



Booklastic Program



Quarterly Bulletin



Maths Carnival

Year 5

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From Code to Circuit: Journey of ‘Ankurova-THE FIGHTER’ to the Top

The halls of our college are still buzzing with the echoes of victory, as we young robotics and tech enthusiasts clinched the title of champions at the prestigious VALMIKI TECH EXPO 2080. The journey was one of determination, strategic brilliance, and strong technological power, shown by our amazing robot, “Ankurova: The Fighter”. The exhilarating victory serves as a testament to the relentless dedication and collaborative spirit.



Rajan Poudel | Grade XI

As our robot, “Ankurova: The Fighter”, demonstrated its prowess in the competitive arena, it mirrored the innovation and resilience embedded within our team. The journey was not merely about winning competitions; it was a collective effort to push the boundaries of technological achievement. Each member contributed their unique skills and expertise to navigate the challenges presented in the Robot Race, Robot War, Competitive Programming, and in Website Designing .



In the grand tapestry of our victory , the individual threads woven by each participants Rajan Poudel, Monalisa Tamang, Himan Timalsina, Sajjan Adhikari, Aayush Kandel, and Shisant Chaudary were instrumental in creating a masterpiece. Their unwavering commitment, collaborative efforts, and technical expertise were crucial in securing notable positions across various competitions. From the strategic brilliance displayed in Competitive Programming to the finesse exhibited in Website Designing, each participant left an indelible mark on our success. The triumph is not just a collective victory; it is a celebration of the unique contributions and dedication of Rajan, Monalisa, Himan, Sajjan, Aayush, and Shisant, whose names now resonate with excellence in the realm of technology.

In a competition that showcased the convergence of cutting-edge technology, our team participated in four challenging programs: Robot Race, Robot War, Competitive Programming, and Website Designing. The sheer diversity of these competitions tested not only our technical acumen but also our adaptability and teamwork.

Navigating the intricate balance of code and circuitry, we discovered our stride. Despite fierce competition, our team's steadfast dedication to excellence propelled us ahead. Ankurova's outstanding achievement, clinching the top spot in Website Designing, along with commendable success in other events, highlights the depth of our technical expertise.

Behind the scenes, our teachers, Tej Aryal and Dr. RN Dhital, were the guiding forces that made Ankurova's success possible. Their unwavering support and mentorship were like a steady hand leading us through every step of this incredible journey – from the very first spark of an idea to the crowning moment of triumph. Their encouragement not only boosted our morale but also fueled our determination, instilling confidence in our abilities and inspiring us to push the boundaries of what we thought possible in the realm of technology. Their impact went beyond teaching; it was a personal investment in our growth, and for that, we are truly grateful.

As we relish the joy of being declared the ultimate champions, Ankurova emerges as a symbol of the dedication, enthusiasm, and skill that define our team. Winning at VALMIKI TECH EXPO 2080 isn't merely a triumph on the scoreboard; it's a lively celebration of our joint pledge to embrace innovation and strive for excellence in the dynamic world of technology. Ankurova, our creation, reflects the heart and soul poured into each intricate detail by every team member. This victory is a reminder that together, with passion and teamwork, we can navigate the constantly evolving technological terrain, conquering challenges and achieving success that reverberates beyond the competition.

Message From The Patron

Dear Students, Faculty, and Parents,

It gives me great pleasure to share with you the exciting happenings of this quarter at our esteemed institution. We strongly believe in the holistic development of our students and are committed to providing a nurturing environment that fosters not only academic excellence but also personal growth and extracurricular achievements.

This quarter has been particularly eventful, with a diverse range of activities aimed at enhancing the overall development of our students. Our annual Food Fest was a resounding success, providing a platform for students to showcase their culinary skills and indulge in a celebration of diverse cuisines, which also helped them to hone their entrepreneurial abilities. Additionally, the Master and Miss Ankuram competition brought out the creative and artistic talents of our students, adding color and vibrancy to our school community.

In line with our commitment to embracing technology, students participated in computer programming and typing competitions, showcasing their proficiency in essential digital skills. Furthermore, our Grade XII students had the invaluable opportunity to embark on a field visit, gaining practical insights and real-world experiences that complement their academic learning.

I am delighted to share that our school also successfully organized the Rangoli competition, promoting cultural expression and artistic finesse among our students and fostering a sense of pride in our rich heritage.

These initiatives embody our dedication to nurturing well-rounded individuals who are equipped with not only academic knowledge but also essential life skills and a deep appreciation for the arts and culture.

I extend my heartfelt appreciation to the faculty, staff and students for their unwavering enthusiasm and commitment to making these events a resounding success. I look forward to witnessing the continued growth and accomplishments of our students in the quarters to come.

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मनोसामाजिक समस्या र यसको प्रभाव

व्यक्तिको सोचाइ, विचार, भावना, धारणा, आवेग, इच्छा, विश्वास आदि मानवीय संवेदनाका कुराहरू मनद्वारा सञ्चालित हुन्छन् भने परिवार, छिमेकी, नातेदार, विद्यालय, समाज, विद्यमान संघ-संस्थाहरूलाई समाज भनिन्छ। कुनै पनि मानिस जित्ने क्रममा निरन्तर रूपमा समाजसँग अन्तरक्रिया गरिरहन्छ। समाजसँग अन्तरक्रिया गर्ने क्रममा कहिले काहिँ व्यक्तिलाई नकारात्मक परिणाम आउने गर्दछ। जसलाई हामी मनोसामाजिक समस्या भन्दछौं। यहाँ विशेषतः हिजोआज बालबालिकामा देखापरेका मनोसामाजिक समस्याको बारेमा उल्लेख गरिएको छ। बालबालिकाहरूमा मनोसामाजिक समस्याहरू (व्यवहारिक, भावनात्मक, सिकाइजन्य तथा विकासात्मक) भए-नभएको कसरी थाहा पाउँने त ?



मनोसामाजिक परामर्शकर्ता
पविता खड्का कार्की

यदि निम्नानुसारका समस्याहरू लगातार चार हप्ता भन्दा बढी समय सम्म देखिएमा उनीहरूमा केही न केही मनोसामाजिक समस्या सुरु भएको हुनसक्ने आँकलन गर्न सकिन्छ।

- चिन्तित देखिनु, टोलाएर बस्नु, नरमाइलो मानिरहनु।
- ध्यान केन्द्रित गरेर बस्न नसक्नु, एकछिन पनि शान्त बस्न नसक्नु।
- आफ्नो उमेरभन्दा साना बालबालिकाको जस्तो व्यवहार देखाउनु।
- सानो कुरामा पनि झर्को मान्नु, रिसाउनु झगडा गर्नु र जिद्दी गर्नु।
- पहिले एकलै गर्न सक्ने क्रियाकलापहरूमा पनि डराउन थाल्नु, ठूला मानिसहरूसँग टाँसिएर बस्नु।
- आत्तिनु, छटपटाउनु, जानेको कुरा पनि भन्न नसक्नु, अरूका अगाडि बोल्ने हिम्मत गर्न नसक्नु।
- विद्यालय जान नम्मानु, विद्यालय बाट भाग्न या पढाइ रुचिकर नलाग्नु।
- बारम्बार एउटै कक्षामा फेल हुनु।
- सपनामा चिच्याउनु तर्सिनु कराउनु।
- लागुपदार्थ दुर्व्यसनीमा लाग्नु।
- बेहोस हुनु आदि।

बालबालिकाहरूको हकमा पनि उनीहरूको बानी व्यवहारमा परिवर्तन आउँदा, पढाइको क्षेत्र एवम् अन्य विविध प्रकारका समस्याहरू देखिँदा त्यसको दोष बालबालिकाहरूलाई मात्र दिने गरिन्छ। जिम्मेवार उनीहरूलाई मात्र ठान्ने गरिन्छ तर समस्याको कारण परिवार, अभिभावक, शिक्षक, साथी, शिक्षण विधि, अनुशासन आदि जुनकुनै पक्ष पनि हुन सक्छन्। त्यसैले उनीहरूमा समस्या देखिएमा विद्यार्थीलाई मात्र दोष हुँदैन। जबसम्म हामी बालबालिकाहरूको सामाजिक परिवेशलाई राम्रोसँग नियाल्दैनौं साथै उनीहरूको परिस्थितिलाई स्वीकार गर्दैनौं तबसम्म हामी उनीहरूको समस्यालाई सही तरिकाले बुझ्न सकिरहेका हुँदैनौं। त्यसैले बालबालिकाको मनोभावना बुझेर मनोसामाजिक समस्यालाई न्यूनीकरण गर्न सम्पूर्ण शिक्षक, अभिभावक, सञ्चारमाध्यम, सामाजिक संघ-संस्था आदि संवेदनशील भएर लाग्नुपर्ने आवश्यकता देखिएको छ।



Aayan Giri | Grade 5

Introducing ICC: Bridging Knowledge Gaps with Personalized Support

In the dynamic realm of education, not every student progresses at the same pace or comprehends every concept with equal ease. Recognizing this, Ankuram Academy has pioneered the Intensive Care Class (ICC), a specialized initiative tailored to nurture and uplift students who might find certain subjects challenging—Maths, Science for example.



Krishna Prasad Bhattarai
ICC Teacher

Why ICC matters?

ICC is not merely a remedial class; it's a specialized initiative that goes beyond conventional teaching methods. Tailored to cater to students who have encountered difficulties in particular subjects or faced setbacks in terminal exams, ICC steps in to provide the additional support and resources needed for students to understand those specific concepts. ICC is more than just improving grades; it's about clarifying doubts. When students clarify concepts and doubts, achieving good results becomes an obvious outcome rather than a miracle – it's simply a positive side effect.

I am here to Help

As an ICC teacher, I offer personalized support to students, tailoring my approach to meet their unique learning needs. Through one-on-one interactions, I identify their strengths and weaknesses in specific subjects and concepts, providing targeted guidance that goes beyond the conventional classroom experience. For example, some students may excel in solving arithmetic calculations but struggle with algebra or geometry. Others may be proficient in English but face challenges in science. There are those who are adept in biology but may encounter difficulties in physics or chemistry. Some might perform well in physics overall but find numerical problems challenging or excel in one chapter, like force, but face struggles in another, such as pressure. Every student has unique needs, and I strive to make them understand the concepts through personalized attention. This approach not only facilitates academic growth but also fosters confidence and resilience in students as they navigate their educational journey.

Dedicated Time for Mastery

Recognizing the significance of consistent practice and understanding, students enrolled in ICC have their Extracurricular Activities (ECA) cancelled. This intentional decision allows students to immerse themselves fully in their studies, providing them with ample time to clarify doubts and truly master concepts.

Fostering a Supportive Environment

ICC creates a supportive learning environment where students feel comfortable expressing their challenges and seeking

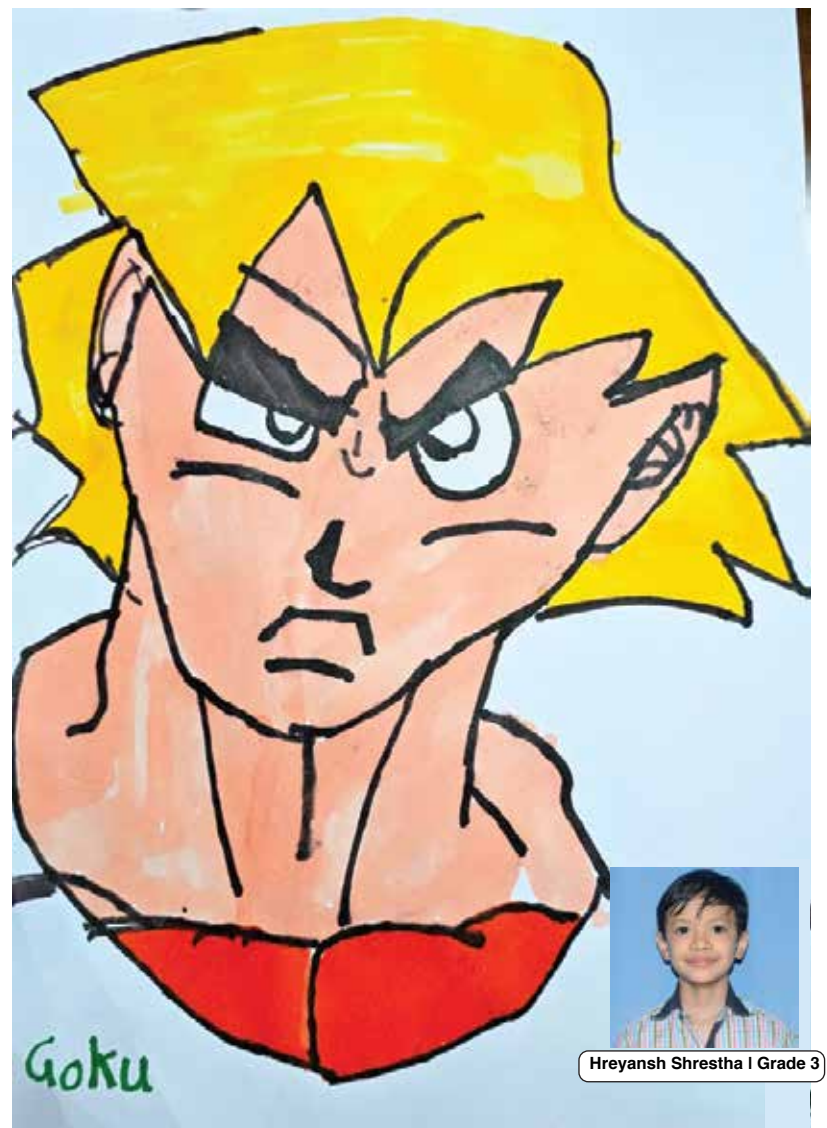
guidance. This nurturing atmosphere is essential for fostering a positive attitude towards learning.

In Conclusion

Ankuram Academy's Intensive Care Class is a testament to our commitment to student success. Through a combination of dedicated time, holistic approaches, and personalized guidance, ICC is not just a class; it's a transformative experience that empowers students to embrace knowledge with confidence and resilience.



Sushma Sapkota | Parent
Shayana Sharma | Grade 4



Hreyansh Shrestha | Grade 3

School Activities Highlight

Master and Miss Ankuram



Food Fest with Live Music



Donation to HART by Marketing Students Group



Intra-School Dance Competition



Computer Programming and Typing Competition



Field visit to Chhimkeshwori



Caricature Competition



Rangoli Competition

Media Coverage



क्रिडल र कृतकालाई 'मास्टर एण्ड मिस अङ्कुरम्' का उपाधि

भरतपुर-७ अवस्थित अङ्कुरम् एकेडेमीका कक्षा ८ का छात्र क्रिडल अधिकारी र कक्षा ४ की छात्रा कृतिका भट्टराईलाई क्र...



अङ्कुरम् एकेडेमीका निराजन अन्तराष्ट्रिय स्क्र्याबल प्रतियोगितामा छनोट

भरतपुर, १९ कात्तिक । भरतपुरस्थित अङ्कुरम् एकेडेमीका कक्षा ५ मा अध्ययनरत छात्र निराजन पौडेल अन्तराष्ट्रिय स्क्र...

अङ्कुरम् एकेडेमीमा गणित प्रदर्शनी

कायाकैरन संवाददाता

भरतपुर, ३० मंसिर

अङ्कुरम् एकेडेमीमा गणित शिक्षा परियोजनाअन्तर्गत वृहत् प्रदर्शनी सम्पन्न भएको छ । कक्षा १ देखि १० सम्म अध्ययनरत ६२७ जना विद्यार्थीहरूको सहभागितामा सम्पन्न उक्त वृहत् प्रदर्शनीको मुख्य उद्देश्य विद्यार्थीहरूलाई गणितीय ज्ञान दिनु रहेको सह-प्राचार्य ओमराज मैनालीले बताए । 'गणित 'डर' होइन, गणित 'गर' हो । अर्थात्, गणित 'सिक्दै रमाउँदै वा रमाउँदै सिक्दै' गरिने जीवनपर्यन्त प्रयोगमा आउने शिक्षा हो' मैनालीले भने ।

यस प्रदर्शनी अन्तर्गत विद्यार्थीहरूले गणित सम्बन्धी १५२ किसिमका प्रोजेक्टहरू तयार गरेका थिए । विशुद्ध गणित विषयसँग सम्बन्धित आकर्षक र ज्ञानवर्धक प्रोजेक्टले कार्यक्रमको रौनकता थपेको थियो ।

करिब ४ सय जना अभिभावकद्वारा अभिरुचिपूर्वक अवलोकन गरी विद्यार्थीहरूलाई हौसला प्रदान गरिएको उक्त प्रदर्शनीमा भरतपुर महानगरपालिका अवस्थित विभिन्न विद्यालयका शिक्षक एवं विद्यार्थीहरूले समेत उल्लेख्य रूपमा सहभागी भई अवलोकन गरेका थिए ।

अङ्कुरम् एकेडेमीले पाठ्यक्रम अनुरूप कृयाकलापमा आधारित शिक्षण-सिकाइ गराउने भएकोले विद्यालयको वार्षिक क्यालेण्डरमा उल्लेख गरी यस्ता किसिमका विषयगत परियोजनाहरू सम्पन्न गर्ने गरिएको सह-प्राचार्य ओमराज मैनालीले बताए ।



Synergy FM

December 29, 2023 at 11:31 PM

विद्यार्थीहरूले स्कुलमार्ग दर्जनौं प्रकारका खानेकुराहरू बनाए । अभिभावक तथा अवलोकनकर्ताहरूले किनेर खाने कुरा खाए । सेलरोटी, तरकारी, चना, आलु परीठा, सुक्या रोटी, लस्ती, जुश, लड्डु, चिप्स, पकोडा, अमोेट, माछा, मासु, चटपट पानीपुरी लगाएतका परिकार निकै आकर्षक थिए । स्कुलमा खानाका सलसँगै सांस्कृतिक प्रस्तुति पनि थियो । अङ्कुरम् एकेडेमीमा फुड फेस्टिवलमा देखिएको यो दृश्य तपाईंलाई कस्तो लाग्यो ?

Ankuram Academy



Kayakairan daily

November 9, 2023

भरतपुर-७ कृष्णपुरस्थित अङ्कुरम् एकेडेमीमा विहीवार विज्ञान प्रदर्शनी गरिएको छ । कक्षा १ देखि १२ सम्मका विद्यार्थीले सिर्जना गरेका विज्ञान सामग्री प्रदर्शनीमा राखिएको छ । प्रदर्शनीलाई विद्यार्थी, शिक्षक एवम् अभिभावकले अवलोकन गरेका छन् ।

अङ्कुरम् एकेडेमीमा 'बुकलास्टिक'



कायाकैरन संवाददाता
भरतपुर, १६ मंसिर
अङ्कुरम् एकेडेमीमा
'बुकलास्टिक' कार्यक्रम गरिएको छ ।

साहित्यमा छिच राख्ने कक्षा ७ देखि १० सम्मका विद्यार्थीहरूले करिब २ महिनाको अथक मेहनत र प्रयासमा विभिन्न विधामा रही सिर्जना गरेका रचनाहरूलाई विषयी स्वयंले हस्तनिष्ठ पुस्तकाकार रूप प्रदान गरी विद्यालयको अंग्रेजी र नेपाली विषय विभागमा पेश गरेका थिए ।

५२ जना विद्यार्थीहरूको बाल-साहित्य पुस्तकबाट '१५ उत्कृष्ट पुस्तक' छनोट गरी आफ्ना साहित्यिक सिर्जनाहरू साहित्यकार,

शिक्षक, अभिभावक तथा विद्यार्थीमात्र पस्कन पाउने अवसर जुराएको थियो । सोही रचना वाचन कार्यक्रम नै 'बुकलास्टिक' कार्यक्रम रहेको सहप्राचार्य ओमराज मैनालीले बताए ।

बालस्रष्टाले आफ्ना अभिभावकसँगै बसेर कफी पिउँदै रचनालाई निर्धनकसँग वाचन गरेका थिए । 'वाह, कति परिष्कृत र गहकिला शब्द, कति सुन्दर रचना' भन्दै थिए विभिन्न अतिथिद्वय ईश्वर कटेल र कवि भूपेन ।

हामिल गरिन् । त्यसैगरी, कक्षा १० का छात्र संस्कार दाहालको रचना 'अनन्त आह्वान'ले द्वितीय पुरस्कार प्राप्त गर्न सफल भयो । कक्षा ९ मा अध्ययनरत छात्रा जोएल केसी र कक्षा ७ का छात्र निभीक अधिकारीले क्रमशः 'द भेन अफ भेनोयन्स' र 'द स्लेयर्स' वाचन गरी तृतीय र सान्त्वना पुरस्कार प्राप्त गरेका छन् ।

बाल-स्रष्टाको प्रोत्साहनस्वरूप प्रथम, द्वितीय, तृतीय र सान्त्वना पुरस्कारमा क्रमशः २ हजार, १ हजार ५ सय, १ हजार र ५ सय रूपैयाँ नगद पुरस्कार प्रदान गरिएको थियो । अङ्कुरम् एकेडेमीका प्राचार्य सुमन पौडेलको अध्यक्षता र विद्यालय निर्देशक नैम चौधरीको प्रमुख आतिथ्यमा आयोजित उक्त साहित्यिक कार्यक्रममा सह-प्राचार्य ओमराज मैनालीले स्वागत मन्तव्य राखेका थिए भने कक्षा ९ की छात्रा सिर्जना लम्सालले कार्यक्रम संचालन गरेकी थिइन् । नेपाली विषय विभाग संयोजक पदमप्रसाद भुटेलको व्यवस्थात्मक कविता 'मैले काठमाडौँ चिनिन'ले सहभागी सम्पूर्ण साहित्यानुयायीहरूलाई आन्तर्गत तुल्याएको थियो ।

तह-प्रमुख देवीप्रसाद पौडेल, शिक्षकहरू रीता उपाध्याय, खेमराज अधिकारी, पदमप्रसाद भुटेल र शिक्षाराज अधिकारीले बाल-साहित्य लेखनमा विद्यार्थीहरूलाई सहजीकरण गरेका थिए ।

Does Ability Grouping Help or Hurt?

Ability grouping is a common practice in education all over the world, which involves dividing students into homogeneous groups based on their academic performance, abilities, or other relevant criteria. The goal is to provide tailored instruction that meets the specific needs of each group, which can lead to a more modified learning experience for students.



Naim Chaudhari
Director, Ankuram Academy

In an effort to enhance individualized instruction or to make teaching-learning easier and more productive, many schools in Nepal also shuffle the higher grade students, based on their academic performance. I being unaware of the system wanted to learn if this is effective. I spoke to students, teachers, and some guardians; they all had mixed responses. While this approach proved beneficial for some students, teachers observed that not all students experienced the same level of improvement, a few students also exhibited signs of demotivation and lower self-esteem. Therefore, I looked into many researches, which are given below.

The practice of ability grouping in education has a long and varied history: The concept of ability grouping can be traced back to the early 20th century. During this time, educators and researchers began to explore ways to address the diverse learning needs of students in classrooms. It gained popularity in the mid-20th century. Advocates argued that grouping students by ability levels could lead to more effective instruction and better outcomes for students. In the latter half of the 20th century, it became the subject of increasing scrutiny and debate. Critics argued that it could lead to educational inequities, with lower-ability groups receiving less challenging instruction and fewer resources. As concerns about equity and inclusion in education grew, alternative approaches to grouping emerged. Cooperative learning models, differentiated instruction, and inclusive education practices gained traction as ways to address diverse learning needs while promoting a more inclusive learning environment. In recent decades, studies have explored the benefits and drawbacks of various grouping methods, and educators continue to seek ways to meet the diverse needs of students while promoting fairness and equity. In the 21st century, there has been a growing emphasis on differentiation and personalized learning. This approach aims to tailor instruction to individual students' needs and preferences.

An article published in the Washington Post in 2013 stated that ability grouping first appeared in American education in the 1920s when the use of mental testing was a valued indicator of potential student performance. Between the years of 1996 to 2011, it was on the rise. It found that students who experienced ability grouping

in math increased from 40% to 61%. According to Snider and Schumitsch (2006), ability grouping promotes stigma and destroys academic motivation, especially among the slow learning students; self-esteem is regarded to be the condition that aids student achievement. Generally, child-centered teaching methods embrace the child as a whole and give emphasis to meeting the socio-emotional and cognitive needs of the child.

Burris, Heubert, and Levin (2006) reported contradictory results and revealed that high-attaining students are not affected when integrated with students whose ability is below theirs. In his research, a longitudinal approach was conducted which examined scores in Mathematics achievement tests in six succeeding years. The problem tackled the belief that ability grouping is the cause of persistently low academic achievement in schools.

Venkatakrishnan and William's (2003) research indicates that when placed in a mixed-ability group, low-achieving students attained the most advantage while setbacks on high-achieving students were minimal.

Liu (2009) found that students in low-ability groups perceived lower academic self-concept than the average and high-achieving groups. A noteworthy outcome of the study is that the low-ability student participants largely improved in academic confidence and overall self-concept in English while the high-performing group remained stable.

Ability grouping does not improve achievement and is harmful to students. Such grouping should be banned, says Anne Wheelock, author of *Crossing the Tracks: How "Untracking" Can Save America's Schools* (New Press, 1992). She adds tracking leads students to take on labels---both in their own minds as well as in the minds of their teachers---that are usually associated with the pace of learning (such as "slow" or "fast" learners). Because of this, we end up confusing students' pace of learning with their capacity to learn.

Additionally, an ERIC Digest report by Carol Nelson states that ability grouping for a particular educational purpose benefits students. While, Nelson's report states that students who were grouped in cooperative learning groups -- with heterogeneous abilities rather than homogeneous abilities -- developed skills in critical thinking competencies, positive social interactions, collaboration abilities and the ability to understand other perspectives.

Past studies that compare students from different ability groups to heterogeneously grouped students find evidence that the top students are helped by ability grouping and the bottom students are harmed, resulting in a net effect that can be positive or negative, but which is usually close to zero. Julian R. Betts and Jamie L. Shkolnik also found little or no differential effects of grouping for high-achieving, average, or low-achieving students.

Summary of the Study

The issue of ability grouping in schools has been the subject of debate for many years and will be for years to come (Hopkins, 2003). Many researchers have feared that ability grouping will hinder the advancement of students with low ability since there will be an emphasis on basic knowledge instead of advanced learning. On the other hand, proponents insist that grouping by ability has the potential to improve student achievement by increasing the level of motivation. Therefore, the only certain conclusion researches suggest is that further research on ability grouping will benefit both educators and school administrators.

Ability grouping in education is a complex practice with both advantages and disadvantages. It is a matter of debate. So, "Does Ability Grouping Help or Hurt"?

What are the alternatives to ability grouping?

It includes differentiated instruction, where teachers tailor their teaching methods and materials to meet the diverse needs of students within a mixed-ability classroom. Cooperative learning is another alternative, where students work together in small groups to achieve a common goal, regardless of their ability levels. At Ankuram Academy, we try to give a helper teacher within the class and provide further support to those students who need. We believe and we will practice these:

1. Prioritize students' happiness, boost their confidence and self-esteem through positive reinforcement to ensure success.
2. Students will reflect on their lessons and write down three things they learned in each class. We will evaluate their learning within the class.
3. We will focus on individualized instruction and give instruction that is tailored to students' individual needs and abilities. Teachers will provide more focused and specialized instruction to meet the unique needs of each student.
4. Our students have a wide range of abilities but we will instruct at an appropriate level to all. For this, we will plan our lessons at three levels.
5. We will try to match our instruction to the learning needs, interests, and readiness of each individual student. We will provide varying levels of challenge, different types of resources, and alternative assessments based on the abilities of the students.
6. We will keep a smaller class size to provide individualized care to each student. Students will have the opportunity to ask and clarify doubts immediately.
7. We will try flexible grouping within-class as per the need, where all of the students in the class are taught by the same instructor(s) and follow the same educational plan.
8. We will ensure "No Child Left Behind".
9. We will keep a closer track of students' progress and maximize learning opportunities for every student.

10. We will practice different kinds of pedagogical approaches with a "caring" role", gently pushing the students forward; and ensuring understanding by asking questions.
11. We will encourage peer learning so that the students who already know the concept can strengthen further and the ones struggling can easily grasp information imparted at their level.
12. We will encourage cooperative learning where students work together in groups to promote peer support, collaboration, and the sharing of diverse perspectives.
13. Our Intensive Care Class will be made effective to match the learning needs of the students. The teacher will be educated and trained in differentiated instruction and scaffolding.
14. Teachers will make flexible grouping within the class to promote project work, group work, and collaborative learning.
15. Tiered assignments involving activities at different levels of complexity or depth as per the student's needs will be provided.
16. We will engage the early learners with enrichment activities to challenge them further while those still working will receive additional support and remediation.
17. We will conduct short formative assessments and provide constructive feedback for further learning and teachers will adjust their instructions accordingly.
18. We will provide continuous teacher training and resources for professional development opportunities for teachers to implement inclusive teaching practices, differentiated instruction, and strategies for meeting diverse learning needs.
19. We will try to develop individualized learning plans for students with specific learning needs or exceptionalities and Annual Learning Goals for teachers too. These plans will outline personalized goals, strategies, and accommodations to support their learning journey.
20. We will create an environment where all students feel supported, challenged, and valued. We will encourage collaboration, empathy, and respect among classmates.
21. And of course, we will request parents and guardians be engaged in their wards' educational process by providing resources, workshops, and opportunities for open communication about their learning needs and progress.
22. Additionally, we will use ongoing evaluation and feedback from teachers, students, and parents in assessing the effectiveness of these approaches and making any necessary adjustments.

Music and Mental Health: The Therapeutic Power of Melodies

The intricate connection between music and mental health spans throughout human history, showcasing the profound influence of music on emotional and psychological well-being. This article delves into the therapeutic potential of melodies, highlighting



Karun Thapa | Grade XII

music as a valuable tool for promoting mental health.

The Emotional Language of Music:

Music uniquely communicates emotions, transcending language barriers. Whether through the calming notes of a classical symphony or the vibrant beats of a lively pop song, melodies have the power to evoke diverse emotions. This emotional resonance underlies music's therapeutic potential, providing individuals with a means to express, process, and comprehend their feelings.

Stress Reduction and Anxiety Management:

A key advantage of music for mental health is its capacity to reduce stress and anxiety. Studies indicate that listening to calming music can lower cortisol levels, the stress-associated hormone. Furthermore, the rhythmic elements of music can regulate the nervous system, fostering relaxation and diminishing anxiety.

Expressive Therapy:

Music offers a non-verbal means of expression, making it ideal for those who struggle to articulate emotions verbally. This is evident in expressive therapy, where music serves as a medium for self-expression and emotional exploration. Whether through playing instruments, singing, or simply listening, individuals can use music to externalize their inner experiences.

Enhanced Mood and Emotional Resilience:

The link between music and mood is unmistakable. Upbeat tunes can uplift spirits and enhance mood, while introspective melodies offer solace in times of sadness. Integrating music into daily life promotes emotional resilience, offering comfort and inspiration in challenging and celebratory moments.

Cognitive Benefits:

Music not only impacts emotions but also enhances cognitive functions. Learning an instrument, for example, correlates with improved memory, enhanced executive functions, and increased cognitive flexibility. These benefits contribute to mental and overall brain health.

In life's symphony, music serves as a therapeutic ally, providing solace, expression, and healing. Whether actively participating in music-making or simply listening, the therapeutic power of melodies transcends cultures and ages. As we uncover the intricate link between music and mental health, it's evident that harmonizing with the right melodies is a potent and accessible tool for fostering emotional well-being in the modern world.

Unseen Struggles

The Challenges of Recognizing ADHD and Autism Signs in Nepal

In the diverse cultural landscape of Nepal, the recognition and understanding of neurodevelopmental disorders such as ADHD (Attention Deficit Hyperactivity Disorder)



Aadya Gupta | Grade XI

and autism pose unique challenges. Here, awareness and knowledge about autism and ADHD are almost nonexistent. Autism and ADHD was not even discussed in Nepal over the past decade due to a lack of awareness. There was a lack of manpower in the country too. Nowadays, although there are enough manpower in the field, autism spectrum disorder and ADHD has not been paid attention to and many children remain undiagnosed.

One main reason that is seen today is the superstitious beliefs of people. In the rural areas, people still believe in superstitions and when they see abnormal behaviour in their children, they tend to subject superstitious beliefs on them. Although, the symptoms are quite distinct, like in autism; people see a different insistence on routine and resistance to being touched or hugged and in ADHD; being unable to remain stable and constant fidgeting. When the symptoms are mild, they are ignored and when they get severe, it is said to be as "boksi lagnu" or "bewitched". So, many children are still not diagnosed.

Hence, spreading awareness about mental health in this era is very important. Consulting a doctor when needed is also very important. On getting proper treatment, the children facing these problems can also live a prosperous life. Hence, on seeing such symptoms, we must suggest our relatives, neighbors or take our own children for checkup.

EARLY DIAGNOSIS IS BEST FOR THEM.

Pleasure of Being a Teacher

Teaching is not just a profession, but a purpose that brings the profound joy and sense of fulfillment. The pleasure of being a teacher extends beyond the classroom. Being a teacher is an opportunity to enlighten the



Pramila Khatri | Teacher

young minds and to build the meaningful connections with the students. Every day, we embark on a journey of discovery, fostering the environment where curiosity is encouraged, questions are welcomed and genuine love for learning is cultivated. This connection extends beyond the academic achievement. As a teacher we have privilege of inspiring young mind, witnessing the spark of understanding in student's eyes and observing their intellectual and personal growth are truly priceless moments that make teaching a pleasure. The pleasure of being a teacher also lies on the continuous journey of personal and professional growth. Every interaction, challenges and every innovative teaching method and idea contributes in our own development. Teachers have a power to shape the future by inspiring the knowledge, value and passion for learning. The immense pleasure derived from the fact that we are nurturing the next generation thinkers, leaders and contributors to the society. The impact we create extends far beyond the wall of the classroom.



Shruti Kunwar | Grade 6

My Suggestions to My Friend

My dad has always been my hero because of his amazing ability to control his emotions. Have you ever sat down with your father just to get to know him? Have you ever gone for a long drive with him? Did he like school? What was he like when he was a boy? What are his hopes and dreams now? Ask your parents how they met. Sometimes we forget that they are also human being. We see them as our parents only. But not as a person. We can discuss stuffs like (games, music, family) post dinner like buddies. Try to ask the story of his life, his schooling, struggles, and achievements believing that you can accomplish it as well and of course better than him. When he consoles you for the low marks by telling his story which is worth listening. There is lot more which depicts the healthy relation between the two, father's love is infinite it's just that he fails to express often. Hug him and say I love you.



Sarthak Raj Giri | Grade 6

How AI Can Boost Your Study and Life Skills

Artificial intelligence (AI) is a technology that can help students learn better and faster. AI can provide personalized instruction, intelligent textbooks, feedback, and guidance for students. AI can also help teachers design and deliver effective lessons. AI is changing the way we learn, work, and live. In this article, I will show you how you can use AI tools to improve your study and life skills, such as writing, research, productivity, and creativity. AI tools can help you with



Bishal Thakur | Grade XI

writing in various ways, such as: Checking your grammar, spelling, and style with tools like Grammarly or ProWritingAid. Generating ideas, outlines, or summaries with tools like Pop AI or Quillbot. Enhancing your vocabulary, tone, or voice with tools like Wordtune or Copy.ai.

Some examples of AI tools that can help students are ChatGPT, Inquire, and KSTAR. ChatGPT is a system that can generate text and answer questions KSTAR is a system that can solve math problems and show the steps.

AI can also help students develop life skills such as creativity, collaboration, and critical thinking by exposing them to diverse perspectives and challenges. AI can be a powerful ally for education and lifelong learning.

AI tools can be a great ally for students who want to improve their study and life skills. They can help you write better, research faster, be more productive, and unleash your creativity. I encourage you to explore some of the AI tools I suggested and see how they can benefit you.

Environment

In fields of green and skies so blue,
Nature's wonders, pure and true.
Trees that dance and rivers that play,
In the environment, let's cherish and stay.

Animals roam in forests wide,
Beneath the canopy, side by side.
Birds that sing a joyful tune,
In this world, a precious boon.

Reduce, reuse, and recycle too,
Small acts for the Earth we do.
Clean air to breathe, oceans so grand,
Together, let's protect this magical land.



Unnati Agrawal | Grade 6

I

I am brave, I am strong,
Why is everything, going wrong?

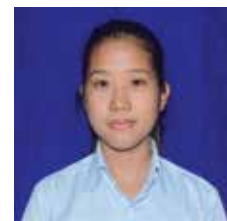
I am beautiful, I am gorgeous,
But the world, is very dangerous.

I want to run, I want to fly,
I am afraid, my dreams will die.

Let me fall, Let me be me,
I hope the real world, I will see.

I will fight, I am all set,
It is not, the end yet.

I am kind, I am a great soul,
One day I will, achieve my goal.



Gautami Thapa | Teacher

Ankuram's Achievements

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FIRST RUNNER-UP in Inter-School Athletics Meet
organized by Small Heaven School, Kalyanpur
-Ankuram Basketball Team (Girls)



SOE-KUCBT Entrance Test-2080
All Nepal Rank First
CBT Score: 1637
-Rochak Adhikari



Indian Embassy's Complex Scholarship 2023 at
SRM University on Automobile Engineering
(Full Scholarship)
-Kushal Poudel



First Position in 'Inter-School Tech-Expo'
organized by Valmiki Shiksha Sadan
-Team Ankurova



प्रथम महानगर स्तरीय अन्तर मा.वि. नकआउट फुटसल
प्रतियोगिता २०८० मा द्वितीय स्थान
-Grade XI & XII Futsal Team (Male)



First Position in 'Inter School
BESS level Swimming
Competition' (Girls)
-Arshia Khanal
(Grade 4)

****Correction****
Ms. Arshia Khanal's position in 'Inter School BESS level
Swimming Competition' (Girls) was published as Third. We would
like to rectify our mistake and Change the Position to First.

Pros and Cons of GMO Foods: Food and environment

What are GMOs?

A genetically modified organism (GMO) is an animal, plant, or microbe whose DNA has been altered using genetic engineering technology.



Shikshya Lamsal | Grade XI

To produce a GM plant, new DNA is transferred into plant cells. Usually, the cells are then grown in tissue culture where they develop into plants. The seeds produced by these plants will inherit the new DNA.

Do GMOs affect our health?

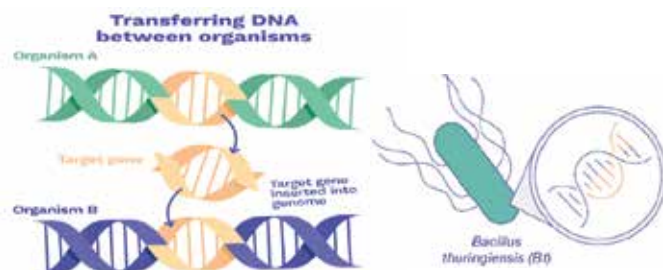
GMO foods are as healthful and safe to eat as their non-GMO counterparts. Some GMO plants have actually been modified to improve their nutritional value. An example is GMO soybeans with healthier oils that can be used to replace oils that contain trans fats.

What are the benefits of GMOs?

- Increased productivity: Genetically modified crops are modified to survive stressful conditions like blight resulting in higher yields
- Pest control: Many GMO crops are resistant to pests because of toxins inserted to their genes (Bt crops)
- Reduced herbicides use: Pests resistant crops require less herbicides
- Eco friendly: Reduced use of herbicides reduces emission of greenhouse gases battling climate change
- Increased nutrition: GMO crops have increased nutritional value. For instance, beta carotene rich rice known as golden rice was developed to prevent Vitamin A deficiency

Some of the potential concerns around GMO consumption include:

- Allergies: Allergies: Because GMO foods contain foreign genes, some people worry that they harbor genes from foods that may prompt an allergic reaction. However, research suggests GMO foods are no likelier to trigger allergies than their non-GMO counterparts
- Cancer: Because cancers are caused by DNA mutations, some people fear that eating foods with added genes may affect your DNA but recent research states that there's no evidence to link GMO food intake to an increased or decreased risk of cancer, and there is no evidence that eating GMOs will change your DNA. However, more long-term human research is still needed.
- Honeybees: There has also been concern that pollen from Bt crops may negatively impact honeybees, but there doesn't seem to be any solid evidence to support this yet.
- Ethical issues: People fear GMOs as they may result in unintended consequences and also their "unnaturalness".



Conclusion

Although current research suggests that GMO foods are safe for consumption, some people are concerned about their potential health effects. Due to a lack of long-term human studies, more research is needed.



Nirvaan Panta | Grade 2

Mental Mathematics in Classroom Teaching

Mental math is a kind of skills that allows the students to do math mentally without using pencil and paper or calculator. It is useful in school as well as in everyday life. It can help kids understand math concepts better and get



Binod Adhikari | HOD Math

to the answer faster. Whenever we talk about mental math, the students of junior classes enjoy it rather than seniors because the seniors are allowed to use calculators for their math work.

As a high school math teacher, I feel that the lack of mental math in our students is leading them to make their understanding more difficult. Here are a few ways that our students are struggling with mental math.

- They reach for the calculator to do even simple task
- They struggle with positive and negative sign
- They do not know multiplication facts
- They do not have confidence and they avoid responding in class
- They struggle with estimation
- They have lack of number sense.
- They are puzzled with the units.

Why should we teach mental math?

- Mental math is a valuable skill that can help students in many ways. It can improve their speed and accuracy in calculations, and it can also help them develop a deeper understanding of mathematical concept.
- Mental math can help students become more strategic thinkers. When they are faced with a math problem, they need to be able to decide whether to use calculator or to solve it mentally. This requires them to think about the problem carefully and they search the best way to solve it.
- Mental math can help students become more independent learners. When they can solve math problems in their head, they don't need to rely on a calculator or any other means. As a mathematics teacher it is always a dream for me to make my students good in mental math.
- Mental math simply can be a fun. It can be a challenge to try to solve math problems in your head, and it can be satisfying to be able to do it successfully.

How do we convince our students that mental math skills will help them beyond the classroom? The best way is to give them some sceneries of things they could face in day to day life. The number one thing to get access is that if students have good mental math skills, then they can easily be taken advantage in many situations. The following are the list of ways students might use mental math in their student life.

- | | |
|---------------------------|----------------------------|
| • Shopping | • Financial transactions |
| • Budgeting | • Profit share calculation |
| • Time management | • Travel planning |
| • Projects of their class | • Fitness and health |
| • Sharing expenses | • Home management |

Let's talk about how to incorporate mental math into an already busy math curriculum. As a secondary math teacher with limited time, we can efficiently incorporate mental math into our classroom routine with a little planning. Here are a few of them:

- We can start each class with a quick mental math warm-up, offering a problem to reinforce concepts and challenge students.
- We can engage our class with math game sessions that focus on mental math skills, making learning fun and interactive.
- During lessons we can include quick discussions and estimation exercise to promote critical thinking.
- We can run our substitute classes with mental math problems and make the class worthy.
- We can include some mental math problems even during assembly quizzes.

By nurturing mental math skills, students become strategic thinkers and independent learners. They gain self-confidence, self-reliance, and a sense of accomplishment. Beyond the classroom, mental math equips them to handle real-world challenges and prevents them from being taken advantage of. From shopping to cooking, budgeting to travel planning, mental math can help students to manage it the best way possible.

Nowdays

Land is less than water
Greenery in places,
Having a busy life
In almost all days!

Trees, plants, or soil
Are always in their place,
Mobile or technology
Is taking their place.

Beggars to millionaires
Suffering their life
Having a hard time
Without knowing the time!

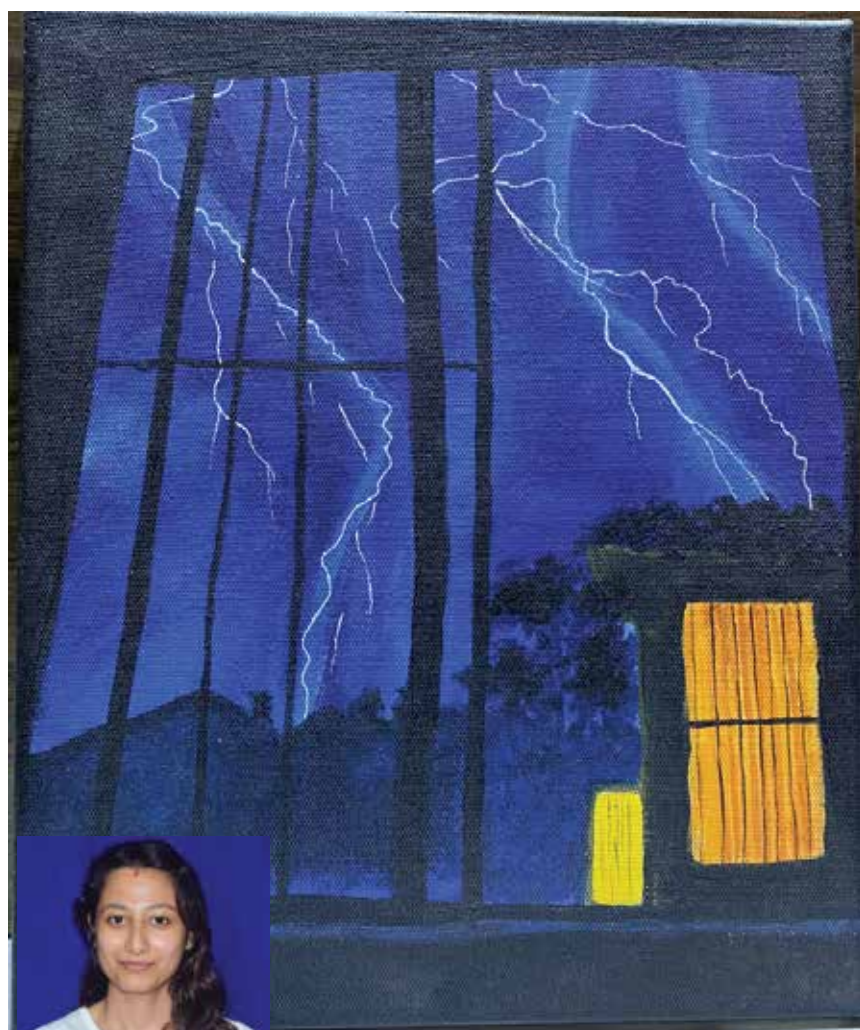
Festivals or celebrations
Coming in some days!
People are as usual
Busy on all days

The picture was for memories
Now for social platforms,
Isn't that a big change
In the life of ours

This is advice to all children
Do not ruin your life!
By all these trends.



Bibhuti Adhikari | Grade 6



Ridima Thapa | Teacher