



Ankuram Vocal Champ 2083



Quarterly Bulletin



Bicycle Rally on World Bicycle Day

Year 8

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The Child We Almost Missed

Why understanding children is more important than judging them

In 1994, I attended an international conference that challenged one of the most common assumptions in education that all children learn in the same way and at the same pace. A year later, I attended a six-day workshop led by a developmental paediatrician and her team.

At that time, many children who struggled in school were simply labelled "slow learners." We knew far less about dyslexia, ADHD, autism and other developmental differences than we do today.

Around 2000, while serving in a leadership role at a progressive school and pursuing my Master's degree in Educational Planning, I conducted a small research project on **Social Justice**. Reading research and case studies changed the way I viewed children forever. I realised that many learners who performed poorly were not lacking intelligence; they were facing barriers that had gone unnoticed.

That realisation shaped my journey. It led me to strengthen classroom support, establish a Learning Lab in my previous school and, today, help strengthen the Learning Lab (Intensive Care Class) at Ankuram Academy.

One question parents often ask is, "*Why do there seem to be so many more children with learning difficulties today than when we were young?*"

The answer is encouraging.

Children have probably not changed as much as **our understanding of children has changed**.

Today, educators and health professionals are much better at recognising learning differences than they were thirty years ago. According to UNICEF, nearly 240 million children worldwide live with disabilities that may affect learning and development. The World Health Organization also reports that hundreds of millions of children live with developmental conditions requiring additional support. These figures remind us that learning differences are not rare; they are part of the diversity found in every classroom.

Poor academic performance does not necessarily mean low ability. Children may struggle for many reasons; specific learning disorders such as dyslexia, attention difficulties, autism, speech and language delays, hearing or vision problems, anxiety, poor sleep, health issues, gaps in previous learning or difficult family circumstances. Sometimes several of these factors exist together.

That is why report cards tell only part of a child's story.

One lesson I have learned over the years is this:



Naim Chaudhari
Director, Ankuram Academy

The earlier we understand a child's needs, the greater the opportunity to help.

Children's brains develop rapidly during the early years. When learning difficulties are recognised early and appropriate support is provided, children are far more likely to develop confidence, independence and academic success.

Unfortunately, many children receive help much later than they should because adults hope they will simply "grow out of it."

Another conversation we frequently have with parents begins with questions like:

"My child did well in the previous school. Why are the marks lower at Ankuram?" or,

"We enrolled our child at Ankuram because it is a good school, but I don't yet see much improvement."

These are understandable concerns. Every parent wants to see progress.

However, meaningful learning takes time. When children move to a new school, they adjust not only to new teachers and classmates but also to different expectations. Some may come from learning environments that emphasise memorisation, while Ankuram places greater emphasis on understanding, critical thinking and applying knowledge. Lower marks during this transition do not necessarily mean less learning.

Progress should not be measured only by examination marks. Good education changes the learner before it changes the report card. It should also be seen in a child's growing confidence, curiosity, independence and love of learning; qualities that form the foundation of lifelong success. Schools also have a responsibility to provide the support each learner needs. At Ankuram, we are committed to continually strengthening our Learning Lab so that every child has the opportunity to succeed. Children make the greatest progress when schools and families work together. Schools can provide differentiated instruction, classroom accommodations and targeted interventions. Parents can support learning by reading with their children, encouraging curiosity, ensuring healthy routines, managing screen time wisely and seeking advice early when concerns persist.

At Ankuram Academy, our Learning Lab, under the leadership of Ms Meena Gurung, works closely with teachers and families to identify learners' strengths, understand their challenges and provide practical support. Our goal is not simply to improve examination results, but to help children become confident, independent learners who believe in themselves.

.....*continued on page 7*

Message From The Patron

Dear Parents, Students, Teachers, and Friends,

Every quarter leaves behind memories, but this one leaves behind stories.

Stories of children discovering new talents, teachers embracing new ideas, parents walking alongside us, and a school community growing stronger together. As I reflect on the past few months, I realise that some of the most meaningful learning at Ankuram did not happen during examinations, it happened through experiences.

From the excitement of the Robotics Open House to the responsibility demonstrated during the Student Council Election, from the muddy lessons of paddy transplantation to the creativity expressed through writing, art, and countless classroom activities, every experience carried a purpose: to help our children connect learning with life. Career guidance, health initiatives, and environmental awareness programmes further reminded us that education is about nurturing the whole child, not just academic success.

Equally inspiring has been the commitment of our teachers to continue learning. Professional development is not simply an event at Ankuram; it is part of who we are. When teachers grow, classrooms become places where curiosity, confidence, and lifelong learning naturally flourish.

As you read this bulletin, I hope you look beyond the photographs and achievements. Listen to the voices of our students through their stories, poems, artwork, and reflections. They remind us that every child has a unique story waiting to unfold.

"Together, let us continue building a school where children are not only prepared for examinations, but inspired to lead meaningful lives."

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फुरुङ्ग

पानी पच्यो शीतल भयो हावा चलेर
 म त जान्छु स्कूल तिर भोला बोकेर
 आज दिउँसो स्कूलमा खेल खेल पाइन्छ
 साथीसँगै मिलेर खाजा खाइन्छ
 गुरु बा आमाले घेरै माया गर्नुहुन्छ
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 आफ्नो साथी पाएपछि मनै फुरुङ्ग



Vedika Sharma
Grade 2

Tale of the Oak

In the arms of the aged oak , a rope swings
 A child that uses the swing feels like using wings
 The child sleeps on it sometimes like it's a bed
 Following a dream if the dream fades
 On the other side, there is a man Very old
 Remembering his childhood when he was bold.

Man thinks the Oak had its pride as it had survived many hail
 He feels old and thinks no one will Listen to his tale
 But the kid, wants to listen to his tales
 Tries to impress the old man but fails
 Then to impress, he calls his friend
 Listening to this, he agreed at the end.



Swarnim Ghimire
Grade 7

The man tells the tale wearing a scarf
 And he thinks he fails To make them laugh
 But the sound erupts of kids laughing
 At the end the oak says
 I have seen person's hair grow from black to white
 I have seen the peace and far away fight
 From above all in this height
 I always see a child in every adult fly a kite.

Accident

Oh, Oh, Oh look that I
 have done. Oh, Oh, Oh, Oh
 I spoiled my fun.
 I had an accident, please
 help me. I
 had an accident, can
 you see? Accident happens
 everyday. Keep yourself up,
 try again. See
 it's fine.
 Again...



Aaravi Sapkota
Grade 5

Artificial Intelligence (AI)

Artificial Intelligence, commonly known as AI is the technology that enables machines to think, learn and make decisions like humans. Today, AI has become an important part of our daily life, from smart phones and to online shopping, navigation apps, and medical diagnosis.



Pansy Shrestha
Grade 7

AI helps us work faster, smarter and more accurately. AI helps doctors to detect diseases, in education it provides personalized learning and supports student who needs extra help. In industries and businesses, AI improves productivity and reduces human efforts.

However, AI also brings challenges. People worry that machines may replace jobs and create unemployment. There are also ethical concerns about privacy, misuse of data and control over powerful AI system. AI must be used carefully and responsibly.

The future of the world truly depends on how we choose to use AI.

About Dance

Dance is an art of moving rhythmically to music or beat. It is a beautiful way to express feelings, tell stories & celebrate different cultures. Dance is also a form of exercise that improves fitness, balance, and confidence.



Ansu Chaudhary
Grade 7

People perform dance for entertainment, celebrations and special occasions. It brings joy, creativity and helps people connect with others.

The silent judgment

We study in the same school, read the same books,
And yet we learn there are things some shouldn't do.
In subtle sighs and heavy, judging looks,
They tell us how we are supposed to grow.

She's told to sit polite and clear the plate,
He's told to hide his tears and just be strong.
We swallow down the unfair, silent weight,
And pretend that nothing in the room is wrong.

So let's stand up and speak for one another,
To make a space where everyone is free.
No matter if you are a sister or a brother,
We all deserve to be who we want to be.



Abhinya Karki
Grade 9



Swarali Shrestha
Grade 7



Jayaana K.C
Grade 3

School Activities Highlight



Educators as Learners: Highlights from PD Week



Teacher Development with UnMath



Creative Writing and Drawing Competition



Successfully concluded the Student Council election



Career Compass & Motivational Session for SEE students



Eye Check-Up Program



Ideas in Motion: Robotics Open House



Experiential Learning Program: Paddy Transplantation

Media Coverage



विश्व साइकल दिवस: अङ्कुरम् एकेडेमीद्वारा बृहत् साइकल न्यालीको आयोजना



विद्यार्थीलाई नैतिक तथा कानुनी शिक्षासम्बन्धी अभिमुखीकरण





Aarab Kalakheti
Grade 5



Nirvaan Panta
Grade 5



Aabya Agrawal
Grade 5

Ballerina Poem

She puts Her ballet shoes on tight,
Her dress is soft, pink and bright,
She walks onto the shining floor,
Ready to dance and spin some more.



Shuvanshi Basnet Thapa
Grade 5

She lifts her arms up to the sky,
And turns around like she can fly,
Her tiny steps and soft and slow,
like gentle snow that starts to grow.

She jumps up high and lands with grace,
A happy smile upon her face.
The music plays, she feels so free,
Dancing like waves upon the seas.



Sayana Jaiswal
Grade 5



Aarav Tuladhar
Grade 8



Samragyee Kshetri
Grade 5



Anant Kandel
Grade 8

continued from page 1

As I reflect on the past four decades, one belief has remained unchanged.

Every child can learn. Not every child learns in the same way.

Our responsibility as educators and parents is not to compare children, but to understand them well enough to help them reach their potential. Somewhere in our classrooms or perhaps even in our own homes, there may be a child who is working harder than anyone realises, a child who has been misunderstood or a child we have almost missed. Let us make sure we never miss that child.

Further Reading

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Shaywitz, S. (2020). *Overcoming dyslexia* (2nd ed.). Vintage Books.

Siegel, D. J., & Bryson, T. P. (2012). *The whole-brain child*. Delacorte Press.



Krishav Chaudhary
Grade 7



The first day of my school

My first day at my new school was full of excitement. I went to school with my mom because the school driver did not know my home and the pick-up place. My mom dropped me at the school. One sister came and took me to my classroom. When I entered the classroom, all my excitement disappeared.



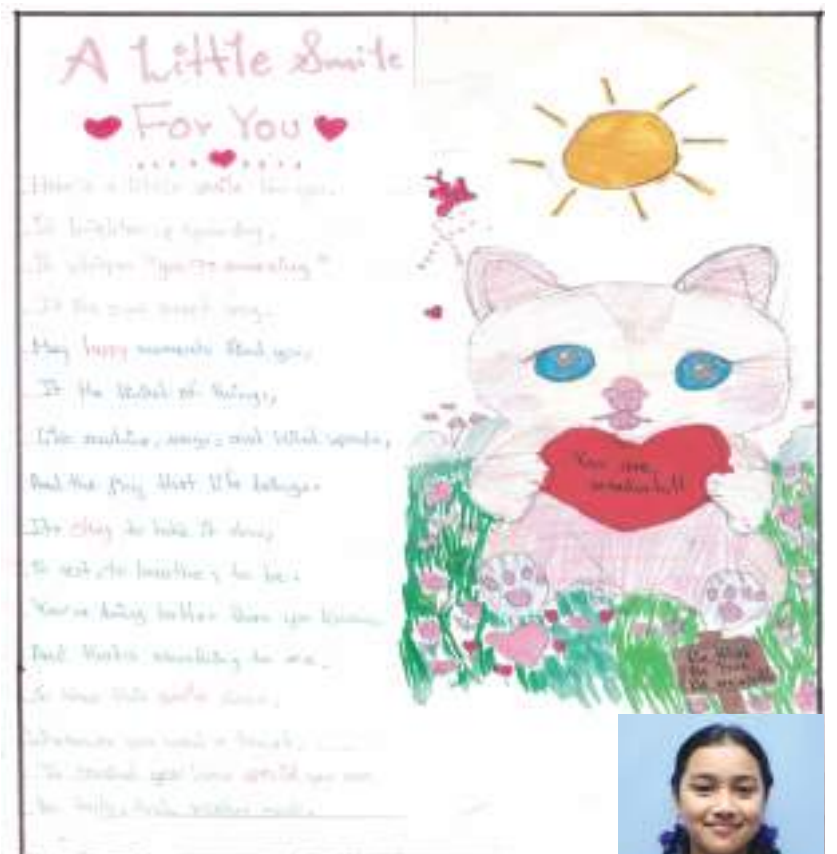
Ojas Pokhrel
Grade 4

Everything was new. I did not know anyone. The teachers, sisters, and students were all new to me. I did not know what to do. After a few minutes, I started to cry because I was feeling nervous. I missed my old school, my teachers, and my friends. All the students already had their own friends. They talked, walked, and ate lunch together. I felt lonely. At lunchtime, I sat alone and ate my lunch by myself.

Many times I thought, "I don't want to study in this school. I want to go back to my old school." But then I remembered that my admission was already done, so I had to stay. My class teacher saw me sitting alone and asked some students to talk to me and be my friends. They kindly welcomed me and made me feel better. At lunchtime, I still did not feel like eating because I was thinking about my old school. My teacher smiled and said, "If you come to school every day, you will soon feel happy here."

My teacher was right. My teachers, friends, sisters, and even the kitchen sister helped me feel comfortable in my new school during the first few days.

Now I love going to Ankuram Academy. I enjoy studying, playing, and spending time with my friends. I have made many new friends, and my teachers and sisters are very kind and caring. Now I am happy in my new school, and I want to continue studying here for many more years.



Aayushree Adhikari
Grade 5





Nirvika Sharma
Grade 3



Not My Kids, But My Kids

Before becoming a teacher, I never imagined that one day I would care so deeply for children who were not my own, or that they would leave such a lasting impact on my life. Everything changed when I joined Ankuram. When I first entered the classroom, I thought I would be the one who was only teaching.

But over the years, my students have also taught me just as much. Through my first batch and every batch that followed, I learned patience, empathy, and the joy of watching a child grow not just academically, but as a person.

My first batch will always hold a special place in my heart because they helped me discover the kind of teacher I wanted to be. Growing up, I often wished I had someone I could openly talk to, someone who would understand, encourage, and believe in me. Today, I try to be that person for my students.

I want to be more than just a teacher who explains lessons from a book. I want to be someone whom my students can run to when they are excited, worried, confused, or simply need someone to listen. I want them to know that learning is not only about marks and grades, but also about kindness, confidence, courage, and becoming a good human being.

One of the greatest joys of my day is hearing a cheerful "Bidisha Ma'am!" echo through the corridor. No matter how tiring the day has been, a student's smile, a hug, or a simple conversation has the power to brighten it instantly.

Teaching is often described as shaping young minds, but I believe students shape their teachers too. Every child who enters my classroom leaves behind a lesson, a memory, and a little piece of their



Bidisha Chapagai
Teacher

my classroom leaves behind a lesson, a memory, and a little piece of their heart.

They may not be my children, but in many ways, they become a part of my life and my journey. And while they may one day forget some of the lessons I taught, I hope they always remember that they were valued, understood, encouraged, and deeply cared for.

They are not my kids.

But in every way that truly matters, they will always feel like my kids.

Understanding the Significance of Local Curriculum in Bharatpur Metropolitan City

A newly enrolled student once asked, "Sir, I am new here in Chitwan. What does Local Curriculum exactly mean?" The question appeared simple at the first glance, yet it encouraged deep reflection on the broader purpose and significance of the subject.



Arjun Ojha
Teacher

In contemporary education, a Local Curriculum is not merely a subject rather, it is a meaningful educational framework that connects students to social, cultural, historical, economic, and environmental realities. It establishes Student Community relationship.

Local Curriculum is an innovative educational initiative designed to engage learners with knowledge and experiences that are specific to their locality. It is developed in accordance with the needs, priorities, and aspirations of local governments, enabling students to understand and appreciate their community more closely. In the context of Bharatpur Metropolitan City, the metropolitan government has developed and implemented a Local Curriculum that encourages teachers to conduct research, collect information from local communities and families, and compile relevant contents into course packets for classroom use.

The significance of Local Curriculum extends beyond the transmission of academic knowledge. It promotes an understanding local culture, traditions, history, indigenous practices, and social values. Through this curriculum, students develop a stronger connection with their community and gain a sense of responsibility toward local development and preservation of cultural heritage. The course provides opportunities to incorporate living traditions, social realities, economic activities, and even endangered cultural practices into the learning process.

The curriculum is assigned a weightage comparable to other academic disciplines, highlighting its educational importance. Assessment practices are aligned with the guidelines of the Curriculum Development Centre (CDC), emphasizing student participation, daily achievement, task completion, and continuous learning. At the Grade 8 level, greater emphasis is placed on analytical writing, effective presentation of ideas, proficiency in Nepali language, and the ability to respond thoughtfully within structured examination settings.

One of the strengths of the Local Curriculum is its continuity from Grade 1 to Grade 8. This progression enables students to gradually build their understanding of local knowledge and experiences. The curriculum promotes experiential learning through educational visits to historical sites, museums, lakes, cultural centers, agricultural farms, and traditional technology sites. Such activities help learners bridge classroom knowledge with real-life experiences.

An important objective of the curriculum is to establish a meaningful relationship between students and the metropolitan administration. By the time students complete Grade 8, they are expected to understand the structure, functions, and services of the metropolitan city. They become familiar with public institutions, municipal procedures, and mechanisms through which citizens can address social issues and participate in local governance. This practical understanding contributes to the development of responsible and informed citizens.

Cultural preservation remains one of the central themes of the curriculum. Bharatpur Metropolitan City is home to diverse communities, including the Tharu and Kumal people, whose histories, traditions, and cultural contributions are integral to local identity. Understanding and respecting these cultures, alongside other forms of diversity, is essential for promoting social harmony and inclusiveness.

The curriculum also reflects the socio-economic characteristics of Bharatpur. As a major medical hub, the city provides valuable opportunities for students to learn about health, population, and public welfare. Likewise, poultry farming and agriculture, which are significant contributors to the local economy, receive considerable attention within the curriculum. Students are encouraged to understand agricultural possibilities, sustainable practices, and their importance for regional development.

Environmental awareness and disaster preparedness are equally important components. The curriculum addresses issues such as climate change, weather-related hazards, lightning risks, and disaster management. Through these topics, students become more aware of environmental challenges and the need for resilience and preparedness in their communities.

Tourism, another vital sector of the local economy, is explored through the study of Chitwan National Park and its surrounding buffer zones. Students learn about biodiversity, ecosystem conservation, wildlife management, and sustainable tourism practices. These topics not only enhance environmental understanding but also foster appreciation for the region's natural heritage.

Furthermore, the Local Curriculum has the potential to integrate modern technological perspectives, including Artificial Intelligence and digital learning approaches. Such integration can help students connect local knowledge with global developments, preparing them for future opportunities while remaining rooted in their local context.

Summing up, the Local Curriculum represents a transformative approach to education. It connects students with their community, promotes cultural preservation, strengthens civic responsibility, enhances environmental awareness, and encourages practical learning

experiences. As educational systems increasingly seek relevance and contextualization, the Local Curriculum of Bharatpur Metropolitan City serves as an exemplary model for fostering knowledgeable, responsible, and culturally aware citizens. Through this curriculum, students do not only learn about their locality but also develop the skills and understanding necessary to contribute meaningfully to its future development. Extending the ideas, it can add Chepang Cultures and foremost awakening is 'change', which we demand addressing the techno friendly students.



Darshit Sapkota
Grade 7



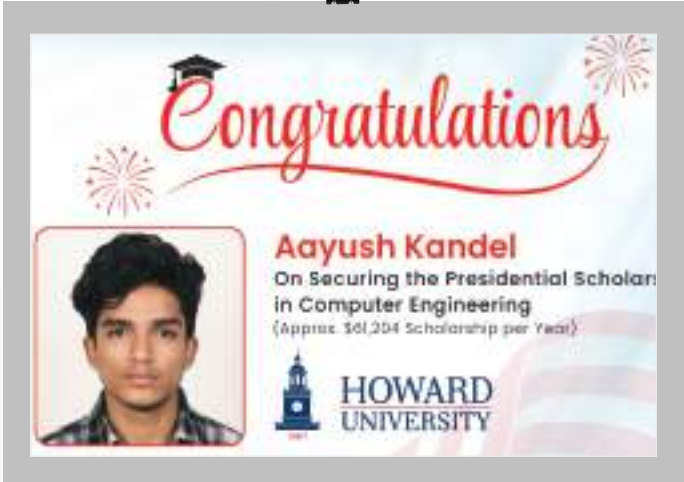
Aarohan Raj Dawadi
Grade 6

FIFA WORLD CUP 2026

Ankuram's Achievements



Shreedhi Karmacharya secured **Third Position** in the 16th Bagmati Province Level President Running Shield Competition 2083



Aayush Kandel has secured the prestigious Presidential Scholarship in Computer Engineering at Howard University, USA



Congratulations to Aayushree Adhikari for being crowned Miss Snow White Chitwan 2026, Season 6 (Junior)



Congratulations to Prekshya, Shrijana, and Unilia for capturing the **2nd Runner-Up** spot at the Kaplan Business School Idea Pitching Competition

A Doctor's Journey Through the Changing Face of Our Schools

Recently, I had the opportunity to visit 13 different government schools at Tanahun and Nawalpur districts as a pediatric cardiologist for echocardiographic screening for Rheumatic Heart Disease (RHD) in children under age of 15 years. It was a very enriching and motivating experience for me. Last time I had visited government school for health camps which was 15 years back in 2011 as a medical officer, and I was overwhelmed by the changes I noticed.



The school's infrastructure back in the day was very dismal. There were small classrooms with lack of proper ventilation, with wall painted blackboards and basic desks and benches. There were poorly maintained and foul-smelling toilets and no scope for age-appropriate play areas. Consequently, there were few children attending school and most of the teachers were also absent and even those present ones were very loud and mostly ill-tempered. Teachers and children attended school in their own dresses, no school uniform was there. The schools mostly used to be from grade I to VIII and only few schools were up to class 10 and almost no government schools were up to grade 12 and none had kindergarten.

Now, most of the schools I visited have 'Sisu Kakshya' and most have classes up to 12th grade. There are age-appropriate playing areas. The school compounds are well secured, clean, well maintained and many have a security guard. The classrooms of small children are carpeted and have lots of educational paintings. Audiovisual facilities are available in the well lit and ventilated classrooms. The toilets are plenty and mostly clean with working water taps. Few of the schools also have school nurse and recovery areas with basic medical facilities. The teachers and students are in their school dresses with identity cards. The teachers are very well-spoken, mostly know the names of their students and their guardians. The students are addressed using 'Tapai' irrespective of their age. I was so glad to see children running to the cafeteria with their empty tiffin boxes to get their tiffin which is provided by the school to the childrens up to class 5. The food is hygienic and have balanced nutrition.

Very impressed by these changes, I asked the headmaster and the president of the school management committee how these changes

The answer is simple 'The schools are managed by the community they serve and are funded primarily by the local government'. Previously, the management of school was done by the central government and the community had no say in the running of school. Now, even when the local government budget is small, community seeks help from other stakeholders and manages what is needed locally by mobilizing local resources. I, myself also being an educator, believe that the future of a country happens and nourishes at the current day schools and having visited the schools, I feel reassured about the future of our great country, Nepal. Surely, there are a lot of things we need to do and we are in the right direction for sure.

Dr. Ajeet Kumar Mishra

Pediatric Cardiologist, Educator and Parent

मेरो कल्पनाको तेस्रो विश्वयुद्ध

विश्वका विभिन्न देशहरूबिच कुनै एक कारणले गर्दा सिर्जना भएको विशाल क्षतिपूर्ण महायुद्धलाई विश्वयुद्ध भनिन्छ । अहिलेसम्म दुईओटा विश्वयुद्ध घटिसकेका छन् । पहिलो विश्वयुद्धपछि धेरै देशहरूमा भएको अथवा हुन लागेको विकासका आयोजना सबै तहसनहस भए जसले गर्दा विश्वको उन्नति नभइकन विनाश हुन थाल्यो । कयौँ सालपछि ती संरचनाहरू पुनः निर्माण भएपछि फेरि दोस्रो विश्वयुद्धका कारण अथाह धनजनको क्षति भयो ।

दोस्रो विश्वयुद्ध घटेको धेरै वर्ष भइसकेको छ र भाग्यवश तेस्रो विश्वयुद्ध भएको छैन । तर अहिलेको माहोल हेर्ने हो भने तेस्रो विश्वयुद्धको सुरुवात हुने सम्भावना अति धेरै छ । रूस र युक्रेनको युद्ध लगभग चार वर्ष देखि चलिरहेको छ । इजरायल र प्यालेस्टाइन बिच पनि द्वन्द्व भइरहेको छ । इजरेल र अमेरिकाले संयुक्त रूपमा इरानमाथि आक्रमण गरिरहेका छन् । यी बाहेक विश्वमा विविध राष्ट्रहरू बिच शक्तिका लागि, अर्को देशभन्दा आफ्नो देश माथिल्लो स्तरमा रहेको देखाउन तथा केही विशेष विषयमा असहमतीका कारण युद्ध भइरहेका छन् । यी राष्ट्रहरूमा भइरहेका यस्ता घटनाहरूले तेस्रो विश्वयुद्ध निम्त्याउने सङ्केत गरेका छन् । मेरो कल्पनामा अमेरिकी राष्ट्रपति डोनाल्ड ट्रम्पका कारण विश्वयुद्धले उग्ररूप लिने सम्भावना देखिन्छ । उहाँको धारणा, सोच र आफू र आफ्नो देश विश्वका अन्य सबै देशभन्दा उच्च रहेको मान्यताले नै तेस्रो विश्वयुद्धलाई तीव्रता दिनेछ भन्ने मेरो ठम्याइ हो । यसका कारण विश्वका विभिन्न देशहरूले एकअर्कासँग भैँभगडा गर्दा एकअर्काको राष्ट्रमा धेरै समयपछि आएको प्रगति फेरि एकपटक विनाश हुनेछ । त्यस राष्ट्रको सरकारी संयन्त्रका कारण देशका सम्पूर्ण जनताले पीडा, दुःख र एकअर्काको मृत्युको भयावह स्थिति सहनुपर्ने छ । मेरो कल्पना अनुसार यो विश्वयुद्धले सबैभन्दा बढी क्षति सामान्य र गरिब मुलुकलाई पुऱ्याउनेछ ।

विश्वका सबैभन्दा शक्तिशाली राष्ट्रहरूले आफूसँग धेरै मात्रामा रहेको मिसाइल, तोप र अन्य विस्फोट हुने हतियारको प्रयोग गरेर अन्य राष्ट्रलाई बिगार्दै जाने छन् तर आफ्नो शक्तिशाली र तालिमयुक्त फौज र अन्य माध्यमको प्रयोग गरेर आफूचाहिँ बच्ने छन् । मैले कल्पना गरेअनुसार धेरै निर्दोष जनताले आफ्नो राष्ट्रका सञ्चालकको गलत उद्देश्य तथा कदमकै कारण ज्यान गुमाउनु पर्नेछ । तेस्रो विश्वयुद्ध हुँदै गर्दा भएको क्षतिलाई सुधार गर्न अर्को दशक चाहिने छ । मेरो कल्पनामा यस विश्वयुद्धले पुऱ्याउने नोक्सानको भरपाई मिलाउन कठिन हुनेछ । एक देशले अर्को देशको सम्पत्ति तथा क्षेत्र ओगट्न सक्छन् जसले गर्दा विश्वभरि नै सीमित शक्तिशाली देशहरूको राज चल्नेछ । विश्वमा रहेका अन्य देशले

त्यसता शक्तिशाली देशको आज्ञा मान्दै गुलामी गर्नुपर्ने हुन्छ नत्र भने त्यस देशमाथि पुनः आक्रमण हुन गई त्यो देशको अस्तित्व नै धरापमा पर्न सक्नेछ । ठुलो देशले अन्य मुलुकको अधिकारको हनन गर्दै आफ्नो राज चलाउनेछ । मेरो कल्पना अनुसार यो तेस्रो विश्वयुद्ध भएमा आफूलाई शक्तिशाली मानेका देशले सबै अन्य देशलाई आफ्नो सेवक, कारिन्दा र गुलाम बनाउँदै आफूलाई सबैभन्दा अब्बल बनाउने छ र आफूलाई मात्र विश्वको एकमात्र विकसित तथा महान् राष्ट्रका रूपमा स्थापित गर्नेछ ।



Aaradhya Baniya
Grade 9

Leading Learning with Purpose

Education is at its best when it inspires children not only to know but also to think. In an age where information is available instantly, schools are no longer expected merely to help students remember facts. Their greater responsibility is to nurture learners who question with curiosity, reason with confidence, solve problems creatively, collaborate effectively, and continue learning throughout life. This belief lies at the heart of the transformation that progressive schools are embracing today.



Pramod Thapaliya
Vice Principal

For generations, classrooms have often measured success by neatly completed notebooks, accurate recall, and correct answers. While these have their place, they represent only one part of learning. A notebook filled with perfect answers does not always reveal a mind that has explored ideas, grappled with challenges, or developed independent thought. True learning happens when students are encouraged to think before they are told, to question before they accept, and to discover before they memorize.

This is why classrooms are gradually becoming places where discussion matters as much as listening, where collaboration complements individual effort, and where students are expected to explain their thinking rather than simply reproduce information. A child predicting the ending of a story, debating different approaches to a mathematics problem, designing a simple investigation, or presenting a unique solution is doing far more than completing an exercise. Such experiences develop confidence, resilience, communication skills, creativity, and critical thinking—qualities that define successful learners in today's world.

Meaningful learning also requires a new understanding of mistakes. Rather than treating errors as failures, they should be viewed as evidence that learning is taking place. When students feel safe to say, "This is my idea," or "Can I try another way?", they become willing to take intellectual risks, reflect on feedback, and improve through effort. These moments build far more than academic achievement; they cultivate perseverance, independence, and a genuine love of learning. Assessment, too, must move beyond checking what students remember to discovering how they think.

Questions that ask learners to explain, analyze, compare, justify, create, and solve authentic problems reveal a much richer picture of understanding than those that simply reward memorization. Feedback becomes most powerful when it guides improvement, encourages reflection, and celebrates growth rather than perfection.

Equally important is the cultivation of a vibrant reading culture. When children regularly read stories, biographies, science articles, newspapers, poetry, and other quality literature beyond their textbooks, they encounter new ideas, richer vocabulary, and diverse perspectives. Reading strengthens imagination, empathy, comprehension, and critical thinking while nurturing the curiosity that fuels lifelong learning. Transforming learning is not about abandoning academic excellence; it is about redefining it. Excellence is no longer measured solely by how accurately students reproduce information but by how confidently they ask questions, connect ideas, solve unfamiliar problems, communicate their thinking, and apply their learning in meaningful ways.

This is the direction in which Ankuram Academy is moving—with purpose, optimism, and a shared commitment from teachers, students, and parents. Every classroom is becoming a place where curiosity is valued over compliance, understanding is prized above memorization, mistakes are recognized as opportunities to grow, and reading is celebrated as the foundation of learning. By nurturing thoughtful, compassionate, and independent learners, we are not simply preparing children for examinations; we are preparing them for life.



Stormi Giri
Grade 2