



# NEWSLETTER

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14 Ashoj, 2083 (September 30, 2026)

*"The important thing is not to stop questioning. Curiosity has its own reason for existing."*  
— Albert Einstein

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## From the Principal's Desk

Dear Parents,

Warm greetings from Pathshala.

As we enter the month of **Ashoj**, we would like to thank our parents, students, teachers, and staff for their continued support and cooperation. The academic year is moving ahead with many opportunities for students to learn, participate, lead, compete, serve, and grow beyond the regular classroom. Ashoj will be a particularly active month, with the Second Mid-Term Assessment, Scout activities, student leadership programs, talent shows, the beginning of preparations for our Sports Meet, and several other learning experiences.

### **Theme of the Month: Nepal Around Us – Observe, Understand and Respond**

Our theme for Ashoj is “**Nepal Around Us: Observe, Understand and Respond.**” This school-wide theme is designed to help students look beyond their textbooks and connect their learning with what is happening around them.

Students will be encouraged to follow a simple learning cycle:

### **OBSERVE → FIND OUT → UNDERSTAND → RESPOND**

We want children to begin with something they notice around them—at home, at school, in their neighbourhood, in nature, in the news, or in their community. They will then be encouraged to find reliable information, understand why something is happening and why it matters, and finally think about what they can learn, suggest, or do.

The level of exploration will naturally differ according to age. Younger students may share what they notice about their home, school, neighbourhood, seasons and surroundings. Older students will explore issues related to environment, society, culture, technology, migration, disasters, development and other current situations in Nepal.

Parents can make this theme even more meaningful by having simple conversations at home: “**What did you notice today?**”, “**Why do you think this is happening?**”, “**How do you know?**”, and “**What could we do about it?**” Such conversations gradually help children become curious observers, thoughtful learners, and responsible members of society.

### **A Special Focus on Learning from Our Surroundings**

As part of this theme, students will share their learning through classroom discussions, morning assemblies, presentations, interviews, posters, photographs, maps, models, poems, short reports, surveys and other age-appropriate formats. The purpose is not to see who can collect the most information or deliver the longest speech. Rather, we want students to understand what they explore and express it in their own words.

We also request parents to encourage children to use books, newspapers, interviews, first-hand observations and reliable digital sources. At the same time, children should learn that not everything shared on social media or the internet is necessarily true. Helping them ask “**How do you know?**” is an important part of developing information literacy.

## Second Mid-Term Assessment

The **Second Mid-Term Assessment for Grades I-VIII** has been conducted from **12th to 15th Ashoj**. The assessment is an important opportunity for students and teachers to understand how learning is progressing and where further support may be needed.

We encourage parents to help children maintain a calm and regular study routine rather than creating unnecessary pressure during assessment time. Students should continue to read, revise, complete their work, ask questions and participate actively in class. The purpose of assessment at Pathshala is not simply to produce marks, but to understand learning and support further growth.

## Sports Meet 2083: Learning Through Games and Sports

One of the major events of this academic year is our **Pathshala Sports Meet**, a grand school event organised once every two years. We are looking forward to bringing the whole school community together through games and sports.

We expect **every child to participate** in the Sports Meet and use the opportunity to discover their interests and potentials. For some students, the experience may lead to competition and achievement; for others, it may simply be about trying something new, developing confidence, learning teamwork, or enjoying physical activity.

Some competitions will begin soon after the Second Mid-Term Assessment. The major events will take place after the Dashain vacation, with the **grand finale scheduled for 19th and 21st Kartik**. Detailed information about events, participation, schedules and guidelines will be shared with parents and students in the coming days.

We hope parents will encourage children to participate with enthusiasm and, more importantly, with the spirit of **fair play, teamwork, discipline and enjoyment**.

## Scout Activities and Outdoor Learning

Ashoj will also be an active month for our Scouts. Grade VIII students took part in the **Scout Hiking Programme** on 3rd and 4th Ashoj, while the **Grade VI Scout Camp** will be held from 16th to 18th Ashoj.



Outdoor programmes provide learning that cannot always happen inside a classroom. Students learn to cooperate, manage themselves, take responsibility, appreciate nature, and respond to unfamiliar situations. We thank parents for supporting these programmes and helping students participate responsibly.

### **Student Leadership and Talent Development**

Student leadership remains an important part of Pathshala's learning culture. During Ashoj, meetings with House Captains, Club Captains and School Captains will help student leaders review their responsibilities and plan their work.

We will also conduct a number of opportunities for students to express their talents. The **Elocution Competition for Grades II-VIII**, followed by the **Singing Talent Show for Grades VI-VIII** and the **Dancing Talent Show for Grades I-V**.

These activities are not only about identifying winners. They provide children with opportunities to practise, perform, listen, appreciate others, overcome hesitation and develop confidence.

### **Dashain and Learning Beyond the Classroom**

As Dashain approaches, we will also prepare students for the vacation. Teachers will orient students regarding a brief and class-appropriate **Dashain Holiday Assignment** and share appropriate learning activities before the vacation.

We encourage families to make the holiday a healthy balance of celebration, family time, travel, rest, reading and meaningful experiences. Children do not always need a textbook to learn. Visiting a new place, talking to grandparents, observing local traditions, helping at home, reading a story, maintaining a personal journal or learning a new skill can all become valuable learning experiences.

### **A Note from the Social Welfare Club: Thank You for Your Generosity**

We would like to express our heartfelt appreciation to all parents, students, teachers and staff members who generously contributed towards supporting families affected by the recent floods and disasters.

The response from the Pathshala community reminded us that education is not complete without empathy and responsibility towards others. Many members of our community contributed according to their capacity, while students also took part in the collection and support efforts. The school has also contributed **NRs. 10 lakh to the Prime Minister's Disaster Relief Fund** as part of the institutional response.

Please see the Social Welfare Club section in this newsletter for further details on the relief initiative and the support extended through its section/report. We sincerely thank everyone who helped us turn concern into meaningful action, and a warm gratitude to the team of Social Welfare Club.

### From Account section:

We sincerely thank everyone who have demonstrated high degree of cooperation by responding positively regarding the fee instalments so far. The next instalment bill will be sent by next week. Considering the time of festive requirements of Dashain, we humbly request all to support us by paying fee timely.

### Socio-Emotional Development Workshop -2083!

Pathshala is greatly directed by its philosophy of child - centered education for meaningful education. It's quite clear that society has to face the challenges of mental health or socio-emotional development as one of the rising issue these days. However, we believe that learning become meaningful only when learning procedures are deeply connected with young learners and its possible only when they are ready to receive what they are expected to be involved and learn.

Pathshala is very well aware of the fact that understanding of development pattern of teens and identifying real challenges and effective solutions plays vital role to minimize the problems. Therefore, we had organized a workshop on 'Understanding Our Teens: Growing Together!' with the purpose of knowing self and one-another regarding 'three-way' tier so that we can make learning 'happening' to grow positively together. Parents and guardians of grade VII-VIII participated on Shrawan 24th; Teachers of same grades had on 7th Bhadra; students of same grades had on 8th Bhadra. We are very thankful to Ms Jasmine Rai and Mrs Sajina , very well known and dedicated counsellors for their support as facilitators of the workshops. We are also very much grateful to all the parents, teachers and students for their active participation with enthusiasm and the sense of responsibility displayed throughout the workshops.

The conclusion of the workshops was to remember the reflections, new learning and take-away, to make short-term goals to practice and maintain personal reviews to check the growth-track of self. We hope that all the participants are very well aware of the takeaways and maintaining the personal track so that we will have many success stories to share during follow up sessions in few months.



## Pathshala Model Parliament 2083: From Classroom Learning to Civic Engagement

Pathshala Pre-Uni organised the **three-day Pathshala Model Parliament 2083**, providing 309 students from Grades 9 and 10 with an opportunity to experience parliamentary activities, committee practices and legislative processes. Students took on the roles of members of the House, ministers, committee chairs, secretaries, the Speaker and Deputy Speaker, and participated in ten different parliamentary committees covering areas such as finance, international relations, law and justice, public accounts, education, health and information technology.

The program also featured a Model President's address and the participation of distinguished guests and resource persons, including former Speaker **Devraj Ghimire**, constitutional expert **Dr. Bhimarjun Acharya**, Former Deputy Prime Minister and Chairman of Rastriya Prajatantra Party **Mr. Rajendra Prasad Lingden**, and Members of Parliament **Dr. Toshima Karki** and **Srijana Shrestha**. Through active engagement in parliamentary procedures, research, dialogue, argumentation, leadership and decision-making, the program brought Pathshala's motto, "**Meaningful Education for Meaningful Life**," into practice, connecting classroom learning with real-life civic and leadership experiences.

We warmly congratulate and sincerely thank the student organising committee, our dedicated teachers, and everyone who contributed their time, guidance and support to make this meaningful learning experience a success.



## Weather Alert: Let Us Travel Safely

The weather during this period can change quickly, particularly while travelling by road. The Department of Hydrology and Meteorology (DHM) continues to provide weather, rainfall, river and warning information, including updates related to possible heavy rainfall and local hazards.

We request parents to remain alert when travelling, especially during long-distance journeys. Before starting a road trip, please check the latest weather forecast and road condition updates, plan the journey accordingly, and avoid unnecessary travel during periods of severe weather. Families travelling through hilly areas should remain particularly cautious about possible landslides, falling debris, flooding and difficult road conditions.

Please keep some extra travel time, avoid crossing flooded roads or streams, and do not take unnecessary risks simply to maintain a travel schedule. The official DHM system also provides weather and flood information through its services, including **toll-free number 1155** for weather and flood early-warning information.

**A safe journey is always more important than a hurried journey.**

### **Important Dates to Remember – Ashoj 2083**

| <b>Date</b>               | <b>Programme / Activity</b>                                                        |
|---------------------------|------------------------------------------------------------------------------------|
| <b>3 Ashoj</b>            | Grade VIII Scout Hiking at National Scout Training Center, Sundarijal              |
| <b>4 Ashoj</b>            | Monthly Review & Planning Workshop of Teachers                                     |
| <b>12-15 Ashoj</b>        | Second Mid-Term Assessment - Grades I-VIII                                         |
| <b>16-17 Ashoj</b>        | Grade VI Scout Camp                                                                |
| <b>18 Ashoj</b>           | Department Workshop                                                                |
| <b>22-23 Ashoj</b>        | Elocution Competition - Grades II-VIII                                             |
| <b>24 Ashoj</b>           | PTC - MTA II                                                                       |
| <b>29-30 Ashoj</b>        | Singing and Dancing Talent Show - Grades I-VIII<br>Dashain Celebration - Grade III |
| <b>31 Ashoj-8 Kartik</b>  | <b>Dashain Vacation</b>                                                            |
| <b>19 &amp; 21 Kartik</b> | <b>Sports Meet – Grand Finale</b>                                                  |

### **A Final Thought for the Month**

Ashoj brings together many different forms of learning—academic assessment, outdoor activities, leadership, sports, talent development, community service and preparation for Dashain. We hope our students will approach each of these experiences with curiosity and sincerity.

At Pathshala, we believe that **meaningful education happens when children learn to observe, understand, participate and respond**. We therefore request parents to continue encouraging children not only to study for tests, but also to read, ask questions, participate, play, serve, create and experience the world around them.

Thank you for being an important part of the Pathshala learning community. We look forward to another meaningful month of learning and growth together.

**With warm regards,**

**Bishwonath Kandel**

**Principal**

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## From the Desk of Level Coordinator (I-III)

**"Education is not the learning of facts, but the training of the mind to think."**

**- Albert Einstein**

Dear Parents and Guardians,  
Namaskar!

It gives me immense joy to present this newsletter, highlighting the vibrant learning journey of our students. Over the past months, they have enthusiastically taken part in a range of meaningful experiences; including educational excursions, cultural festivities, and creative activities; all thoughtfully designed to nurture their knowledge, skills, and values. The following sections provide a glimpse into some of the major highlights from Grades I to III.

### **Gratitude Sharing - Parent Teacher Conference (PTC)**

We would like to extend our heartfelt gratitude to all the parents and guardians for your active participation and valuable insights during the First Terminal Parent Teacher Conference. Your constructive feedback and encouraging words have inspired us to strengthen our teaching-learning approaches. The discussions held during the PTC not only celebrated the progress of our students but also highlighted areas for collaborative improvement. We deeply appreciate your trust and continued partnership in nurturing our learners. We strongly believe that each one of you have very carefully gone through the assessment rubrics, GTS comments and Subject wise Narrative comments of your child and are ready to be continuing necessary attention at home.



### **Highlights from Grades I-III**

#### **Grade I:**

#### **Visit to Krishna Temple, Patan Durbar Square:**

Our Grade 1 students visited the Krishna Temple at Patan Durbar Square to gain insight into religious sites, their significance, and the daily rituals performed there. This enriching experience allowed the children to explore the cultural and spiritual importance of such places.



### Krishna Janmashtami Celebration

After the visit, our young learners celebrated Krishna Janmashtami with certain modifications to ensure a meaningful experience for our students. Rather than a combined event, students marked this special festival in the morning Assembly and inside their respective classrooms during regular school hours. Guided by their teachers, the children learned about the significance of Krishna Janmashtami and participated in various engaging classroom activities. We deeply appreciate our parents' continuous understanding, support and cooperation.



### Zoo Visit

As part of the "Our Community" theme, Grade I students enthusiastically took part in an educational visit to the zoo. The visit provided them with an opportunity to observe different animals closely, identify their young ones, learn about their habitats and diets, and observe their natural behaviours. This hands-on experience made learning more meaningful while nurturing their curiosity, empathy, and respect for wildlife and nature.



### Grade III: Visit to Shova Bhagwati

Grade III students will embark on a visit to Shova Bhagwati, where they will explore the myths, history, and cultural significance of the heritage site. The trip will foster curiosity and respect for cultural traditions, leaving students with memorable experiences that will connect history with present-day learning.

### Upcoming Dashain Celebration

Preparations for Dashain will begin with the sowing of Jamara to mark Ghatasthapana. Students will actively participate in bhajans, prayers, kite making, and cultural performances, while also learning about the religious significance and myths associated with the festival. On the concluding day, tika and Jamara will be distributed, marking the spirit of togetherness and tradition. This will be followed by students' performances showcasing the cultural importance of the festival.

### Other Key Activities

#### House-Wise Hijje (Spelling) Contest

To enhance vocabulary, spelling accuracy, and public speaking confidence, students from Grades I-III participated in the Spelling Contest. The competition was filled with excitement as children showcased their language skills with enthusiasm. We commended their hard work and congratulated the winners who demonstrated remarkable spelling proficiency.



longside these vibrant events, our students and teachers are working rigorously to smoothly execute the curricular objectives for the Second Term. Regular assessments ensure the development of various skills, both academic and co-curricular. By continuously learning and evaluating their progress, our students are working towards achieving their goals with guidance and support from all of us.

### Nurturing Positive Habits: A Home-School Partnership

As children in Grades I-III grow, their curiosity, independence, and social interactions develop rapidly. Consistent guidance at home and school can help them build healthy habits and make positive choices.

- **Guide Digital Curiosity:** Keep devices in shared spaces and use age-appropriate safety settings. Encourage children to close the screen and tell a trusted adult if they come across anything confusing or uncomfortable online.
- **Encourage Respectful Communication:** Children learn language from the people and media around them. Gently correct inappropriate words while reinforcing simple habits such as saying *please*, *thank you*, and *excuse me*, greeting others, and speaking kindly.
- **Channel Their Energy Positively:** Active play and outdoor time help children release energy and return to learning with greater calm and focus. Limiting screens before homework and bedtime can also support smoother routines.
- **Build Consistent Routines:** Regular times for homework, reading, playing, and rest help children develop responsibility and independence. A quiet, organized study space can make learning more focused and enjoyable.

### Quality Learning at Home: Dashain and Its Importance

Dashain offers children a wonderful opportunity to learn beyond the classroom while enjoying time with family. Parents can encourage children to:

- Learn about Dashain rituals, traditions, and their meanings.
- Participate in simple household responsibilities.
- Read stories, myths, and folktales connected to the festival.
- Reflect on values such as respect, gratitude, sharing, and togetherness.

These simple experiences help children connect cultural learning with everyday life.

### Warm Dashain Wishes

We sincerely appreciate your continued support and partnership in nurturing our children's growth. May this Dashain bring joy, peace, good health, and prosperity to you and your loved ones.

Wishing our entire school family a happy, safe, and blessed Dashain!

Warm regards,  
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## From the Desk of Academic Coordinator (I-VIII)

**Learning with Purpose • Growing with Responsibility • Moving Forward Together**

Dear Parents and Members of the Pathshala Family,

As we step further into another meaningful stretch of the school year, we warmly welcome you to this month's reflection on your child's learning journey. At Pathshala, we believe that education is not confined to lessons completed or examinations taken; it is a gradual process of helping young minds understand themselves, recognise their responsibilities, and move forward with purpose. We are grateful to have you walking alongside us in this journey.

### **Looking Back: A Terminal Completed, A New Journey Begun**

With the completion of the First Terminal, the Parent-Teacher Conference (PTC) provided a valuable space for parents and teachers to come together, reflect on students' progress, and meaningfully discuss the ways forward. This was followed by a reflective classroom process in which teachers reviewed the examination papers and terminal performance with students.

Rather than simply receiving marks, students were guided to understand where they stand, what they have achieved, where their strengths lie, and which areas require further attention. More importantly, they have gradually been learning to turn this understanding into action.

This process is helping students learn to plan their progress, track their growth, set short and long-term goals, and identify the steps required to reach them. However, meaningful progress cannot be created through plans alone. It begins when a student learns to look inward, honestly analyse their own performance, and take ownership of the actions they have decided to undertake.

This is where self-actualisation and self-implementation become essential. We have shown them the way; now, they must learn to walk it themselves. Teachers and parents will continue to provide guidance, encouragement, and support whenever they encounter difficulty, but the responsibility for consistently following through rests increasingly with the students themselves.

### **Back to Learning: Building Momentum**

Immediately after the terminal process, the courses across all subjects resumed according to the teachers' planned progression. Bhadra remained a particularly fruitful month, not only for academic learning but also for experiences that helped students connect classroom knowledge with relationships, language, culture, responsibility, and life skills.

Grade IV celebrated Grandparents' Day in their classroom, using the occasion to explore the depth and significance of the relationship between grandparents and children. Students reflected on the respect, care, gratitude, and affection this relationship deserves, while also recognising the wisdom and emotional support grandparents can bring into their lives. The celebration became an opportunity not merely to honour a relationship, but to understand its value.



### Nepali Hijje Competition: Learning Words, Building Language

Students from Grades I-VIII participated in the Nepali Hijje Competition, bringing preparation, enthusiasm, and healthy competitiveness to the experience. The preparation itself was an important part of the learning: students practised pronunciation and spelling, explored word meanings, and strengthened their familiarity with vocabulary within their classrooms before demonstrating their learning in the competition.

Such activities become meaningful when students engage sincerely with the preparation. A stronger vocabulary strengthens not only speaking and comprehension but also the quality of writing and the precision with which students express their thoughts. The competition therefore served as both an enjoyable challenge and a purposeful language learning experience.

### Learning Beyond the Classroom: Grade VIII Scouts

On 3rd Ashoj, Saturday, our Grade VIII Scouts Troop set out for an energetic hiking adventure to Sundarijal—a day of nature, movement, teamwork, and hands on learning.



The trail offered students an opportunity to practise what cannot always be learnt from a classroom alone: navigation, endurance, discipline, coordination, observation, responsibility, cooperation, and supporting one another through challenges. Each step demanded awareness; each challenge called for resilience; and every shared moment strengthened their ability to work as a team.

The successful completion of this experience also earned our students their Scout badges and upgradation, marking an important stage in their Scout journey. Such progression is not merely a recognition of participation; it prepares students to take on greater responsibilities and develop the confidence, leadership, self-reliance, and practical skills they will need in future experiences.

We extend our warm appreciation to all the teachers who accompanied and guided the students, and heartfelt congratulations to our young Scouts for their remarkable energy, enthusiasm, and spirit throughout the journey.

### **Teachers Learning, Reflecting and Preparing**

While students continue their learning journey, our teachers are equally engaged in the process of improvement. The monthly review, planning, reflection, and Sunday workshops continue to provide opportunities for teachers to examine their practices, learn new approaches, prepare meaningful activities, and strengthen their classroom preparedness.

We believe that when teachers remain reflective learners, students benefit from richer and more purposeful learning experiences.

### **A Shared Responsibility: Staying Mindful of Gadget Use**

In today's digital environment, gadgets have naturally become part of children's lives, and when used purposefully, they can support learning in meaningful ways.

At the same time, what children repeatedly watch, listen to, and engage with can gradually influence their habits, attention, language, interests, and patterns of behaviour.

We therefore request parents to remain vigilant and observant of their children's digital engagement—not only how much time they spend with gadgets, but also what they are accessing and what changes, if any, may be reflected in their behaviour, routine, interaction, attention, or attitude towards learning.

A simple but important question to keep in view is: Is the time given to the screen beginning to take away from the time, attention, and responsibility a child needs to give to learning?

We encourage parents to maintain an open conversation with their children about responsible digital use and to help them establish a healthy balance between technology, study, reading, physical activity, family interaction, rest, and other meaningful experiences.

We would also sincerely value timely communication from parents. If you observe a significant change, concern, difficulty, or pattern in your child that you feel may have an impact on their learning or wellbeing at school, please share it with us at the appropriate time. Early communication allows home and school to understand the situation together and respond before a small concern becomes a larger one.

### **Looking Ahead**

**Several important learning experiences are approaching in the coming weeks.**

#### **Elocution Contest - Grades II-VIII**

The upcoming Elocution Contest will provide students with an opportunity to develop much more than the ability to speak before an audience. Elocution nurtures clear pronunciation, vocabulary, fluency, sentence formation, listening, voice modulation, expression, confidence, and the ability to organise and communicate ideas effectively.

Regular practice helps students move beyond simply knowing a language to using it with clarity, confidence, expression, and purpose. It also teaches them to listen to themselves, refine their delivery, respond to an audience, and overcome hesitation—skills that remain valuable far beyond the classroom.

#### **Book Talk - Grade I**

For our Grade I students, Book Talk is being introduced as a new learning experience following the MidTerm Assessment. At this stage, the emphasis will be on becoming familiar with books, sharing simple thoughts, listening to others, and gradually developing the confidence to speak about what they have read. It is the beginning of a habit we hope will grow into a lifelong relationship with books and ideas.

#### **Grade VI Scouts Camp**

The upcoming Scouts Camp will further extend students' learning through outdoor experiences designed to strengthen teamwork, leadership, coordination, cooperation, trust, resilience, and selfreliance. More than an outdoor programme, it will be an opportunity for students to learn how to manage themselves, depend on one another, respond to challenges, and create meaningful memories through shared experiences.

#### **Mid-Term Assessment: Preparation Matters**

The MidTerm Assessment is scheduled from 12th Ashoj to 15th Ashoj for Grades V-VIII and continues until 19th Ashoj for Grade IV. The syllabus and examination routine have already been shared.

Students have also been engaged in small-group advisement sessions on examination preparation, managing pressure, maintaining calm, and approaching the assessment process with a balanced mindset. Individual students are being supported through varied approaches, both inside and outside the classroom, according to their learning needs.

At this stage, however, support can only be effective when students participate responsibly in the process. They are expected to follow the guidance provided, remain up to date with their tasks, revise consistently, and make sincere use of the opportunities and support offered by their teachers. The process has been taught; the next important step is to practise it with commitment.

### **Sports Meet: More Than Competition**



**(Sports Meet 2081)**

The Sports Meet, one of the major activities of the school year, is also approaching. Selection rounds have already been completed for some events, while others are ongoing.

Participation in sports is another form of education. It teaches students to prepare, persevere, cooperate, handle pressure, accept outcomes gracefully, and continue giving their best regardless of the result. We encourage every student to approach the Sports Meet with sincerity, positivity, discipline, and a willingness to give their best throughout the process.

### **A Small but Important Request to Parents**

We kindly request parents to ensure that students bring only the essential stationery items to school: two pens, one pencil, one ruler, and one eraser in their stationery box. There is no need to send additional stationery items, as other required materials will be available at school.

We request everyone to follow this simple arrangement consistently so that students can remain organised and focused without carrying unnecessary materials.

## Looking Forward Together

Our next Parent-Teacher Conference for the Mid-term Assessment II will be held on 24th Ashoj, and we look forward to welcoming you once again.

As we move ahead, one principle remains important: when the school guides sincerely, parents support consistently, and students take responsibility for their own learning, progress becomes a shared achievement.

We sincerely thank all our parents for your continued trust, cooperation, and support in every aspect of your child's learning and development. Together, let us continue creating an environment where students are not only taught what to learn, but are gradually empowered to understand why they learn, how they grow, and what responsibility they carry for their own progress.

With sincerity from every side, steady progress is not only possible—it becomes a shared outcome.

Thank you for continuing to be an important part of the Pathshala learning journey.

Warm regards,  
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## From the Desk of ECA Coordinator

Dear Parents, Guardians Namaskar !

We extend our heartfelt gratitude to all parents, guardians, teachers, and students for your unwavering support and valuable feedback in enriching our Extracurricular Activities (ECA) programmes. Your active involvement and encouragement have been instrumental in inspiring our students to explore their talents, embrace challenges, and shine beyond the classroom.

Morning Futsal and Basketball training session for Grade 5 to 8 started on 4th Jestha are ongoing with great enthusiasm and active participation.

Our Music/Dance instructors and Arts and Craft teachers are working collaboratively to make different events and celebrations successful such as previous celebrations and upcoming (Dashain Celebration, Singing/Dance Talent show 2083, Elocution Contest, Sports Meet-2083)

**3rd NPS Samakhushi Chess Championship** Participation helped students to built confidence and have prepared and encouraged to participate for the chess tournament on coming sports meet event.

### Student Achievement:

**Anuvrat Creativity Contest 2026**, Organized by Anuvrat Vishwa Bharati Society is an amazing opportunity for our students to participate and upgrade their skill where few students from different classes has participated and Abhyudaya K.C and Aarna Chhetri from Grade 8 has been selected for District level competition.



**BDS mini-Basketball Tournament**, Organized by Bal Deeksha Sadan School where our students shown their skill, teamwork, sportmanship and compassion to be the winner of Girls Category.

We are incredibly proud of our students' achievements and their active participation in these diverse activities. Your support and encouragement play significant role in their success, and we look forward to seeing you at upcoming events.



**A glimpse of upcoming major events:**

**Sports Meet-2083:-** Games schedule(Major/Minor) has been developed and will be implementing after mid term assessments. Dance, Art and Music team are also in collaboration to make event grand success.

**Singing and Dance Talent Show-2083:** Second audition of Dance Talent show and First audition of Singing Talent show have completed successfully. The Final competition is going to held on 29th and 30th of Ashwin accordingly. Notices has been sent to parents for the further details.

Sincerely,

Tulasha Pahadi

ECA Coordinator

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# PATHSHALA SOCIAL WELFARE CLUB

*Together For Humanity*

## **Our School Community's Response to the Flash Flood Crisis**

### **Standing Together in Times of Need**

In response to the recent flash floods affecting communities across Nepal, our school community came together with compassion, solidarity, and a strong sense of social responsibility. Recognizing the difficulties faced by families and children affected by the disaster, the school initiated a relief collection campaign to extend support to those in need.

### **First-Hand Reflections & Eyewitness Accounts**

#### ***Vice Principal's Visit & On-the-Ground Account***

After the devastating flood, Mr. Pawan Sharma, former vice principal of Uttargaya Public English School, visited our school to share a moving account of the tragedy. He recounted how quickly a normal morning turned dangerous: after a warning given at around 9:30 AM, the flood came rushing within 15 minutes.

He was trapped while rescuing students. He shared how one teaching and one non-teaching staff member were sadly washed away, while another teacher who had joined just 12 days earlier described having to drag children uphill due to the lack of grass and slippery terrain. He walked barefoot as students, staff, and locals cooperated, with local residents even making bridges out of clothing to help people cross safely.

#### ***Student Reflection: "My Experience"***

"When I heard about the devastating flash flood in Nepal and our school's donation program, I felt that I should also do something to help. With my parents' support, I donated 15 packets of Wai Wai noodles, 1 packet of chiura, 1 soap, and 4-5 shampoos, along with a huge bag of brand-new clothes. I also participated in organizing the donated food and writing the expiry dates. While doing this, I kept thinking about the people who had lost their homes and belongings. After completing the donation, I felt peaceful, happy, and grateful that I could contribute even in a small way. This experience taught me that even a small act of kindness can bring happiness to needy faces."

— Shreeshma Pandey , School Captain

### **Our Relief Collection & Key Efforts**

The initiative brought together the collective efforts of students, teachers, parents, school management, and members of our school community. Essential relief materials and financial contributions were collected and targeted directly to vulnerable groups, including flood-affected Dalit families in the region.

#### **Items Collected & Distributed Included:**

- **Essential Food & Daily Items:** Instant noodles, beaten rice, and non-perishables.

- **Hygiene & Sanitation Supplies:** Soaps, shampoos, and personal care items.
- **Clothing & Warmth:** Bags of brand-new clothes and wearable essentials.
- **Medical Relief:** Essential medicines distributed during the specialized Health Camp operated in coordination with the Armed Police Force (APF) medical team.
- **Targeted Assistance:** Direct relief packages handed over to affected Dalit families to ensure inclusive and equitable aid distribution.

### From Collection to Action: Scout & Volunteer Operations

Our dedicated student and staff volunteers carefully sorted, organized, and packed the collected materials, including checking and recording expiry dates on food items.



**Pathshala School Scout Team** played a central role on the ground, actively taking charge of logistics and distributing relief items directly to flash flood victims in affected areas. Working side-by-side with local authorities, emergency personnel, and the APF team during the Health Camp, our Scouts demonstrated exceptional discipline, leadership, and service. Our Scout team actively participated in the field and distributed essential clothing to 45 families in Devighat and Piplachaur. Similarly, clothing and food items were provided to 22 families in need.



The involvement of our **Psychosocial Support Team** further strengthened the initiative by providing counseling and emotional support to flood-affected individuals and families. A "Staying Well While Responding" workshop was organised in Chitwan to promote the mental health and psychosocial wellbeing of frontline disaster responders.

The programme was organised by Young Entrepreneurs Forum (YEF), Chitwan Industry Association, with technical collaboration from ANTARANG Psychosocial Research & Training Institute, Pathshala Nepal Foundation, Pathshala Social Welfare Club, and Papa's House.

The workshop focused on self-awareness, grounding, emotional regulation, physical wellbeing, and collective care, providing practical tools to help responders care for themselves while supporting others.

Because those who care for others deserve care, too.



### **Our Community, Our Strength**

This initiative demonstrated that even small contributions create meaningful support when a community unites. The enthusiasm and generosity shown by our students, Scouts, teachers, parents, and well-wishers reflect the core values of compassion, empathy, and service.

**"In times of crisis, our greatest strength is standing together."**

### **A Heartfelt Thank You & Moving Forward**

We sincerely appreciate everyone who contributed their time, resources, ideas, and effort to make this initiative possible. Special thanks to our Scout team, the APF medical personnel, Psychologist, school management, teachers, students, parents, volunteers, and guest speakers who shared their stories to raise awareness.

Our commitment does not end here. We will continue to explore meaningful ways to support affected communities and empower our students to become compassionate, socially conscious citizens.

**Together, we make a difference.**