

MEMOIRS

MAY - JUNE (2026-27)



IDEAS



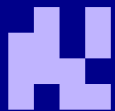
STORIES



ACHIEVEMENTS



MOMENTS



From the Founder's Desk

Dear RAKS Community,

A new academic year always brings with it a sense of possibility. It is a time to pause, reflect on our purpose, and recommit ourselves to the work of nurturing young minds and hearts.

At RAKS, education is not merely about preparing learners for examinations or careers. It is about helping them develop the character, confidence, and curiosity to navigate an ever-changing world. We want our learners to think deeply, act responsibly, communicate effectively, and remain open to learning throughout their lives.

The year ahead will offer many opportunities for discovery, achievement, creativity, and service. Yet, beyond all milestones and accomplishments, our greatest aspiration remains unchanged: to create an environment where every learner feels seen, valued, challenged, and inspired to become the best version of themselves.

To our parents, thank you for entrusting us with your children and partnering with us in this important journey. To our mentors and staff, thank you for the dedication and care you bring to your work each day. And to our learners, thank you for the energy, imagination, and enthusiasm that make our school community vibrant and alive.

As we turn the page to a new chapter, let us move forward with purpose, optimism, and a shared commitment to learning that is meaningful, joyful, and transformative.

Wishing everyone a wonderful year ahead.



Ms. Swetha Krishnamurthy
Founder, RAKS Institutions



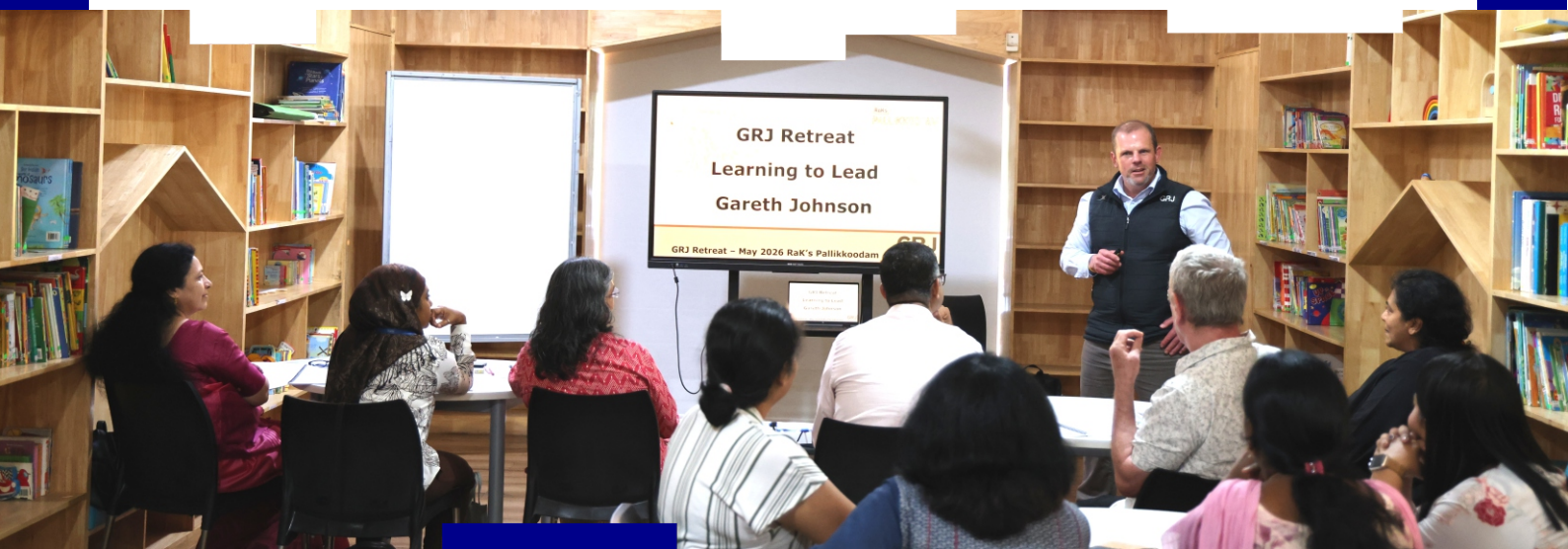
GRJ Gareth leadership retreat SLT

Leadership begins with clarity of purpose.

The Senior Leadership Team engaged in an immersive retreat with Gareth Johnson from GRJ Education — reflecting on what it truly means to lead a school with vision, values, and intent.

Through deep conversations on leadership, mission, vision, culture, and purpose, the retreat created space to realign, reimagine, and strengthen the foundations that shape learning at RAKS.

Because meaningful schools are built by leaders who continue to learn.





GRJ Gareth leadership retreat SLT

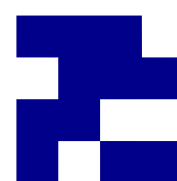
lead teachers learn to lead

Leadership is not only about guiding systems. It is about guiding people with clarity, empathy, and purpose.

Following the Senior Leadership Retreat at with Gareth Johnson from GRJ Education, Lead Teachers engaged in focused sessions on responding thoughtfully to everyday school situations, understanding emotional triggers, reinforcing the school's mission and vision, and leading with confidence and care.

The sessions encouraged reflection, communication, emotional awareness, and the responsibility of being role models within a learning community.

Because strong leadership creates strong learning environments.



Mentor Induction and Team Building

The academic year began with a three-day induction and team-building programme for mentors, bringing together educators from across the school to prepare for the year ahead. The sessions provided opportunities to reconnect with the vision, values, and culture that underpin the RAKS experience while strengthening collaboration among team members.

Through discussions, workshops, reflective activities, and team-building experiences, mentors explored key aspects of teaching, learning, student well-being, and community building. The programme also created space for professional dialogue, shared learning, and the exchange of ideas, reinforcing the collective commitment to creating meaningful learning experiences for every child.

The induction served as an important reminder that a strong school culture begins with a connected and purposeful team, united by a shared commitment to nurturing learners and supporting one another.



Orientation Programmes

As part of the beginning of the academic year, RAKS conducted a series of orientation programmes for learners and parents across grade levels. These sessions served as an important platform to welcome families into the school community, familiarise them with the school's philosophy, expectations, and learning environment, and establish a strong foundation for the year ahead.

A key focus of the orientations was the shared responsibility of nurturing children. Parents were introduced to practical parenting tools and strategies that support learners' growth, well-being, and independence. Discussions highlighted the importance of consistency between school and home, reinforcing the belief that meaningful learning and development happen most effectively when educators and parents work in partnership.

The programmes also provided opportunities for families to engage with the Senior Leadership Team, understand academic support systems, and gain insights into the values and culture that shape the RAKS experience. Through open dialogue and collaboration, the orientation sessions set the tone for a positive and purposeful school year.





The School Comes Alive Again

The first few weeks of the academic year brought the campus back to life as learners returned to classrooms, friendships were rekindled, and new routines began to take shape. Across the school, mentors focused on helping learners settle in, connect with one another, and begin the year with confidence and purpose.

More than a return to academics, these opening weeks were about building community, creating a sense of belonging, and setting the tone for the year ahead.





Purposeful Parenting: A Conversation with Parents

As part of the People of RAKS initiative, psychologist Dr. Aarti C. Rajaratnam engaged parents in a thoughtful conversation on the realities of raising children in a rapidly changing world. The session explored the delicate balance between flexibility and firmness in parenting, the challenges posed by a culture of instant gratification, and the importance of helping children develop resilience, self-regulation, and healthy habits.

Drawing on research, experience, and practical examples, Dr. Aarti shared actionable strategies that parents can use in their everyday interactions with children. The discussion also reinforced the importance of a shared vision between home and school, emphasising that nurturing confident, responsible, and emotionally healthy young people is a long-term endeavour that requires partnership, consistency, and mutual trust.

The session offered parents valuable insights, practical tools, and opportunities for reflection as they navigate the opportunities and challenges of parenting the current generation.



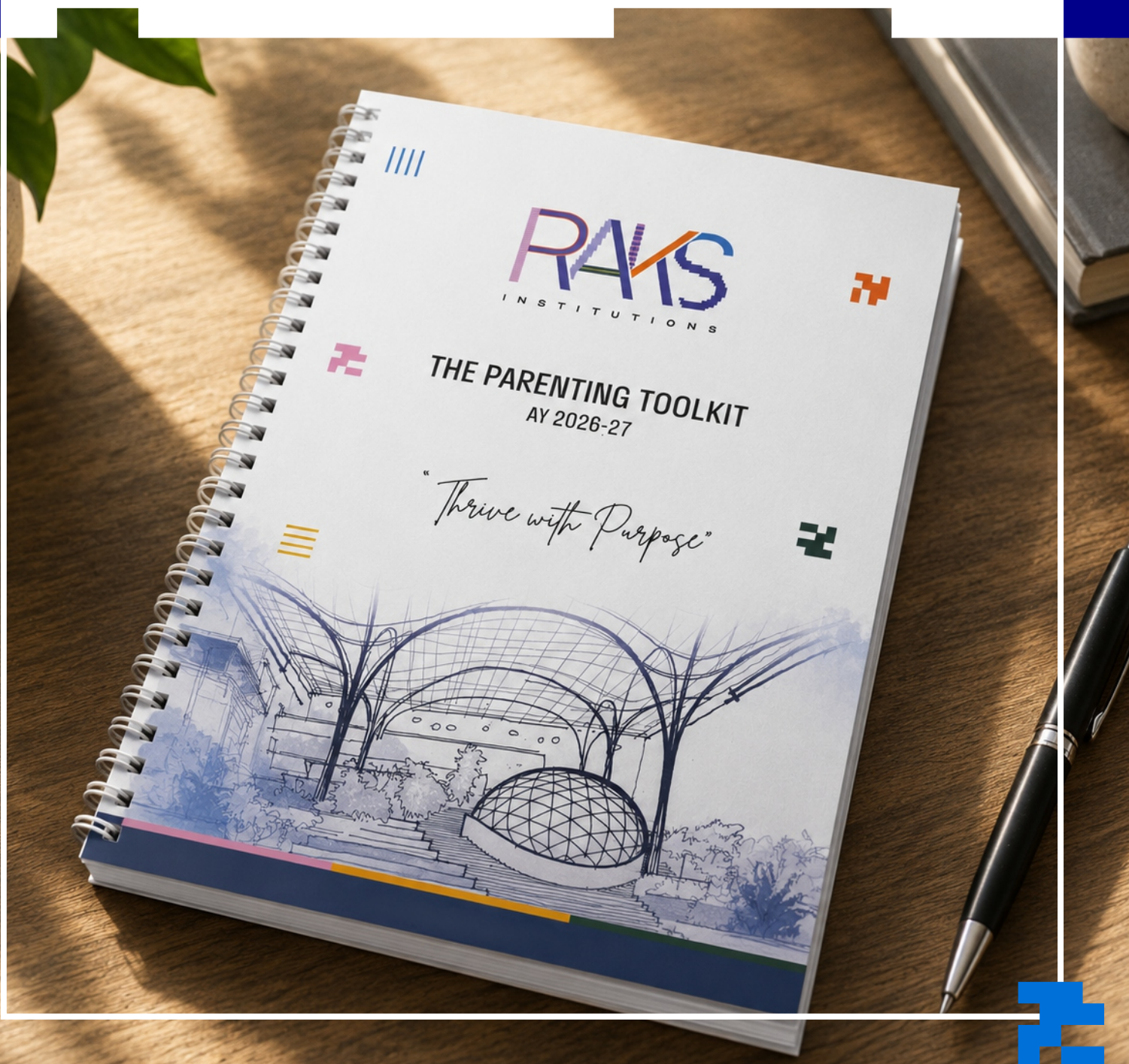


What Does the Parenting Toolkit Help Families Do?

The Parenting Toolkit is designed to help families become intentional partners in their child's growth and development. Rather than focusing solely on academic outcomes, it encourages parents to reflect on the larger goals they have for their children and to align everyday actions with those aspirations.

Through guided reflection exercises, goal-setting prompts, habit trackers, and planning tools, the toolkit helps parents identify priorities, build consistency, and monitor progress over time. It invites families to consider the values, skills, and qualities they hope to nurture while providing practical ways to translate those intentions into daily routines and conversations.

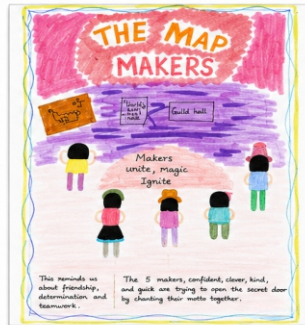
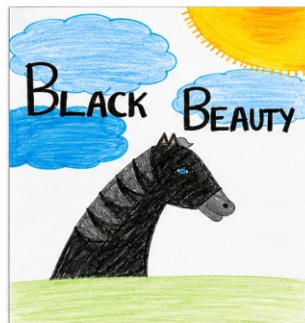
Most importantly, the toolkit reinforces the idea that raising resilient, responsible, and well-rounded young people is a shared journey. By creating opportunities for reflection, dialogue, and purposeful action, it strengthens the partnership between home and school and supports families in working towards long-term developmental goals for their children.



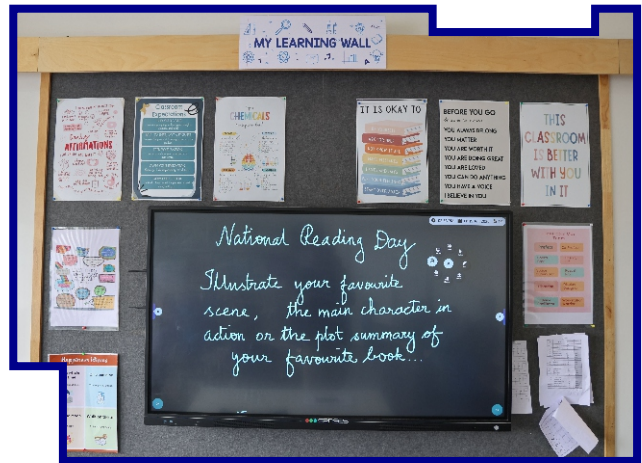
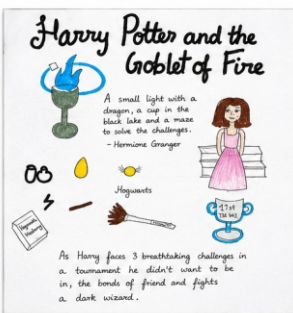
National Reading Day

At RAKS, reading is woven into the fabric of school life, fostering curiosity, imagination, critical thinking, and a lifelong engagement with learning.

To mark National Reading Day, learners across grade levels participated in a variety of activities that celebrated books and storytelling. During the Wild Friday session, learners from Grades 6 to 12 illustrated scenes from their favourite books, designed creative bookmarks, and explored different ways of expressing their connection to stories and reading.



The celebrations served as a reminder of the power of books to broaden perspectives, spark imagination, and connect people across time and place. Through these activities, learners not only celebrated reading but also reflected on the many ways stories shape our understanding of ourselves and the world around us.



Bringing Economics to Life Through Creative Exploration

At RAKS, learning is most meaningful when learners move beyond understanding concepts and begin communicating them in new and creative ways.

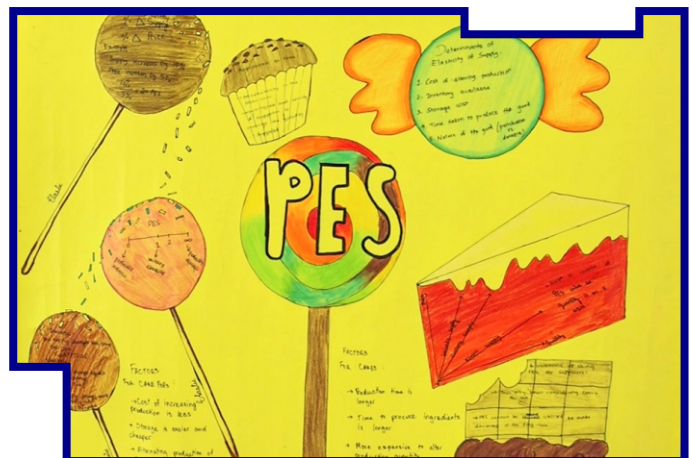
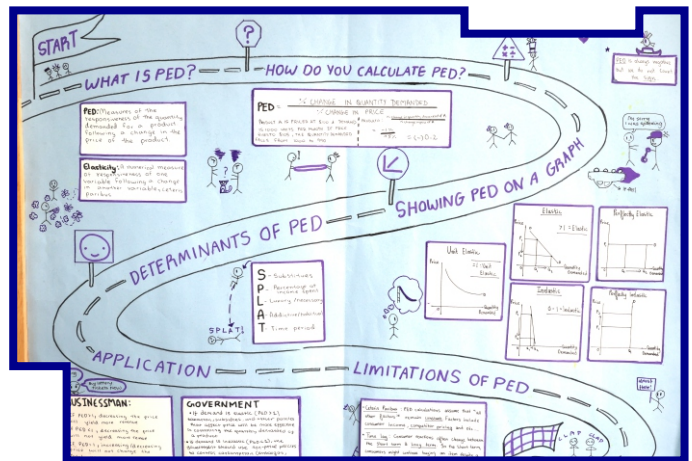
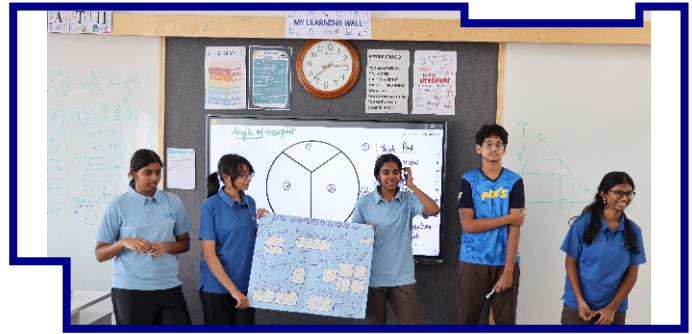
Our AS Level Economics learners recently undertook the challenge of transforming complex economic theories into engaging visual displays. Focusing on Price Elasticity of Demand (PED) and Price Elasticity of Supply (PES), they demonstrated not only a sound grasp of economic principles but also the ability to interpret and present abstract ideas in accessible forms.

One display reimagines Price Elasticity of Demand as a journey, guiding viewers through definitions, calculations, determinants, graphical representations, applications, and limitations. Rather than treating economics as a collection of formulas to memorise, the learners created an interconnected narrative that reflects the progression of economic thinking.

The second display explores Price Elasticity of Supply through a Candy Land-inspired theme. By connecting production decisions to a familiar product market, learners used visual metaphors to make theoretical concepts more relatable and memorable. The design choices were purposeful, serving as tools for explanation rather than decoration.

Projects such as these highlight an important aspect of learning at RAKS. Learners are encouraged not only to acquire knowledge but also to analyse, interpret, create, and communicate. By translating economic theory into visual language, they engaged with the subject at a deeper level, strengthening both their understanding and their ability to share ideas with others.

This is experiential learning in action—where concepts come alive through creativity, critical thinking, and meaningful application.

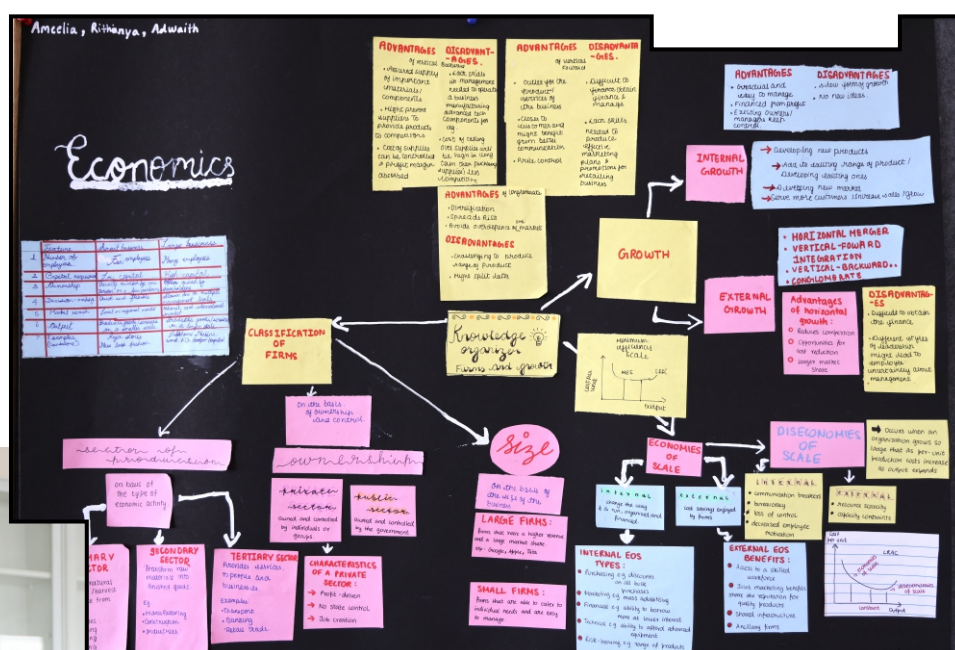




Bringing Creativity into Economics - Understanding Firms and types with operational styles - CA 10

Our CA 10 Economics learners explored the concept of firms through a collaborative, hands-on learning experience. Working in groups, they researched, organised, and presented key ideas such as the classification of firms, ownership structures, growth strategies, economies and diseconomies of scale, and the distinctions between small and large businesses.

By transforming textbook content into visual learning charts and presenting their findings to peers, learners moved beyond memorisation to deeper understanding. The activity encouraged critical thinking, teamwork, communication, and the ability to connect economic concepts within a larger framework. Through discussion, presentation, and peer learning, learners demonstrated that meaningful understanding is built when knowledge is actively constructed rather than passively received.



Field trip to Semmozhi Poonga

As part of their learning journey beyond the classroom, learners from Grades 3, 4, 5, CA and CB visited Semmozhi Poonga in Coimbatore. The field trip offered an immersive opportunity to explore diverse plant species, observe ecosystems firsthand, and develop a deeper appreciation for nature and environmental stewardship. Through observation, inquiry, and discussion, learners connected classroom learning with the world around them, reinforcing the idea that meaningful learning extends far beyond the four walls of a classroom.



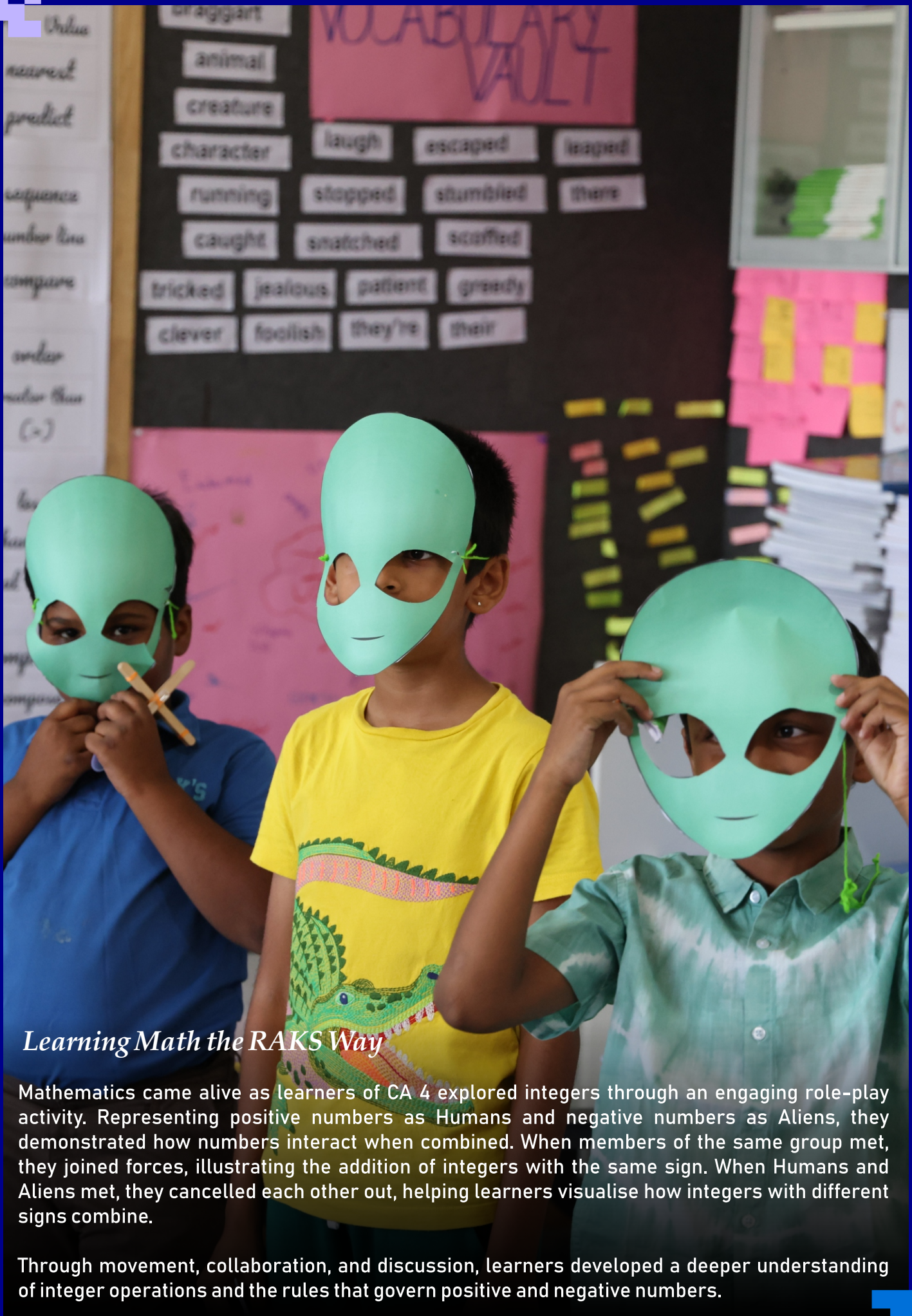


Health, Hygiene and Healthy Choices

Learners of CA 3A, as part of their Hindi lesson about health, hygiene, and healthy choices, explored the hidden sugar content in processed foods by measuring and comparing quantities using weighing machines.

This hands-on activity encouraged them to analyse food labels, make informed dietary choices, and understand the benefits of choosing natural sources of sugar as part of a healthy lifestyle.





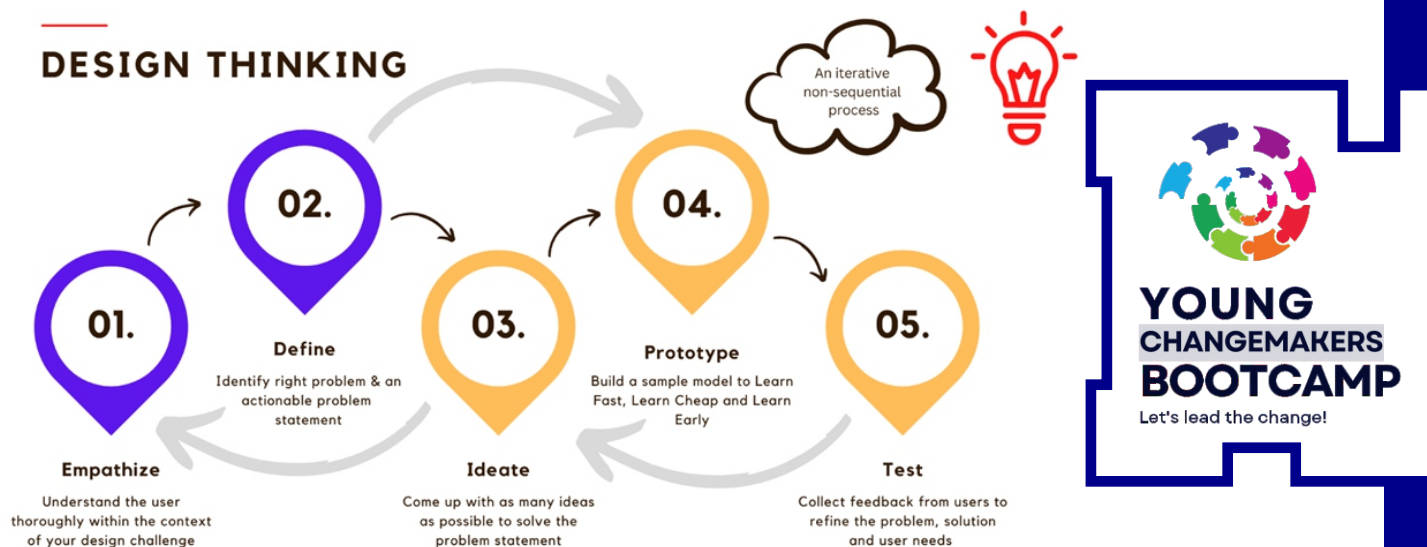
Learning Math the RAKS Way

Mathematics came alive as learners of CA 4 explored integers through an engaging role-play activity. Representing positive numbers as Humans and negative numbers as Aliens, they demonstrated how numbers interact when combined. When members of the same group met, they joined forces, illustrating the addition of integers with the same sign. When Humans and Aliens met, they cancelled each other out, helping learners visualise how integers with different signs combine.

Through movement, collaboration, and discussion, learners developed a deeper understanding of integer operations and the rules that govern positive and negative numbers.



Grades 9 - G 12 - IIT Delhi and IIT Chennai Bootcamp - Young Changemakers Bootcamp at IIT Delhi



Two RAKS learners, Paarventhan of Grade 9 and Sidharth of Grade 12, participated in the Young Changemakers Bootcamp held at IIIT Delhi from 7–13 June. The immersive entrepreneurship and innovation programme was conducted by the team behind the IIT Chennai Bootcamp and brought together young innovators from across the country.

Throughout the week, learners explored emerging fields such as Artificial Intelligence, Machine Learning, UI/UX Design, Blockchain Technology, and Design Thinking through interactive workshops and hands-on activities. They gained practical experience in identifying real-world challenges, developing solutions, and understanding how technology can be leveraged to create meaningful impact.

A key component of the programme was the Design Thinking process, which encouraged participants to look beyond surface-level issues and identify root causes before designing solutions. Sessions with entrepreneurs and industry experts provided valuable insights into innovation, leadership, and the realities of building successful ventures.

The learners also visited a robotics and product development laboratory, where they were introduced to the journey of transforming ideas into prototypes and products. They learned about opportunities available to aspiring innovators, including mentorship and funding support for promising ideas.

The bootcamp culminated in the Idea for Change Business Pitching Competition, where teams were tasked with identifying a genuine problem and proposing an innovative, scalable solution. Working in teams formed at the beginning of the programme, participants researched, developed, and presented their business concepts.

A notable achievement came when Paarventhan's team secured First Place with an idea for a community-based EV charging platform. The proposed solution enables homeowners, apartment residents, cafés, and guest houses to list their EV charging points and rent them to electric vehicle users at fixed rates. The platform addresses a growing challenge faced by EV owners who lack easy access to charging infrastructure and aims to encourage greater adoption of sustainable transportation.

The bootcamp provided both learners with valuable exposure to entrepreneurship, innovation, collaboration, and problem-solving, equipping them with perspectives and skills that extend far beyond the classroom.

Tale of Humankind Bootcamp

A group of our learners had the opportunity to participate in the Tale of Humankind Bootcamp, an immersive learning experience designed to nurture curiosity, leadership, innovation, and social responsibility. Through thought-provoking discussions, collaborative challenges, and problem-solving activities, learners were encouraged to look beyond conventional answers and engage with real-world issues from multiple perspectives.

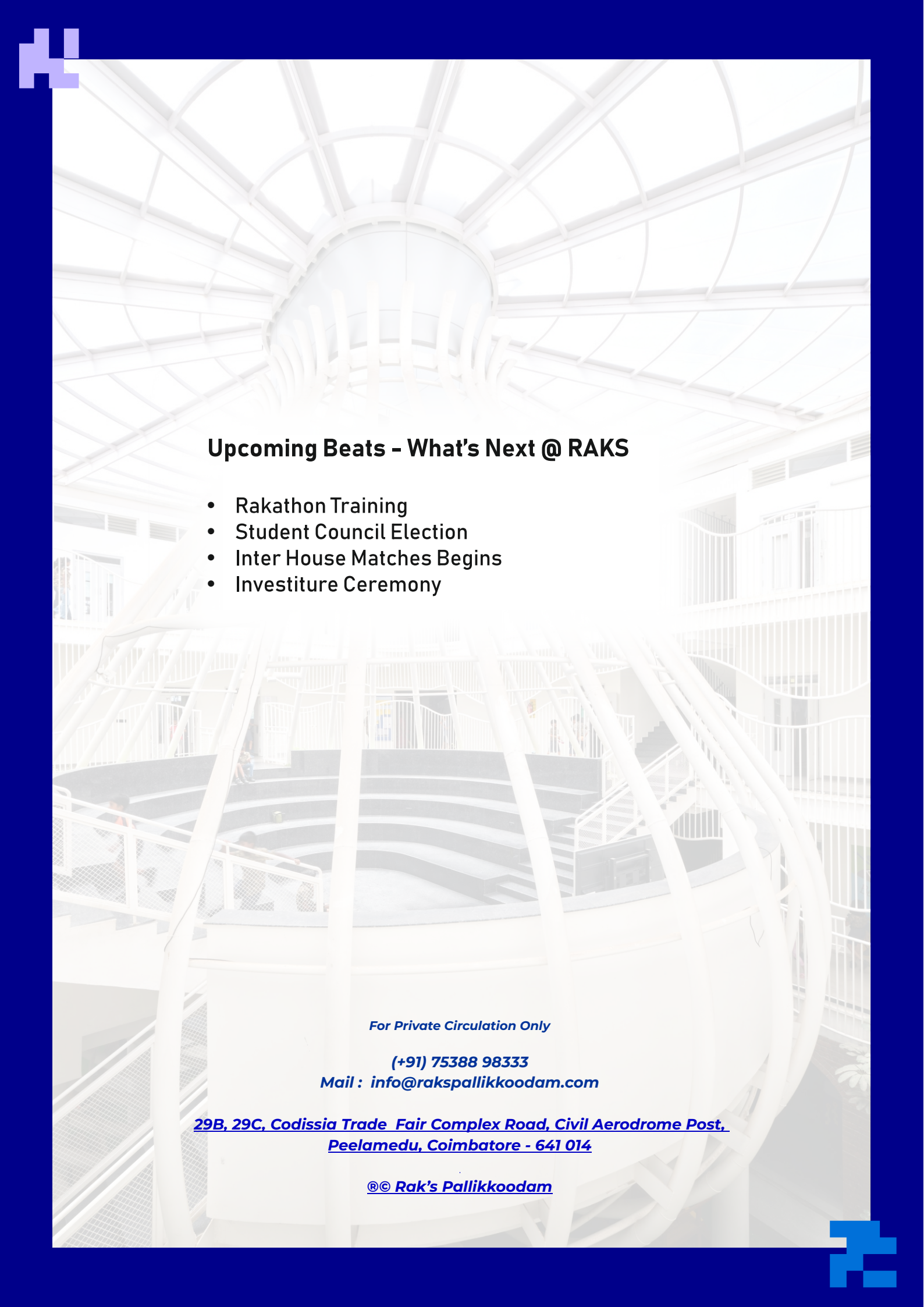
The experience inspired them to think critically, communicate effectively, and reflect on how they can contribute meaningfully to the world around them—an important step in developing the changemakers of tomorrow.



As the culmination of the YCB Bootcamp, participants took part in a business pitching competition that challenged them to apply the knowledge and skills they had gained throughout the programme. Working in teams with learners from different schools, they were tasked with designing a sustainable start-up that addressed a real-world problem through innovation and empathy.

One team, comprising Pranav Aditya, Clarissa, Advika, and two participants from other schools, proposed eco-friendly roofing tiles made from coconut husks. Their solution addressed two pressing challenges: reducing environmental waste caused by burning coconut husks and keeping homes in rural communities cooler by harnessing the principle of thermal lag, offering an affordable alternative to air conditioning. Their thoughtful, sustainable, and socially relevant innovation earned them First Place in the competition.

Another team, led by Riddima and Udhay, also delivered an outstanding presentation and secured Second Place, making it a proud achievement for the participating learners.



Upcoming Beats - What's Next @ RAKS

- Rakathon Training
- Student Council Election
- Inter House Matches Begins
- Investiture Ceremony

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(+91) 75388 98333

Mail : info@rakspallikkoodam.com

**29B, 29C, Codissia Trade Fair Complex Road, Civil Aerodrome Post,
Peelamedu, Coimbatore - 641 014**

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