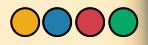


A Canopy Nepal Literary Magazine

Buneka Katha

July 2023 Issue VIII



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MESSAGE FROM THE EDITOR

It is our pleasure to put forward the eighth edition of Buneka Katha, Canopy Nepal's annual literary magazine. We started this magazine four years ago as a platform for students who emerged as first-time story writers during our beloved program, Katha Bunaun. This year's edition of Buneka Katha highlights the theme 'Evolve' and encapsulates stories of growth around us.

In this magazine, we have the honor of hearing from the Principal of Bhanubhakta Memorial Secondary School, the Vice-principal of Sivapuri School, and the Executive Director

of Bloom Nepal School - individuals who have played a pivotal role in shaping the academic landscape through their unwavering effort. Their interviews shed light on challenges and struggles they faced while shaping newer generations, their own stories of growth.

Another unique part of this magazine is the interviews conducted with team members who were once students of Canopy, and later joined as team members. Their stories cast a lens on their journey towards growth and self-discovery, and testify to the transforming impact of education and mentorship.

Through their stories, we aim to inspire and motivate our readers, particularly young learners, who dream of making a difference.

The second segment of the magazine, 'Event Highlights', covers the stories behind and the processes of events that have broadened and strengthened Canopy's impacts. Through these articles, we aim to capture the essence of our core values and share the propelling force behind them. When you read them, we hope that you experience the same joy and excitement that we felt.

The final segment of the magazine, titled Buneka Katha, is cherished with stories written by participants of our Katha Bunaun sessions. We believe in the power of storytelling as a means of self-expression, empowerment, and personal growth. Hence, we are committed to nurturing creative potentials of young learners, and giving them a platform to share their unique perspectives. Each story within these pages reflects the imagination, curiosity, and talent that reside within young minds.

While editing these stories for the magazine, the team had to decide between refining their ideas or preserving their authenticity. We made a tough call, and decided to maintain the innocence of the kids' writing. As a result, we made only a few necessary grammatical adjustments; the rest of their work remains in its original form.

On behalf of the team, we thank Tanisha Agarwal, Pragya Thapa and Prashamsha Aryal for conducting interviews that brought forward such inspiring stories. We would also like to thank Meshna Bhattacharai for helping us edit the content and collecting pictures. Thank you, Shrinkhala Shrestha and Utkristha Sharma, for covering the event highlights. We would also like to thank Pranita Khanal for sorting the best stories, both in English and Nepali. All of this would have never been possible without our excellent Facilitators Bibisha Kharel, Bijyeta Maharjan, Bisesta Sharma, Ghanshyam Ojha, Isha Mangrati, Karmistha Sthapit, Pragya Karki, Pragya Thapa, Roja Shrestha, Shyam Shrestha, Stuti Khwakhali, Supriya Mainali, Sushila Nepal and Zinam Bhattacharai who made our sessions great successes. We would also like to thank Monal Bhattacharai, Shreya Upadhyaya and Srithi Vaidya for their help in editing the magazine.

Finally, we would like to thank you for taking time to read this magazine. Your support motivates and allows us to reach more students, and share their stories with larger audiences. We hope you enjoy this edition of Buneka Katha, its vibrant stories, interviews, and events that have shaped our journey over the past year. May it serve as a reminder that every voice, no matter how young, has the power to create a ripple of positive change.

Happy Reading!

On Behalf of Canopy,

Angirash Karki and
Pragya Silwal

KATHA BUNAUN ZEE WIE EKA

ISSUE VIII
EVOLVE: THE JOURNEY OF GROWTH

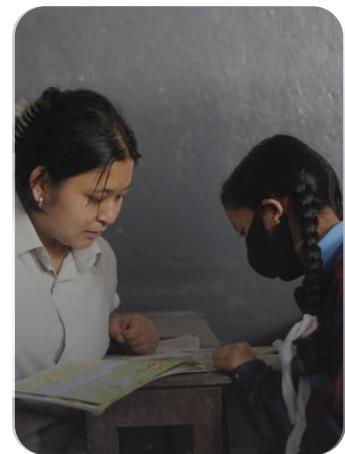


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FACILITATORS MAY 2022 - 2023

BIBISHA KHAREL
BIJYETA MAHARJAN
BISESTA SHARMA
ESHAN SHRESTHA
GHANSHYAM OJHA
ISHA MANGRATI
KARMISTHA STHAPIT
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STUTI KHWAKHWALI
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BUNeka KATHA TEAM

ANGIRASH KARKI
MESHNA BHATTARAI
PRAGYA SILWAL
PRAGYA THAPA
PRANITA KHANAL
PRASAMSHA ARYAL
PRATIMA WOSTI
SHRINKHALA SHRESTHA
TANISHA AGARWAL
UTKRISTHA SHARMA

SPECIAL THANKS TO

AJAY SHRESTHA
ISHWARI DHUNGANA
MONAL BHATTARAI
RIYA POUDYAL
SINDHU TULADHAR
ZINAM BHATTARAI
CANOPY CLUB OF CREATIVE
CANOPY CLUB OF BANUBHAKTA

ADVISORS

MOHIT RAUNIYAR
SHREYA UPADHYAY
SRISTHI VAIDYA





INSIDE VOICES

A selection of narratives collected from interviews with our students, former team members, and representatives from partnering institutions. The interviews paint a picture of their growth and experiences. The segment convey the driving force that propels and inspires our interviewees.

CHALLENGES AND RESILIENCE

After being in the field of education for almost three decades, I realize that growth is always gradual. I started my journey in education at the age of 17 when I was in a gap year after high school. I joined Bhanubhakta in the final year of my college. It was also the same year I got married. Every day, I was performing many roles. I was a married woman who took care of her family, I was an educator for the students of the Primary level, and a student of Master in Geology myself.

Challenges inspire us to think diversely and be in an unconventional environment, which I believe is a major factor in the growth of an individual. I would study after everyone in the family went to sleep, and between managing my family, my own study, and working as a teacher, I was becoming resilient and there was learning in every step.



After 3 years of working as a Primary School teacher, I was promoted to the Lower-Secondary level and gradually I was appointed as the Head of Department of the science department for a decade, followed by the position of Vice Principal.

As a Vice-Principal, one of the things I prioritized for the school was to introduce a holistic approach to make the school environment more practical and growth-oriented for the students. I always emphasize the importance of schooling and the environment as crucial factors for the growth of the students. This process involves using a diverse lens to analyze what factors impact the student's academic development. I believe that physical, mental, emotional, and social factors are the lenses that we must use when thinking about the growth of the students. Physical and emotional development go hand in hand with their overall development in school, thus it is important to have students participate in sports to cater to their physical growth.

INTERVIEW WITH **ISHWARI DHUNGANA** PRINCIPAL AT BHANUBHAKTA MEMORIAL SCHOOL

Interviewed by
Tanisha Agarwal

For the same reason, I introduced the school to Netball, which was specially targeted for the girls, so that they could focus on their physical growth. This was initiated because, after a certain grade, only the boys were active in sports. I was concerned about their fitness and wanted them to be active as well. It was hard to introduce sports to girls when the boys were dominating every sport in the school. We had a girl's team but the boys constantly occupied the courts, so we introduced netball as a sport only for the girls. This provided girls a motive to come out of their comfort zones and set foot in new territory. The sport has also allowed our students to be encouraged to explore alternate fields and become stronger. Now after all these years, I am proud to say that some of our students are also on the national team and this, I feel, is a step forward in the evolution and the representation of female leadership.

I have been the Principal of Bhanubhakta for a year now and my journey in Bhanubhakta has

been one of evolution, learning, challenges, and resilience. With the drive to aim higher and move forward, I always aspire to do what I can to change my community for the better because not everyone gets this opportunity.

I have been involved in publishing books for the national curriculum and have served as a Center for Educational Development member to introduce practical elements in all subjects while being a frontline educator. I aim to continue working in the field of education after I retire as an advisor for Bhanubhakta and in collaboration with an organization that aligns with my aspirations. I believe that leadership for females is constantly evolving and to ensure that it does, we must have an environment that caters and motivates towards it. With good academics, awareness, research, time management, and a drive to become members of the community, anyone can become a leader.



HOLISTIC APPROACH TO EDUCATION

After my +2 exams, I pursued the field of education as a way to keep busy. After gaining some experience in a few schools, I filled out the form for the Teachers Service Commission (TSC). The political instability was at its peak during that time in Nepal and the results weren't published until years later. During this delay, I completed a Master's program in English Literature and started teaching college-level students. The concept of pushing boundaries and 'doing more' perpetually occupied my thoughts, and I had an unwavering desire to leverage my knowledge to make a meaningful impact in the field of education.



But, I feared I might not be able to do that because of obstructions in receiving my result, as well as the expectations I was required to fulfill as a woman. This fear was backed up by the pressure of my family and the lack of support I felt from them. The results of the Teachers Service Commission (TSC) were announced 8 years later. I felt closer to what I wanted to do and thus, joined Shivapuri. I started to look after the +2 program in the school. When I joined Shivapuri, I also joined a Master's in Education program. This was a step towards success but still, many unseen challenges lingered. My family and the societal standards set for women were my biggest hurdles during this time. The standard narrative for me as a married woman was to take care of my family and stay home. This demanded I accept the hierarchy and male-dominated idea of leadership. But, I was not ready to settle with this. I wanted to impact the lives of more children and make decisions. The more I tried to push myself as a leader, I gradually realized a disheartening reality: the significance of women's voices is diminished quite unduly in our society, while elevating the opinion of men. But, the challenges I faced during this time taught me that everyone has struggles, and to accept these challenges and move forward is a move of strength. I had many hurdles but I knew that if I gave up on my ambitions, I would not be able to utilize what I learned and would not do justice to my learning. Through unwavering dedication and relentless pursuit, I was able to overcome the obstacles presented by the patriarchal structure. As a result, I emerged more resilient in my beliefs and goals.

INTERVIEW WITH **SINDHU TULADHAR** VICE- PRINCIPAL AT SHIVAPURI SCHOOL

Interviewed by
Tanisha Agarwal

From my 25 years of experience, I believe that it is very important to set priorities and follow them. My priority has always been to create a safe space in the school where all the students and teachers can witness growth within themselves. For a student's growth, the school, the teachers, the parents, and the administration all play a big role. The expression that the teachers must be a friend to the students is very true. A teacher who is also a friend to the students can support them not just academically but also emotionally. In the school, I have conversations with the students and try to understand their views and issues and support them.

I sometimes pay the fees of the students who are not in a situation to do it themselves, and the satisfaction that I get from this is unmatched. Nuances like these cater to my experience as an educator and a leader who can give justice to the priorities I set.

What started as a way to get busy, carved the way for me to do what I wanted to do. I believe that the ability I have as a teacher to teach students about ethics and a way to live an informed life is a major motivation for me. I always witnessed a very huge gap between a student and a teacher. Instances of interpersonal relationships between them and positive and friendly relationships are signs of evolution within the education field.

“ **Everyone has struggles, and to accept these challenges and move forward is a move of strength.** ”

The move from a sole emphasis on textbooks to a holistic approach to schooling and learning is also a definite change in my experience. The way children are treated by their parents is the same way they develop their characters, hence the holistic approach stems out of the school and extends to parenting as well. Thus, culture, socialization, and school environment are very important factors in the growth and character development of the students.



BIRTH OF BLOOM NEPAL

The idea of Bloom Nepal was born out of the aspirations of students from Budhanilkantha School, who yearned for better quality education and infrastructure without the exorbitant fees charged by other private schools in Nepal. We recognized the struggle faced by middle-class families to access affordable and high-quality education. It was this realization, coupled with the desire to foster a nurturing environment that encouraged extracurricular passions from a young age, that drove us, the founders of Bloom Nepal, to establish the school in 2013 A.D.

The journey of Bloom Nepal has been one of remarkable growth and resilience. In its initial days, the school welcomed 17 students and had a dedicated team of 12 teachers. The journey started in a small rented house in Godavari where we conducted our classes and set up the school. However, the path was not without its obstacles. Bloom Nepal faced uncertainty and adversity at every turn. Yet, as a team, we not only grew exponentially but also emerged stronger on a personal level. The students' academic achievements have been remarkable, with numerous success stories of alumni securing scholarships in reputable colleges both in Nepal and abroad. These students have pursued diverse fields driven by their passions and academic interests. Bloom Nepal, with its unwavering commitment to nurturing dreams, now caters to approximately 300 students who are encouraged to aspire and find their own paths.

Yet, the journey has not been without its share of obstacles. As one of the founders of Bloom Nepal, I embarked on this venture in my early twenties, fueled by naivety but that made me fearless. Every day presented new challenges, but I tried my utmost best to face them head on with a determination that never wavered. However, in 2015, the Gorkha earthquake altered our course when the rented building in Godavari collapsed.

Making our move to Lubu after this calamity was a significant milestone in Bloom Nepal's evolution. The move meant starting from scratch,



INTERVIEW WITH AJAY SHRESTHA EXECUTIVE DIRECTOR AT BLOOM NEPAL SCHOOL

**Interviewed by
Prasamsha Aryal**

overcoming the lack of proper roads, and enduring temporary tent accommodations while new structures were built. This relocation allowed our school to escape the chaos of the city and immerse itself in the tranquility of nature. The abundance of space provided children with the freedom to play and explore, enabling them to break out of their shells and discover themselves.

During the economic blockade period, when essential resources became scarce, our team resorted to cutting nearby trees for firewood to cook meals for the hostelers. The recent crisis of COVID-19 prompted Bloom Nepal to swiftly adapt, becoming one of the first schools to embrace virtual classrooms, ensuring that students did not miss out on their education. Throughout these challenges, our dynamic and robust team at Bloom Nepal supported one another, emerging stronger and cementing our place in the educational landscape.

Despite us being located in the city, Bloom Nepal attracts students from all corners of Nepal, and there are two fundamental reasons for this. Firstly, one of my co-founders, Ram Sir, is from Rukum, a remote part of the country. His transformative journey, from a village boy to an accomplished individual, began when he had the opportunity to study at Budhanilkantha school and later MIT in the United States.

“ Education can shape destinies and open doors to a better future. ”

Ram firmly believes that education can shape destinies and open doors to a better future. Secondly, we aim to provide students from all over the nation with access to quality education at a reasonable fee. By bringing diverse students together, we hope to cultivate a strong sense of community and inspire them to contribute to the development of their respective regions. While it may not be feasible to establish schools in every part of Nepal, we strive to bridge the gap by utilizing our networks and actively reaching out to students across the country.

The spirit of the organization and the individuals make it what it is. Our dedication to empowering young minds, overcoming challenges, and fostering holistic development is unwavering. It has transformed Bloom Nepal into embodiment of the transformative power of education. The school's journey is a testament to the extraordinary heights that can be reached when passion, perseverance, and a profound belief in the potential of every individual converge. Bloom Nepal, with our commitment to nurturing dreams, is indeed a testament to the remarkable growth and evolution of an organization when it is driven by a powerful purpose.

NURTURING GROWTH & PERSPECTIVES

Riya was a student at Uniglobe when she was informed of a session happening through Canopy by an English teacher. As someone not hesitant to grab opportunities, she signed up for the session, interested to learn what lay ahead.

Unlike regular classrooms where the students are expected just to listen, during the Socratic Seminar, which is a program under Learners' Hub: Beyond Borders, Riya found herself in a different world. She expresses that she felt empowered to explore her own thoughts during the session as the facilitators created an environment where all answers were welcome. "Despite not always having the 'right' answer, I was encouraged to voice my thoughts.

This was the first time I was encouraged to ask questions and participate in discussions. This made the session more interesting," she recalls.

Riya describes that the session introduced her to a learning style that sparked curiosity and creativity in her. She mentions that after the session was over, she was soon occupied with her 12th-grade board exams. After her exams were over, she visited her school and met her English teacher. Upon catching up, she shared that she was very thankful that he encouraged her to join the session. She conveyed that her experience in the session was one of excitement and learning. Her teacher encouraged her to look for more opportunities with Canopy. Riya was always open to trying out new experiences, so she reached out to Canopy. She was selected as a Facilitator after going through an interview.



Fresh out of high school, Riya started her journey at Canopy Nepal as Facilitator for the Beyond Borders Program. She was uncertain about what to expect from her professional experience but she was aware that she would be required to be creative and critical. Early in her journey, she discovered that the working atmosphere was different than that at school. "I was free from the rigid structures of school and was in an independent

Covering

RIYA POUDYAL

- 
- Beyond Borders Participant**
(August 2020)
 - Beyond Borders Facilitator**
(December 2020 - June 2021)
 - Beyond Borders Program Assistant**
(June 2021 - June 2022)

working space where I had to be responsible for myself. The team was a great support in helping me get adjusted. Listening to stories from other team members was particularly very helpful," Riya reflects. She was eager to embrace the experience that lay ahead as she envisioned her own journey from the narratives of others.

As a Facilitator, Riya was responsible for conducting sessions. "I put a lot of effort behind my sessions. This enabled me to develop my own critical thinking and creative abilities in addition to a better understanding of the content I was delivering to my students," Riya shares. She highlights that while her research was full of learning, her experience conducting the sessions brought greater learning. "Hearing the narratives of my students exposed me to a different set of ideas that I would not have thought of on my own. It pushed me to think beyond the binary. Each session presented me with a unique learning experience," she says.

Gradually, Riya began taking on more responsibilities within the team. She was promoted to Program Assistant and started working on designing curriculums alongside implementing them. Being exposed to her creative and innovative side was a change Riya felt in herself. She expresses, "My experience interacting with diverse people pushed me to

look at things from different perspectives. This was reflected in my work and everyday life.

Through her involvement with Canopy, Riya had the opportunity to reestablish connections with her college and high school alma maters, Uniglobe and Valley View. She took the chance to reconnect with her former teachers while she was back at Uniglobe to lead a Beyond Borders session. Her former teachers were overjoyed to see a recent graduate who was already on a path to making a difference. Likewise, she received an incredible response from her principal when she returned to Valley View School to introduce the Beyond Borders program. The school was delighted to find out about the program and eager to support the work of a former student. "Returning to my roots felt like coming home, and the trust the school placed in me inspired me to give my best effort," Riya shares. She expresses that being in a position to give back to her alma mater was a surreal feeling that gave her the chance to reflect on how much she had grown.

Currently, Riya is pursuing her Undergraduate degree in the United States and remains connected to the team. She cherishes the mentorships she has found within the team and expresses her gratitude for the bond she was able to develop through shared experiences.

UNLOCKING NEW HORIZONS

Katha Bunaun, a program under Learners' Hub, is a beloved program at Canopy. The program brings out unheard stories and experiences and is very rewarding to watch as the students reflect, learn, and be a part of a program that allows them to understand that imagination is never wrong. A part of what makes the program successful and the experience rewarding are the people who conduct them: our Facilitators. Zinam was one of the Facilitators for the Learners' Hub team and worked with the program in 2022.

Zinam was already a part of Canopy even before she officially joined the team as she was previously a member of Canopy's Katha Bunaun as a participant. Reflecting on her experience as a student, Zinam shares, "When the session started, I was mesmerized by the energy of the session. There was a lively bond between everyone and all of us interacted with each other. It was different from any other classes. It was fun, it was new, and it was very

interactive." Despite her outgoing nature, Zinam remembers that she was quite nervous when the session began. "I only spoke when I was spoken to," she adds.

The pandemic had restricted her from participating in any social activities and school, too, had shifted online. As a result, she often felt that she was missing out on her schooling experience. "Covid had brought a drought in my creativity," she says. However, as the session progressed, she started embarking out of her shell and expressing her creative powers. During the session, she remembers writing a story about a girl who wanted to become an actor but was pressured into becoming an engineer. Her presentation on the final day was a monologue that precisely depicted the character's pain of suppressing her dreams. She also won the best presenter award for this. She expressed that all these things helped her feel confident and accomplished.

A year later, when she was about to complete her A-levels, she remembers still feeling deprived of an active high school experience. She wanted to network and make up for her lost time and thus decided to take a gap year before going to college.



Covering

ZINAM BHATTARAI

Katha Bunaun Participant
(June 2021)

Katha Bunaun Facilitator
(August 2022 - January 2023)

She wanted her to take on what she humorously calls her 'revenge era'.

Her primary goal for the gap year was to engage and interact with people. She wanted to gain more clarity in the choices she wanted to make for her potential career. So, she decided to reach out to Canopy. She had cherished being seen and heard as a participant and decided to inquire about any open opportunities on Canopy Nepal's Instagram page. She mentioned that her school contacted her with the opportunity of becoming a Facilitator at Canopy at the same time.

Reflecting on her first day at Canopy, her first day of training, she expresses, "Most of the faces were new, but I felt a connection with everyone from the beginning. It felt like a safe space because everyone was open to communicating with each other." She shares that her first session was at Shree Nandi Ratri, a public school in Nagpokhari. She remembers feeling nervous as she entered the school premises and chanting a soft 'Let's do this' to herself. Taking her experience as a participant as an example, she did her best to create a space in her session where her students felt seen and heard. She recalls that a lot of students did not open up to her on the first day but by the final day, they wanted more time with her

and were bargaining with her for extra time. She describes this as a moment of major pride.

“I went to sessions looking to teach students but the stories I heard and the experiences I had ended up teaching me more.”

Throughout her tenure, she conducted over 10 sessions and each session helped her discover more about herself and the world around her. From taking sessions at both public and private schools, she says that she was bewildered at the difference in experiences of the students. "I went to sessions looking to teach students but the stories I heard and the experiences I had ended up teaching me more." Her sessions became her gateway to unlocking new horizons, and she defines her experience at Canopy to be transforming.

Describing her journey at Canopy as one of self-discovery, Zinam says that it was a fruitful decision to join the team as a Facilitator because she was able to figure out what she wanted to pursue. She knew she had a voice that could influence people and her experience led her to understand that she wanted to pursue psychology and use her voice to understand people better. This, she says, was a result of working with students from diverse backgrounds.

MEET OUR YOUNG LEADERS

**Khusi Poudel****Treasurer, 2022/23****Canopy Club of Creative**

I served as Treasurer of the Canopy Club of Creative Academy in the 2022-23 tenure. I looked after the finances of the programs conducted throughout my tenure. When I look back on the events conducted by our board, three events stand out to me. They are the Art Exhibition, the Dashain Mela, and the Farewell Ceremony for the past board members. I fondly remember them due to the amazing memories associated with them. Further, the great success of these events made the entire team feel like our efforts were worth it.

My experience in the club helped me realize my potential

as a leader, as being a board member required me to lead and mobilize others. I also acquired the organizational skills required to plan and manage programs. Moreover, I have become much more confident and expressive than before being appointed as a board member. For most of my school life, I've been scared of speaking in front of a mass and talking to new people. But, now that I'm almost at the end of my tenure, I feel confident enough to address a crowd as well as interact with new people.

As a pure science enthusiast, I want to pursue either Chemistry or Physics in my higher studies. I want to distinguish myself from others heading towards a similar study and career path, thus, it will not be sufficient for me to merely maintain a good academic record. I'll also need to possess leadership, communication, and organizational skills, which I've acquired from being a board member.



I served as Vice-President of the Canopy Club of Bhanubhakta in the 2022-23 tenure. Throughout my tenure, I assisted the President, represented the club in the absence of the President, and led programs on behalf of the club.

I enjoyed the tenure as a whole but one memorable moment that I cherish to this day is the time we decorated the Canopy board based on the theme of Rakshya Bandhan. Seeing the entire team's involvement and enthusiasm in the activity was very heartwarming.

Aarati Pandey

Vice-President, 2022/23 Canopy Club of Bhanubhakta



Being the Vice-President helped me tap into my own leadership potential. It helped me learn how to handle a team. I learned how to socialize with other people and open up to different types of people. Further, my last tenure also helped me get out of my comfort zone. For example, I'm not an artistic person but I took part in decorating and designing the Canopy wall.

I believe that the social skills I

I am confident that the social skills I learned as a Canopy Club Board member will prove valuable to me in my career, which is in the medical field. This profession requires daily interactions with a variety of people.



Shuvadeep Pandey

President Canopy Club of Bhanubhakta

I was in class 8 when I first joined the board of the Canopy Club of Bhanubhakta as the Vice-President. I served another year as Secretary in class 9. Now in 10th grade, I have recently been appointed as the President of the club. With my immense commitment to Canopy Nepal, I aim to help the club reach new heights in my tenure.

Getting to introduce myself as the President of the club after two whole years of putting relentless effort into this club is a proud moment for me.

As a usually conflict-avoidant person, I initially found it uncomfortable to speak up, but during my last tenure, I observed myself standing up for other members of the club and speaking on behalf of them. I believe that my experience as a board member in the last two years has taught

me leadership skills, creativity, and the art of acceptance.

In the last few years, my love for literature has grown, including other art forms such as music, thus I want to pursue classical singing as a career in the future. I have a vested interest in Religion, therefore a part of me also wants to pursue religion as a career path. In fact, my favorite book is the Bhagavad Gita.

Bringing in new ideas, thinking outside the box, and leading a group of people are experiences I have acquired as a board member, and I believe that these experiences will help me no matter what career path I choose.



I served as Joint Secretary of the Canopy Club of Creative Academy in the 2022-23 tenure. During my tenure, my major responsibilities were centered around documentation and communication. I worked with the Secretary to create meeting minutes and convey information concerning events to the club members.

Om Raj Puri
Joint Secretary, 2022/23
Canopy Club of Creative

I have garnered many memorable events in the past year as one of the board members. One of my favorites is when I painted stones with my friends for the Art Exhibition. Another one is when I led a talk session named 'Our Body and Us' with an American Health Expert for students studying in grade 5. I also fondly remember our late-night meetings to organize a farewell program for the previous Board of Directors. My experience as a club board member

greatly enhanced my communication skills.

This experience helped me grow from my fear of public speaking and made me more confident in my abilities. Further, it pushed me outside my comfort zone.

Even though my experience as a board member lasted only a year, the skills I gained and the things I learned from this experience will be useful to my entire life. Life requires us to constantly get out of our comfort zone to adapt to new situations, and Canopy Club taught me exactly how to do that, for which I am grateful.





EVENT HIGHLIGHTS

A compilation of the significant events in 2022–2023 that center on collaboration, leadership, and growth. These event highlights cover activities that enhance our outcomes and broaden the scope of our programs. The highlights are a celebration of our achievements and a reflection of the noteworthy moments.

EXPRESSIONS THROUGH STORIES

Through words and imagery, stories can create new worlds of possibility. They provide our inquisitive minds the freedom to explore, create images, and take us to fantastical realms full of extraordinary characters and exciting adventures. They act as a means of communication that allows us to exchange thoughts and experiences as well as understand the complexity of human experience. The fostering ability of stories to capture the attention of the audience and create impact acts as a tool to express and connect with individuals.

Katha Bunaun, our story-writing and story-telling program, emphasizes the importance of using narratives written by individuals to foster relationships. The focus on details and enhancement of written and verbal self-expression through story-writing and story-telling help the students evoke emotions in the audience and help them foster a deeper understanding of a topic. The main

objective of the session is to encourage students to explore different themes by adding personal perspectives to their stories. The themes range from different social and personal phenomena to personal expectations, expressions, and experiences like adventure, wishes, dreams, and passion.

Our student, Samip Pokhrel, at Valley View School, a participant in the Katha Bunaun session, wrote a story titled 'The Wings of Heroism'. The theme of the session was Heroism and the story illustrates the unforeseen adventure of the main character, Captain Blake. While traveling from England to Rome, Captain Blake and co-pilot Mrs. Paul's flight, Flight 838, experienced severe turbulence and engine failures. The pilots opt to parachute the passengers to safety rather than try an emergency landing after discovering that both engines are out of commission. Captain Blake, however, makes the selfless decision to stay on board the aircraft in order to stop it from colliding with a populated area.



A STORY WRITTEN BY OUR STUDENT TURNED INTO A DRAMA FOR THE OCCASION OF PARENT'S DAY

Article by
Tanisha Agarwal

The plane unexpectedly enters a gate to another dimension and the co-pilot jumps out. When Blake finds himself in a forest, he learns he has somehow landed on the planet Herat which is afflicted by the fallout from radioactive explosions. Blake becomes a hero fighting crime after adjusting to life in Herat. He makes the decision to remain in Herat, leaving his identity on Earth behind.

Samip's story was turned into a drama and 13 students from grades 8 and 9 along with Samip as the narrator of the story presented this story on the school's annual event, Parent's Day.

The senior coordinator of the school, Mr. Santosh Chapagain, expresses that the school feels very proud that the drama was written and performed by the students themselves. The drama was given positive feedback by the audience and the school expects more leadership roles as such from the students. He mentions that the program allowed the students to take leadership roles and put their thoughts onto paper, and that Katha Bunaun has prompted the holistic development of the students.

Mr. Santosh reflects back on the collaboration of Valley View School with Canopy Nepal and says that an alumna of the school introduced Canopy Nepal to the faculty.

Canopy Nepal conducted Beyond Borders with all students in grade 9, and the program was a resounding success. Since then, Canopy Nepal has continued working with the school, and it has been a pleasure to witness the growth of the students.

Programs like Katha Bunuan are essential for promoting students' creativity and innovation. As the world continues to evolve rapidly, it's becoming increasingly important to provide youngsters with opportunities to think outside the box, explore new ideas, and develop the skills they need to thrive. The school and the team believe that the drama inspired the students to build confidence, develop new skills, and foster a sense of community and collaboration by providing students with a platform to express themselves and collaborate. It encouraged students to think critically and creatively and push themselves to explore and be innovative.



KATHA BUNAUN COMPETITION

Learners' Hub: Katha Bunaun- Weaving Stories is a week-long interactive learning program that is designed to assist young learners to enhance their multifarious skills. Story writing, storytelling, and self-expression are some of the skills the participants of the session actively work on through specifically designed thematic sessions and activities. Stories provide an ideal medium for children to express themselves and communicate their ideas, opinions, and experiences through a creative and innovative form of writing. Due to the demanding national curriculum, a lot of our schools are not able to create these mediums for the children to be expressive and explore their interests. Katha Buanun seeks to give this platform to the students and create spaces for the students to explore, express and understand different themes and topics.

To diversify the outcomes and the concept of Katha Bunaun to a broader extent, Canopy Nepal organized a 'Katha Bunaun Competition', an inter-school story-writing competition, on 23rd September 2022 to allow students to come together and unleash their creativity and imagination. The competition enabled young and enthusiastic writers to write their stories and showcase their imagination and originality. The theme for the competition was "We turned on the 10:00 p.m. news only to see one of my biggest secrets playing out on national television..."

and the students were given 2 hours to write their stories. The stories were written in either English or Nepali languages. The inter-school competition welcomed 34 students of grade 10 from 17 different schools in Kathmandu, Lalitpur, Bungmati, and Sindupalchowk. The students came from various backgrounds attending private, public, and community schools.

Students from Adarsha Saula Yubak Secondary School, Baba Boarding School, Shree Balkumari Secondary School, Bhanubhakta Memorial School, Creative Academy, Shree Janakalyan Secondary School, John Dewey School, Kanya Mandir Secondary School, Malpi City School, Meridian International School, Nepal Adarsha Madhyamik Vidyalaya, Shree Nandi Secondary School, Shanti Vidya Griha Secondary School, Shree Shitala Secondary School, Shree Thoolo Thakanee Secondary School, St. Mary's Secondary School, and Trungram International School participated in the competition.



BROADENING THE OUTCOME OF KATHA BUNAUN AS A PROGRAM AND ALLOWING STUDENTS TO WRITE ORIGINAL STORIES

Article by
Tanisha Agarwal

The competition was held at Kasthamandap A Level Academy, Mandikatar, Kathmandu, Nepal.

A teacher from each school accompanied the students to the competition in order to support them. The facilitators of the competition created a common space for the teachers to interact and share their experiences as an educator. There were magazines, crosswords, and question prompts that aided the teachers to have a conversation with fellow teachers and get to know them while their students were writing the stories. The teacher's room was filled with laughter and a heartwarming round of conversations about their experiences.

The competition was successfully wrapped up after all the students and teachers were thanked for their participation. The participants were informed that a panel of independent judges would judge their stories and four stories would be awarded. All students were provided with a certificate of appreciation for their efforts and dedication. Canopy Nepal was thankful to Kasthamandap A Level Academy for their cooperation and support.



CAREER COUNSELING

CANSHIP is an educational scholarship program that ensures educational accessibility to underprivileged children. The program has a holistic approach to support scholars by providing tuition assistance, uniforms, stationery supplies, nutritious meals, and other schooling and educational necessities. It also provides the scholars with skill-development workshops, training, and counseling sessions to aid them in making informed decisions to empower them and go beyond just textbooks and fees.

Career Counseling Program is a part of the comprehensive approach the program adopts that aims at empowering scholars and assisting them to discover their path to becoming young leaders. In our ever-evolving society and education system, emphasizing the exploration of career goals and future education is very crucial.



The Career Counseling Program aims to encourage scholars to understand their strengths and weaknesses and guide their young minds toward a meaningful and fulfilling career path by focusing on developing decision-making and goal-setting skills.

With the goal of exploring their career potentials and aspirations, 20 scholars from grades 8-10 participated in the Career Counseling sessions. The theme of the session was 'Aspire, Inspire and Set Milestones', where the scholars identified their interests, abilities, and values to understand their potential career paths and aspirations. The foundational idea of the session was for the scholars to think about their dreams, get inspiration, and then set milestones to determine what path to choose by creating a scrapbook.

'Aspire', the first Career Counseling session, gave scholars the opportunity to understand diverse career paths and share their interests. For the same, the scholars participated in the 'Career Charades' activity where they enacted a variety of different professions and learned about them.

The goal of this session was to encourage the scholars to strive to explore different career paths that they were familiar with and paths that they were newly introduced to.

A THREE-DAY COUNSELING SESSION FOR OUR SCHOLARS TO GET THEM THINKING ABOUT SETTING MILESTONES AND MAKING INFORMED DECISIONS

Article by
Prasamsha Aryal

'Inspire', the second session engaged scholars in getting a deeper understanding of the aspirations they had shown an interest in on the day before. To be encouraged and make informed decisions, the scholars attended to three speakers from diverse academic backgrounds and varying experiences in regard to the process of choosing a career path. Our curious students eagerly posed questions to the speakers, resulting in interactive discussions that clarified many of their uncertainties about future education and the availability of a vast range of options. Following this interaction, the scholar participated in a reenactment activity where they embodied different professions such as teacher, firefighter, salesperson, architect, etc., and explored their roles and responsibilities in resolving conflicts. For the last activity of the day, the scholars engaged in mind mapping where they created a visual representation of who they aspire to be professionally and as an individual. This was meant to help our scholars understand themselves and their goals better reflect on their goals. The mind mapping allowed them to focus on their personal qualities, values, and skills in the professional realm.

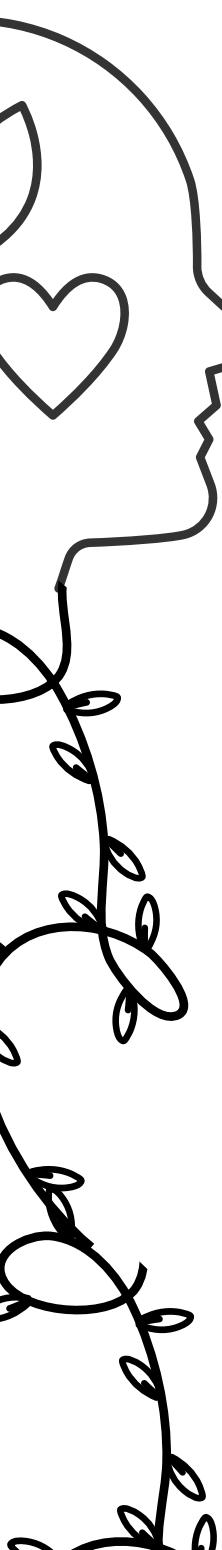
The last session was 'Set Milestones', where the scholars created a scrapbook that incorporated the outcomes of the 'Aspire' and 'Inspire' sessions, showcasing their strengths, interests, and aspirations.

The scrapbook had eight elements including their background, skills, achievements, goals, desired career path, personal skills and qualities, and a vision board. This aided the scholars to engage in self-reflection and map out the next academic steps required to fulfill their dreams. By setting milestones for their professional and personal development, they created a roadmap toward becoming the individuals they seek to be.

The Career Counseling Program created an environment where scholars could explore their passions, and embrace the vast array of opportunities that lie before them. They were encouraged to be architects of their own destinies.



PSYCHOSOCIAL AND WELL-BEING ASSESSMENTS



Canopy Nepal's CANSHP (Canopy Nepal Scholarship Program) is a transformative initiative to support underprivileged students' educational pursuits. It goes beyond traditional academic support systems by addressing various aspects of scholars' needs. Initially, the program provided comprehensive assistance, including financial aid for tuition, stationery supplies, uniforms, and meals, creating an environment conducive to focused studies. Understanding that not all students are the same and there are external factors that may affect someone's studying habit, CANSHP has embraced innovative approaches such as routine well-being evaluations to foster holistic growth and cater to scholars' emotional, psychological, and social needs. These evaluations allow for the identification of areas in need of extra assistance or initiatives and reason behind a scholar's struggle in academics.

The program recently held a psychosocial and well-being evaluation session for the scholars, demonstrating its commitment to emphasizing scholars' prosperity. This session was led by Simoni Agrawal, a budding psychologist pursuing a postgraduate

degree in clinical and counseling psychology.

The primary objective of this assessment was to foster an open dialogue surrounding mental health concerns and gain valuable insights into scholars' unique psychosocial and well-being issues. The assessment delved into various aspects, including cognitive and behavioral patterns, strengths and weaknesses, trigger points, stressors, emotional challenges, vulnerabilities, and so on that may impact their academic performance, relationships, and overall well-being. With the information gathered from this assessment, the CANSHP program aims to design a tailored guidance, counseling, and support system that caters to the specific needs of each scholar, enabling them to thrive holistically.

The assessment took place over a period of two months with individual meetups and assessment of all the scholars. Shrinkhala, our scholar as well as a team member, found the assessment of scholars' well-being through questionnaires, interactive conversations, and IQ tests to be a unique experience.

AN INITIATIVE TO SUPPORT OUR SCHOLARS AND PROVIDE THEM WITH COMPREHENSIVE ASSISTANCE

Article by
Utkristha Sharma

The participating scholars expressed gratitude for the opportunity to gain insights into their emotions, behaviors, and thought patterns through the assessment. They found value in discovering their strengths, limitations, and areas for personal growth.

Neha Rauniyar, one of the scholars, mentioned that the psychology and well-being assessment session heightened her self-awareness regarding her emotions and behavioral patterns. Jeet Kumari Khatri, another scholar, expressed

enthusiasm for participating in further sessions similar to the psychosocial and well-being assessment.

She emphasized that the assessment deepened her self-awareness by shedding light on her thoughts and emotions, providing her with a significant learning experience and improved self-understanding. Furthermore, Raj Kumar Bohora, another scholar, humorously remarked that the assessment provided him with a newfound awareness of his reasonably satisfactory IQ level.





बुनेका कथा

A collection of stories written by students from the Katha Bunaun session using their imagination, creativity, and personal experiences. The stories they tell are the result of their dedication and thoughtfulness.

TIME TRAVEL



"Taiyo, are you awake!? You just fainted," the boy said. The girl woke up and said, "I'm fine." But suddenly, she realized that the boy standing next to her was her brother who died a long time ago. When she saw her brother, she realized she had made it to the past. She was so happy to see him and hugged him tightly, but her brother, Tai, was confused. He asked Taiyo what was wrong, and she said it was nothing.

The next day, she went to school and was very happy to see her old friends. She hugged them tightly. Her friends were very confused and asked "Why are you acting weird?" Taiyo was speechless, so she changed the subject. She wanted to enjoy every moment with her friends and her brother. But at the same time, she was sad because someday she was going to return to her present timeline and lose her brother Tai. She didn't want to be sad and wanted to cherish this moment, so she just enjoyed every moment with her family and friends.

The next day, she had planned to go to the park with her friends. Suddenly, she realized someone was following her and was freaked out. So, she stopped and caught the person. She was surprised to see her brother Tai and asked him what was wrong. He said that he wanted to spend time with her. She asked why, and her brother said, "Don't you remember? I'm going to the military tomorrow."

Because she was in the past she was able to recall that he was going to die in the military. The next day she tried to stop him by pretending to faint, but it didn't work. Suddenly, she realized that her eyes were closed, and when she opened them, she was back in the present timeline. She was surprised to see her brother next to her and asked why he hadn't gone to the military that day. He said, "I didn't go because another man was shifted to my place." She was happy to hear that.

The next day, she reflected that she missed her old friends, so she started to visit them one by one, and they were happy to see her. But she was worried because there was something on her mind: "She was not sure if this was her timeline."

Writer

Persis Tamang

Grade VII

Himalaya Boarding School

Persis was a charming student who could easily form a bond with her friends and the Facilitator, and had a very creative storywriting style.



**Writer****Sudikshya Maharjan****Grade VII****Creative Acaademy**

Sudikshya was an energetic student who was always eager to share her opinions with the class and explore creative ideas in her story..



THE CACTICO

Alex was in severe pain. He had a fever in the middle of hiking and was getting sicker every second. His friends Summer, Max, and Hina were panicking. Max and Hina searched for a medicine called 'Chandmandua' in the Rainforest where they had gone hiking. They finally found the medical herb and quickly gave it to Alex, who then felt better. Later, Alex went for a checkup at the hospital and the report showed there was nothing wrong with him.

Summer threw a party to celebrate her Birthday.

In the middle of the party, when Alex was alone with a waitress, he grabbed the waitress by her collar and injected a thorn, a small plant fragment, into her. The party was disturbed by the waitress's scream. Summer went to check but Alex acted as if nothing had happened. She inquired about the scream and he replied "Sorry I saw a TikTok video and it scared me so I screamed." She ignored the scream and they continued their party. A few days later, Alex started killing people every day.

Alex was officially a serial killer and police were investigating him. They wanted to learn more about his method of killing. It was discovered that he killed people using plants. This news reached a botanist named Emily. She exclaimed, "This is that plant I was talking about! It is using Alex's body to feed itself," to Steve. "Emily this time we have the resources to catch the person and provide vaccination." Emily and Steve came up with a plan to catch Alex and give him the vaccine. They leave their research center to hunt for Alex.

After a few months, as Alex was injecting the thorn into a young girl, Steve injected him with a tranquilizer from behind. Steve and Emily brought Alex to their lab and examined him.

They discovered that the plant responsible for Alex's condition was called "Cactico." When the Cactico plant is introduced into the human body through its liquid, it gains control over the host. The human body then inserts Cactico thorns into others to feed the plant, essentially turning the





host into a plant's food source. Alex was a victim of this plant. "But how did Alex come into contact with the plant? Someone must have introduced it into his body," said Emily. They began investigating Alex's personal life and found Summer, Hina, and Max's social media accounts. After reviewing Summer's story, they discovered that Alex had gone hiking with his friends, where he had been badly injured and sick. He had also spent some time in the hospital. Steve and Emily saw the Rainforest where the incident had taken place, and Emily exclaimed, "This is the Cactico forest!"

They went to investigate the forest but found out that the locals were mostly dishonest and corrupt. They later discovered that Max had saved Alex's life with the Cactico plant. Max had mixed Cactico liquid with Chandmandua, making it more effective. Max was also responsible for Alex's injuries and fever. He had consciously injected the plant into Alex's body. When Emily and Steve met Max, they were shocked to learn that Max was also a plant researcher. In fact, he had been their senior at the same academy for three years. Emily guessed that Max might know how to cure the effects of Cactico. "If you don't tell me how to cure the effects of Cactico, I will have you arrested," said Emily. Max panicked and said, "Okay, I'll tell you about the vaccine to cure the effects of Cactico, but you can't save Alex with it."

"Why not? Isn't he your friend?" asked Steve.

"No! He's not my friend. He's nothing to me," said Max aggressively. "Because of him, I lost my sister! My sister was obsessed with Alex and was in a relationship with him, but he rejected her in front of everyone and humiliated her. She was crying on her way home when she had a terrible accident and died," said Max. "And now, he pretends like he had nothing to do with it," he added. "But if Alex didn't like your sister, how could they be in a relationship?" asked Emily. Max became angry and hit her with a Cactico thorn. Steve wanted to stop him but he fled through the window.

Six years later, news broke that a psychopath was killing people by inserting Cactico thorns into their necks. Alex now knew how to live with the plant, he was a changed person and wanted to help the victim of Cactico.



UGLY LOVE



"She's so pretty," a voice in my head tells me when I look at her, but I'm scared to let her know since she is my best friend. I'm scared that telling her that I like her will break our friendship, and I'll end up all alone. I know that there are people who support me but I'm still scared. I'm scared of the judgment, weird stares, and bullies that I'll have to go through.

The feelings I have for her become deeper and deeper every time I look at her. How can a person be so beautiful? But I'm probably sure she sees me as a friend and nothing more.

I go to my boy best friend and tell him about how I have started liking my best friend, Cassie, and he tells me that it might just be a phase and attraction since we have been close for so long. I disagree with him because I'm pretty sure it's not a phase. For the longest time, I've been attracted to Cassie and no guy has been able to take my attention. I just know that I like Cassie a lot. After years and months of admiring her quietly, I finally have the courage to express my feelings to her because I can no longer keep these feelings to myself.

I ask her to come to my place in the evening after school because when I do express my feelings, I want both of us to be alone together. I was so scared and nervous about how she would react when I told her about my feelings for her. I was scared that this confession could tear us apart. My thoughts and I were left alone for some time.

The evening rolls, and I leave for home. I rushed to my room and started to clean my room and make the space comfortable for both of us. My mom calls me, "Could you get the door?"

"Sure, Mom!" I shout back and nervously walk to the door because I know for sure it is Cassie.

I open the door, and it is Cassie, but there's someone else with her. She tells me, "You don't mind me bringing Eve here with me, do you?"

I unwillingly say, "No, I don't."

**Writer****Sharon Sherpa**

Grade IX
Baba Boarding School

Sharon was a confident student who articulated her thoughts well in her writing and participated healthily in classroom interactions.



We go to my room, and Eve asks where the washroom is. I tell her it's next to the living room. Me and Cassie were alone in the room. Cassie tells me how she has wanted to tell me something for a while. I was confused about what she would like to tell me that she hadn't because we share almost everything.

"I think I might be a lesbian," she says. I was shocked and happy since it would be easier now to tell her I liked her.

"I've been liking a girl," she continues, and I was hoping that she would say it was me. "I like Eve".

That sentence completely shattered my heart, but I didn't want her to feel like I wasn't supporting her, so I said with a smile, "That's great, have you told Eve about feelings for her?"

She says I am thinking of telling it to her now. I with a heavy heart say, "Go for it she might like you back, who knows."

Right now, I feel as if my heart has been ripped out. Eve enters the room and starts a conversation about how she had a great vacation with her family. We all started sharing stuff since we all had met after some time.

Cassie tells Eve how she has been wanting to tell her about how she has been feeling recently. It honestly breaks my heart seeing Cassie be in love with Eve because I wanted it to

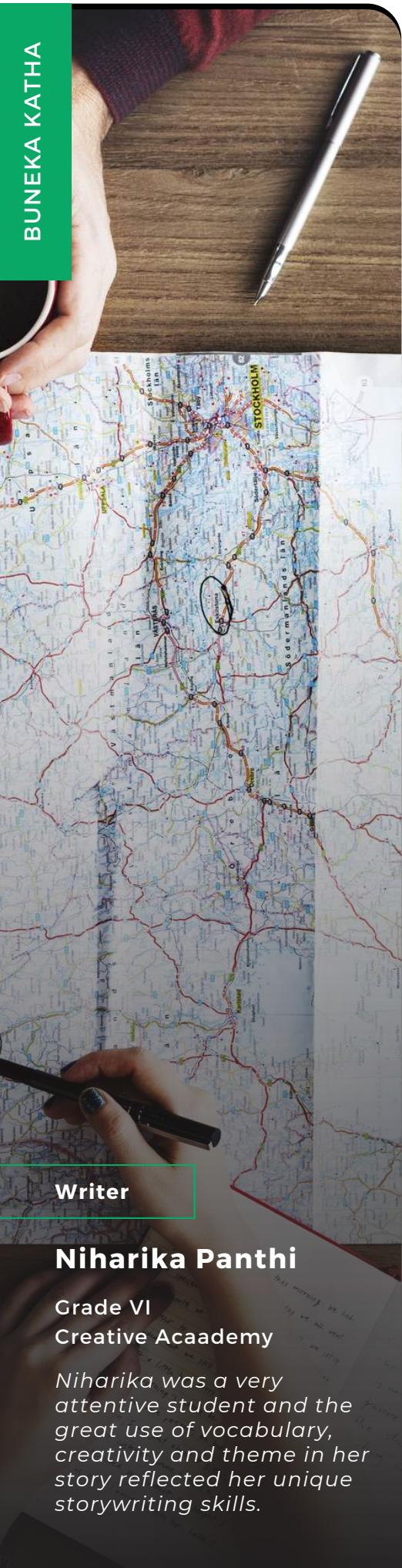
be me. I wanted to be the one Cassie was in love with.

"I've been liking you for some time, Eve. I haven't been able to stop thinking about you", Cassie says. Eve, with an awkward smile, says how she has been thinking about Cassie as well and how she might like her back, but she tells Cassie to give her some time to think about it. The evening goes by, and Cassie and Eve leave. I just sit in my room because I'm not able to process what has just happened. I close my eyes, and the conversation between Cassie and Eve replays in my head. Now I'm thinking about how they both are in love with each other. The night goes by with me and my thoughts alone.

The sun's out, and my mom comes to my room and tells me to get ready for school and come to the kitchen for breakfast. I roll out of bed with no sleep and start getting ready. I go to the kitchen to have my breakfast. I'm walking to school, wondering how Eve will respond to Cassie. On the way, I meet Eve, and she tells me that she is ready and sure about her feelings. We reach the school and meet Cassie in the hallway. Eve tells Cassie about how she is sure about her feelings towards her. Cassie, with a big smile, hugs Eve. I just stand there and watch how they both are in love with each other. This breaks my heart, but I convince myself that life is full of unfortunate events.

"If there's another lifetime, please fall in love with me."





THE SWEET STREET

"Silence!" shouted Ms. Sprout at the two girls, Claire and Ivy, who were whispering to each other. They raised their heads abruptly as they were caught talking in their chemistry class again. "Why do you two never pay attention in my class?" Ms. Sprout asked them. Ivy nervously put her hair back in a ponytail. She was a tall girl with long flaming red hair, emerald green eyes, and freckles. "We were talking about how to make iron-sulfur," Claire said, twirling her hair. She was a short girl with long blonde hair, hazel eyes, and clear skin. "I don't think you need a map of an abandoned place to make iron-sulfur, put the map down and focus on class," Ms. Sprout said pointing at the map held by Claire. "If I see you gossiping in my class one more time, I will put you in detention," Ms. Sprout warned the girls. "Thank God, we got out of that," said Claire in a relieved tone.

"I think we should meet up at my house today. We still have a lot to plan," suggested Ivy after their class was over. "Okay," said Claire, twirling her hair again.

At Ivy's house, the girls took out the map again and started planning. After making many unsuccessful plans, they finally reached a decision. "We can go to Sweet Street, but I still think it is very childish," Ivy said, doubtfully. "The name doesn't define the place," said Claire in a matter-of-fact voice. "Okay, fine! We can go tomorrow, it's the weekend anyway," said Ivy. "If we are going tomorrow, we need to pack our bags," squealed Claire.

It was Saturday morning, and Ivy and Claire were already headed for Sweet Street. Soon, they reached the bus stop. The bus came, and it took them two hours to reach Sweet Street.

"Ooh, spooky!" said Ivy, holding Claire's hand as they got off from the bus. "Let's go," Claire said And followed the map.

Soon they reached a dark cave. As soon as they put their





Content Warning
Contains graphic
description

foot in, they felt an unnatural sensation of cold. "So cold," stammered Claire. "It's okay," said Ivy with her eyes closed, trying to reassure herself and Claire. After some walking, they reached a dark place where they could barely see anything. Ivy took out her torch from her bag but dropped it as soon as she heard Claire scream. Ivy screamed in response.

Ivy and Claire were very confused because their bodies were suddenly very itchy. To figure out the source of the itch, Ivy started looking for the torch that she had dropped. After a few minutes, she found the torch and saw that maggots were falling out of nowhere. White, long maggots were slithering down their bodies. Ivy pointed out the maggots to Claire and both ran out of the cave still screaming. Ivy sat down panting heavily on the grass. Claire followed. "That was disgusting," Ivy said, picking maggots from her hair.

Claire was still too terrified to speak and Ivy was trying to comfort her when suddenly, they saw long, slender figures coming towards them. Both stood up, confused and terrified, to see a bunch of mannequins walking slowly toward them with skulls in their hands. Claire and Ivy started running again. Without any knowledge of The Sweet Street, their fear guided them to run straight and they fell into a lake. But it wasn't an ordinary lake. It was a lake full of dead bodies. Dead bodies that were moving.

A handsome young man reached out for them, and they grabbed his hands. With his help, they got out of the lake. While Claire was talking to the man and thanking him, Ivy was terrified of what might happen next.



THE LAST SEAT



"Come fast, it's getting late. We have to go to the bus stop quickly," said Nisha's mom.

"Just a minute, Mom. I'm putting on my shoes," Nisha replied. She was a pretty girl and an only child. It was the time of Tihar, Nisha and her mother were already late to go to the bus stop. Since Nisha didn't have any siblings, every Tihar, she visited her Mamaghar to celebrate with her maternal family. Hoping to not miss their bus, they hurried to the bus stop.

Nisha easily got angry over little things and was a little rude sometimes. "Mom! Where are you?" said Nisha, as she couldn't find her mother on the bus. "I'm here, Nisha," her mother replied from the last seat of the bus. Nisha sat down in frustration and said, "Mom, you always book the last seats. You know I hate sitting here." When her mother tried to explain the reason behind choosing the last seat, she stood up, stomped her feet, and said, "It's too much. I'm not sitting here; I'll just stand." Her mother was sad because of the rude behavior.

After they reached Mamaghar, Nisha quickly jumped off the bus. Unfortunately, her legs slipped off the bus, and she was nearly hit by another bus. Right then, her mother came down and quickly held her hand and saved her from falling down.

"Nisha, you should be careful, darling. It's not good to jump off the bus without checking your surroundings. What if you got hit?" As her mother was talking to her, she realized she had hurt her toe. However, Nisha was still angry at her mother and pushed her mother's hand when she reached out to hug Nisha.

They finally reached Mamaghar. When Nisha's mother was carrying luggages, Nisha entered, and greeted everyone *Namaste*. Everybody welcomed her and replied back with a *Namaste Nani*. As her mother entered the room, she left and went to the first floor.

Her mother sat on the sofa and started talking with her family. She told them about the argument she had with Nisha.

Writer

Aditi Phunyal

Grade VII

Bhanubhakta Memorial School

Aditi was a very active, interactive, and expressive student who did not shy away from asking questions and using her expressions and body language in her presentation.





Nisha's Grandmother said, "I have an idea. Just listen to me carefully." After listening to Grandmother's plan, Nisha's mother said, "That's okay, but I think it will be too much for her." "Everything will be fine," Grandmother replied.

The next day, Nisha woke up. It was already 7:50 in the morning, so she freshened up quickly and went to the kitchen to have a glass of water. She went to the living room, where she saw her cousin's brother playing with his mom. Nisha wanted to join him, but her Maiju refused to let her play. Slowly, Nisha realized that she was being ignored by everyone in the family. She got angry and threw pillows around the house as a way to express her anger.

For the next two days, everyone was either very rude when they talked to her or ignored her. She was feeling lonely and locked herself in a room and cried. She felt sad to think that her visit to Mamaghar was not as fun as she thought it would be. She fell asleep in the room crying. The next morning, she woke up, had a glass of water, and thought about the last two days with her broken heart.

She realized how it felt when somebody was rude. She felt sorry for how she behaved with her mom. She freshened up and quickly went up to her mother, hugged her, and said, "I am sorry, Mom. I shouldn't have been so rude to you." She cried and said, "I have realized my mistakes, Mom. Can you forgive me?" Mother replied, "I am sorry too, darling. I should have booked the seat earlier."

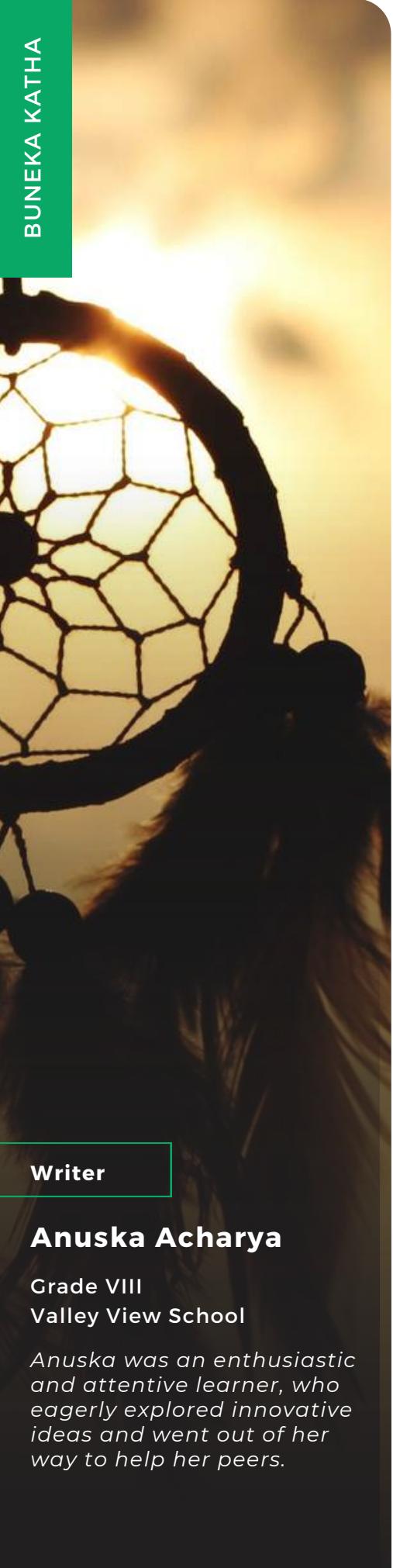
Nisha continued, "Mom, I promise not to be angry over little things." Her mother replied, "It's okay, dear. It's okay to be angry, but instead of being rude, you should take some time and then talk about your feelings."

A day later was the festival of Bhai Tika, and Nisha was excited for the day. While on their way back home, Nisha's mother sat her down and said, "One day, you will know why I booked tickets for the last seats."



CONSEQUENCES

What if one could figure out the dreams of people just by looking at them?



Kiki was fascinated by dreams. Born in a regular family with loving parents, she led a relatively happy lifestyle. As a 15-year-old, her life was pretty straightforward. She woke up, had breakfast, went to school, and returned back home.

Kiki was fond of daydreaming. It was a daily part of her life now. At school, at home, or anywhere, all she could focus on was dreams. "What if I could see the dreams of all the people that I met?" She pondered.

One night, when the clock struck 12 and she was in her bed, her wish came true. She was dreaming of a girl who looked identical to her. She had short black hair, black eyes, and a short body structure. Kiki was startled. Then, the figure asked, "Do you wish to be able to gaze upon others' dreams?"

"Yes!" Kiki replied faster than light.

"Okay," the figure replied. "Well then, will you agree to my condition?" the figure asked.

"Yes!" Kiki replied without even hearing the condition first.

Soon, her room started shaking, and suddenly, Kiki collapsed. Her consciousness returned just after a few minutes. "Where in the world am I?" She wondered. She found herself in a land full of candy with flying gingerbread men and saw her teacher sleeping peacefully in the background. She was baffled. Her teacher, whom she considered a strict stoic man, was dreaming of a flying gingerbread man.

Suddenly she woke up. She felt drained of all of her energy and wondered if what she saw was a dream or reality. The very next night, a similar thing happened. She saw her father whom she considered a fearless person having a nightmare about being alone in a dark and deep forest. Similarly, the night after, she dreamt of her neighbor sleeping while dreaming about being surrounded by piles of gold and money.

Writer

Anuska Acharya

Grade VIII

Valley View School

Anuska was an enthusiastic and attentive learner, who eagerly explored innovative ideas and went out of her way to help her peers.





She soon realized that her dreams were somehow connected to reality. Her teacher, whom she saw dreaming of candy land, was a sweet man in reality. After inquiring with her mother, she found out that her father, whom she dreamt of getting lost in a forest, was actually lost there as a kid. Similarly, her neighbor whom she dreamt of being surrounded by piles of money won the lottery the very next day. What she was seeing weren't random dreams. They were certain sparks of reality.

Day by day, she started feeling more and more strained. The more she dreamt, the more tired she felt. Not just mentally, but even physically, she noticed negative changes within her. More and more frequently, she started vomiting shortly after dreaming. Sometimes even with blood.

The dreams that once entertained her had now drastically darkened. She not just saw the dreams of people she knew, but she also saw traumatic and torturous nightmares. Her whole life turned upside down.

Her dreams which were originally her escape from reality were now nothing but a spiral of torture. Every night, she dreaded going to sleep afraid to go through the same hell all over again. She felt like a bird in a cage with no freedom - a puppet who can't differentiate dreams from reality.

On the 24th of May, only a few months after the dreams first started, her heartbeat stopped. People identified that she passed away peacefully while sleeping. However, that wasn't the case. Physically, her body died then. But her soul was trapped because she had sold her soul to the devil. To this day she is still trapped in other peoples' dreams begging for help. But for a dreamer, she is a character in their nightmare.



LOVE STORY

"Please don't leave me. I know you don't love me but I can explain it," I said.



At the mall, I was walking towards the cinema when a beautiful girl tried to talk to me, but I ignored her and left. The next day, the same girl moved in next to my house, and we had a very sudden eye contact. She was cute and was wearing a white kurta with blue jeans. Looking at her, I was mesmerized and wondered how someone could be so beautiful. I was having a hard time controlling myself from looking at her and think about her when suddenly, someone said, "Hello!" in an angelic tone. Hearing that snapped me out of my imagination, but when I saw that it was the cute girl saying hello to me, I couldn't help but blush. I couldn't help but blush, the happiness I felt when I saw her, I could not never put it into words.

I was shy, I could barely look at her, my legs were like wet noodles, my cheeks were getting hot. But I knew I had to talk to her, so with all the courage I had in me I replied "He..Hello" quavering I replied. I said to myself, I couldn't even say hello to a person I liked.

"I am Safalta," she said, breaking the silence. "I just moved next to your house, and I needed a little help," she continued. I was happy to help her in any way I could and so I asked, "Ho..How can I help?" She said, "Can you please help me take this suitcase inside the house, it's too heavy for me?" "O..of..Of course! " I replied and helped her take it inside the house. She invited me to her house and made coffee for me as a way to thank me. The coffee allowed us to get to know each other. I was happy to meet her.

The next day, Safalta came to visit me at my place. I showed her around and we had a cup of coffee together. After this meeting, we started talking frequently and met regularly. A month went by, and we started to spend more time together. This made me realize that my feelings for her were getting stronger. I decided to confess and I did.

Writer

Jenish Subedi

Grade VII

Bhanubhakta Memorial School

Jenish was a very jolly student who always made efforts to improve his skills and took initiative to create a fun environment in the session by engaging in various activities.





Surprisingly, she felt the same way. We were very happy that we decided to share our feelings. A few days after our conversation, she started being distant. Whenever I texted her, she replied late, and slowly she stopped picking up my calls. When I tried to talk, she said she didn't want to be with me anymore.

I was devastated!

We slowly started to drift away from each other. I was broken and kept remembering her while looking at her picture and thinking about our time together.

I tried to move on but it was very difficult for me to forget her.

One day, things started getting heavy for me. So I reached out to one of her friends. Talking to her I found that one of the friends of Safalta had a crush on me and had lied to Safalta that I was cheating on her with her friend. I was angry, I was mad but now I knew why Safalta left me. After listening to the whole thing, I rushed to Safalta's house. She was not there, so I waited for her, but the owner of the house came up to me and said that she had already left that house. I asked everyone if they knew where she had moved, but no one knew.

Years passed, and I was still in search of her. It was the time of Dashain, and there was a crowd everywhere. I was sitting on a bench when suddenly a group of people were making noise. I went up to see what the noise was about and saw that there was a fight going on between bullies and an innocent student. Suddenly, a girl came and separated them. We had eye contact with each other. It was Safalta. I was shocked. As she saw me, she left the place crying. I followed and stopped her. Right after that, she said, "Go stay with that girl. Why are you following me?" She was talking about the lie her friend had told her that she believed. She was about to leave, and I didn't want to lose her again. I told her that I had always only loved her and everything her friend had said was a lie, and we never had any kind of relationship.



Sprite

We turned on the 10:00 PM news only to see one of my biggest secrets playing on national television.



I had just gotten back home from an exhausting day at work, and after almost an hour of sitting on the floor and using my phone, I finally had enough energy to change out of my work clothes. After freshening up and cooking dinner for myself, I sat on my somewhat comfortable sofa with my roommate, found a good spot, and turned on the television. It displayed the news channel, which was broadcasting a festival happening in my town. Suddenly, the breaking news came in, and what I heard and saw on the screen made my heart stop for a second. I dropped the TV remote on the floor and sat up straight. As I stared at the screen in front of me, my eyes were worn with both feelings of shock and pleasure. I couldn't fathom the fact that, on the screen, my biggest secret was being displayed. The news ended at around 10:30 and I turned off the television with a big sigh. What I just watched on the news left me with goosebumps, and all of my tiredness is shaken out of me. As I am headed to my room, I see that my roommate is sound asleep. I put a blanket on her and go to my bedroom. I jump on my bed with a huge thump. The mattress sinks as I slowly put down all my weight on the bed, and I immediately feel more comfortable snuggled up to my soft and smooth blanket. I turn to my side and think about the day it all started.

I used to work at one of the biggest real estate companies in the country. I worked up at the registration desk. Suddenly, one day, the head of the company retired due to his health issues, and a so-called 'eligible' man took his place. On his first day, I already felt uneasy around him because of the look he gave me. I decided to brush off the feelings as I thought it might just be because he was new. However, the feelings never quite went away. Three weeks in and whenever he saw me he would give me an amused look. When I handed him documents he would touch my hands for seconds too long. This continued for weeks until one day, I got a strange amount of workload. It was strange to me because my colleague seemed to have gotten little to no work.

Writer

Ayana Shrestha

Grade X

John Dewy H.S. School

Ayana was the winner for the English category at Katha Bunaun Competition held between 17 schools in September





He even headed out early when I couldn't finish my work and had to stay back. I was called in the head's office to take in my work which was even more strange because I never had to do it before. It was starting to get late already so as soon as I finished my work I made my way to the elevator. I silently waited for it to get to my level, which was already giving me an eerie vibe because of how silent the building was. After a few minutes, I heard the elevator bing and the doors opened. As I got inside, my heels clanked on the floor as loud as ever. I reached the top floor and made my way to the head's office as fast as I could. I knocked on the door to see if he was there and to my surprise, the door opened. I was expecting a 'come in', instead, I got a hand gesture welcoming me inside the office. He walked me to his desk and told me to take a seat and drink what I assumed was a glass of water. Upon hearing that I realized that I hadn't had any water all day. I was thirsty, and so I decided to drink the water that was strangely filled and placed in front of me. Upon taking the first sip I found that it was not water, it was Sprite. I decided not to speak up about it as he seemed to do a quick but thorough run-through of my work. I was already feeling tired from the day and my workload and could feel the fizz of the Sprite in my stomach.

Slowly, I started to feel light-headed. The person in front of me started to look blurry but I hadn't seemed to have lost all consciousness yet. He got up and circled around his desk. He gave me the same look he had given me on the first day and I felt disgusted. I was confused because I was unconscious but I could feel that he was touching my shoulders. I tried my best to fight him off but I felt too weak. I slowly started to lose my consciousness.

I woke up naked, not dressed, in a place I didn't seem to know well. I looked around the small space and found a small towel enough to cover a bit of me. There was a small window on the highest part of the ceiling through which I tried to jump but I failed.

I tried and tried again to jump from the window to the point where even moving felt impossible. I felt tired and sat against the wall sinking my chest into my feet feeling scared and lifeless. I was unable to process my feelings but was able to slowly recall what had happened. My mind had a million thoughts and couldn't distinguish what was real or not.



I felt like my mind was eating me alive. I changed from a woman who lived a normal life, working a nine-to-five job, to a person who no longer felt like a woman. I sat there, and cried. A lot. I could tell it was getting later in the day; my body wasn't able to function, not physically, not mentally. But something in me told me to never give up; it was what I had been taught my entire life. So, I tried to jump out the window again. Getting up on my two feet felt impossible. Nonetheless, I tried and jumped, but I failed. The second time, I somehow grasped onto the window ledge, and that's when I felt my energy renewed within me. I opened the window and ran, ran until I found a place I recognized.

I stumbled upon a motel and told the receptionist what happened. Words came out of my mouth as fast as they could. I think it's because I needed to say what I had gone through and what I felt out loud. Thankfully, the receptionist helped me. She was very understanding and allowed me to stay for as long as I wanted to. She was very supporting me in my journey of regaining myself. It took me a few months to process my feelings and accept myself but I eventually did. I had scars all over me that served as reminders, and my mind remembered everything vividly. I knew these reminders would stay forever with me. I was never going to fully recover, but I learned to live with it day by day.

I started to regain myself day by day, but I wanted more. Though something in me wanted more, more justice, I knew that none of the courts would believe me since he held such a high position and I didn't have all the proof that was needed. So, I planned on getting justice myself.

With a bit of courage, I went back to my office to hand in my resignation letter, and during my time there, I discovered that he was leaving for vacation. I ran and caught him as he was leaving and tapped him on his shoulder. Surprisingly, he gave me that disgusting look again. I started asking him questions and that's when he opened his car door, pulled me in and drove me somewhere. I thought he was taking me to his house but it turned out to be a wood cabin. Before I could say anything, he took me inside and headed for the bathroom to take a shower.

I was going through my bag to search for my cell phone so that I could call someone to pick me up when I realized that I had flammable oil in my bag. I bought it a few weeks ago for the small fireplace and just in case I needed to burn a few things and in this instance, it happened to be a cabin.





I quickly spread it all over the place, which wasn't that big. I looked around and found a candle in the living room. It was perfect. The candle wasn't lit but a candle meant there were matches around too. I looked around and found the matches I needed. I swiftly took the box and lit the candle and threw it in the living room of the wood cabin. Then, I ran. I ran as far as I could from the cabin but just far enough so that I could see the cabin burning. I watched the house burn and screams could be heard from the inside. The screams were surprisingly pleasant to my ears. The burning house was also burning the hatred I felt. No one had followed us here, so nobody would know it was me who burnt the house and the 'eligible' man in it.

A large moth suddenly landed harshly on my floor, bringing me back to the moment. I was going through all of the thoughts in my mind yet again. It had now been three days since the incident and I was starting to realize what I had done. While I felt scared for myself I also felt somewhat safe. It was a complex and difficult feeling to comprehend. Watching the pitiful state of my rapist on TV today evoked a mix of feelings—justice and injustice. Seeing my biggest secret revealed on TV, knowing that no one knew it was me who had brought down and burnt the most prominent CEO in the country, was a surreal experience. Reflecting on this now, with a somewhat clear mind, I realize just how many women out there haven't received justice for rape, abuse, and other crimes committed by men. The recent reports of acid attacks that I had been hearing only intensified my anger. It's disheartening to acknowledge that we still live in a society that grapples with these issues, even in this day and age, especially here in Nepal, where many women find it challenging to speak up and report the crimes committed against them. It breaks my heart for those women who suffer in silence, their feelings and cases being left unreported. Obtaining justice for myself doesn't mean that others have. I strongly believe that any case of rape, sexual offenses, acid attacks, or abuse perpetrated by men should result in life imprisonment or even the death penalty. The lives of these perpetrators should be impacted in the same devastating way they affected their victims' lives.

I attempt to summarize and process all my emotions, and as I do so, I feel grateful and finally find peace. I close my eyes and drift off into the world of dreams in my bedroom.



चमिलि र चम्केली

"आमा, मलाई भोक लाग्यो, खानेकुरा के छ ?" चमिलिले रिसाउदै सोधी।

गाउँबाट अलि पर एउटा जंगल थियो। त्यो जंगलमा धेरै हरियली थियो तर खानेकुरा खोज्न भने टाढा जानुपर्थ्यो। त्यो जंगलमा चमिलि जस्ता धेरै चराहरू बस्थे। त्यो जंगलमा एउटा गुरु चरा पनि थिए। चमिलि र उसकी बहिनी, चम्केली आफ्नी आमासँग बस्थे। उनीहरूलाई उनीहरूकी आमाले धेरै माया गर्नुहुन्थ्यो।

उहाँ दिनभरी मिहीनेत गरेर हरेक रात आफ्ना दुई छोरीलाई खाना ल्याइदिनुहुन्थ्यो। चमिलि एकदमै लोभी थिई। ऊ सबै खानेकुरा एकलै खान खोजथी। चम्केली भने सबैसँग मिलेर बस्ने र खाने स्वभावकी थिई। चम्केलीको असल व्यबहारको बारेमा गुरु चरालाई थाहा थियो। एक दिन गुरु चराले चम्केलीलाई बोलाए र भने, "चम्केली, तिम्रो व्यवहार एकदमै राम्रो छ, मैले तिमीलाई बरदान दिने निर्णय गरेको छु। अबदेखी तिमीलाई जुन बेला जे चाहिन्छ, तिम्रो अगाडी प्रकट हुनेछ," गुरु चराले भने। चम्केली निकै खुशी भई।

एक दिन चम्केली र चमिलिकी आमा खानेकुरा खोज्न जानुभयो। धेरै ठाउँमा खोजे पनि केही पाउनुभएन। आफ्ना छोरीहरूलाई केहि पनि खुवाउन नपाउँला भनेर ऊहाँलाई डर लाग्न थाल्यो। त्यही बेला एकजनाले आएर ऊहाँलाई अपहरण गरेर लग्यो।

आमा घर नफर्किनुभएको धेरै बेर भएपछि चम्केलीलाई पीर पर्न थाल्यो, तर चमिलिलाई भने वास्तै गरिन। चम्केली आफ्नी आमालाई खोज्न वनतिर लागी। धेरै बेर आमालाई खोजेर पनि नभेटेपछी ऊ निराश भएर घर फर्की।

धेरै दिन बिते तर उनीहरूकी आमा घर फिर्ता आउनुभएन। ऊनीहरु आँफै खाना खोज्न थाले र घरको अरू काम पनि आँफै गर्न थाले। चम्केलीले आफ्नो बरदानको प्रयोग गरेर आँफू र चमिलिको लगी खानेकुरा तयार गरी। धेरै दिनसम्म आमा फिर्ता नआउँदा दुबैजनालाई एकदमै न्यासो लाग्न थाल्यो।

त्यसपछि चम्केलीले आफ्नो बरदानको प्रयोग गरी आमालाई खोज्ने निर्णय गरी। उसले यो कुरा चमिलिलाई पनि सुनाई। ती दुई आमालाई खोज्ने अठोट लिएर घरबाट निस्किए। आखा बन्द गर्दै चम्केलीले आफ्नी आमालाई महसुश गर्न खोजी। केहीबेर पछि उसलाई केहि महसुश भयो र उसले चमिलिलाई सुनाई। त्यति भन्नेबित्तिकै चम्केली थकानले भुइँमा लडी। चमिलि त्यो देखेर एकदम डराई र चम्केलीलाई उठाउन गई। अचानक त्यहाँ उनीहरूकी आमा प्रकट हुनुभयो। आफ्नी आमालाई धेरैपछी देखदा चमिलि एकदम खुशी भई तर त्यतिकैमा जंगलमा अँध्यारो बादलले घेरा हाल्यो।

लेखक

गरिमा मराठा

कक्षा ८
बूढानीलकण्ठ मोडेल कोम्प्युनिटी एकेडेमी
Budhanilkantha Model
Community Academy

गरिमा सहयोगी र सक्रिय विद्यार्थी
थिङ्न् र उनले कक्षामा मार्गदर्शन
खोज्दै रचनात्मक प्रतिक्रिया समावेश
गरी आफ्नो कथा सुधारिन्।





आपनै रङ्ग ठङ्ग

सेतो खरायो सारै चुलबुले थियो। उ एउटा सेतो घरमा पालिएको थियो। उसको मालिकको नाम सुन्दर थियो। सुन्दरले एकपल्ट आफ्नो घरको सेतो रङ्ग बदलेर आरु नै रङ्ग लगाए। घर झानै सुन्दर देखियो। बाटोमा हिड्ने मानिसले पनि "ओहो!" भन्थे।

घरको तारिफ सुनेर सेते खरायो आफ्नो रंगको घृणा गर्न थाल्यो। सेते खरायोले आफ्नो रङ्ग बदल्न चाहियो। इयाप्प मालिकको घोडा सम्झियो। अनि गएर घोडालाई भन्यो, "घोडादाइ मलाई एउटा सहयोग गर्दिनु पर्यो, मेरो शरीरको रंग बदल्नु पर्यो, मालिकको कोठामा गएर रङ्ग दल्दिनु पर्यो।" घोडाले खरायोको कुरा हर्न सकेन। घोडाले खरायोलाई कुन रङ्ग हो भनेर सोध्यो। खरायोलाई हरियो रङ्ग असाध्यै मन पर्यो। खरायोले घोडा दाईलाई हरियो रंग लागैदिनु भने।

"ओहो, सेते भाई तिमीलाई त घाँस जस्तै देखिएको छ। मालिकको गाईले तिमीलाई त घाँस भनेर खैदेला।" घोडा दाईले भने।

यो सुनेर खरायोले "घोडा दाई मलाई रातो रङ्ग लगाईदिनु भन्यो।" घोडाले आफ्नो पुच्छरले रातो रङ्ग लगिदियो। खरायो बुरुक बुरुक उफरिदै पुतली भएको ठाउँमा गयो अनि पुतली बहिनिलाई उसलाई कस्तो देखेको छ सोध्यो। पुतलीले भनि, "लगाउनु छ त हामीले जस्तै रंगबिरंगी लगाउनु कि त नलगाउनु।"

यो कुरा सुनेर खरायो फेरि घोडाका गयो अनि उसलाई पुतली ले भनेको सब सुनायो। "घोडा दाई, तिमि मलाई साचै राम्रो देख्न चाहन्छौ?", खरायोले सोध्यो। "किन र? आज आएर किन एस्तो सोध्यौ?" घोडाले सोध्यो। "त्येसोभए मलाई रंगबिरंगी रङ्ग लागैदिनु, म पुतलिजस्तै बन्न चाहन्छु। छिटो भन्दा छिटो रंगबिरंगी रङ्ग लागैदेउ।" खरायोले हतार गर्दै घोडालाई भन्यो। यसपाली पनि घोडाले खरायोको कुरा हार्न सकेन अनि खुरुक्क खरायोमथी रङ्ग लगाइदियो।

खरायो फेरि बुरुक बुरुक उफरिदै हाँस भएको ठाउँमा गयो। खरायोले हाँसलाई उसलाई कस्तो देखेको छ सोध्यो। "किन रङ्ग फेर्नु हामी आपनै रंगमा ठिक छ नि।" हाँसले भन्यो। खरायोले हाँसको कुरामा ध्यान दिएर आफुलाई पानीमा हेर्यो र उसले आफुलाई चिन्न सकेन। तब उसलाई पनि महसुस भयो कि आपनै रंगमा रमाउनु पर्छ।

लेखक

गंगा गुरुङ

कक्षा ७

श्री शान्ति विद्या गृह विद्यालय

Shree Shanti Vidhya Griha

गंगा एक उत्साही विद्यार्थी थिइन्
जसले कार्यक्रम सहजकर्तासँग

अन्तरक्रिया गर्ने प्रयास गरिन् र उनको
कथामा काम गर्न मद्दत खोजिन्।



जीवन बचाउने भावना

मैले बिहानको सप्तो देखेको थिएकि म बिहान उठेर हात मुख धोएर व्यायामको लागि साईकल चलाएर तारेभिर जान लगेको थिए। त्यती बेला मैले सोच्ये कि ए मेरो आँखाले आज यो के देख्यो! मैले अचानक उहालाई हजुर ध्रुव दाई होइन भने। उनी निकै राम्रो बानी र व्यवहारपनि भएको मानिस रहेछन्।

ध्रुव दाई हेर्दा मेस्सी जस्तो देखिनु हुन्थियो तर त्यो भन्दा पनि धेरै राम्रो देखिनु हुनुहुन्थियो। ध्रुव दाईको यूतुब मा ५ लाख भन्दा बढी मानिसले मन पराउने व्यक्तिगत हुनुहुन्छ। नेपालमा दाई एकदमै राम्रो बाईक राइदर मधे एक मनिनु हुन्छ। मलाई दाई सँग भेटदा धेरै खुशी लगेको थियो। मैले दाई सँग फोटो खिचे र सँगै आउनु भएको साथी सँग पनि कुरा गरे।

त्यती बेला मैले आँखा धुमएर हेर्दा शिवपुरी र तारेभिर धेरै राम्रो देखिएको थियो। बिस्तारै हामीले तारेभिर जादा हामीलाई दाईले बाईकमा धेरै स्टन्ट गरेर देखाउनु भयो। हामी धेरै माथि पुगीको थियो। माथि जाने क्रममा स्टन्ट गर्द गर्दै दाई भिर बाट लड्नु भयो। त्यती बेला हामीले दाईलाई धेरै बाचाउने प्रयास गर्यो। हामी थोरै मान्छे भएकोले गर्द, गाउलेसँग डोरीमागी मद्दतको गुहर गर्यो। केहि बेर पछि डोरीको व्यवस्थापन भयो।

हामीले डोरी तल झारिकन ध्रुव दाईको मद्दत गर्यो। डोरी तान्दै बिस्तारै बिस्तारै माथि तिर तान्यौं। अनि बल्ल तल्ल गरेर माथि लिएर आयौं। त्यती बेला सम्म दाई बिहोश भैसक्नु भएको थियो। गाउँलेहरु संग पानि मागेर उनि माथि छमकियोम अनि उठ्नु भयो। मैले यम्बुलेन्सलाई बोलाएर उनलाई अस्पताल लगे। केहि बेरमा उनलाई होस् पनि आयो अनि उनको परिवार आइसकेको थियो। मेरो यो साहश देखेर दाई र दाई को परिवारले मलाई धन्यवाद दिनु भयो।

एकदमै ठुलो मद्दत गरेको जस्तो लाग्यो मलाई! म खुशी थिए तर अचानक मेरो बुवा को आवाज सुने, “नरेश स्कुल जाने होइने!” अनी म निन्द्रा बाट बुझीए।

लेखक

प्रवेश बस्नेत

कक्षा ८
बूढानीलकण्ठ मोडेल कम्युनिटी एकेडेमी
Budhanilkantha Model
Community Academy

प्रवेश एक हँसिलो, अभिव्यक्त र रमाईलो विद्यार्थी थिए जसले कक्षामा ठूलो उर्जा दिएर रमाईलो वातावरण सिर्जना गर्न मद्दत गरे।



सहयोगी र इमान्दार हरि र राजु

पाल्पा भन्ने ठाउँमा दुई जना साहै मिल्ने साथीहरु थिए। उनिहरुको घर तलतिर र माथितिर थियो। एक जानाको नाम हरि र अर्काको नाम राजु थियो। उनिहरु कक्षा ९ मा पढ्थे। उनिहरु जुनै काम गरेपनि सँगै मिलेर गर्थे। मनमा लगेको राम्रो नराम्रो कुरा सबै एक आपसमा सँगै भन्ने गर्थे।

एक दिन उनिहरु पसलमा सामान किन्न जादै गर्दा बाटोको छेउमा एउटा बुढो मान्छे लडिरहेको जस्तो देखे। हरिले पहिला देख्यो अनि भन्यो, "राजु उ त्यहाँ बाटोको छेउमा हेर त को मान्छे लडिरहेको जस्तै छ।" हरिले "हो र?" भन्यो। उनिहरु दौडिदै गए अनि राजुले लडेको मान्छेलाई, "बाजे" भन्दै बोलाए। लडेको मान्छेले "हजुर्" भने। हरिले सोध्यो, "बाजेलाई हजुरलाई के भयो?" लडेको मान्छेले भने, "बाबुहरु मेरो खुद्दा धेरै कमजोर छ त्यसैले म लडें। अनी राजुले सोध्यो, "बाजे हजुरले कसैलाई पनि मद्दत मान्नु भएन कि कसैले पनि मद्दत गरेनन्?"

लडेको मान्छेले भने, "सहयोग मग्न पनि कसलाई मग्नु कोही हिडेको देखिएन। तर तिमीहरु एउटा चमत्कार जस्तै एता आयो। के तिमीहरु मलाई मेरो घरसम्म पुर्याउन मद्दत गर्छौ?" राजु र हरिले भने, "हुन्छ हजुरलाई हामी मद्दत गर्छौ। हजुरको घरसम्म पुर्याउछौ।" राजु र हरिले बिस्तारै लडेको मान्छेलाई उठाए र बिस्तारै हिंड्न मद्दत गरे। उनिहरु २० मिनट पछी लडेको मान्छेको घरमा पुगे र हरिले सोध्यो, 'घरमा कोही हुनुहुन्छ?'

एकैछिन पछी एक जाना मान्छे बहिर निस्किनुभयो घरबाट निस्किनुभएको मान्छे उनीहरुको विद्यालयको प्रधानअध्यापक हुनुहुन्थ्यो। उनिहरुले उहाँलाई देखेर, "नमस्कार सर" भने। प्रधानअध्यापकले पनि नमस्कार भन्नुभयो। कुरा गर्दा उनिहरुले थाहा पाए कि लडेको मान्छे प्रधानअध्यापकको बुवा हुनुहुन्थ्यो। राजु र हरिले सरलाई बाटोमा घटेको घटना बताए। सबै कुरा सुनेपछी सरले राजु र हरिलाई धेरै धेरै धन्यबाद दिए। "आज तिमीहरु नभएको भए मेरो बुबाले घर आउन धेरै संघर्ष गर्नुपर्थ्यो।" सरले भन्नुभयो।

उहाँले थप्पुभयो, "एकैछिन बस, चिया खाएर जाउ।" तर राजु र हरिले "होइन सर, हामीलाई ढिलो हुन्छ।" भन्दै त्यहाँ बाट निस्किए। उनिहरु आज सधैभन्दा पनि खुशी देखिरहेका थिए। उनिहरु घर नजिक पुग्दा उनिहरुका आमाहरु गफ गरिरहेको थिए। उनिहरु खुशी हुँदै आफ्ना आमाको नजिक पुगे। हरिको आमले "आज तिमीहरु सधै भन्दापनि खुशी देखिन्छौ त?" भनेर प्रश्न गर्नु भयो। "हो नि काकी। सधैभन्दा खुशी नै छौ" राजुले भन्यो। हरिको आमले सोधनुभयो, के गर्यै त त्यस्तो खुशी हुने काम?"

हरिले सबै कुरा बतायो। उसको कुरा सुनेर दुबै आमा खुशी हुँदै, "राम्रो काम गरेछौ, स्याबास! अझै राम्रो काम गर्नु" भन्नुभयो। राजु र हरि झन खुशी हुँदै "हस्" भने।

त्यती बेला रात पर्न लागिसकेको थियो। उनिहरु आ-आफ्ना घरभित्र गए। एकैछिन पछी खाना खाने समय भयो। त्यो दिन राजु र हरिको खाना खाने समय एकै भयो। खाने खाइ सकेर सबैजाना आ-आफ्ना कोठामा गएर सुते।



लेखक

डन्दु शेर्पा

कक्षा ८

शिवपुरी माध्यमिक विद्यालय

Shivapuri Secondary School

डन्दु एक अन्तर्राष्ट्रीयात्मक र उत्साही विद्यार्थी थिए जो आत्मविश्वासका साथ पहल गर्थे र गुपमा पनि धेरै प्रभावकारी रूपमा काम गर्थे।



गीता: द घोस्ट

जाहाँ आत्मा हुन्छ, त्यहाँ भूत अवस्थ्य हुन्छ। मेरो कथा, त्यसैमा आधारित छ। मेरो टाडा को आफन्त गीता, एक रात उसको घर मा एक जना बाहेक कोही हुनुहुन्थेन। एकलो भएकाले उनी उसको साथीको घर गएकी हुन्छिन। उसको साथीको नाम सिता थियो।

सिता गीताको घर पुगेसी सिताले गीता लाई भन्छे "तिमी यहिं बस्दै गर। म बाहिर गएर आउँछु"। सिताले कुरी राखदा पनि गीता आइन्। उसलाई झन झन डर लाग्दै गइरहेको थियो र रात पनि निकै डर लाग्दो भइसकेको थियो। त्यस रात घरको वातावरण गमभीर थियो र उनीहरूको परिवार चिन्तित भएको थियो। त्यसपछि खबर आयो कि गीताको दुर्घटना भएछ। उनको दुर्घटनाका उपचार हुन सकेन। त्यसैले गीताको परिवार डरले अतिएको थियो। गीताको परिवारको मुख लाचार देखिन्थियो।

सिता बाहिर हिडीरहेको बेला गीताले सितालाई आवाज दिइन। सिताले फर्केर हेर्दा त्यहाँ कोही थिएन। सिता फेरी हिडन थालिन्। तर केहि बेर पछाडी, सिताको पछाडीबाट कोही हिडेको जस्तो ..टक टक टक... आवाज आयो। सिता फेरी रोकी र पछाडी फर्किदै सोधिन्, "त्यहाँ को हुनुहुन्छ?" सिताको डरले हात खुट्टा कामि रहेको थियो र चिसोले मुटु थर थर अनि ढुकढुक भइरहेको थियो तर पनि सिताले हिम्मत हारिन्। सिताको अगाडी गीता को आत्मा आयो।

त्यो गीताको आवाज रहेछ भनेर सिताले मन मनै सोचेकी थिइन्। सिताले गीताको आत्मासँग नडराइक्न बोल्ने आट गरिन र त्यो आत्मासँग सिताले निरभरसँग बोलिन्।

सिताले त्यो आत्मालाई सोधिन्, तिमी को हो? आत्माले जवाफ दियो, "म तिम्रो साथी हो"। सिताले भनी तिमीलाई कसरी यस्तो भयो? "म बाहिर जान्छु भनेर गएको थिए। म सामान किन्न गएको थिए। त्यो समयमा म हिडी रहेको बेला जाड खाएर चालाको गाडी मेरो पछाडीबाट आएर हानेर मेरी दुर्घटना भयो"। त्यस दिन मेरो अन्तिम दिन रहेछ?

गीताले सितालाई भनि "मेरो आवाज तिमीले मात्र सुन्न सक्छौं अरुले सुन्दैनन्" गीताले भनिन्। सिताले भनिन होर! (सितालाई भित्रै भित्रै डर लागि रहेको थियो।)

गीताको आत्माले भनिन्, "नडराऊ तिमीलाई केहिं हुँदैन म छु तिम्रो लागि।

(गीताको आत्माले शान्ति पाएको हुँदैन)

गीताको आत्माले भन्यो "अरुलाई बिर्सेनी मलाई चाही कहीले नबिर्सिनु है साथी"। सिताले अरु केहि नभनी हुन्छ मात्र भनिन्। सिताले भनिन "साथी अब म बिदा हुन चाहन्छु"।

गीताले पनि "हुन्छ राम्रो सँग जाउ" भनिन्।



लेखक

दिपिका चौधरी

कक्षा ९
आदर्श योग हरि विद्यालय
Adarsha Yog Hari School
सुरुमा कक्षामा बोल्न अलि
लजाएपनी दीपिका बिस्तारै आफ्नो
कम्फर्ट जोनबाट बाहिर निस्किन् र
कक्षामा आफ्नो बिचार राख्नसाथ
आफ्नो टोलिको नेतृत्व पनि गरिन।



रीनाको कथा



दोलखा नामको गरेको एउटा ठाउँमा रीना भन्ने एकजना केटी बुबा-आमासँग बस्थिन् । उनी घरमा बुबा आमाको जेठी छोरी थिइन् भने उनको दाजु र बहिनी पनि थिए । उनको बहिनी चाही पढाइको साथै अरु कुरा हरुमा पनि जान्ने थिइन् तर उह भने कमजोर थिइन् तर उनको बानी व्यवहार राम्रो, शुसिल, र ज्ञानी थिइन् । उनी एकदिन घरबाट विद्यालय जाई गर्दा उनी बाटोमा ठेस लगेर लडीन । एकछिन त उनी रुझन । त्यहाँ एकजना कता हिड्दै रहेछ । उसले उनलाई "के भयो तिमीलाई ?" भनेर सोधे । "केहि हैन लडेको थिएँ तेही हो" भन्छिन । केटा स्कूलको लुगामा थियो । उ हेर्दा निकै सरल, शुसिल र सहयोगी थियो । उसले उनको चोट लागेको घाउमा मलमपट्टी लगाई दियो । उनले उसलाई धन्यवाद भन्दै गईन ।

भोलिपल्ट फेरी रीना घरबाट निस्केर विद्यालय जना लाग्दा त्यहाँ फेरी त्यो केटा भेटछिन । उसले उनलाई बोलाउछ र भन्न थाल्छ, "तिमि सन्चै छौ त ? घाउ निको भयो त ?" "म अहिले ठिक छु पछि बोल्छु" भन्दै आफ्नो विद्यालय तर्फ लाग्छिन । यसरीनै उनीहरु एकअर्काको नाम पनि सोध्छन् र बोल्न थाल्छन् ।

उनी अर्को पल्ट घरबाट जाई निस्किएर रुदै विद्यालय तर्फ जाई लाग्दा सनेल उनलाई देख्छ र भन्छ, "रीना क भयो ?" "आज आमाले मलाई कराउनु भयो", रीनाले जवाफ दिईन । सनेलले भन्यो, "किन कराउनु भयो नी ?" "आमाले मलाई येसलाई के गर्ने होला ? पढाई बिग्रिदै गएको छ, पढ भन्दा नि नपढङ्नी । म के गर्नु एस्तो छोरी त कसैको छैन भन्नुभयो ।" रीनाले भनिन् । "चिन्ता नगर तिमीले पढ्न नआएको दाजुलै सोध अनि पो हुन्छ त पढाई राम्रो ।" "सनेलले सुझाव दियो । रीनाले भनिन्, "दाजु कार्यालय जानुहुन्छ, तेही माथि कलेज पनि जानुहुन्छ । समय नै हुदैन मलाई पढाउन सोहि कारण म कमजोर भएको हो ।" सनेलले आफुले सिकाईदिने प्रस्ताव राख्यो । रीनाले हुन्छ भनिन तर कता पढ्ने भनेर गुनासो गरिन । सनेलले विद्यालय सकिएपछि पुस्तकालय गएर पढङ्गी समाधान सुनायो । तर रानीलाई आमाले जना नदिनी कुरा भयो, सनेलले साथीहरु सबै पढ्ने भनेकाले जानी भनेर आमालाई सम्झौन सुझाव दियो । भोलिपल्ट उनीहरु आफ्नो आफ्नो विद्यालय सकिए पछि पुस्तकालय जान्छन । उनीहरु त्यहाँ बसेर पढ्न लेख्न थाल्छन् ।

उनले रीनालाई धेरै कुरा सिकाउछ र केहि बेर पछि उनीहरु घर फर्किन्छन् । यसै गरि उनीहरु दिन प्रतिदिन पुस्तकालयम पढ्न थाल्छन् । येही क्रममा दुइजना एकदम मिल्ने साथी बन्छन् । उनीहरुको परीक्षा पनि नभन्दै आउन लागेको हुन्छ । "अब हामी परीक्षा पछि मात्र भेट गरौं ।" रीनाले सनेललाई भनिन् । सनेल पनि सहमत भएर परीक्षाको लागि शुभकामना दिएर घर तर्फ लाग्छ ।

परीक्षाको दिन आउछ, रीना सबैर उठेर हातमुख धुएर तयारी गर्न बस्थिन् । उनको आमापनि निकै खुसि हुन्छिन । हतार हतार गर्दै विद्यालय तर्फ रीना लाग्छिन ।

लेखक

सजिना सुनवार

कक्षा ९
आदर्श योग हरि विद्यालय
Adarsha Yog Hari School

सजिना एक मेहनती विद्यार्थी थिइन् जो आफ्नो लेखाईद्वारा आत्म-अभिव्यक्ति गर्न रमाइलो माथिन ।





विद्यालय गएर परीक्षा दिन्छिन्। यसै गरि उनको सबै परीक्षा सकिन्छ। रिजल्टको दिन आउछ, उनी आमा संग रिजल्ट लिन जान्छिन्।

बहिनीको नतिजा हेर्दा तृतीय भाको देखिन्छ अनि उनी आफ्नो रिजल्ट तर्फ लाग्छिन, उनलाई एकदमै डर लागिरहेको हुन्छ तर उनीपनि तृतीय हुन्छिन्। गुरुहरुले उनको निकै तारुफ गर्नुहुन्छ, त्यो देखेर आमा धेरै खुशी हुनुहुन्छ। "नानी मलाई माफ गरिदेउ मैले तिमीलाई तेस्तो कराउनु उचित थिएन।" आमाले भन्नुभयो। रीनाले आमाले कराकै कारण आज एस्तो नतिजा लेरआउन सकेको भनेर आमालाई भनिन्। आमाछोरी दुवै भावुक हुदै रुच्छन्। यो सबको कारण मेरो एउटा साथी हो भनेर रीनाले आमालाई भन्छिन। आमाले साथीलाई कुनै दिन घर ल्याउन भन्नुभयो अनि दुवै जना घर फर्किन्छन्। बेलुका सब परिवार मिलेर खाना खान्छन्। रीनाले सबैको स्याबासी पाउछिन। बिदा पछि विद्यालय जाना उनि अलिक छिटै निस्किन्छिन्। उनले त्याँ सनेललाई देखिदनन्। उनी निरास हुदै विद्यालय जान्छे। छुट्टि भएपछि पनि सनेललाई खोजिन्न तर देखिदनन्।

येसरीनै दिन बितिरहेको हुन्छ एकदिन उसले सनेल लाई देखिछन र बोलाउछिन, उ काम गरिरहेको हुन्छ, उनीलाई दुख लाग्छ। उनी गएर के गरेको भनेर सनेललाई भन्छिन् र भेट्न नआएको गुनासो पोखिन्छन्। तर सनेलले केहि जवाफ दिदैन र आफ्नै गाडी धुने काम तिर व्यस्त हुन्छ। रीना केहि नबोली फर्किन्छे। भोलिपल्ट फेरी उनी उनको पछि गर्छिन र सनेल को हजुरआमा बिरामी भाको थापाइन। सनेलले हेरविचार गरेर नातिनु भनेर समझाउछ। उपचार गर्छ भन्दै हौशला दिन्छ। हजुरआमाले नाती पढ्न नगएकोमा दुख पोखिन्छन् र तुरुन्तै काम छोड्न भन्छिन्। त्यो सबै कुरा रीनाले झ्यालबाट सुनिरहेकी हुन्छिन् अनि दुखि भएर घर फर्किन्छिन्।

उनले आफ्नो आमालाई सबै कुरा भन्छिन्। सहयोगको लागि केहि रकम दिएर आमाले रीनालाई साथिलाई दिनु भन्नुभयो। भोलिपल्ट रीना सनेलकोमा जान्छिन् र कामहरुमा सहयोग गर्छिन। येसरी नै आफ्नो विद्यालय छुट्टि भएपछि सनेलको घर गएर मद्दत गर्छिन्, केहि समय मै उपचारको लागि पैसा जम्मा हुन्छ। हजुरआमालाई पनि बिस्तारै सन्चो हुदै जान्छ। सनेलपनि आफ्नो पढाईमा ध्यान दिन थाल्छ, उनीहरु संगै पढ्न थाल्छन्। उनीहरु एकअर्कासाथ मायाका साथ मिलिजुली बस्न थाल्छन्।



बुवा र छोरा

आदित्य, आदित र उनको बुवा कालापानी नामक गाउँमा बस्थिये । आदित्य १४ वर्षको र आदित १२ वर्षका थिए । एउटै बुवाको दुइओटा छोरा भएपनि उनीहरुको भिन्न व्यवहारक थिए । बुवाले घरको जिम्मा आदित्यलाई दिनुभएको थियो । उसको व्यवहार धेरै राम्रो थियो । आदित भनी जतिबेला पनि मोबाइलम गेम खेलेर बस्ने गर्थ्यो । त्येसैले उसको व्यवहार दाइ जतिको राम्रो थिएन । दाइलाई घरको जिम्मा दिएका कारणले उ विद्यालय नजान बाध्य भयो । उता आदित भने विद्यालय जाने मान्दैन थियो । जब विद्यालय जानिबेला हुन्थ्यो, उ घर बाहिर जाने गर्थ्यो । आदित्यलाई बुवालेपनि गालि गर्नु हुन्थ्यो, तर उ भने मान्दैनथ्यो ।

बुवाको स्वास्थ बिग्रदै गएको थियो र डाक्टरका जादा, पत्ता लग्योकि उनलाई क्यान्सर रोगले छोएको थियो । घरको अवस्था निकै नाजुक थियो र उपचार गर्नको स्थिति थिएन । त्येही सिलसिलामा दाइले भाइ आदित्यलाई भन्यो, "हिड भाइ तँ र म बुवाको उपचार खर्चको लागि बजारतिर ढुंगा माटोको भारि बोकेर काम गरौँ ।" तर भाइ भने कुरा नटेरी कोठातिर लग्यो । दाइ भने बजारमा एकलै गएर भारि बोक्न थाल्यो तर खैर एकलैले गरेको कामले उपचारको खर्चलाई पुगेन । एक महिना थला परेपछि बुवाको मृत्यु भयो । उनीहरु धेरै रोए कराए अनि दाइले जुटाएको पैसाले १३ दिन धोति सेतो कपडा लगाएर काज किया गरे ।

त्यसैगरि धेरै दिन बितेपछि दाजुभाई एकैठाउँमा बसेर कुरा गरे । दाइले भाइलाई जीवन मा केहि गर्नु पर्छ भन्ने ज्ञान दिन थाल्नु भयो । त्यो ज्ञान सुन्न र बुझ्नको लागि भाइ रुचिनै थिएन । तेसपछि रिसाएर दाइले भन्य, "हेर भाइ तँ र म अब छुटीएर बस्नुपर्छ ।" भाइलेपनि रिसको झोकमा हुन्छ भनेर भन्यो । उनीहरुले भाडाकुडा सबै छुट्याए ।

भाइले खान पकौना पनि धेरै अल्छी गरेर पाकाउने गर्थ्यो तर दाइले भनी खाना पाकाउन जागर चलाउथ्यो । बेलुका सुन्ने बेला भएपछि दाजुले भाइको बारेमा सोच्न थाल्यो । वहालाई कसरि सम्झाउन सकिन्छ भनेर सोच्न लाग्यो । भोलिपल्ट बिहान दाइले भाइलाई बोलायो । भाइभने मनमनै सोच्न थाल्यो, भिन्नै बसेको दाइले किन बोलको होला? उ बुझ्न चाहेर दाइ भएको ठाउँमा गयो । दाइलेसंगै बस्ने प्रस्ताव राख्यो । नमिलेर बस्दा भाइले केहि काम नगरेको भएर संगै बस्ने भन्नि दाइको धारणा थियो । दाइको यो प्रस्तावले भाइलाई चिन्तित पर्यो । आदित मनमा अह हो त है दाइ जतिबेला पनि मरिमरि काम गर्छ म भने मोबाइलम गेम खेलेर मात्र बस्छु भन्ने भावना जाग्यो । अब दाइसंगै मिलेर बस्छु भनेर सोच्यो । भाइले दाइ संगै काम गरेर सघाउने निधो गर्य । त्येस दिन देखि उनीहरु मिलेर बस्न थाले ।

लेखक

दिवश पौडेल

कक्षा ७

श्री राष्ट्रिय सरस्वती माध्यमिक विद्यालय

Shree Rastriya Saraswati
Secondary School

दिवश एक ऊर्जावान विद्यार्थी थिए जो कक्षामा भाग लिन उत्सुक थिए र आफ्ना साथीहरूलाई पनि महत गर्न सधैँ अगाडी बड्दथे ।



सिताको रहस्य

हामीले १० बजेको समाचार हेर्न टेलिभिजन खोल्यौ, तब राष्ट्रिय टेलिभिजनमा मेरो सबैभन्दा ठुलो रहस्यहरु मध्ये एक चलिरहेको थियो। यो रहस्यको बारेमा अहिलेसम्म कसैले पनि थाहा पाएका थिएन्।

सिताले हतपत टेलिभिजन बन्द गरिन र बरु आफैले छोराछोरीलाई यो कुरा भन्ने भन्दै उनि आफ्नो कथा सुनाउन थालिन्।

केहि समय अधिको कुरा हो। एउटा गाउँ थियो जसलाई समयसँग आएको सहरीकरणले छोएको थिएन। त्यस गाउँलाई वरिपरि हरिया पर्वतहरुले घेरेका थिए। गाउँमा खासै विकास नभएको हुनाले छोरी मान्छेलाई छोराभन्दा हेपिन्थ्यो, जातभातको कुरा पनि हुन्थ्यो। छोरी र छोराबीच बराबर माया अथवा हक-अधिकार दिइदैनथ्यो। उनीहरुबीच धेरै नभए नि भेदभाव चाँही गरिन्थ्यो।

यस गाउँमा सिता र श्याम भन्ने दिदिभाइ उनिहरुका आमा-बुबासंग बस्दथ्यो। उनीहरु दुइ कक्षाको फरकमा पढ्ने गर्थे र सधै विद्यालय संगै जाथिए। उनीहरुका आमा बुबा त्यति शिक्षित थिएन्, त्यसैले पुरानै चलन अनुसार सिता र श्याम बीच भेदभाव गरिन्थ्यो। सानो हुदा त उनीहरु कुरा बुज्दैनथिए। उनीहरु बीच जस्तो व्यवहार गर्दा पनि उनीहरुलाई खासै मतलब लाग्दैन थियो। साना भएकै कारण होला उनीहरु सबै कुरामा रमाउने गर्थीए। उनीहरु हुर्कदै गर्दा सिता अलि घरको अवस्था बुज्ने खाल्की भई। श्याम चाहिँ जहिल्यै पनि दिदीसंग झगडा गर्ने, कुरा नमान्ने खालको चकचके खाल्को भयो। सिता पढाईमा धेरै मिहिनेत गर्थिन्, श्याम चाहिँ गर्दैनथ्यो। घरको अवस्था यस्तै थियो।

एकदिन सिता पहिलो चोटी महिनावारी भईन। उनि तब सारै डराएकी थिईन। त्यही बेला उनकी आमा पनि घास दाउरा गरि थाक्दै आइरहेकी थिईन्। उनले आमालाई डराउदै सोधन थालीन, "आमा, आमा, सुन्नुहोस न!" आमाले थकाईमा रिसाएर भनिन, "के भयो, किन यति आत्तिएको?" सिताले डराउदै भनिन्, "आमा म अघि शैचालय गएकी थिए। त्यहाँ मैले पिसाब गर्दा रगत थियो। म कहिं पनि लडेकी थिईन। कहाँ बाट रगत आयो, आमा?"

आमाले पनि लामो सुस्केरा हाल्दै भनिन, "तलाई महिनावारी भएछ। अब त तेरो भाइबाट ५ दिनको लागि लुक्नुपर्छ। तैले भाइ र बुबालाई छुनु पनि हुदैन। त्यसैले आफ्नो कपडा पोको पार् अनि एकछिनको लागि भए पनि पारि कतै जा। भाइले तलाई देख्नुभएन, यो कुरा याद राखेस। तेरो बुबालाई त महिनावारी भईस भन्ने कुरा भनेर तलाई झट्टै तेरी फुपुको घरमा पुर्याइदिन्छु।" सिता डराएकी थिईन त्यसैले उनि चुपचाप लागेर आफ्नो फुपुको घर गइन।

उनको फुपाजु नभएकोले र घरमा कोहि पनि छोरा मान्छे नभएकोले उनको फूपुले उनको राम्रोसंग हेरचाह गरिन।



लेखक

पुजा पाण्डे

कक्षा १०

कन्या मन्दिर माध्यमिक विधालय

Kanya Mandir Secondary School

१७ विद्यालयबीच भएको कथा बुनौं प्रतियोगिताको नेपाली विधामा पूजा प्रथम भएकी थिईन।



विद्यालय गएर परीक्षा दिन्छिन। यसै गरि उनको सबै परीक्षा सकिन्छ। रिजल्टको दिन आउछ, उनी आमा संग रिजल्ट लिन जान्छिन्।

बहिनीको नतिजा हेर्दा तृतीय भाको देखिन्छ अनि उनी आफ्नो उनले सीतालाई राम्रोसंग सरसफाई गर्न सिकाइन र पाँच दिनसम्म त्यहि राखिन। पाँच दिनपछि उनि आफ्नो घरमा फर्किन। उनि फेरि विद्यालय नियमित जान थालिन।

पढ्दै जादौ उनको कक्षाको राम नाम गरेको केटासंग माया बस्न थाल्यो। सिताले त्यो केटाको जात आफु भन्दा सानो भएको पनि थाहा थियो तर उनले राम्रोसंग बुझेकी थिइन् कि उनले जीवन बिताउने भनेको असल माछे संग हो, कुनै जात संग होइन। राम एकदमै असल र पढाईमा पनि राम्रो थियो। ऊ सबैको कुरा बुझदथियो। ऊ पनि सीतालाई एकदमै माया गर्थ्यो।

उनीहरुको लगभग बिहे गर्ने उमेर भइसकेको थियो। सिताले कोहि केटालाई मनपराएको वा माया गरेको कुरा भने उसको घरमा थाहा थिएन। यदि थाहा भएको भए सीतालाई घरबाट धेरै गालि गर्थ्यो। एक दिनको कुरा हो, राम र सिता दुवै मिलेर बिहे गर्ने सल्लाह गरे र घरमा कुरा गरे। रामको बुबा आमाले त सितालाई मन पराए तर सिताको आमाबुबाले चाहि राम सानो जातको भएर उनलाई मन पराएनन्।

एकदिन रामको आमाबुबा हात माग्न भनि सम्मानका साथ् सिताको घर गएका थिए। सिताको आमाबुबाले भने आफ्नो छोरी दिन मानेनन्। सिता र राम दुबैले एक अर्कालाई धेरै माया गर्थ्ये र उनीहरु एक अर्का बिना बाच्न सक्दैन थिए। रामले बुबा आमाको सहमति अनुसार सितालाई भगाएर विवाह गर्ने निधो गरे। राम र सिताले भागेर प्रेम विवाह गरे। सिताले रामसँग विवाह गरेपछि उनि सुख्खी नै थिइन्। रामको घरपरिवारले उनलाई अपनाए पनि उनको समाजले सीतालाई अपनाएको थिएनन्। उनिहरु सीतासंग हेम खोजे जस्तो गरि बोल्थे।

बिहे गरेको एक डेढ वर्ष पछि, रामको बुबाको र आमाको बजार जाने क्रममा उनीहरु चढेको गाडी खोलामा पल्लियो। त्यसै कारण उनीहरुको मृत्यु पनि भयो। घरमा आमाबुबाको यादले सताएर गाहो भएपछी उनीहरु दुवै सहर गए र त्यही काम गर्न थालो। केहि समयपछि सिताले जुम्ल्याह बच्चा, एउटा छोरा र एउटा छोरीलाई, जन्म दिइन। उनिहरुको जीवन फेरी सुखसाथ बित्न थाल्यो।

सिताको यो अन्तरजातीय विवाह हो भन्ने रहस्य चाहिँ आमा बुबा बाहेक उनको माइतमा कसैलाई थाहा थिएन। उनलाई आफ्नो कथा अरुसँग बाढ्न र अरुलाई पनि जातका कारण नडराउनु भन्न मन थियो। उनले एक टि.भि च्यानललाई सम्पर्क गरेर कथा सुनाइन। टि.भि च्यानलले उनको कथा प्रसरण गर्ने निर्णय गर्यो।

छोरीलाई कथा सुनाइ सकेपछी सितालाई घरको यादले धेरै सतायो। भोलिपल्ट उनि आफ्नो आमा बुबालाई भेट्न माइत गइन। उनको साथमा राम र दुबै बच्चाहरु पनि गएका थिए। उनीहरु माइत पुग्दा आमाबुबा घरमा थिएनन, खेतबारीमा थिए। फर्किदा आफ्नो घरको आँगनमा छोर ज्वाई नातीनातीनीलाई देखेर उनीहरुको आँखा हर्सका आँसुले भरिए। आफ्नो छोरीलाई बेजातको केटासंग पनि खुसि भएको देखेर उनको बाबु अम्म पनि खुसि भए।



FREE OF CA



NDS NOPY



LEARNERS' HUB

12921

STUDENTS REACHED

884

SESSIONS CONDUCTED

215

SCHOOLS REACHED

4000+

HOURS IN SESSIONS

4200+

HOURS IN PREPARATION

1-10

GRADES WORKED WITH

TESTIMONIALS

“ I am very happy to be a part of this interactive session. It was really fun. We participated in various activities. I especially like the presentation part. This session helped to improve my creativity and communication skills. It also taught me to be optimistic while presenting myself in front of the class. Overall, this session boosted my hidden confidence within myself.

”



Norzen Lama



Sadikshya Ghimire

“ Hi, My name is Sadikshya Ghimire. I study in Class 8 at Shivapuri Higher Secondary School. I found this session very fun and important. Before attending this session, I didn't know how to write a story. In fact, I had never written a story at all. After this session, I can write a story very nicely. My friends also enjoyed this session a lot. They enjoyed story writing, energizers, and canopillar a lot. The facilitators were really helpful and sweet. The facilitators really helped us to increase our confidence level. Now, we will continue writing stories even after the end of the session. Our holiday turned out to be very good because of this session.

”

REVIEW IN NUMBERS

3120

STORIES WRITTEN



AVERAGE ATTENDANCE RATE



LEARNING RATE

4

CANOPY NEPAL CLUBS

1000+

STUDENTS REACHED THROUGH CLUBS

45

SESSION CONDUCTED THROUGH CLUBS

HIGHLIGHTS

This year, we organized the Katha Bunaun Competition where students from both public and private schools participated. This competition served as a platform to bring students together and showcase their creativity within a single frame. Puja Pandey of Kanya Mandir School placed first in the Nepali category and Dilasha Dulal of Baba School stood first runner up, whereas Ayana Shrestha of John Dewey School placed first in the English category and Nigya Maharjan of Creative Academy stood first runner up.

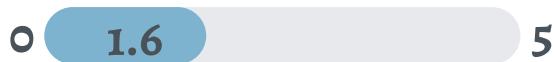
On Parents' Day at Valley View School, students acted in a drama based on a story written by a student of Katha Buanuan session. The drama was scripted and directed by the Learners' Hub team.

On the occasion of World literacy day on the 8th of September, we launched our first illustrated storybook titled 'The one who got away'. The storybook was created from a story written during a Katha Bunaun session by Samridha Rajbhandari, a participant from Kaasthamandap Vidhyalaya.

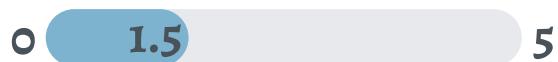




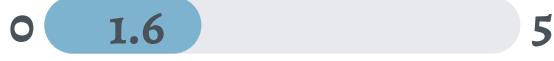
AVERAGE STUDENT GROWTH



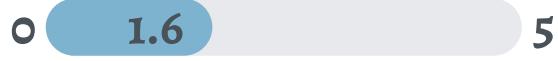
Story Detail



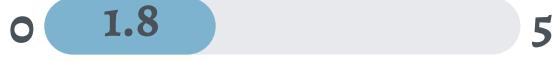
Character Detail



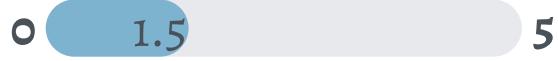
Story Structure



Overall Story



Verbal Expression



Body Language

Average Number of Dialogues

Before the sessions: 0.7

Before the sessions: 6.2

■ PRE-EVALUATION

■ POST-EVALUATION

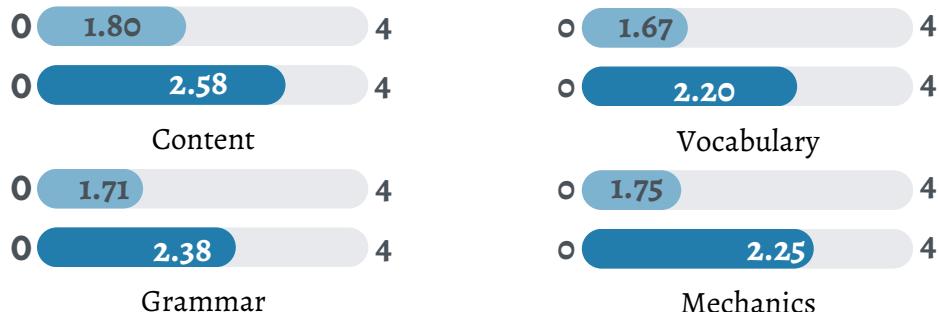
29%

Growth in Students



AVERAGE STUDENT GROWTH

Writing



Reading



Listening



Speaking



25.25%

Growth in Students

■ PRE-EVALUATION

■ POST-EVALUATION

CANSHIP

40

PARTNER SCHOOLS
& COLLEGES

7

PROVINCES REACHED

197

SCHOLARS

2359

SCHOOL VISITS

54

SCHOLARS GRADUATED

860

TEACHERS ENGAGED

TESTIMONIALS

“ I feel extremely fortunate to be a recipient of the CANSHIP scholarship because it has provided invaluable support for my academic pursuits. The assistance I have received from CANSHIP is a strong source motivator for me to excel in my studies. I want to use my education to give back to students like me who face financial barriers to education ”



Meghna Bogati

“ I think that Canopy is excellent. Before, I had to go hungry sometimes because there was no food, but now I eat and study on time because of Canopy. Everyone is so nice. They always come to visit me. Everything is enough. ”



Krishna Pandey

REVIEW IN NUMBERS

3306

SOCIAL WELLBEING
EVALUATIONS CONDUCTED

14

NEW SCHOLARS
ADDED IN 2023

19776

SCHOOL SUPPLIES
DISTRIBUTED

78442

MEALS PROVIDED

152648

INDIVIDUAL SCHOLARS MET

HIGHLIGHTS

In April, we selected 14 new scholars. In the cohort, we welcomed our youngest student yet, who studies in the second grade. We also added Bhanubhakta Memorial as a CANSCHIP partner school.

This year, we had a few of our scholars join Canopy as team members. Our scholar Shrinkhala joined as a Field Volunteer, Anisha joined as a Facilitator, Bhumika and Sushant joined as Tutors, whereas Laxmi joined as an Intern for Learners' Hub.



OUR PARTNER INSTITUTIONS

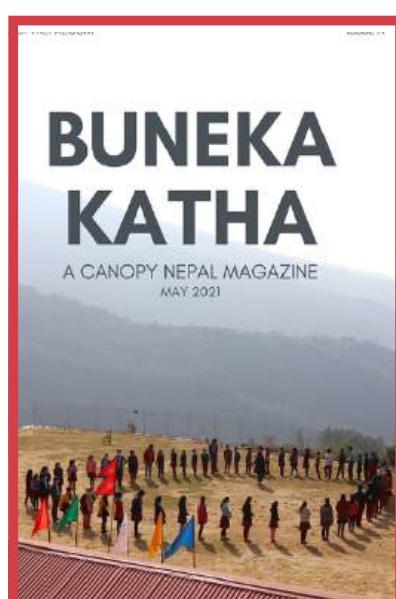
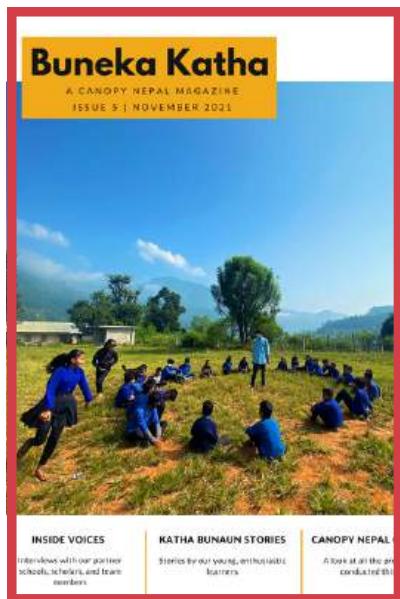
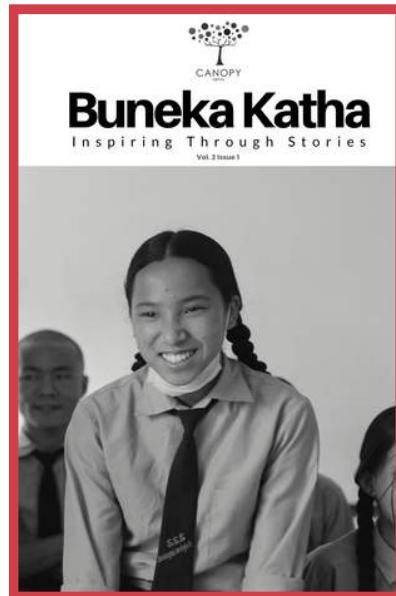




ORGANIZATIONS WORKED WITH



OUR PUBLICATIONS



Buneka Katha is Canopy's literacy magazine, a compilation of the creative, imaginative, and truly amazing stories of our young first-time story writers from our program Katha Bunaun. This magazine is a safe space where story writers can freely and confidently express themselves. As of 2023, Canopy has launched 9 issues of Bunka Katha and 18 Booklet. You can check our archive by following the link.

<https://canopynepal.com/resources>

or scan the QR code here



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