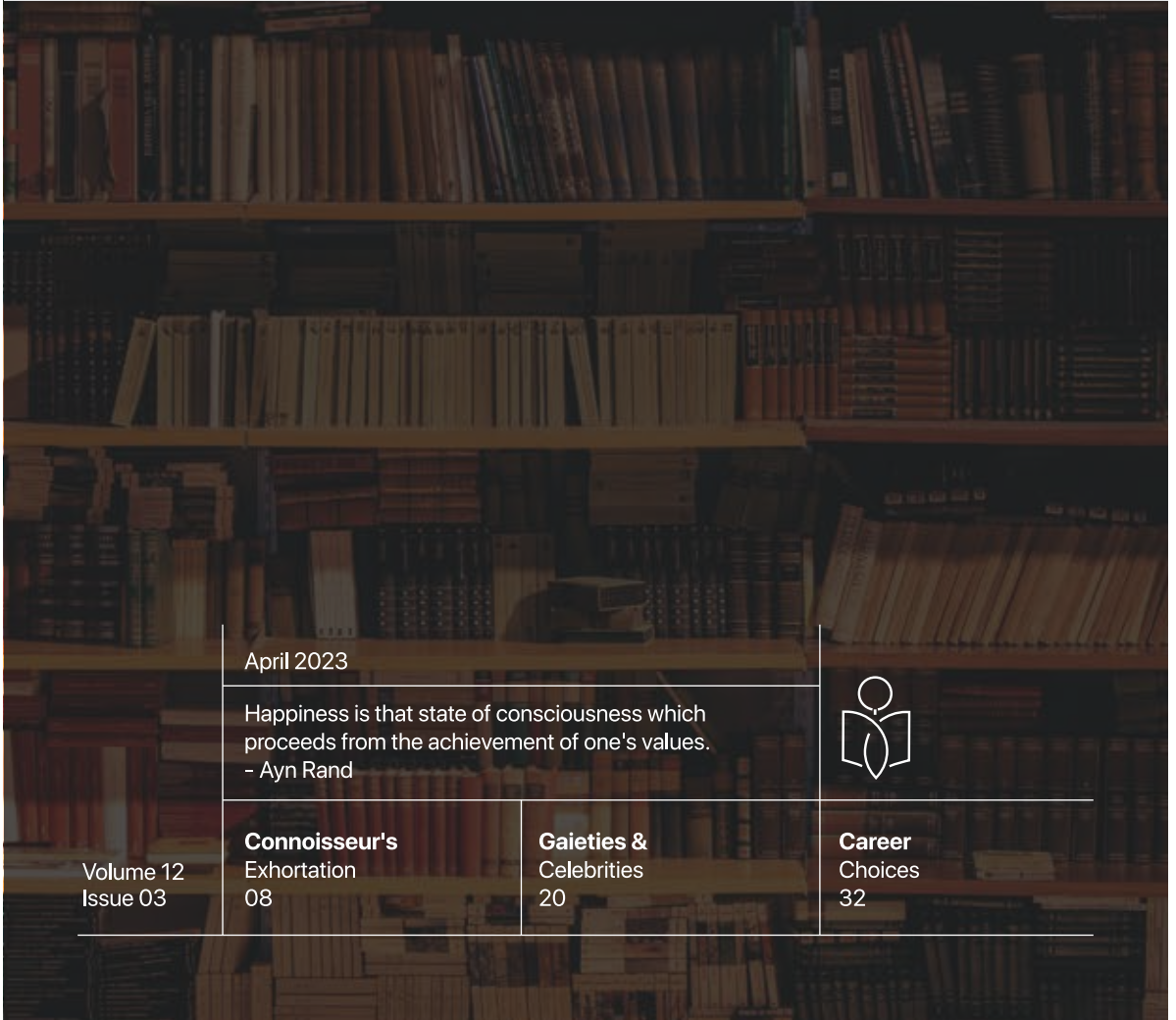




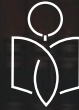
queen  
mira  
international  
school

# அறிஞர்



April 2023

Happiness is that state of consciousness which proceeds from the achievement of one's values.  
- Ayn Rand



Volume 12  
Issue 03

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Exhortation  
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queen  
mira  
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school

Vision, Determination, Commitment & Hardwork leads to  
"A Glorious Moment" like this....

The Management congratulates the students, faculties and parents for the Meritorious Results of Grade X & XII CBSE Examination 2022 - 2023

### Grade X

474 / 500	476 / 500	478 / 500
<b>Srejith S</b>	<b>Prajit Gouresh G</b>	<b>Suhail Azad Ahmed P</b>
MSSC Basketball winner - under 17 Got selected for District team	MSSC Basketball winner - under 17	MSSC Basketball winner - under 17 Level - 4 keyboard player (Trinity) and composed his own music

TOPPERS

### Grade XII

487 / 500	477 / 500	465 / 500
<b>Omisha G</b>	<b>Harish J H</b>	<b>Vignesh waran</b>
Ace Athlete All - Rounder	Orator The best Diplomat in all MUNs and took the role of Chairing any debates	MSSC Basketball winner - under 17

QMIS - A unique gateway for a child's holistic development



	Grade X	Grade XII
School Overall Average %	80 %	80 %
Total Marks > 450	15 Students	8 Students
A Grade in all subjects	10 Students	9 Students

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# The Editor

**Dear Readers,  
Warm greetings!**

Happy to connect with you all! The theme of this last issue of Volume 12 'Arinool' for the Academic Year 2022-2023 has been rightly chosen as 'Values', as we wrapped up the year with the celebrations of 'Value Day' on March 21, marking the birthday of our Director - Academics Ms. Sujatha Guptan.

Values make human beings human and education without value is a body without a soul. The contribution of educational institutions in building the value system in children is vital. The values imbibed by them last for their lifetime and are passed on to descendants down the line though generational values see a change corresponding to the social, political and technological environment.

Core values form the fundamental beliefs of an institution. These guiding principles dictate its functioning. As many of you may be aware, five core values - Accountability, Commitment, Integrity, Positivity and Respect, define our school and thereby our faculty and students. Like the five spokes of a car wheel that connects the hub and the rim, the five core values of QMIS

serve as connecting rods between the school and society. Its students, of course, are the carriers who spread these core values in society through their conduct.

For them to do so, QMIS actively promotes the culture of value education on the campus not through monotonous sermonising but through sustained efforts for constant practice as only when what is preached is practised, children follow suit.

When raw minds face an assault from an avalanche of information - good, bad and ugly, in this era of advanced technology, the value system is likely to go for a toss. But the QMIS ecosystem is perfectly tailored to take on these formidable challenges. As the saintly Tamil poet Tiruvallavar says, the institution makes a student "learn, learn flawlessly and after learning, to abide by it" in life.

Under the captaincy of the Managing Director Mr. Abinath Chandran and Ms. Sujatha, a dedicated band of faculty embark on this unenviable task of moulding and shaping the wards into value-based citizens.

Our campus is a carefully curated turf for a generation that will proudly move to form an inclusive society for the sustainable development of our country. After all, an admirable citizen is made, not born.

AR. Meyyammai

**Content Creator  
Faculty, Dept of English**

குறள் 392:

எண்ணென்ப ஏனை எழுத்தென்ப இவ்விரண்டும்  
கண்ணென்ப வாழும் உயிர்க்கு.



# Message From The Director Academics

Dear All,

The Academic year 2022-23 which began with endless opportunities for all our young leaders has completed successfully and has opened door for another new year of academic journey. The year that began well with the newly calendared events and activities witnessed the realization of learning outcomes.

The BFIT programme which included the daily 40 minutes of fitness activities and the health assessment was put into rigorous practice as we believe strongly that health of the students should be prioritized as it takes care of the well being of mind and soul as well. And the result of the fitness programme is seen in all our academic performances.

Understanding that nearly 60% of our students are single children in their families, our school introduced sibling care programme to foster tsiblinghood in them. Their emotional well being was also ensured with a full time school counsellor and her life skill sessions.

School has chosen five core values. They are Accountability, Commitment, Integrity, Respect and Positivity. The core values were inculcated in children through various modes. These values were infused into the lesson plan by the teachers wherever they find relevance to it. Platforms were given in the assembly to come up with their

**Sujatha Guptan**  
The Director Academics

குறள் 382:

அஞ்சாமை ஈகை அறிவுக்கம் இந்நான்கும்  
எஞ்சாமை வேந்தர்க்க் கியல்பு.



# Message From The Director Academics

thoughts on the values and share it with the school community. These values were discussed using Triukural as the tool and during our class mentor's time on a daily basis and in the weekly circle time.

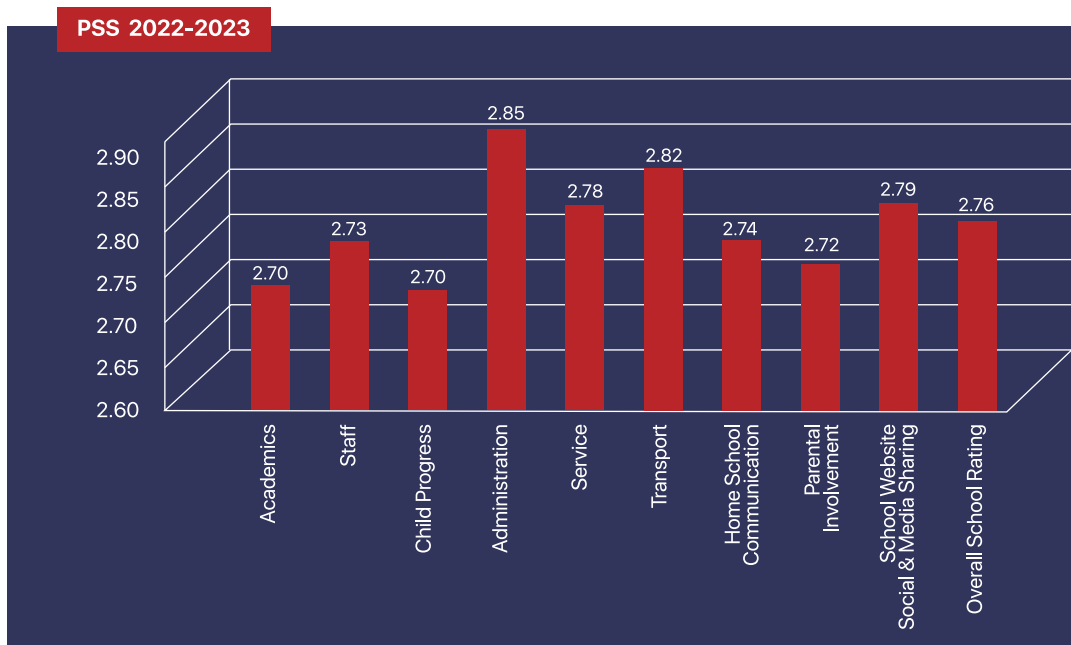
The personalised learning programme for primary grades which was introduced during the pandemic to build a strong foundation of language and literacy was welcomed largely by all the parents as it witnessed a remarkable progress in their reading and writing. The programme is standardised to ensure a consistent performance in the children.

QMIS, known to be a school with a difference, has made the best use of this year in all dimensions which was very evident in the academic results of Grades 10 and 12 and the Parent Satisfactory Survey 2 . Students and

staff of Grades 10 and 12 have come up with excellent results and an overall school average of 81% in the recent board exam results.

The beauty of this again is that all our students carry the badge of holistic excellence by proving their mettle not just in academics but in various other extra curricular activities as well. The results of the toppers are just an epitome of the holistic excellence. The PSS also reveals the satisfaction of the parents and also the concerns for development, which team QMIS shall continue to work upon.

I am wrapping this letter with a note that let the journey towards excellence continue with more vigour and spirit in the AY 2023-24. Hoping to get the same support from all our stakeholders as always. Let us march towards building a better world for our children!





## Q'S FIVE CORE VALUES REPRESENT THE FIVE FINGERS IN A HAND

Value education is highly essential in developing a healthy society. It encourages tolerance and understanding beyond our political, cultural, and religious differences. The school counsellors play a vital role in imparting values to students. For this column, we, **Rasika T H** and **Jesiha Belareena A** of Gr 8, interview **Dr. S.Dharani**, a counselling psychotherapist and our school's own counsellor, to give the readers an insight into value education and its practices.

### 01 **Rasika: How can we teach and reinforce core values to our students?**

We can share moral stories that teach core values to our students. Make any core value a key part of your normal vocabulary and integrate them into daily conversation. We can also teach core values through experiential learning and project-based learning activities. It can also be taught by reciting Tirukkural and its meaning daily.

### 02 **Jesiha: What core values are prioritised in creating a successful education system and why?**

The five core values - positivity, commitment, accountability, integrity, and respect are like five fingers in our hands. If one finger is not working, we can't lift even a small object. The same goes here, we can't prioritize which value is best for creating a successful education system. So we need to equally balance all core values in our daily life.

# Counsellor's Instinct

## 03 **Rasika: What strategies are used to make sure that students understand and internalize these core values?**

If a student has to understand and internalise the core values first, he has to experience them in his daily life. The student can experience core values artistically through dance, drama, songs, debate, discussion, essay, story writing, etc. These are wonderful modalities to incorporate values.

## 04 **Jesiha: Can you give examples of techniques that were effective in promoting core values among your students?**

We can use the student council as a vehicle to promote core values. Reading stories for children in lower grades and discussing moral ménage forward can help. Students can also dress like national, state, and international leaders and enact the core values in this fashion.

## 05 **Rasika: What are some challenges faced in instilling core values and how can we overcome them?**

Commitment and accountability are the foundation for our personal and school life. But this commitment and accountability require discipline most of the time. This becomes a challenge for students as they feel

incapable at times. Let me explain this with an example: We have seen elephants being tied to a small piece of rope. It is obvious they could set themselves free any time but they don't. The reason behind is when they were young and small they were tied to a small size rope which was enough to hold them at that time. As they grow, they are conditioned to believe they cannot break away. In the same way, we get stuck in our lives with a false belief that we cannot do something because we failed at once before. Believing you can and you will do it in spite of the challenges faced makes you feel successful and is an important step in achieving it.

## 06 **Jesiha: How are core values incorporated into the curriculum at Queen Mira International School?**

In QMIS, Life Skill classes are compulsory for all students. We also have a Social Outreach programme that is mandatory for all students. Under this programme, they plant trees, share a meal with a fellow being and raise donations for deserving orphanages or old-age homes. Inclusive education is practised and administered in our school. Through these ways, core values form an essential component in the curriculum of the school.





# Counsellor's Instinct

## 07 **Rasika: What are the vital practices for promoting value education in school?**

Value is something that is not taught but is followed. Value education has to start from the parents who send the children to school and from the society they live in. Each and every person associated with the school should follow the values. Teachers should be role models. Biographies of national and local leaders need to be discussed and highlighted regularly. Also, the monthly progress report should reflect the progress of character traits that the students possess.

## 08 **Jesiha: What obstacles do teachers encounter in trying to develop students' morality?**

Morality is a principle that discerns between right and wrong actions. School plays a vital role in building children's morality. Teachers act as surrogate parents to the students. The expectations of the teachers increase especially when the students are exposed to a number of resources and social media platforms. The aggressive content from the media affects students' decision-making and conduct in reality. When an issue arises as headlines in newspapers, the society blames the school teachers entirely without understanding the reality. Therefore, it is important to include parents in developing students' morality.

## 09 **Rasika: What are some strategies we employ to make sure that staff and faculty uphold the school's core values?**

Teachers should be role models so that the students show the desirable characteristics and traits in the classroom and also in the society. They should create a caring environment that is important for the moral development of the students; teach about the importance of ethical behavior; and should help them foster self-regulation and self-efficacy.

## 10 **Jesiha: What are the methods used to measure the impact of our efforts to instill core values in our students?**

Like the progress cards that help assess and record students' performance in academic subjects, a report to measure their core values is also necessary.

## 11 **Rasika: How does QMIS effectively promote core values?**

QMIS promotes core values by giving opportunities to students to take part in science projects conducted in other schools. This inculcates commitment and accountability. Aadukalam brings positive mindset to students. Sangamam brings all five core values into the student's life. Core values are depicted through skits and role plays performed on Ms Sujatha Guptan's birthday celebrated as Value Day. BFIT brings positivity in students.

# Connoisseur's Exhortation

## TAKING GANDHI TO GENERATION ALPHA



Value Education being this issue's theme, we cherry-picked a Gandhian who is associated with the Gandhi Museum, the pride of Madurai, for a long time now. From a Gandhian field worker, he has risen to become the museum's key keeper. As its secretary, **K.R. Nanda Rao** is venturing into fresh initiatives to promote Gandhian Thought and instill Gandhian values in the younger generation. **V. Someshvar Sharan** of Grade 8B and **Vaishaaly P S** of Grade 7C catch up with Mr. Nanda Rao to bring to you the relevance of Gandhi and the need to follow in his footsteps in today's world.

### 01 **Somesh: What is Gandhi's viewpoint pertaining to value education? How can it be applied from a wider perspective?**

The main values we learn from Mahatma Gandhi are truth and non-violence. Peace and harmony are ways to uplift our lives and we need to sensitise the younger generation about it. People elsewhere tell us that we belong to a 'peace' country. But we stand somewhere in the middle. We need to think about what is better for us and apply the values. The use of

words is very key to maintaining peace and harmony. We need to use 'peace words' to deal with critical situations. Situational awareness is central to Gandhi's thoughts on value education.

### 02 **Vaishaaly: How is Gandhiji relevant in the current education scenario?**

In the current education scenario, Gandhi is remembered for his passionate adherence to the practice of non-violence, supreme humanism and simplicity. But in society now,

# Connoisseur's Exhortation

pride takes the main place. Gandhi is relevant to all and all over the world. At the school level, he should be taken to the children. He is celebrated as the 'Father of the Nation' and is honoured with his picture in the Indian currency, but the question is whether we are bothered about his values. He was interested in development and supported skill-based education.

## 03 **Somesh: Do you think Gandhiji's advocacy of craft-centered education has become a reality now?**

Craft-centered education along with the skillset and knowledge can develop the necessary skills in individuals. Gandhi promoted village crafts over urban artistry. He advocated Swadeshi (self-sufficiency). Had we followed his ideals, especially Swadeshi, 'Uncle Chips' (packed junk food) would not have taken over our children. But it is heartening to see the situation slowly changing with people turning to homemade food. Only if cottage and village industries are revived, the rural economy will see a boost. Vocational courses should be included and students should be trained in those to make the current education better.

## 04 **Vaishaaly: Gandhiji believed that the function of education was to create ideal citizens. By ideal, he**

**meant well-behaved individuals overwhelmed with virtues. Does today's education produce ideal citizens?**

We can't say that, but being aware of the happenings around us is the first step towards becoming an ideal citizen through education. Proper inputs through education and enhanced skills are necessary. Education should be people-centric and make the learned humble. It should give us the confidence to handle any situation, but we avoid bad things we see because of which bad acts increase.

## 05 **Vaishaaly: Gandhi said, "My life is a message," and his life was full of values. But it has become a ritual these days to remember Gandhi only on Gandhi Jayanthi. How do you think his life and message can be passed to the younger generation and in what ways?**

Can you, I or anybody else say that my life is a message? From student life, Gandhi experimented with whatever he did. There lay his success. He experimented with every thought and concept. That was why he said his life was a message. For instance, he ate non-vegetarian and later became a proponent of vegetarianism. For Gandhi Jayanthi, hundreds of people visit our Gandhi Museum, garland his statue and take a selfie. But the celebrations have to be beyond ritualizing the day. Small acts of kindness such as distributing saplings and planting them, buying a

# Connoisseur's Exhortation



towel from a Khadi shop, wearing Khadi on the day or visiting an orphanage and having food with the inmates can make the homage meaningful.

**06 Somesh: There is a whole lot of debate around having separate value education or moral science class in schools. Until a few decades ago, such classes were part of the school timetable. But in a fast-paced world, the need for separate value education classes is not felt. What are your thoughts on this?**

Moral education is different from value education. Whenever we from the Gandhi Museum visit schools, we insist on having moral education classes for the students twice a week. If done so, students will know the value of the family at a time when relationship gaps are widening. Such classes would help inculcate values. In an age where it is hard to find compassion, it is important to have exclusive moral education classes for children. If there is good input, the output will be good too.

**07 Vaishaaly: The West always celebrates Gandhi. American Civil rights activist Martin Luther King Junior was so influenced by him that he even visited the Gandhi museum in Madurai. We all know that former American President Barack Obama holds Gandhi and his ideology of peace and non-violence dear to his heart. In 2020, the U.S Government enacted the Gandhi - King Exchange Act to promote the legacies of both leaders. Has the Indian government taken any similar initiative?**

Gandhi is celebrated across the world. In the Martin Luther King Jr museum in the U.S, there is a Gandhi statue. Both Gandhi and King share similar experiences of discrimination. Gandhi was thrown out of the train in South Africa, likewise, King was thrown out of the bus in the U.S. Former US President has widely read both the leaders. The West knows the value of Gandhi. The world owns him, not just India.



In a novel initiative, Gandhi Museum promotes Gandhian Thought on rural economy through 'Ahimsa Santhai', a shandy that sells only organic products.

# Connoisseur's Exhortation

**08 Somesh: The Gandhi Museum in Madurai stands as a symbol of values and religious harmony. As its secretary, what measures have you taken to spread Gandhian thought and what activities are conducted by the museum under your administration to promote religious amity?**

The Gandhi Museum in Madurai was the first museum to be constructed for Gandhi after his death. The Government selected Madurai first before other places as the city has great significance in Gandhi's life. It is here that Gandhi's dress code revolution took place - he renounced his elaborate Western attire and took to wearing a dhoti and a shawl on seeing the labourers working in the fields. He promoted Swadeshi products in Madurai. He has visited Tamil Nadu 20 times, and Madurai 5 times. Each of his Madurai visits has historical significance. Following the Gandhian path, we take oath every day and conduct inter-religious prayers in the museum every Friday. We conduct competitions on his life story and Gandhian Thoughts for students and distribute prizes to the winners on October 2, as an effort to take Gandhi to the younger generation.

**09 Vaishaaly: How is the footfall at Gandhi Museum? For foreign tourists it is the favourite spot next to Meenakshi temple and that shows the importance they give to Gandhi. Does it figure in the map of domestic travellers? How can we increase the footfall of the local population, especially the youngsters and make them learn about Gandhi and draw inspiration from him?**

On normal days, Gandhi Museum gets 6.5 lakh visitors annually. Besides panels, the museum has relics, replicas and galleries. The latest addition is the depiction of his biography in rare visuals. Foreign tourists eagerly read the Indian freedom struggle depicted in 30 panels, while the locals are more interested in seeing the relics than reading him. In a novel initiative to promote Gandhian thoughts on the cottage industry and the rural economy, we recently organised 'Ahimsa Sandhai' wherein we had stalls selling only organic and chemical-free products. The ahimsa market was received well by the local people. Now, we have planned to promote the sale of organic products produced by small-time entrepreneurs by putting up the ahimsa market every month.

# Global Citizenship Committee

## TOWARDS 2030: INTEREST STIRRED IN BASIC SCIENCES

"We need more basic sciences to achieve the 2030 Agenda and its 17 Sustainable Development Goals," said the United Nations General Assembly this year, thus expressing concern over the lack of importance given to it.

The statement came in the wake of Science and Technology having an effect on the living standards of the people.

Acting on the UN's line of thought, QMIS focusses on giving thrust on basic sciences, for which it conducts several activities to create interest in them. One such activity was 'Cognopolis,' the school's Global Citizenship Committee (GCC) held on International Science Day, which is 17 February 2023, for Grades 5 to 8.

Children from Grade 5 demonstrated group yoga. Going beyond the performance, they scientifically explained the benefits of each posture. Grade 6 students divided into small groups conducted a STEAM session, each taking up one game as a topic. They gave insights into subjects like Science, Technology, History, Geography, Arithmetic and English on games such as cricket, football, table tennis, and athletics such as running.

For Grade 7, a quiz competition on Nobel prizes in Science and Medicine was conducted. Some Grade 8 students made short videos on physicist Sir C.V. Raman and the drugs banned in India. Thus, the middle school children were given different activities based on their grades to promote basic sciences.

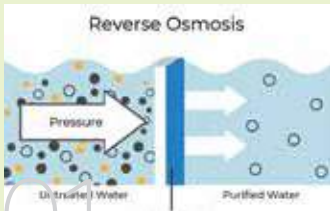


### Cognopolis Lineup

Grade 5	Yoga
Grade 6	STEAM
Grade 7	Quiz
Grade 8	Video

**P Parasakthi**  
IDS Coordinator

# Mission Accomplished



01

## Science Club

Students related various experiments with the Sustainable Development Goals. Grade 9 students connected the Reverse Osmosis experiment with SDG 6 - Clean water and Sanitation. Grade 8 students connected the Green House effect experiment with Climate Action, another SDG.



02

## Pop Corn Club

Popcorn Club gave students a hands-on experience with the camera. The result was quite exciting. They made short films - 'Abandoned Farm House', 'Locked', 'Oh my God', 'Vidai', 'The Album', 'Mean Girls', 'Stairs' and 'The First Step' to name a few. Young directors are in the making.



03

## Heritage Club

The focal point of Heritage club for this term was to revive traditional games to raise a healthy generation. Children played Pallanguzhi and Paramapadam and interpreted their rubrics. These traditional games enhance coordination, memory, observation power and mathematical and motor skills.



04

## Erudite Club

Junior graders were introduced to children's writers - Roald Dahl, A.A. Milne and E.B. White. Senior graders were exposed to the feminist writing of Virginia Woolf, Alice Walker, Margaret Atwood and Jane Austen. Students read their works and shared their reviews.



05

## Adventure Club

Camping is a great way to get outdoors and do lots of activities in harmony with nature. As QMIS always believes in the well being of the body, mind and soul, children were given a proper orientation on camping and its benefits so that they follow the dos and donts when they go camping.



06

## Agaram Club

Agaram Club introduced Tamil drama and the format of writing script. Students learnt the nuances of writing a drama script. Students were segregated into several groups and they enacted a drama. It helped hone the speaking, acting and writing skills of our students.

## CREATING VALUE CHAIN, QMIS WAY

School builds future generations. It takes up the responsibilities for students' life. It is a place where the foundation for their lives is strongly laid. The value system plays a vital role in laying the foundation. Values such as Accountability, Commitment, Integrity, Positivity and Responsibility are followed as core values in QMIS.

### A Kural a day

'Tirukkural' by Tiruvalluvar considered the 'Universal Veda', we instill the values advocated by it through an initiative called 'Dinam Oru Kural' (A Kural a day) wherein the class representative writes a new Kural and displays it on the exclusive pouch board every day. The students collectively recite the Kural at the beginning of each and every class and the respective teacher ensures it is implemented.

### A core value a month

The academic year starts off with theme-based Assemblies for all the learners. To align with the school's value system, the assemblies are based on a core value a month.

### Lesson plan infused with values

We not only create cross curricular linkages but also value-based learning. The values are infused into the lesson plan for Teaching - Learning Pedagogy.

### Balancing values in IT culture

With the Internet and mobile technologies having taken the 21st century learners by storm, we tune in to it constructively and at the same time help them balance values and cultures.

### Q's Value Icon

When the values are practised, it becomes a habit. Then habit creates a lifelong thirst towards creation, improvement and maintenance of the value system. Many individuals are identified by their Value System in a professional environment. Celebrating the extraordinary holds the key to the growth of any organisation. Ms Sujatha Guptan, Director Academics, is the 'Value Icon' of our campus. Her birthday, on March 21, is celebrated as 'Value day' every year. Every class of students uses this as an opportunity to demonstrate all the five core values through posters, skit, dance and multiple art forms. After all, we aim at producing leaders with values.



**Sathya Priya K G**

Sr. Teacher - Computer Science



# Harappan Scripts



G.Nitin Lesli  
9B



Rishi  
8C



Susithra  
8C



Shreemathi  
8A



E.Harry  
8C

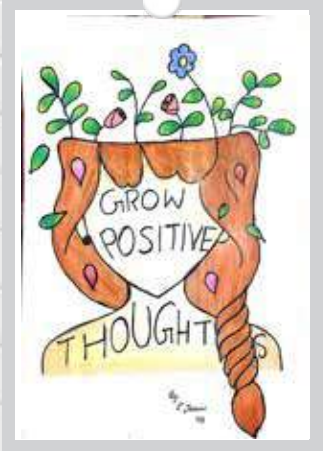


Isha.V  
8B

# Harappan Scripts



**Harini Priya**  
4B



**P.Harini**  
9B



**Dritti**  
8B



**R. Theanmozhi**  
7C



**Yuvan Siddarth SM**  
8A



**Vaishali Venkatesan**  
8A

## FAMILY FUNATHON

Family Funathon was organised for the parents of Grade 1 and 2 children on February 25. Various activities were conducted for the kids to realize and perceive the value of family in their life. It enabled the children to recognize that the family provides a sense of belonging and a unique identity to them. It also created a special emotional feeling in the hearts of all the kids about their family.

The day started with the prayer song followed by Student Anthem. Parents showcased their talents in a cooking activity called 'Flameless Cooking'. Kids enjoyed a lot and helped their parents in making healthy food items. The next activity 'Getting ready to school' was held to revive and rekindle the importance of love, affection and acceptance among the members of a family. Children took the role of parents and made them get ready for the school. We also organised a game called 'Blow and Lift'. It was a day of fun and excitement for the kids. Parents also shared their reflection that they had an opportunity to spend a special day together with their lovable children and family members.



The love of a family is life's greatest blessing.  
– Eva Burrows

# Trailblazer

## BAG-FREE DAY

No Bag Day was organised by QMIS for graders 1 & 2 on February 24 to give them the best learning experiences through activities. First, an awareness session on Life Saver activity was held. Five members from life saver team reached our school with an ambulance and an ambulance bike when the clock struck 10. They explained that their job was to focus on the patients' needs and act accordingly based on the doctor's advice.

### What does 108 stand for?

- 1 - Giving priority only to the sick people
- 0 - Zero benefit
- 8 - Offering services in all eight directions

They also gave a live demo of how to communicate with the ambulance crew in case a road accident happened and showed all the materials kept inside the ambulance. They also explained the meaning of every sound played in the Ambulance.

Banquet was the next activity. Children had lunch on the banana leaves. They brought healthy food items and were happy to share them with others. The day ended with kids making greeting cards using their creativity.



Jainool Fatima Alameen, Gr 1&2 Coordinator

Your mind, emotions and body are instruments and the way you align and tune them determines how well you play life – Harbhajan Singh Yogi

# International Dimension

## IDS IN FULL SWING TO CATCH 'EM YOUNG

Activities conducted under International Dimension in Schools are aimed at providing global awareness and intercultural learning.

### GROOMING SMART MANAGERS

With an objective to develop critical thinking and decision making skills in senior students, a session on 'Smart Managers' was held for Grade 11 students. It helped them to explore the meaning of 'Heutagogy' and to identify the best managerial traits displayed by the people. The session threw light on self-management strategies that they should acquire as school students. Also, they researched on a few factors like confirmation bias, prejudiced mind and risk attitudes of people and how they affect one's decision making. They engaged in situational analysis based on the given day-to-day scenario. Their interesting answers reflected their critical thinking skills. Added to this, the students picked a current issue faced by them in their classroom as well as in school and tried to find possible solutions. They presented the best solution in the common forum with justification. Thus, the activities helped them hone their leadership skills in the direction of our school's vision statement.

### SHOWING THE GO GREEN ROUTE

To create awareness about the production and use of sustainable energy, Grade 1 and 2 children were told to explore the various energy resources suitable for countries such as India,

UAE, Sweden and China. Depicting Sustainable Development Goal 7 - Affordable and clean energy, they enacted a skit titled 'Green engine and Green bonds' wherein they stressed on the use of green engine to reduce pollution and green bonds to fight against climate change.

The children were taken to see the solar panels on the school's terrace and the control room in order to make them understand the process of solar power generation. They later enjoyed creating solar ovens and wind mills using art and craft materials. These IDS activities showed them the way to play a responsible role as global citizens.



Depicting SDG - 7, kids enacted a skit titled 'Green Engine and Green Bonds' wherein they stressed on the use of green engine to reduce pollution and green bonds to fight against climate change.

**P Parasakthi**  
IDS Coordinator

# Gaieties & Celebrities

## **STUDENTS TAKE SANGAMAM STAGE BY STORM**

Sangamam, the two-day gala annual day celebrations, took off to a colourful start on January 28, 2023 with junior schoolchildren displaying their histrionic talents. Madurai MP Su Venkatesan, Superintendent of Police R Shiva Prasad and DIG R Ponni graced the inaugural day with their presence.

Arts and sports should be given equal importance as academics, the MP said, appreciating the efforts of the school in promoting sports among its students.

The SP said arts and sports help expand children's horizons and appealed to the parents to encourage their wards in co-curricular activities.

Chairman Dr. C Chandran said poverty pushed him to involve himself in the educational service. Managing director Mr Abinath Chandran presided and Director Academics Ms. Sujatha Guptan welcomed the gathering.

The second day saw a variety of artistic and flamboyant performances by senior school students.



## **JUSTICE MURUGESAN VISITS QMIS, GETS INPUTS FOR SEP**

As a part of the ongoing exercise in preparing the draft for the State Education Policy (SEP), the committee chairman and former Chief Justice of Delhi High Court Justice D. Murugesan observed the educational practices followed by the Queen Mira International School (QMIS) in Madurai on March 15, 2023.

He visited the school and interacted with the teachers and students to be apprised of the innovative methods used by the school in the teaching-learning process.

The school's Managing Director Abinath Chandran moderated the presentation made by a team of teachers headed by Academic Director Sujatha Guptan.

Ms. Sujatha explained the school's focus on the domains such as value education based on Tirukkural, student-driven classroom and STEAM education among others that fetched CIS accreditation.

Justice Murugesan appreciated the efforts of the school in focusing on providing a happy schooling experience.

QMIS chairman Dr. C. Chandran was present on the occasion.



# Gaieties & Celebrities

## LIFETIME MEMORY CREATED WITH ISRO TOUR



To pay a visit to the Satish Dhawan Space Centre, the Indian Space Research Organisation's (ISRO) spaceport at Sriharikota in Andhra Pradesh, is not an easy task.

Though the ISRO centre facilitates technical visits to the facility on selective days, it is not that every educational institution gets a chance to take its students and staff for an exposure visit. The QMIS management did not wait for an opportunity to knock on its door; it created the opportunity to make an educational tour of the facility possible not only for its students but also for the students of other schools, particularly the underprivileged children studying in public schools, that is those run by the Corporation, Government, and institutions fully aided by the Government.

Along with the school's star-of-the-year awardees, the winners of 'The Little Emperors', an inter-school event conducted by QMIS, made it for the tour on Feb 13, 2023.

About 200 of them, including select staff members, had a memorable trip to Sriharikotta. On the way, the team that travelled in 4 buses stopped at Chennai for a send-off ceremony.

Justice Nisha Banu, Justice M.S. Ramesh, and senior police officers R. Tirunavukkarasu and Mayilvaganan wished the children well and saw them off.

Famed lyricist Madhan Karky, who penned the 'Space Anthem' titled 'Vaanatha Vellaporom' as a tribute to ISRO, and music composer Jerard Felix, who composed music for it, participated in the tour along with their family members.

The school management, which came up with the brilliant concept, had released the foot-tapping song titled 'Vaanatha Vellaporom' with visuals at the school in their presence on January 13, 2023.

ISRO Associate Director Dr. R. Venkatraman who made the trip to ISRO possible took the team around the campus, showed them the facilities and explained the minute details about the making of missiles, rockets and launch vehicles in layperson's language.

Children returned home, motivated to become space scientists.



## A School Where Values Precede Everything Else

Value education is the process of imparting values to individuals, which help them in their personal and social growth. It aims to develop a strong character by cultivating positive values such as integrity, positivity, respect, commitment, and accountability. This helps to promote a sense of these values in the individuals.

Values should be infused into the lives of individuals from an early age. The process should start from birth and continue the whole life. The most important part of life wherein values are imparted is during school days.

In QMIS, values are imparted in a student through unique ways. It is one of the schools which focusses on all dimensions of learning and education. The school concentrates on holistic education to develop the students not only in studies but also in sports and values among other things.

Thirukkural - the universal treatise on values is given utmost importance. We learn one Thirukkural daily and it is integrated with our lessons.

Daily assemblies are based on one of our core values so that we can learn each of the values in a fun way.

Monthly values - In our school, we follow a value every month and during that particular month, we are enriched with inputs regarding that core value.

Value Day - Our Director Academics Ms. Sujatha Guptan's birthday is celebrated as Value Day in our school. We get to know more about following the core values in life through several interactive ways on this day.

Thus, value education is intertwined in the teaching and learning system in our school.

**Someshvar Sharan V**  
**Gr 8B**



# Fresh Thoughts

## Value edu enhances students' personality

Value education is the process by which people give moral values to each other. It refers to the aspect of the educational practice which entails moral or political values. Norms, dispositions and skills are grounded in these values that are mediated to or developed among students.

The ten values are: Perseverance, Respect for Others, Responsibility, National Identity, Commitment, Integrity, Care for Others, Law-abiding nature, Empathy and Diligence. Perseverance is a value. It means that one has the character, strength and determination to overcome struggles and obstacles in various scenarios. Respect for others is also a value. It means to give and share a positive feeling with others. Giving respect also means to be kind and respectful to others' feelings as well as their opinions. Responsibility means you do the things you are supposed to do and accept the results of your actions.

Value education is important because it helps in taking the right decisions in difficult situations thus improving decision-making abilities. It inculcates students essential values like kindness, compassion and empathy. It awakens curiosity in children to develop values and interests. This further helps in skill development in students.

**ISHA V**  
Gr 7B

## Values are fed through assembly, circle time

"Education is one of the most effective ways to make people better and more productive."

Value education is an important aspect of education that focuses on developing moral and ethical values in students. It aims to help students to understand and appreciate the importance of honesty, responsibility, respect, compassion and other virtues that are essential for leading a fulfilling and meaningful life. It helps in taking the right decisions in difficult situations thus improving decision-making abilities.

QMIS focuses on value based teaching through the core values. Positivity, Accountability, Commitment, Integrity and Respect are the core values followed by us. We have a very big platform where education is not only given through books but also through School Assemblies, Thirukkural, Circle Time and much more. Holistic development and Happy Schooling are the two mottos that QMIS follows, sharing its importance between education and sports.

To conclude value education is an important aspect of personal and social development. It helps students to become more responsive and practical as it focuses on teaching and promoting universal values.

**HARSHINI R**  
Gr 8B

## Tariq's Story Time

It was 9 pm, raining heavily. Tariq was not able to sleep. He went to his grandma's room and asked her to tell a story.

Grandma: What!! Another story? It's time to go to bed. No story.

Tariq : You didn't tell me all the stories, did you?

Grandma : What are you talking about? You know every single story.

Tariq : No Grandma, I do not know the story of your childhood. What work you did? Which school you went to?

Grandma: Aah...it seems to be your lucky day. I am going to tell you the story about my childhood days.

Tariq: yaaa!!

Grandma: I did not go to school or study.

Tariq: What?!

Grandma: Yes my child. Back in those days, I was neither able to study nor apply for jobs.

Tariq: But why, granny?

Grandma: Well my parents were not able to afford it, and I was married off at a young age.

Tariq: When did you get married, granny?

Grandma: ummm...when I was about 16.

Tariq : Woah! Isn't that Amal's (Tariq's sister) age then? Is she going to get married too?

Grandma : No, no.

Tariq: If you did not go to school, did dad go to school?

Grandma: Yes, your father was a very bright student. Your granddad and I strove hard to

make your father attend the best university. That's why your father is a very successful person.

(Father enters the room)

Tariq: Look Grandma, dad is over there.

Tariq's father: My son, now that you have heard this story from your Grandma's perspective, you should get to know the same story from my perspective.

Tariq: Ok, my ears are ready to hear, dad!

Tariq's father: Haha, what Grandma said was not completely true.

Tariq: What?!

Tariq's father: I am successful not only because I went to school but also because your grandma taught me values. Whenever my friends came home, my mom would make delicious food, from which I learnt sharing is caring. She always dropped me at school on time from which I learnt punctuality and discipline. She would give money to the poor and greet everyone from which I learnt qualities like kindness and respect for others.

Tariq : That was a very heartwarming story!

Tariq's father: Storytime is over. It's almost 1:30 am. Go to bed fast.

Tariq had a good night sleep and learnt a new lesson.



## Learner's Column

### Cuppa with SLT

QMIS is always ready to provide a platform for learning and other activities not only for its students but also for all its staff - teaching and non-teaching. Creating a conducive learning environment is one of the specialities of QMIS for which it does what it takes.

To create a family-like bond between the Senior Leadership Team (SLT) comprising Managing Director Mr. Abinath Chandran, Academic Director Ms. Sujatha Guptan and Joint Director (Admin) Ms. Josephine Sheeba, and the staff, it has introduced an initiative called 'Tea with SLT' that helps to put in place an amicable team-friendly structure at the workplace.

The respective month's born day buddies have an informal gathering with SLT members during an evening and indulge in light conversation over a cup of tea. They share their personal and professional experiences. Since the path each individual walks through is not the same, the event helps to build a good rapport with one another.

The hitherto unknown side of each faculty member moves others, sometimes even to tears. The interaction between the staff and SLT members helps them to rejuvenate themselves. The valuable suggestions given by the SLT help them to face the challenges in both their personal and professional lives.

In an era where lending ears to a family member, leave alone colleagues, has become rare but essential, QMIS management, realising its importance, has offered the space to speak out and listen to its stakeholders.

#### A Teacher's Take

"Tea with SLT is a great platform to express our emotions personally. It makes me move ahead with a positive attitude to meet new challenges," says Ms Anitha Thileeban, Social Science Teacher.

“

Tea with SLT paves way to move forward in the profession with a positive attitude as it ensures personal care from senior leadership team.

Sharmila Chandran,  
Vice Principal,  
Senior School

”

**S. Akilandeswari**  
Teacher - English

# Travelogue



Sathana Priyanka R  
Parent of Adhvika Venkatesh, Gr 1

## GLOBE-TROTTING IN DUBAI

The Global Village is an entertainment-based tourist location in Dubai. This place holds nearly 90 countries inside it. Yes, it dishes out a spectacular view of various countries containing their culture, famous monuments, iconic GI-tagged products in a colourful and entertaining way.

When we say India pavilion - the entrance is as majestic as our famous Gateway, starting from stalls selling Kashmir Pashmina shawls to Thanjavur's dolls.

They have mouth-watering food stalls representing each country's heritage. We felt happy seeing the huge rush in a stall. Can you guess what stall it was? Our ubiquitous dosa stall. We enjoyed and cherished each and every culture. Japan's spring festival was well elaborated in the Japanese pavilion. The theme park section was so magnificent and inclusive - each ride there represented a nation and we enjoyed them. The entrance to every country's pavilion had a stage show. For example, the India pavilion had Rajastani puppet shows and barathanatiam.

We felt like 'ulagam sutriya' experience under one hub.



Reethun Samrat  
Gr 1A

## MY DOUBLE DHAMAKA VACAY

I am glad to share with you the places I visited in Chennai and Tiruvananthapuram.

In Chennai, we first went to crocodile park where I saw different types of crocodiles and learnt how they feed them. Then I had a playful time at Marina beach. Later, we visited the 'Snow World' and enjoyed playing in the snow. After that we went to the marine kingdom. I loved the underwater tunnel and touch pool experience. My favourite was the vandalur zoo where I saw elephants and rhinos taking a bath. The best time of my vacation, I would say, was the visit to the Dino park. I saw all my favourite dinos there and they looked so very real and even reacted to me.

My second vacation place was Tiruvananthapuram where I visited the planetarium and science galaxy. There I saw a 3D view of the solar system. The next spot was the history museum. From there I went to the Tiruvananthapuram zoo in which I saw rare animals like white tigers, and white deer that looked like sheep. Then I visited the historical Padmanabha palace and had lots of happy memories to take home.

# Travelogue



S. Deva Darshan  
Gr 7B

## IN THE LAND OF SMILES

We recently went on a vacation to Bangkok and Pattaya, two stunning destinations in Thailand. I was mesmerised by the vibrant street life, temples with intricate architecture and delicious food in Bangkok. The day was filled with visits to the Marine park and Safari World. Being nearer to giraffes, tigers, lions, rhinos and other animals was super exciting. We also visited the famous Madame Tussauds Wax museum and explored the Marine museum.

Then, we visited the iconic Wat Arun temple, which features stunning architecture and offers a panoramic view of the city. In the evening, we embarked on a wonderful Dinner cruise, which showed the grandeur of various landmarks of Bangkok, and enjoyed the vibrant nightlife, sampling local cuisine and indulging in some retail therapy.

Next, we travelled to the coastal city Pattaya, renowned for its stunning beaches and water sports activities. I spent my days lounging on the beach, trying my hand at jet-skiing, sea walk and parasailing. I also visited the famous Pattaya tower and had a thrilling ride down.

Overall, my trip to Bangkok and Pattaya was a delightful experience that left me with unforgettable memories.



S. Harshini Sree  
Gr 5C

## CLOSE-TO-HOME DESTINATIONS

It was an unplanned trip to Kodaikanal. My mom woke us up early in the morning and rushed us into the car. We reached Kodai by 11 a.m. My sister and I enjoyed double cycling, horse riding and boating. The next day we went to the ancient Murugan temple at Poompaarai and offered worship. There we saw layer farming of vegetables like carrots, beans and garlic. Then we headed to Mannavanur lake where we had fun ziplining. My mother too changed into child mode, enjoying the adventure ride.

Later, we went to the Kodaikanal museum. We saw a compilation of butterflies and snakes and collections of ancient coins and dolmens.

Later, we went on a spiritual tour to Rameswaram. We stayed at a resort near the seashore and observed the fishermen fishing in the high seas. I could feel the cool breath of air. We took to sea water activities like snorkeling. We saw lots of corals and colourful fishes.

We were amazed to see nature at its best, fishermen's fishing culture and people's devotion, all in one place. It taught me a lesson that it is our duty to protect nature and the environment.

# Connexions



Parents' Talent Night



Orientation for Parents



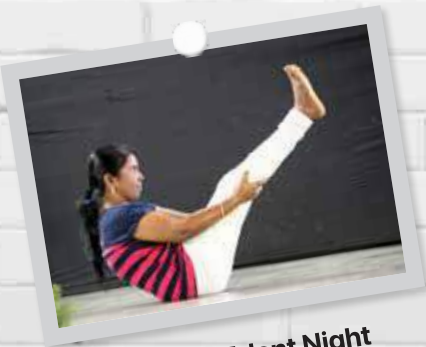
Parents' Talent Night



Parent - Teacher Conference



Aadukalam



Parents' Talent Night



Candle Light Ceremony

# Amazing Facts

## Abraham Lincoln on responsibility

You cannot escape the responsibility of tomorrow by evading it today.



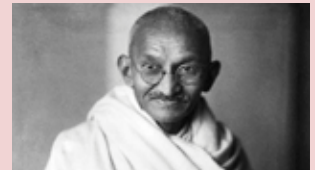
## Life lessons from Abdul Kalam

Be prepared, accept failures, think and act differently, have a vision and be humble.



## Gandhi's words on respect

Relationships are based on respect, understanding, acceptance and appreciation.



## Mother Teresa means positivity

Reach high, for stars hidden in your soul. Dream deep, for every dream precedes the goal.



## Pearls of wisdom from King Jr.

The ultimate measure of a man is where he stands at times of challenge and controversy.



## Einstein's advice on commitment

Only one who devotes himself to a cause with his whole strength and soul can be a true master.



# Agaram



## பண்புமிக்க கல்வி மாண்புமிக்க மாணவர்கள்

இன்றைய காலகட்டத்தில் மனிதர்கள் அறத்தைப் பின்பற்றி வாழ்வது என்பது வழக்கொழிந்து வருகிறது. அறம் சார்ந்த சமூகமாக அறியப்பட்ட நம் தமிழ்ச் சமூகம் தற்சமயம் அந்நிலைப்பாட்டிலிருந்து பிறழ்ந்து கொண்டிருப்பது கண்கூடு. நாளைய சமுதாயத் தூண்களாக விளங்கும் மாணவர்களைக் கல்வி கற்றலொடு அறத்தைக் கற்றுக் கொள்ளச் செய்வதும் இன்றியமையாததாகும். இதைக் கருத்தில் கொண்டே நம் குயின் மீரா பள்ளியானது சர்வதேசத் தர மாணவர்களை உருவாக்கும் பொருட்டு ஐந்து முக்கிய பண்புகளை அறிமுகம் செய்து பின்பற்றி வருகிறது. அவையாவன் பொறுப்புடைமை, அர்பணிப்புடைமை, நேர்மையுடைமை, மரியாதையுடைமை மற்றும் நேர்மறைச் சிந்தனையுடைமை. இதை அறிவுறுத்தும் விதமாக ஒவ்வொரு வருடத்தின் மார்ச் 21ஆம் தேதியும் நம் பள்ளியில் முக்கியப் பண்புகளை வலியுறுத்தும் நாளாக கொண்டாடப்படுகிறது.

ஒரு சமுதாய மாற்றத்தின் பெரும்பங்கு மாணவர்கள் கைகளில் என்பதை நாம் அனைவரும் உணர்ந்து அவர்கள் அறவழியில் நடக்கத் துணைநிற்க வேண்டும்.

## அறத்தான் வருவதே இன்பம் மற்றெல்லாம் பறத்த புகழும் இல

எனும் தெய்வப்பலவர் வள்ளுவரின் குறளுக்கு இணங்க அறவழியில் நடப்பதே உண்மையான இன்பம் மற்றவையெல்லாம் இன்பம் ஆகாது என்பதை மாணவர்கள் அறிந்திடச்செய்ய வேண்டும். பண்பு மிக்க கல்வி வழங்கி மாண்புமிக்க மாணவர்களை உருவாக்க உறுதியேற்போம்.

S. இந்திரா  
தமிழாசிரியர்



## French

L'enseignement des valeurs est un aspect important de l'enseignement qui met l'accent sur le développement des valeurs morales et éthiques chez les élèves. Dans cet article, nous explorerons le concept des besoins d'éducation des valeurs et l'importance de l'enseignement des valeurs dans le système éducatif.

Dans le monde d'aujourd'hui, où les valeurs morales et éthiques sont souvent compromises dans la poursuite du gain matériel, l'enseignement des valeurs peut jouer un rôle crucial en aidant les individus à devenir des citoyens responsables et compatissants.

Voici des principaux objectifs de l'enseignement des valeurs.

- Pour forger le caractère
- Favoriser la pensée critique
- Promouvoir l'harmonie sociale
- Encourager un comportement positif
- Pour améliorer la croissance personnelle

Dans un système d'éducation basé sur des valeurs, les élèves apprennent à comprendre et

à appliquer des valeurs universelles, telles que l'honnêteté, la compassion et le respect, dans leur vie quotidienne.

L'enseignement des valeurs est important pour développer des individus bien équilibrés qui peuvent apporter des contributions positives à la société, à la culture et à l'environnement naturel.

Pradeep Christopher J  
Teacher - French





Hindi

## आधुनिक काल में मूल्यपरक शिक्षा की आवश्यकता-

सामाजिक नैतिक सांस्कृतिक एवं आध्यात्मिक मूल्यों का खंडन हो रहा है। धर्म कमजोर हो रहा है। शक्ति एवं ज्ञान का दुरुपयोग हो रहा है। राष्ट्र का एक दूसरे के प्रति विश्वास नहीं है। तस्करी, बेईमानी, भ्रष्टाचार, अनुभवी नेता तथा हिंसा का बोलबाला है। ऐसी विकट स्थिति में शिक्षा को मूल्यपरक बनाना अत्यंत आवश्यक है। केवल मूल्यपरक शिक्षा ही व्यक्तिगत सामाजिक हित प्रेम शांति सद्भाव तथा विवेक को विकसित कर सकती है।

वर्तमान युग में व्याप्त राजनीतिक तनाव का कारण यही है कि ज्ञान की तो वृद्धि हो रही है। परंतु नैतिकता पिछड़ रही है। सत्य, न्याय एवं अहिंसा ही ऐसे नैतिक मूल्य हैं जो मानवता के गांव पर मरहम का कार्य कर सकते हैं। मूल्यपरक ऊँच शिक्षा ही मनुष्य को प्रेरित कर सकती है कि वह मानवता की अनुश्रुति का प्रयोग मानवता के विनाश के लिए नहीं बल्कि भलाई के लिए करें। सामाजिक नैतिक एवं आध्यात्मिक मूल्यों का विकास एवं प्रचार शिक्षा ही काम है इन्हीं मूल्यों में जीवन को संगठित करने की शक्ति निहित है।

**Ms. Ramalakshmi**  
Teacher - Hindi



Japanese

にほんにたいそう

日本の価値教育

日本は教育において世界の地位を獲得しました。教育と経済発展における日本の現代の成果は、文字通り一級品です。日本の教育は、すべての子どもたちに質の高い、バランスの取れた基礎教育を提供します。

効果的な学習習慣を学び、教えるように生徒を動機付けます。

効果的な学校規律を含む生産的な学習環境を作り、維持する。

- 学校内外での生産的な時間管理。
- 性格と望ましい態度と行動を発達させる。
- 中等学校卒業者と卒業生に効果的な雇用サービスを提供する。

社会への敬意、個人の利益よりもグループの目標を尊重すること、勤勉さ、自己批判、よく組織化され規律ある勉強と仕事の習慣が特徴です。日本の教師は、これらの価値観、態度、習慣を適切に発達させることが、教室だけでなく大人の生活でも成功するための基本であると信じています。日本人は、勤勉、勤勉、忍耐が、教育だけでなく人生の他の面でも成功をもたらすと信じています。日本の遺産は、現代の教育システムの目に見えない基盤を形成しています。共通の信念と価値観の核心。日本の教育は、文化の継続性と国家政策の強力な手段です。

**Seethalakshmi Sitaraman**  
Teacher - Japanese

# Career Choices



## S. Kalpana Karthik

Principal - Junior School  
Global Career Counsellor, QMIS

## WORK YOUR WAY UP WITH ETHICS

The COVID-19 pandemic has transformed our world in a way that few could have predicted. We have suddenly found ourselves with the opportunity to reexamine our values as they relate to our careers. One way the current environment has impacted us is that we crave for more meaning in our work. Our priorities, that have changed, are affecting our professional outlook. If you find yourself wanting more from your job and perhaps even considering a career change, it is first essential to examine your work values.

You can make better career options in tune with your values.

### A simple test: Answer these questions

- What job fits my personality?
- What kind of work will I find fulfilling?
- What work environment will best fit me?

### Career satisfaction

We as human beings have similar thoughts but they are not same. All our values are integrated with our life. It is only by working towards these that we can showcase and tap our potential to the fullest.





# Career Choices

## **Making decisions**

Once you have developed a strong understanding of your skills, needs and values, you can start looking at career options and frame questions to help you make well-informed career decisions.

## **Worth the effort**

A strategic person reflects on their abilities and desires, then seeks information, consults with others, and deliberates on the facts before making a decision.

This process takes time, but it's worth the effort. Students who take to this approach often perform better in applications and interviews because they are prepared to demonstrate how their skills and values align with those of the company and the work.

They also often find more fulfilling careers as they align the work to their own personal standard of success. It requires hard work and takes time, but it is worth it.

## **How to use core values?**

Once you have defined a few values to prioritise, you can use them in a few different ways.

## **Update your resume**

If you are updating your resume, it might be helpful to list your core values as relevant to the position you're applying

for. Especially if you are new to the job market or have little professional experience, identifying how you like to conduct work might be helpful for employers. If you do have experience, you might weave core values into examples of specific accomplishments in your previously held jobs.

## **Check relevance**

Search for jobs in companies that align with the type of work you want to do, culture you want to be in and the mission you want to work towards. Carefully review the job description for ways your core values would be relevant and helpful in the role. You should also research about the company to ensure its mission and core values align with your own.

## **Discuss during interview**

Many employers will ask questions specifically about your qualities during interviews. For example, if you had helped your previous company increase productivity by 15%, you can explain how you highly value responsibility with time and resources.

## **Define your goals**

If you've landed a job or have been in a career for several years, you can use your core values to continue advancing in your role. Clearly defining your goals can help you make important decisions about your career like which industry you want to be in or what short-term and long-term goals you should set.

## WALK THE TALK TO TEACH VALUES

To find people leading a life of values is rare as the stars upon a clouded night. In an era clouded by compromises on values for selfish gains, there are some shining stars. One such star shining from the Madurai skies is **Dr. C Muthu Raja**, Head and Associate Professor, Post Graduate and Research Department of Economics, The American College. He has been teaching Economics for nearly 30 years now and is a recipient of several national and international awards. He is perhaps the only educator in the city who still can be seen strolling around sporting an authentic 'jhola' bag. And that is one tangible sample of his simplicity. We, **Vivega V** of Gr9 and **Riya Jasmine T** of Gr11, engage him in a deep conversation about value education and its need in today's world.

**01 Vivega: Value education is a many-sided endeavour. It can be both explicit and implicit. Which do you think is essential for students of this era?**

Well, implicit. We say value education class, value education teacher and curriculum but in the real sense, it should be practised in day-to-day life by all - teachers, parents, students and everyone else. For example, if I ask a student not to smoke, I shouldn't have the habit either. That's the value of education.

**02 Riya: Value education helps in personality development, including physical, emotional, social and spiritual aspects. All these provide for developing good attitudes, habits, values, skills and interests. At what age do you think it should begin?**

Value education is inbuilt in the human race. We have been learning values, directly or indirectly, from our childhood days. My opinion is that value education should not be taught as a course but imbibed as daily life practice right from pre-KG.

**03 Vivega: Being a Gandhian, how do you think Gandhian values can be integrated into school and higher education and imparted to students?**

In the West, everyone talks about Gandhi. He has greater importance now, and students should understand this. Simplicity, respect and inclusiveness form part of Gandhian ideals. We call it so because Gandhi practised them. Gandhian values are not distant but they are within us. Not only should these be taught but implemented and practised in classrooms and campuses and promoted as a culture.

**04 Riya: In a world where much importance is given to science and technology, value education is given a go, and virtues such as honesty and integrity are mocked and considered vices. How can this situation be reversed?**

Science and technology constitute the practical use of value education. Artificial intelligence is a science that fulfills human value systems. Atomic

energy can be used for both development and destruction, so how we view it is what is important. Technology nowadays is used for destruction, but in a real sense, it must fulfill some values such as contributing to the development of a nation and protecting the environment. So science must have a human face to practise value education.

**05 Vivega: As students from a school that gives importance to the United Nations Sustainable Development Goals in several ways, we think values drive SDG. What are the ways to take these goals forward to find fruition?**

This is a very relevant question. The United Nations originally had the MDG- Millennium Development Goal. Now they are discussing SDG - Sustainable Development Goals. All the 17 SDGs focus on different dimensions of value education. We must understand that the United Nations focusses on holistic education. The problem with SDG is that it is a global concept that must be put into practice at all levels—international, national, state, and local. Only then can we have the right value education for all? The difficulty is that we cannot achieve all SDGs in all regions. We should actively implement them at the classroom level as value education and SDGs are interconnected. For example, SDGs on the environment, gender equality and poverty eradication are all directly linked with value education.

**06 Riya: The term value has different meanings. Interestingly, one of the dictionary meanings is the amount of money that can be received for something. As an economist would you link value education with economics or economic returns? To put it another way, how does value education help boost the economy?**

Value in an economic sense is completely different from value in the ethical, spiritual, or social sense. In Economics there is a concept called 'Happiness Economics' wherein value refers to the amount of happiness one receives when spending money or using an object. For example, the monetary value of a mobile may be about Rs 10,000, but its happiness value is that it helps to teach, create networks, communicate, etc. Hence its happiness value is immeasurable. In Happiness Economics, even loss can give happiness. In a domestic sense, when parents purposefully lose out to their children, it gives the child happiness. There is this social cost-benefit analysis in which value is compared to the benefit it gives to society. For example, a Rs.1, 00,000 TV donated to a children's home has less value compared to the joy and social benefit it creates.



In 'Happiness Economics', value refers to the amount of happiness one receives when spending money or using an object.

**07 Vivega: Can you discuss the challenges you've faced in teaching value education with a pedagogy approach and how you overcame them?**

Due to a variety of factors, it is now very challenging to make youngsters focus on values. Distraction coming from various sources at home and classroom is the primary reason. As a teacher, there should not only be teaching but also practising, not only practising but also experiential sharing. Practical learning is more important. In American College, the main hall speaks about heritage value, and the buildings speak about historical value. The library here is 100 years old but we refer to it as 100 years young to mean how to serve society like a library. The chapel, though a symbol of Christianity, serves all. If anyone wants to have a psychological observation, s/he can. This is teaching by experiment.

**08 Riya: In your 30 years of experience you may have observed that students' attitude and the matters that affect their mentality change by the year. Every student wants to fit in with their peer group. How do you think this affects their practice of values in their daily life?**

From my observation, students get influenced by family, media, and societal environment more than peers. Sometimes a movie or reel can portray a bad thing, influencing the students and clouding their judgment. A student can differentiate right and wrong with parental guidance, a good classroom environment and most importantly good friends who influence their character and can guide them through tough times to make the right decision. The role of all institutions is vital. Hence, control over media and other institutions can help sort out this kind of problem.



Teacher-in-charge: **Paulin Sharmila R**




## ALL IS WELL THAT ENDS WELL: AADUKALAM BRINGS A SPECTACULAR FINISH TO THE ACADEMIC YEAR

Physical education is an integral part of the education system. Aadukalam, our school's annual sports meet, assesses the learning outcome of the physical education imparted to the students through various competitions. It is usually conducted for two days – the first day for Junior School and the second day for Senior School. The curtains of the academic year 2022-2023 were brought down with the two-day Aadukalam on March 28 and 29.

### Day 1

Earmarked for KG to Grade 3, the school's playground overflowed with zeal and zest. Upon the arrival of the Senior Leadership Team, the Olympic torch relay of torchbearers Ryan, Likhil Nanith, Udhayan Abinath, Mohammed Zaith, Harshith Kalyan N.S, Chithish Gunasekaran, Riya, Harshith S and Saanvi R kickstarted the event by lighting the cauldron with the Olympic flame. Various competitions such as Running, Obstacle Race, Drag the ball, Build your castle, Create the World and Shot-put were conducted. The Physical Education Department customised the events appropriate to the grade.

Junior School Medal Tally

Position	House	 Gold	 Silver	 Bronze	Total
I	Aryabhatta	13	9	14	36
II	Charaka	11	12	8	31
III	Bhaskara	7	4	4	15
IV	Shushrutha	5	11	9	25

### Day 2

Assigned for Grades 4 to 12, Day 2 brimmed with mirth, verve and camaraderie. Managing Director Mr. Abinath Chandran presided over the event. Director Academics Ms. Sujatha Guptan welcomed the gathering. Sarish G, Tharakeswar M, Veer Shiva, Manasa Devi, Jaithran, Ananya, Nirobika Lourde Martial, Sharam, Jai Simma Viruman G.J and Arul Prakash constituted the relay of Olympic torch bearers. Parents turned up in large numbers and continuously encouraged the participants in field track events such as 50, 100 and 400 metre Running, Rope Climbing, Medicine Ball Throw, Long Jump, Shot-put and 4x100 metre Shuttle Relay.



# Sports

## Senior School Medal Tally

Position	House	 Gold	 Silver	 Bronze	Total
I	Shushrutha	36	20	9	65
II	Bhaskara	28	30	16	74
III	Charaka	24	27	15	66
IV	Aryabhatta	19	29	18	66

The highlight of the evening was the track and field events which saw the emerging talents lift the trophies.

## OVERALL CHAMPIONS

Sub Junior 	
Boys	<b>Veer Shiva - G5</b>
Girls	<b>Kaavya Shri - G4</b>

Junior 	
Boys	<b>Sai Dhakshan - G6 B</b>
Girls	<b>Dhiya Dharshini - G7 B</b>

Senior 	
Boys	<b>Jai Simma Viruman - G9 B</b>
Girls	<b>Jesiha Belareena A - G8 A</b>

Super Senior 	
Boys	<b>Pragatheeswaran - G11 A</b>
Girls	<b>Riya Jasmine - G 11</b>

Q's Fastest Runners 	
Prince	<b>Jai Simma Viruman - G9 B (12.64 sec)</b>
Princess	<b>Riya Jasmine - G11 (15.30 sec)</b>

**Omisha G** of Grade 12 was awarded the **Best Outgoing Sports Achiever.**

## Aadukalam for Parents

QMIS, for the first time, extended the Aadukalam platform for parents largely. Games like Cricket (men), Throw Ball (women) and Tug of War for both genders were introduced, and the parents participated in the games held on March 25 with much interest and team spirit. On March 29, athletic events – 50 m (women), 100 m (men) and Shot-put for both genders were conducted.

**S. Akilandeswari, Teacher - English**



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Aravindar Nagar, Melakkal Road, Kochadai, Madurai 625019  
0452 2475303, 96557 77000, 97875 70746 • [contact@queenmira.com](mailto:contact@queenmira.com)  
[www.queenmira.com](http://www.queenmira.com) • [fb/queenmirainternationalschool](https://fb.com/queenmirainternationalschool)