

CHELSEA WAVELENGTH

विद्या संस्कार स्कूल

A Complete Educational Magazine

Year 8, Issue 1

Role of Private Sector in
Educational Development
The Rohingya Crisis

ए-लेभलको
बढ्दो आकर्षण

A-LEVEL WORLD TOPPERS FROM CHELSEA

BISHRUT BHATTARAI

SANSKRITI TIMSEENA

ABHIMANYU CHETTRI



WAVELENGTH

Title	Pg.
The Rohingya Crisis	6
What Brings Happiness	8
Biography: Raold Dahl	9
Drama in Real Life	10
Salute	15
Science and Technology	16
Sports Column	18
Society and Culture	20
Personality: Jim O'Niell	24
Travel Experience to India	26
Life is Beautiful	28
The Most Unforgettable Teacher	29
Trip to Bandipur and Pokhara	30



The Rohingya Crisis



Salute



राईट दाजुभाईको हवाईजहाज



Interview with Jim O'Niell



16

Time Travel is Possible



43

ए-लेभलको बढ्दो आर्कषण



38

Topper's Talk



20

Myths on Menstruation

Education	32
CW Interview	36
Topper's Talk	38
Achievement	40
Ask the Doctor	42
Comments on the last Issue	45
चिठी-पत्र	47
यात्रा संस्मरण	48
ज्याम्बुरी	50
ए-लेभलको बढ्दो आर्कषण	53
फिफा	57
My Snaps	58
Students' Artwork	60
Book Review	62
Film Review	63
News	64
Event-Futsal	66
World and Nepal Toppers from Chelsea	67



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Greetings to all,

First of all, I extend a very cordial welcome to all the students who have been enrolled in our Grade 11 and A-Level studies. I sincerely thank all the parents for the love, respect, support and care that our institution has received from you. Thank you for entrusting your children to us.

It is indeed a gratifying moment for me to congratulate all our students from the GCE A-Level and also the Secondary Education Examination (SEE) - Batch of 2074 for their commendable results. Three of our A-Level students once again made the institution very proud as they were successful in achieving the Nepal and World Topper results in the May/June and Oct/Nov 2017 Cambridge GCE A-Level Examination while more than 80 percent of SEE 2074 students achieved Grade A+. This was all possible due to the dedication and contribution of our teachers and support staff among all grade levels and the unconditional support of the Board of Directors and the parents. I extend my best wishes to all the students for their future endeavors. May yours, as well as your parents, dreams and aspirations come true. The institution will leave no stone unturned to ensure that the relentless guidance will continue in the years to come and that such performances will become a benchmark of our institution.

Having said this, I take the privilege to mention here that our institution has always envisaged an all-round and balanced education. We always relentlessly strive so that our students attain the highest standards, both in their academics as well as in various extracurricular activities. Our results till date bear testimony to our efforts. It is pertinent for me to mention that the participation of our students

this year in various Inter School & College activities; be it in MUN (Model United Nations) seminars conducted by various institutions, International Teen Conference, Debate, Football, Spelling, to name a few have yielded outstanding results.

After the commencement of the New Academic Session, we have also been very successful in conducting various Inter School activities till date. The 1st Inter School Junior boys' Futsal tournament organized by our school was resoundingly successful with our team putting up a spirited fight. The Chelsea Debate Fest, DOTA, planned and managed by our college students were also very successful. The 1st Vidhya Sanskar Valley-wide Inter School Cultural Dance Competition held in the month of Bhadra was also very well received by all the participating schools and by the visiting dignitaries.

The institution also gives utmost priority in bringing out the best in our teachers' teaching. So, various trainings and workshops have been organized in our institution so far for our teachers as well as teachers from other schools at various intervals.

Finally, I would like to thank the Advisors, the Chief Editor, the Co-Chief Editors, the student members from school and college, the faculty teachers and the technical support staff teaming up in bringing out the best in every issue of our quarterly magazine – "Chelsea Wavelength". In this context, I would like to add that from the next issue of "Chelsea Wavelength", we will be incorporating articles and poems contributed by students from various other schools as well.

My best wishes and greetings to all for a Happy and Prosperous Dashain, Tihar and Chhat Parva.



FROM THE CHIEF EDITOR'S DESK

The process of putting together this issue of Wavelength has been a miscellany of emotions. With the entire team coordinating to get the work done to the rushing to meet the deadlines, we've come a long way. However, this magazine would've just been a mere idea confined to our imaginations had Pranai sir not pushed us every now and then to make this iteration of Chelsea Wavelength possible. So first, I'd like to start by thanking every administrative member who guided us throughout and made sure we rectified every of our flaws till we had a perfect issue.

The overwhelming enthusiasm that our students have shown by contributing various articles, all of a distinguished caliber, is the beacon of our success. All the phenomenal artwork, brilliant photography, astounding book/movie review and the intellectual articles that our fellow students submitted is the true identity of our magazine. However, due to the profuse number of articles we received we were unable to have them all included. For this I, on behalf of my entire team, profoundly apologize and affirm you that your contribution has still been acknowledged by us and for that we couldn't be any more grateful.

Moving forth, we have included the remarkable stories of our alumnis

like Bishrut Bhattarai, Krishna Dahal, Bijaya Luitel in hopes that the present students can idolize these very stories and be inspired to live up to the legacy of our seniors. We sincerely hope this brings upon an impact on our students who get moved by the stories. Furthermore, we've also taken interviews of some of the highly acclaimed personalities of our nation like Dr. Prabhakar Pokharel who has enriched our magazine even more with his expertise and insight. For taking the time from his busy schedule just for our magazine makes us feel highly honored for which we cordially thank Dr. Pokharel.

Finally, I'd like to end this in an expression of gratitude beginning with Sanjeet sir for providing us this vibrant artwork (cover) which gives a great visual appeal to our magazine. Reaffirming my initial notion, the teachers for guiding the entire editorial team and very dearly and my editorial team for coordinating so well with each other and making this issue as elegant as it is.

So, to all the readers, we deeply apologize for any flaws that might be found in the issue even though we tried our best to rectify everything. And we all wish that you have a pleasant time going through the magazine!

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The Rohingya Crisis

Roshit Niraula, AS Level

The Rohingya, also known as the Arakanese, are the Muslim minorities who live in the Rakhine state of Myanmar. The Rohingya are refugees spread across the western Asia (especially Indian sub-continent) and in the US and Canada. While they claim to be citizens of Myanmar, they're of none because government of Myanmar has refused to allow them with their basic identity of nationality i.e. citizenship. But how did this begin and why does

the government of Myanmar deny claiming them as its citizen? Let's read this article and find out.

This all began back in the British Era. The British colonized Myanmar for almost 100 years and around that time the migration was significant. British used to move away laborers for their personal purposes and it was legal since nations that today are India, Pakistan, Bangladesh and Myanmar were all under the British Regime. At that time, although it

was legal, the native population and government viewed it negatively. After 1948, after Myanmar was free from British Rule, the Government of Myanmar denied the approval of Rohingya to be the member of their state. After a few years, The Union Citizenship Act was passed in the nation which also denied their national recognition. Later, in 1982, a new citizenship law was passed which also did not include the Rohingya and were denied to be listed in the nation's






135 ethnic groups. To pacify the rage of the citizens and address international concerns the law however recognized three bases of citizenship to citizens of Myanmar. The basic law was to belong to a family who resided in Myanmar before 1948. Since, the Rohingya lacked the official document to prove their presence in lands of Myanmar before 1948; they were even stripped of their basic rights provided to the citizens as well.

Crackdowns began in 1970s by the Myanmar's military forces. During such crackdowns, the Rohingya locals have reported torture, rape and even murder by the military forces. In 2012, a group of Rohingya men were accused of raping of Buddhist women and resulted in clashes between the Buddhist and the Rohingya in Myanmar. According to UN Human Rights Council, since 2012, about 168,000 Rohingya have fled from Myanmar to other several parts of world. While they stay as refugees and want nations to accept them, they belong to no nation, neither the host nor their claimed nation (Myanmar).

Each Rohingya has a own tale of sheer barbarity and cruelty full of unbelievable horror in their home village. Each single day, hundreds of Rohingya flee their hometown with a claim that they are tortured by Myanmar military. But the UN Council has not yet been able to confirm if this act of the security forces of Myanmar is true. But what the Council has been able to confirm is that the people are actually running from something horrible.

To escape this horrible states they describe, the residents of Rakhine cannot use the land

 **THEY USED TO ENTER BANGLADESH AS THERE WAS LIBERATE. BUT SINCE 2012, THE ROHINGYA ARE NOT ALLOWED INSIDE THE TERRITORY OF BANGLADESH.**

medium because they have to pass through the people they despise and who despise them. Hence, they use the water route to get into other nations. A route which helped them earn the name of "Boat People" globally.

They used to enter Bangladesh as the government there was liberal. But since 2012, the Rohingya are not easily allowed inside the territory of Bangladesh. Bangladesh started to restrict the incoming refugees. Malaysia in respect to that action also denied the entrance of any Rohingya immigrants coming to their territory illegally. Later, the government of Malaysia agreed to support and assist temporary refuge to Rohingya. Like Malaysia, Indonesia also agreed to provide temporary refuge to the Rohingya as well. Thailand also agreed to provide humanitarian aids and claimed it would not turn away boats of

Rohingya coming towards its ports. Philippines also set rules to provide aids to 3000 refugees. India on the other hand has refused to allow refugees into its territory blaming the threat to national security by their presence in its lands. Still, 40,000 refugees have been recorded to be inside Indian territory. In the view of Indian Parliament, it is right because of the ongoing religious conflict in the Indian sub-continent and increase in terrorism due to it around the world.

The major threat does not end here. According to the Australian Foreign Ministry's report, only about 35% of the refugees entering into the Indonesian lands claiming to be Rohingya are actual Rohingya. The rest 65% are either illegal Bangladeshis or Burmese nationals or of any other nationality trying to enter international lands. This is where we meet the real issue. Here we face the side of double edged sword, which is already causing human civilization a huge harm.

In a nutshell, the issue Rohingya are facing is a serious crisis that needs to be dealt within the national borders of Myanmar. The act of Myanmar by throwing away the Rohingya people from its lands is what is leaving the whole South Asia vulnerable.



What brings happiness?

Shaswat Chandra Suman (A2)

Everyone wants to live a happy life in this material world. It is obvious that people think they would be happy when they become wealthy. But, wealth can't buy happiness. Kin Hubbard had once quoted that, "It is pretty hard to tell what does bring happiness since poverty and wealth, both have failed."

One summer evening, Lord Buddha was giving a lesson near a peaceful village. He was listening to the problems of villagers quietly and providing suggestions in a noble manner. There was a meager among the villagers who asked Buddha why he was so poor. When his turn finally came, he bowed to the lord and put forward his question, "Lord, why am I so poor?" Smiling, Buddha answered, "You never gave anything to anybody that is the reason you are poor."

The poor man was surprised to hear such an answer and thus, he asked again, "There should be something to give away. I don't have anything to offer. I scarcely

manage two meals a day." Buddha answered, "You have got a nice face; you can definitely offer a smile to anyone. You also possess a mouth so you can praise anyone. You have got two hands which you can use to help anyone in need. You have all these things, then how are you poor? Poverty exists only in your mind. Wipe out all the illusion from your mind and your poverty will be eliminated automatically."

After listening to Buddha's delightful sermon, he went back to his home feeling energetic. He put the words into action and his poverty slowly declined. The man never felt poor after the incident. He lived a happy life afterwards and his remaining days passed pleasantly.

From this fable, we learn that poverty remains just an illusion. It is just a misconception in our minds and we can easily be happier if we wipe it out of our minds. All in all, we must agree about Epictetus's words, "Wealth consists not in having at least possessions but in having few wants."

Roald Dahl

Every child who loves to read must have read 'Charlie and the Chocolate Factory'. It is one of the most read and best-selling children's books. It is written by Roald Dahl.

Roald Dahl was a British novelist, poet, story writer, screenwriter and a fighter pilot. He has been referred as 'one of the greatest storytellers for children of the 20th century.'

Roald Dahl was born on 13th September, 1916 in Cardiff, Wales to Norwegian parents Harold Dahl and Sofie Magdalene Dahl. He was named after famous Norwegian polar explorer Roald Amundsen. He lived in Cardiff, Wales with his parents and three sisters. During his childhood years, Dahl attended three different schools. He never liked the life of boarding schools and he often felt homesick. He was also subjected to bullying and terrible beatings. He has expressed some of these darker experiences in his writings.

After leaving school, he worked for Shell Petroleum Company in Kenya and Tanzania. During World War II, he joined Royal Air Force as a pilot.

He flew fighter planes and shot down few German planes during the war. After the war, he worked in the British Embassy in Washington DC. During his stay in Washington DC, he met noted British novelist C.S. Forester who inspired him to write.

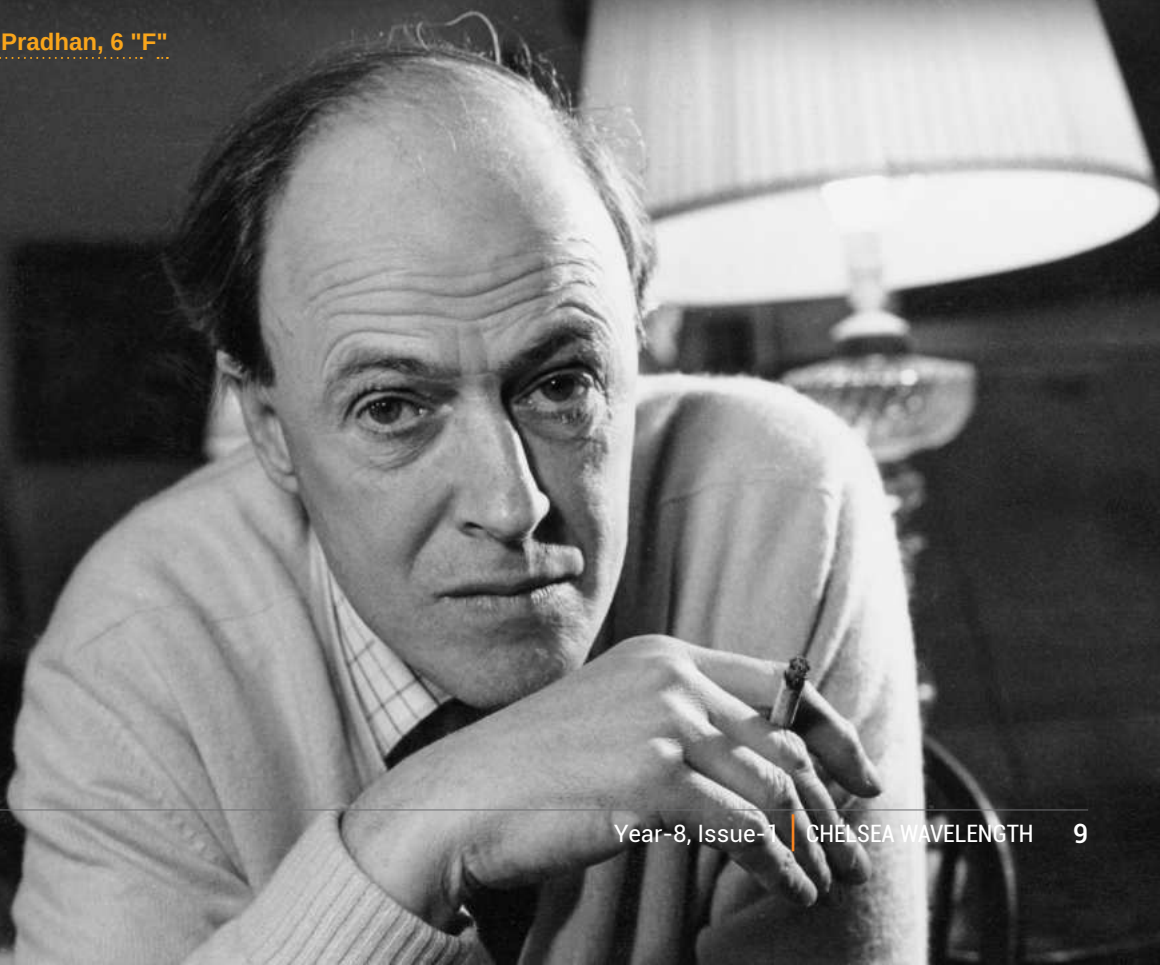
Dahl's first published work was 'A Piece of Cake' in 1942, the story about his wartime adventures. His first children's book was 'The Gremlins', published in 1943 about mischievous little creatures that were part of Royal Air Force Folklore. He went on to create some of the best loved children's stories of the 20th century, such as Charlie and the Chocolate Factory, Matilda, James and the Giant Peach, The Witches, Fantastic Mr. Fox, The BFG, The Twits and George's Marvelous Medicine. Dahl's children's works are usually told from the point of view of a child. They typically involve adult villains who hate and mistreat children and feature at least one 'good' adult to counteract the villain. Dahl's books see the triumph of the child over the old, greedy and wicked. Though

his books depict unsentimental, macabre, often darkly comic mood, they champion the kindhearted, and feature an underlying warm sentiment.

Roald Dahl died on 23rd November, 1990, at the age of 74 of a rare blood cancer in Oxford, UK and was buried in the cemetery at St. Peter and St. Paul's Church in Buckinghamshire, England. Even today, children continue to leave toys and flowers by his grave. Many places in Cardiff and elsewhere have been renamed in his honor. Even a main belt asteroid was named 6223 Dahl in his memory in 1996. He ranks amongst the world's best-selling fiction writers and his books have been published in over 60 languages.

According to his grand-daughter, Dahl encouraged his children and his readers to let their imagination run free. His spirit was so large and so big that he taught us to believe in magic. As he said in The Minpins, "Those who don't believe in magic, will never find it", he encouraged and taught us to find magic in our life.

Akshunna Sundar Pradhan, 6 "F"



A UNIQUE LEELA, A RETROSPECTION OF MY UPS AND DOWNS

Krishna Dahal,
A-Levels, Batch 2014-16
(Mr. Fashion Icon - 2018, organized by Blind Rocks)

I am Krishna Dahal, an individual having inquisitiveness and interest of experimenting with various aspects of life, this is the way, I would feel myself most satisfied to be introduced. Crossing many stages of life and passing through many fire tests with few failures and many successes, I feel my life is being driven to the avenue of happiness and growth-orientedness till the date. With many more transitional phases, the person, (Krishna) which you see now is here. But with his physical disability of visual impairment, this avenue wasn't always an avenue but

rather a narrow pathway of a forest full of dubitations and extra difficulties compared to a 'normal' individual of a common level to me. Being born to a lower class family in Sindhuli where it took a whole day walk and a bus journey of several hours to reach to the capital city, I wasn't recognized of having problem in my sight till I was six months old. This lack of knowledge can help you to speculate the backwardness of my land at that time. This difficulty was not only problematic for my day-to-day life but also in shaping the attitudes of people of my locality, who couldn't see

any possibility and/or utility of my proper rearing or caring. Born to a teacher father and a housewife mother, I never had to face this feeling of inferiority or discriminations from my parents which I unhesitatingly feel is the greatest treasure and a boosting force for me. While visiting my maternal house, my uncle suspected that I might have some problem with my eyesight as I used to smile at people without looking at their face. The doubt proved to be more harsher and I was declared of having a complete visual impairment. The regular treatment trials and untiring



efforts of my parents in seeking for any possibilities for improvement of their child is greatly admirable. But every expenditure of both time and money proved futile and the destiny for that time, curtailed the ray of happiness to see their child being 'normal' as others.

Worn out after every failure, my parents were finally interested by a doctor's advice to enroll me into a 'blind school' of which they knew nothing. In fact, they didn't even know that a 'blind' man can study. This 'nowhere leading' race had to be quitted finally and my parents became focused towards my educational progress and started a new dream of which they themselves weren't quite certain of fulfillment. Anxious and even sometimes dystopian due to constant negative remarks from others about my future, they slowly had some hopes of making me able to sense despite my disability. My parents were separated from their ancestral home and began their own business: solely dedicated in making their son's future with no scarcity and uneases. After great strivings due to lower financial conditions, I finally got admitted under government quota at Sanjeevani HS, Dhulikhel in 2059. But I wasn't an easy child. I again added salt to the maimed minds by consistently torturing them by not agreeing to live alone in hostel. Continuous weeping and arguments with school officials almost made them not possible to educate me well. Each time, my parents used to leave me convincing me about the important nature of education, the phone would reach before they reached home reporting that their child again started crying. Finally, I was withdrawn from the school. But school was inevitable as education was indispensable. A year later, I was admitted in Laboratory HS School where I reassured them of not repeating my previous antics. But the problem didn't stop. This time my parents won. With every mean from rebukes, threats, persuasions, coercions, I had to comply with education. My 'extraordinary' ability as compared to my contemporary

“ Worn out after every failure, my parents were finally interested by a doctor's advice...”

'blind' friends amazed the teachers. "He is so brilliant and strange, either he will be a mad or a very talented guy", it was a remark made about me around 15 years ago at Lab school by someone. This hints at my intriguing nature and my ability to explore and grasp anything new very quickly.

Years passed. Academically, I proved to be competitive and active throughout. In an integrated school system, it wasn't so easy to be amongst the top lists competing with the 'normal' ones with abundant facilities of all means and resources. The problems in accessibility of course contents and always needing help of someone to cooperate for studies made me dependent. Being reliant on someone obstructed me many times in achieving the full potential. I conspicuously could manage to be ranked in the toplist throughout. Apart from regular academics, my popular participation in co-curricular activities like, debates, speeches, quizzes and other contests were making me recognized amongst the school as a 'genius'. The story nonetheless also had negative side too. My 'oversmart' nature would be frequently criticized. My engagement in 'badmas' activities in school like bunking, making noise and arguing, failing to complete assignments, lacking sense of responsibility and hard work, sometimes, also had

an unforgettable impact. Although labelled as a 'chatterbox,' I could masquerade many of my activities under my academic performance and active participation in many areas. The hostel life on the other hand was complicated. Being a boarder for more than a decade, I encountered many problems including bullying, domination, obscenities and other bad cultures prevalent in many of the hostels lives even today. This attitude was a bit more stark, because of my contradictory nature of oversmartness and talentedness. Amiability and dominative nature were responsible for shaping my paradoxical habit.

Thus, my school life became a mixed experience with many beautiful aspects along with many hardships and complexities. Completing SLC with 82%, I joined many motivational, spiritual and learning classes. I might've forgotten to include my area of interest. I love all of these areas like music, literature, metaphysics, religion and psychology. Therefore, I thought of enrolling myself in one of those areas. Initially, I planned to join +2 in Goldengate International College, but gradually I came to know about 'A-Levels' about which, the only thing I had heard was that it is an International course. At first, I thought A- Levels offered only science subjects but I happened to know that other subjects like sociology, psychology and literature were also offered. Hence, I thought of giving it a try. But the problem was the choice of colleges. And would they even accept me? I didn't know of any colleges except Trinity International College of whose name I had heard from a neighbour who had studied A-Levels. My parents and uncle were happy about my determined nature but were scared and confused about my new wants. I asked my uncle to find out the colleges that offered A-Levels but many didn't respond positively. In every way, the agreement was reached but the matter got blocked due to impairment of my eyesight.

Luckily, one day, we heard about Chelsea International Academy, 'lucky' because it didn't bar my passion and gave a positive remark which otherwise would undoubtedly put off my candle of hope of doing something new. I came to the college with my uncle and talked to the Management about my interest and abilities. They seemed interested and impressed. Again, my hopes rose up. Their understanding nature, accepting attitude and regards made me pleased and I and my uncle were quite optimistic. But now again the problem existed on whether or not there are provisions for A-Levels for the visually impaired in Cambridge. Of course, there had to be such provisions. But were those provisions accessible in Nepal? With the promise of informing us about such provisions, the management showed a green signal to accept me if the arrangements from the concerning bodies were made. The delay in response again clouded my interest. We called many times to the institution but the response was 'we haven't got a reply of the email that we sent to CIE.' Then, I reluctantly had to conform to the already paved path and had to bring the admission form from Goldengate College. But the tree of procrastination brought a pleasant

fruition. Finally, we were called from Chelsea International Academy where I got admitted and started my new college with new enthusiasm. We also came to know that I was given a full scholarship from the institution for which I always feel grateful. This platform to study and that too with a full grant were my opportunities. Meanwhile, challenges presented themselves, which obliged me to prove my potential. This challenge was not only to me but also to the entire CIA group who also wanted to prove that their decision to admit me was right.

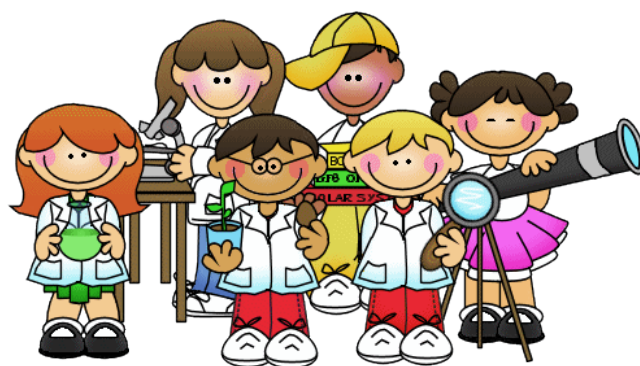
My amiability and inquisitiveness didn't leave me alone or behind the curtain in CIA. The new course formats, new scenario and comparatively smaller premises were initially making me feel somehow awkward. But slowly, I became an integral part of CIA, not someone on the sidelines. The conscious attitude and regards from all staffs, teachers and friends made me feel integrated and gave a sense of a homely atmosphere. Everyone was ready to help me for any needs. Meanwhile, they respected my abilities and treated me as their colleague rather than the stereotypical discriminatory approaches found in the society. Such

cooperativeness increased my self-confidence and ability to adapt in the Chelsea family. Academically, I was alarmed by my failure in first terminal exams in sociology as it was a great shock. But the subsequent periods proved to be much better and I could manage to get satisfactory remarks from my teachers for my performance and participation in the classes. Being friendly among all and being loved by all, my life at Chelsea still makes me emotional and nostalgic while retrospectively reflecting upon it. The final result of board exam could to some extent satisfy and overcome the challenges of all. I completed my A-Levels with A B D in sociology, psychology and literature respectively. Continuous inspiration and guidance from all the teachers enabled me to achieve this despite the regular problems that a first student of any course needs to face. Being perhaps the first visually challenged student, I think though not in a complete sense, I could manage to handle my responsibility and make my institution happy with me for which I always feel obliged, grateful and consider this phase as a milestone of life introducing me to the world in larger range through every mean.

SCIENCE PUNS

Kinjle Nepal, AS-Level

- What do you call an acid with attitude? A-mean-oh-acid.
- What did one ion say to the other? I've got my ion you.
- Once I told a chemistry joke. There was no reaction.
- What was the charge when NaCl was arrested? A salt.
- RIP boiled water. You will be mist.
- A neutron walks into a bar and asks how much for a beer. Bartender replies, "For you, no charge."
- Biologists take cellfies.
- You matter. Until you multiply yourself by the speed of light. Then you energy.
- What do you do to a scientist after he dies? Barium.
- What did the thermometer say to the graduated cylinder? You might be graduated but I've got many degrees.
- Did you know that Iron Man is a Fe-Male?
- I heard that Oxygen and Magnesium were going out and I was like O Mg!
- I would make another chemistry joke but all the good ones Argon.
- If Iron Man and Silver Surfer team up, they would be Alloys.
- Two blood cells met and fell in love. Alas, it was all in vein.
- How do you organize a space party? You planet.
- Chemistry jokes are Sodium funny. I slapped my Neon that one!
- I make horrible science puns. But only periodically.



Inter-School Cultural Dance Competition

On the occasion of the International Child Rights Day - 2018, Vidhya Sanskar School had organized the 1st Valley-Wide Inter-School Cultural Dance Competition -2018. The competition was an initiation of Vidhya Sanskar Scout Troop and was participated by scout troop members from 17 schools across the valley. A

panel of 3 judges led by Mrs. Honey Shrestha, Professor and Senior Dance Director, evaluated the competition where Lovely Angel's Angreji Awashiya Vidhalaya bagged the first position. HEMS School and Tilingatar Ma. Vi. were declared to be the first and the second runners up of the competition respectively. Likewise, Pacific Academy and Budhanilkantha

Model Community Academy were awarded the consolation prize and the Dance Choreographer of Ganesh Ma. Vi. was awarded with the title of the 'Best Choreographer' of the event. The winners were provided with certificates, medals and trophies by the Founder Director/Principal - Mr. Sudhir K. Jha and Board member - Mr. Rajesh Adhikari.



Leaving today.

Tirzah Pokhrel, A2 Level

And the night passed,
just like that.

She woke up, weary from her restless slumber. Tired. Tired from the tossing and turning of the night before. Tired of the heartache, the nightmares, the tears, the insecurities, basically tired of living.

She dragged herself out of bed, like countless times before and walked towards her window. The sky was colored a brilliant blue. The bright light cast by the sun hiding behind the horizon set fire to the clouds making the white a striking orange. "Flames on a snow", she thought and smiled.

As she stood by her window brushing her thick dark hair, she looked around the room. The room that she has spent the last god knows how many years. The room that had witnessed her failures, her heartache, her mistakes, her tears and her few moments of happiness. It was this very room, in which her life had shattered while all she could do was silently watch.

"But that's over now" she thought, "I'm leaving today." As she tried to clear her head of the bittersweet memories she wished for a gray morning. She was a romantic by nature. Forever lost in the mystical depths of her magical world. Ceaselessly searching for meaning on the lines of the cloud, still water of

seas, the whisper of the trees and the dark depth of people's eyes.

Gray mornings had always fascinated her. She was very taken to the serene atmosphere created by the gray mist. The conventionally saddening fog was a source of joy and inspiration in a silver-gray shroud to her. For reasons unfathomable to most people, the dancing wisps of smoke gave her hope. It gave rise to a spark in her. A spark that could turn into a blazing fire.

"It wasn't all bad" came a small voice from the unbaised depths of her soul. "No, it was. It was horrible." Echoed a loud voice in her head. "But there were good times." The small voice persisted, "you can't deny the happy moments."

With a firm shake of her head, she broke out of her reverie. "Debating at this point, is useless." She told herself as she put finishing touches to her outfit. "I'm leaving and that's what matters", she declared and closed her door with a flourish. Staring straight ahead with determined eyes, she crossed the threshold into the sunlight. "Well", she said with a last backward glance, "goodbye" she said, to no one in particular.

Rubik's Cube



Aabushan Khanal, 5 'A'

A 3D combination puzzle I like to solve
Since 1974 it has evolved
It is a cube with 6 sides
It makes me happy solving it every time.

Having 8 corners and 12 edges
When it is solved, a smile comes in
people's faces
We can see a color on each side
flow
I call it my own rainbow.

When I have something wrong in
my cube
I try putting on some lube
If you don't know how to solve it
Don't be afraid
It is very easy and great.

It is a cube with 6 sides
It makes me happy solving it every time.

The Fun of Five Seasons

Riona Singh, 5 'D'

Rain rain come again
I want to play with you rain
In the form of water rain
Rain rain come again.

Summer summer come again
I want to see the glory day
And I would like to play
Summer summer come again.

Winter winter come again
I want to play in the snow shower
And I want to make snowman
Winter winter come again.

Spring spring come again
I want to see the blossom flowers
And I want to grow some flowers
Spring spring come again.

Autumn autumn come again
I want to see the fall of leaves
And I want to play with them
Autumn autumn come again.

Salute



BISHRUT BHATTARAI

Top in Nepal Oct/Nov 2016 - Mathematics (AS)

Top in Nepal May/June 2017 - Economics (A)

World Top May / June 2017 - English Language (AS)

Optimism is the faith that leads to achievement.
Nothing can be done without hope and confidence.

-Helen Keller-

Yes-Time Travel is possible

Amit Sharma (A2 Level)

There is a saying "Money could buy you anything but not the time that has passed away." This in fact is correct for the time being because in future I believe time travel will be possible and you might need money to do so. Even we have experienced that the young people like us miss our childhood and wish to live it once again. I am 18 and I do miss and of course wish to relive some moments of my past. Most of the people want to travel back into

the past and make things correct which they had done wrong. Many only wish travelling in time but very few think of making it possible. For people who are unaware of the fact that they could go back in time, let me tell this to all of you. Time travel is possible and most probably within 30-40 years of time from now time travel machine will be made.

The universe is made up of 4 dimensions. Three are space and

the remaining one is time. No matter what we do, time was, is and will flow in one direction. There are some ways to leap/travel back in time :

Black Holes:

Black Holes are thought to be like big punctures in space and time and could possibly be a tunnel through space-time. According to Albert Einstein, in theory of relativity, space and time has a curved shape, let's assume like a bowl, and every object has a curvature below it and the size of the curvature depends on the gravity of the object. So, the greater the gravity, the greater the curvature. Since, black hole is known to have infinite gravity, the curvature it holds stretches out and creates a puncture in the space and time which could link to the past.

Worm holes:

Worm Holes are just similar to Black Holes but it is a theoretical tunnel through space-time which creates shortcuts for long journey across the universe. Worm Holes actually consist of black holes at the entrance and white holes at the exit. An artificial wormhole could be made but to keep the big sized wormhole stable and open, an exotic matter is needed in order to keep it stretched which still has not been found. Till date, wormhole is the best hope for time travel.

Going faster than light

Light travels at a speed of 186,282 miles per second in a vacuum. Einstein's equations show that an object at the speed of light would have both infinite mass and a length of zero which is physically impossible to achieve. According to Einstein, the time for an object moving at a speed of light is slower relative to the surrounding. Let us suppose that we have built a train which could travel at the speed of light. The time for you passes slowly, relative to the train. What if you get up and start running in the direction of the moving train? Will your speed add up with the speed of light? If so, won't you be travelling faster than light and breaking the speed limit? Well this is naturally prevented by the slowed time inside the train.

Cosmic Strings

Described as one-dimensional 'cracks in the universe', cosmic strings could help us navigate through time. "Cosmic strings are either infinite or they are in loops, with no ends", explains J Richard Gott, an

astrophysicist at Princeton University. "So they're either like spaghetti or spaghetti's O's."

They are thought to have been formed millions of years ago, moments after the big bang, and because they contain such large amounts of mass, some scientists believe that could potentially 'warp' space-time around them". The approach of two such strings parallel to each other, will bend space-time so vigorously and in such a particular configuration that it might make time travel possible in theory"; claims Living Science.

Well, these are the most probable ways you can travel through time. If you want to go see your ancestors just use any one method above; right! Well, it's not so simple. Every way has a big obstacle that stops the time travelers from just achieving their long life dream. To be honest, I have been diving into the time travel things from just a year ago and I have dreamt to make time travel possible. Many of you might laugh after reading it but, I bet you will remember me in the future.

POEM



Beautiful Nature

Prakriti Sitoula, A2 level

Air is cool and fresh
Green forest shows their grace,
Flowers blossom in colorful pair
This is our beautiful nature.

Birds are singing the songs
Fishes swim in the ponds,
We can find lovely creature
This is our beautiful nature.

Rivers flow from the mountain
Love to see bubbles of fountain,
We get so much happiness and care
This is our beautiful nature.

Today it is crying of pollution
Let's protect green, find solutions,
Don't lose hope, become a teacher
Because, this is our beautiful nature.

My Sister



Asin Crystal Rana

5 'C'

You think that you know all of my little thoughts,
and you most likely do
that is the reason why I am always with you
I could stay with you forever,
In a vacant room
and never get exhausted even when I have nothing to do
I guess, you know all of my secrets,
and I probably know all of yours too
We make hours turn into seconds together
and the heaviness of the world feels as light as a plume
The darkness of the night, feels as bright
as the sweetest moonlight
Picturing you as my sister,
is the most delightful sight.

SANDEEP LAMICHHANE

In May 2018, he made his T20 debut playing for the Delhi Daredevils in the 2018 Indian Premier League (IPL), thereby becoming the first Nepalese cricketer to play in the IPL. He took a wicket for 25 runs on his debut match against Royal Challengers Bangalore. In the tournament he took five wickets in three matches with 16.4 bowling average. Prior to his IPL debut, after receiving a surprise contract from the Delhi Daredevils in the IPL, Indian Prime minister Narendra Modi praised Lamichhane by hinting that the

relationship between India and Nepal has been maintained perfectly even through cricket, because of the 17 year old boy Sandeep Lamichhane. He picked up five wickets at a more than creditable economy rate of 6.83, helping Daredevils to win over Mumbai Indians and Chennai Super Kings. Lamichhane's performance earned special praise from Daredevils coach Ricky Ponting, and suggests not only a bright future for the youngster in the IPL. He was also awarded with the FBB stylish player

award.

Later the same month, he was added to the ICC Rest of the World XI team, for the Twenty20 International (T20I) match against the West Indies at Lord's. On 31 May 2018, he was named in the starting eleven for the Rest of the World team, therefore making his T20I debut.

On 3 June 2018, he was selected to play for the Montreal Tigers in the players' draft for the inaugural edition of the Global T20 Canada tournament.

Divij Kumar Shah, A2 Level

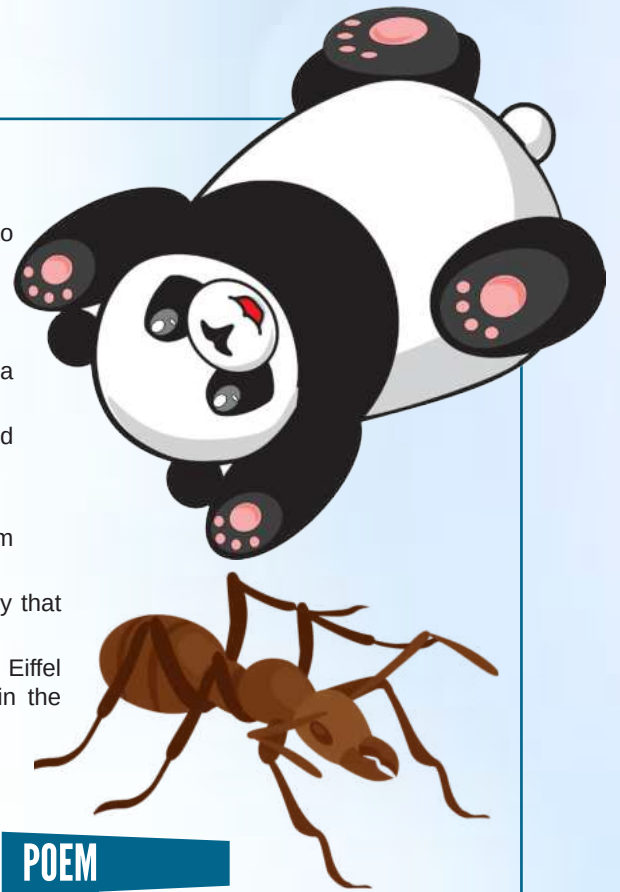


FACTS



Resab Rai, 9 'C'

- Giraffes have excellent vision and are able to perceive colors.
- Kiwis find food mainly by smell.
- Ants don't smell.
- A person can live without food for about a month but only a week without sleep.
- At birth, a panda is smaller than a mouse and weighs about four ounces.
- Most of the snakes have over 200 teeth.
- The Island Taipan has the most potent venom of any terrestrial land snake in the world.
- The tooth is the only part of the human body that cannot repair itself.
- Since steel expands when it is heated, the Eiffel Tower is six inches taller in summer than in the winter.



FACTS

Siya Pokharel, 8 'C'

1. In 1969, the novelist George Perec wrote an entire novel without using the letter 'e'.
2. Sea stars have no brains.
3. Astronauts' footprints stay on the moon forever as there is no wind to blow them away.
4. On August 20, 1949 time appeared to stand still for several minutes, when hundreds of birds roosted on the long hand of Big Ben.
5. Rome's Colosseum could hold 50,000 spectators.
6. It is difficult to sink in the Dead Sea. There is too much salt and it keeps you float.

JOKE

Siya Pokharel, 8 'C'

*Can a kangaroo jump higher than a house?
Ans: Of course, a house doesn't jump at all.

*A man asks a farmer near a field, "Sorry Sir, would you mind if I crossed your field instead of going around it? You see, I have to catch the 4:23 train.
Ans: The farmer says, "Sure, go right ahead. And if my bull

sees you, you'll even catch the 4:11 one".

*Why did the Physics teacher break up with Biology teacher?
Ans: There was no Chemistry.

*Why do the French like to eat snails so much?
Ans: They can't stand fast food.



POEM

City at Night

Rishayana Shrestha, 4 'B'

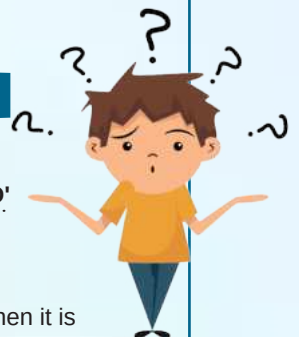


When the night begins to fall
And the sky begins to glow
You look up and see the tall
City of light begins to glow
In rows and little golden squares
The light comes out first here and then there
Behind the window- panes as through
A million bees had built
Their golden hives and honey combs
Above you in the air.

INTERESTING CONFUSIONS

Aayusha Bishwokarma, 10 'D'

- Can you cry under water?
- Do fishes ever get thirsty?
- Why is it called building when it is already built?



MYTHS ON MENSTRUATION

Over the centuries, many cultural groups around the world have developed some belief systems, superstitions or myths about the phenomenon of menstruation. Since half of the world population undergoes menstrual cycle, it is a matter of great concern to every one. People perceive, define and interpret it in their own idioms of culture. In ancient times, Hindus, Greeks and Romans synchronized menstrual cycle with the phases of moon. Normally menstrual cycle is 28 days long for young group and it may extend up to 29 days long in average. Moon cycle of 29.5 days changing from waxing or new moon of increasing light to the full moon of total illumination to the dark waning of moon decreasing light and again back to waxing new moon is tied to mirror the phases of menstrual

cycle. Fourteenth day is the full moon day and peak time for ovulation for women in fecundity is fourteenth to seventeenth days. In Hindu and Greek mythologies, it is a generally held belief that women ovulate during full moon and bleed during dark moon. Thus lunar synchrony is associated with menstrual cycle in Hindu, Greek and Roman mythologies. The root word of menstruation 'mense' is the same word for moon in Latin and later in Greek. The roots of English words month, menstruation and moon derive from Greek and Latin. The Greek mene means moon and Latin mensis is month. The roots of English words month, menstruation and moon derive from Greek and Latin.

The Sanskrit word 'ritu' for season is also related to four days of

menstruation symbolizing four seasons of the year. The word 'ritual' comes from Sanskrit which is the word for menses suggesting ritual begins with menstruation. Ancient Hindu scriptures were silent about menses and menstruating women were not taken as impure and there was no taboo attached to it. It was considered a natural biological phenomenon, essential for reproduction and for continuation of progeny. However, there is little mention in Yajurveda, Smrities and Upanishads. Other Vedic scriptures were silent about menstruation and considered as a natural reproductive cycle. Women were treated with respect and dignity and occupied prestigious status. Menstrual blood was not considered harmful. Vashista Dharma Sutra mentions: Pure is the mouth of goat and of a

Dr. Sita Sharma, Lecturer of Sociology
Cambridge GCE A-Levels

horse, pure is back of a cow, pure are the feet of a Brahman, but women are pure in all. They were even allowed to perform puja during their cycle. Later they were prohibited to go to the temple because most of the temples were located in the forests. The odor of menstrual blood is strong that would attract the animals on way. Cleanliness was the major concern. However, later in other Hindu scriptures such as Shrimad Bhagvat Purana, there is mention of menstruation and it was viewed as a curse of Indra, god of wars, storm and heaven. Once Indra committed crime killing a Brahman demon who caused drought that angered Indra. He took shelter of god Vishnu to wash away his sin. Vishnu advised that killing a Brahman is not an irreversible sin. All he needed to do is to apportion his sin among the pious creation of god : earth, ocean, tree and a woman. They accepted to share his sin. His sin led to cracks on earth, waves in ocean, milk oozing out of trees and finally menstrual cycle in women. Indra passing a portion of his sin made women impure during their menses. Since then it became a taboo and they were secluded, barred from cooking, from seeing male members, exposing in sun light ,entering temples and holy pilgrimages. In Hindu tradition menstruation is one of the samskaras, life cycle rite, that each and every woman goes through. Menstruation is a normal physical process among women, even goddesses in Hindu tradition are believed to be menstruating. During monsoon in the middle of June in Guwahati, Assam , India there is a celebration of yearly menstruation course of goddess Kamakshya, the mother Shakti. Bhagawati temple in Kerala, India is another phenomenon of goddess getting her periods. The great Hindu sage Tirumular dealt with four phases of menstrual cycle with the four cycles of moon. The day of birth, attending maturity, the day of conception and the day of her menopause and all are tied to the cycle of moon. There are some evidences among groups to associate the menstrual cycle to the phases of moon. For instance, Bushman, the hunters and gatherers of Kalahari desert in Africa generally believed that most of the women menstruate at the same time during dark moon and ovulate during full moon. However, we do not have much evidence left now since many tribal groups are extinct. British

“ In Hinduism, Dharma Shastra talks about right conduct and hygiene among women surrounded menstrual cycle.

cultural anthropologist, Penelope Shuttle argues that modern life with constant artificial light has disrupted our natural inclination with ovulating with the full moon and bleeding at dark moon. She also claims that if one knows the phase of moon of one's birth time then one knows how to sync her ovulation period, bleeding and menopause with lunar calendar. The beliefs and practices related to menses like other practices are embedded in the cultural practices . In some tribal cultures menstruating women considered sacred and powerful (Kroeber (1925). Among Zulus of South Africa a goat is slaughtered and girl is secluded with her friends and the very next day bathed and smeared with red clay and taught lessons about adulthood by other womenhood. Bauls of Bengal treat women with dignity and respect and menstrual blood is used as medicine. In the same way in Chinese traditional medicine menstrual blood is used to cure many ailments. Some cultural groups believe that menstrual blood could cure ailments such as warts, birth marks, gout, goiter, epilepsy. In some

tribal group menstruating women are kept at distance considering them as harmful and polluting. Among Arapesh, Papua New Guinea tribal group the newly menstruating girl is isolated in a cave, cage or hole in the earth or dark hut symbolizing womb. Others view them as vulnerable to evil spirit, not allowed to walk even through the cross roads. The British Anthropologist James Frazer (The Golden Bough, 1992, new edition)) did a laborious job to collect voluminous materials for his famous book Golden Bough and was horrified how girls or women were treated during menstruation among different cultural groups around the world.

In course of time, menstruation became taboo among Hindus. Later it took ugliest form. Hindu women are secluded during their monthly courses. Crude practices related to menstruation are later interpolations. They are not even allowed to touch the standing corn, paddy, fruit trees and vegetables. If they do, they will go rotten. Most Christian denominations as Eastern Orthodox Church, Greek and Russian Orthodox church distinct from Catholic church used to bar women from receiving communion, participation in prayer and worship. Among Jewish Orthodox, women were banned from physical relationship with men. They must take mikvah, a ritual bath to purify themselves. Shinto religion in Japan does not allow women to go to temples during menses. Muslim women are not allowed to have relationship with men during their periods. In all religious or cultural groups, men are thought to be the most vulnerable even at the sight of menstruating women. Generally in Buddhist religion there is no description of menstrual impurity. At present, many religious groups



have abandoned the concept of impurity during their periods except the Hindus. As long as they keep personal hygiene and sanitation, it does not seem to bother any one.

As time passed by, menstrual taboos became part of life like Hindus among Newari Buddhist in Nepal. Among Buddhists, girls are secluded for eleven days before menarche. This is called barah, living in a cave. Sometimes many girls in a group together observe menstrual impurity. On twelfth day after ritual bath and worship of Sun god, they resume normal life. After menarche, they are considered impure only for three days during their periods and on fourth day after ritual bath and worship of sun they resume normal household chores. Among Hindu Newars, there is no custom of seclusion before menarche. They are secluded during their menarche for eleven days and on twelfth day after the ritual bath they are pure. In each menstruation they are again secluded only for three days and resume normal household task after ritual bath on fourth day. Newari girls are secluded in their own house in a dark room. They are not allowed to see male members and should not be exposed to sun light. They have to stay in dark until they take ritual bath to purify themselves. If a girl dies during her period, she will be buried straight down the Chhidi, basement. Since men are not allowed to touch or see, the female members take care of the dead body. This custom applies equally to both Hindu and Buddhist Newari people.

In Hinduism, Dharma Shashtra talks about right conduct and hygiene among women surrounded menstrual cycle. In Nepal, Hindu girls are confined to a dark place during menarche and strictly observe the rules following the scriptures. All girls are not banished to cattle shed or make shift huts though. In Eastern part of Nepal, girls during menarche are sent to non relative house in the neighborhood. One has to stay in one dark room without contact with male members and daylight. Before sun rise and after sun set, she can come out for elimination. During her normal periods, she can stay at home but confined to her room. Women are secluded three days and expected to observe the rules strictly. On the first day of her period, she is considered to be a Brahmaghatini, sin killing of a Brahman, second day she will be untouchable caste woman, and third



day she will be washer woman and on fourth day only after purificatory bath in the early morning she resumes her caste status and normal household task. Only on fifth day after the bath she is allowed to perform worship and enter temple or holy shrines. In Kathmandu, girls do not leave the house during Chalne, menarche and regular monthly cycle they are confined to a room in the same house for eleven days. On twelfth day after the bath they are clean.

In western and far western parts of Nepal, menstruating women undergo severe restrictions during chhaupadi pratha or menstruation. Many older women recount the dilemma of chhaupadi they went through years back. To them, young generation is more relaxing than before. Chhau or chhui means menses and padi means cowshed or make-shift hut. As soon as they get period they are banished at once from the house to chhaupadi or chhaugoth or cattleshed because of impurity. Most of the chhaupadi or chhaugoth are muddy, dirty and in winter cold. They are not only banished to cattleshed on their menarche but also during regular monthly period and also on child birth. They are forbidden to drink milk, meat, vegetables and fruits. They eat poor diet. There are incidences of death due to snake bites, animal attack, pneumonia and diarrhea. Most of the death go undocumented. In winter, they use fire woods to warm up that cause suffocation even sometimes death because of lack of proper air circulation.

Apart from erroneous beliefs and practices mentioned above there are many other harmful practices performed in various cultures around the world. For instance, foot binding in traditional China, female genital mutilation in Sudan, honor killing in Islam, dowry system,

child marriage, forced prostitution, sexual exploitation, bonded labor, trafficking in women and children, violence against women, oppression of women and so forth. Feminists argue that these practices are the creation of patriarchy. Menstrual taboos and other harmful practices are at the center of patriarchy. Feminists go on saying that female subordination exist for the benefits of men. These sensitive cultural issues perpetuate gender inequality. Three waves of feminists movements have already passed and fourth is underway. Women have made some achievements but women activists are not very optimistic about the outcome of movement. As long as patriarchy is there will be female oppression. They strongly approve of the abolish of patriarchal system. Nepal is a signatory to the convention on the elimination of discrimination against women. Nepal has enacted a law labeling chhaupadi a criminal act. As per the law, people who force their family members to force to live in sheds are subject to legal action. As per the law, a three months jail sentence and 3,000 rupees fine or both will be imposed on any one forcing to stay in a shed. However, the legal provision has not reached the grass root or bottom level people. Western human rights and feminists ideology may sound excellent but such deeply seated practices should be handled sympathetically in their own cultural context to be eradicated. Following cultural relativists, each culture is unique and should be studied from their own angle but not through outsider's perspectives. Creating awareness through education and empowering the women, involving local women to solve such issue may help bring about change to harmful practices surrounded with menstruation to some extent.

GET DEFEATED BUT DON'T QUIT

Life is always troubling you. Life always tries to pull you down. Life always tries to put obstacles on your way. Do you know why? Let me tell you. It is because you asked for it. You asked something from life. That very thing you asked for, life thought that you weren't capable of that right now. So, life pulls you down to strengthen you. Life gives you trouble to make you smart enough to get out of troubles. Simply, life just prepares us for what we asked for since we are not capable of holding it. Every moment in life tries to help you, but you take it as a big problem that you can't overcome. Then, you know that very well! You QUIT!

Now, enough of you quitting. Enough of tears rolling down your cheeks during the time of despair. Enough of your pessimistic thoughts that are making you hollow inside. Now it is time to get up and fight. It's time to fight with all your might. It's time to fight until you have nothing left. IT'S TIME!!!

I've seen you dreaming big. I've seen the happiness when you felt that you were a step closer to realizing your dreams. I've seen 'them' laughing at your 'dreams'. I've seen ones who were happy for you. I've known your feelings when others would criticize your dream. But, does anything change when they laugh at your dream? Yes, something does change. It's not your dream but other's thinking about you. But unless you give up, it's not you who changes.

You have complete right to dream. It doesn't matter if you dream to build a sand castle or a flying castle. All it matters is your dream. Your dream believing everything is possible. But then, you quit. Yes, even if you deny it making mere excuses, the fact is you quit. You lose hope when someone ridicules you for dreaming something out of your reach. But I warn you. Don't you dare to quit.

Try a thousand times. If not, try a million times. Even if not enough, try a billion more times.

But, don't you dare quit. Because where you try, you still have a bit of possibility of making the 'impossible' 'possible'. But, when you quit, you lose your minimal opportunity as well. Many people dream. Many people suffer. But, only a few realize their dream. Do you know why? The reason being although they failed a lot of times in their life, they didn't quit. They kept on going. Most 'ordinary' people would quit. The successful people don't. And this is the difference between a winner and a quitter.

Let me tell you a few things. You can't score a goal unless you dare to hit the ball. If life gives you a hundred reasons to quit, give life a thousand reasons to get up. When life closes all the doors for you, build your own way. Winner is the one who gets up even after being defeated. The quitter is the one who gives up before realizing their dream.

So decide it for yourself. ARE YOU A WINNER OR A QUITTER?

Amit Sharma, A2 level





INTERVIEW WITH JIM O'NIELL

*Country Exams Manager
Cambridge GCE A-Levels
British Council
Lainchaur, Kathmandu, Nepal*

Hello sir, thank you for providing your valuable time for our semi-annual magazine. What brings you to Nepal?

I came to Nepal in August 2016 after managing exams in Kuwait & Iraq. I was attracted to Nepal due to the history of relations with the UK and the opportunity to explore the Himalayas and South Asia generally.

How do you like our country?

Yes, it is great to be here, although I am sure everyone can agree that with some improvements in infrastructure, it would be even better....

How was your childhood? Where did you get your higher education from?

I grew up in London and perhaps that is why I have, as an adult, sought mountains and hills in my free time. I studied bachelor's at University of Hull and more recently an MSc at University of Leicester

What are some of the differences and similarities between British and Nepalese school education system?

I would say in the UK we encourage greater variety – private schools, state schools, faith schools, schools that are a mix of private

and public funding. I am convinced that variety of options is one of the elements of a healthy education sector.

Can you please explain your job? What are some of the services provided by British council?

We work with government and private partners to promote cultural relations. This can be through opportunities in education (including exams), arts programmes, or work in the skills sector. My focus is on managing and promoting UK qualifications

What is an A-Level qualification? How different is it to Nepalese or Indian board of secondary

education?

Rather than comparing between boards, I will describe the value of the A-Level programme in its own right...the curriculum and the ways you learn your A-Level subjects is a preparation for the demands of university programmes. There is a strong focus on 21st century skills (critical thinking, communication and so on). There is a range of learning styles and assessment methods that support your development as an academic and as an active citizen.

Is it equivalent to Grade 11 and 12 of Nepal? Does the Government of Nepal recognize this equivalency?

An interesting question. The UK qualifications framework actually shows AS-Level as equivalent to +2 in its current shape. The government of Nepal recognizes A-Level as equivalent to secondary schooling but there has previously been some confusion-is equivalency based on number of subjects, percentage points, grades or total qualifications? British Council and its partner schools have been working carefully with Ministry officials and experts at Curriculum Development Centre to eliminate any confusion. We expect to announce the final outcome very soon.

There is a general concept in Nepalese society that A-Level qualifications are only for those aspiring to go abroad for university level education. How true is it?

It is only true for those people who believe it. However, if you look at the value of the A-Level curriculum that I spoke about before, then it can enrich you as a student and as a person wherever you wish to go in the future. Also, with the work we have been doing with local authorities, I expect the connection with Nepal and local universities to increase so that A-Level programme serves those who wish to stay in their home country as much as those who wish to study abroad. Having said that, of course the A-Level programme is recognized all across the world and is valued by universities for admissions purposes so is an excellent choice for someone who is looking to study abroad.

What are your suggestions for students who are preparing to go to university?

Take the A-Level programme....oh yes, and think of university as a beginning, not as an end on itself. University is just one experience in what we call 'lifelong learning'.

Interviewed by:

*Dr. Bipin S Baral
Mr. Aakash Pokheral*

ARTICLE

Special Books by Special Kids (SBSK)

Pratiksha Shrestha , HOD (English Department)

Special Books by Special Kids is a non- profit organization founded in 2016.

It (Special Books by Special Kids) is the brainchild of Chris Ulmer, who worked for three years as a special education teacher in Florida. SBSK is a youtube channel created by Chris Ulmer. This channel shares stories, providing children and family / families from the special needs community with an audience to share their thoughts and experiences.

Chris Ulmer had to struggle a lot to achieve his goal of sharing different unique stories of differently abled people around the world. After trying to tell the stories in a book which was rejected by over 50 publishers, he began to film interviews with his students and post them on social media. This was his first baby step to SBSK. He refers to his subjects as 'neurodiverse' . Basically, Chris tries to normalize the diversity of human condition with his honesty, respect, mindfulness, positivity, etc. His multimedia movement, 'SBSK' supports differently abled people with his sensible, motivating conversations. Regardless of any diagnosis, age, race, religion, income, sexual orientation, gender or gender expression, SBSK supports, accepts and celebrates all the members of neurodiverse community. His efforts to connect societies around the world, building a global bridge around the neurodiversity have worked effectively.

Chris Ulmer travels around the world interviewing people of all ages inviting them to tell the world what is special about them. One of the joys of Chris's job is interviewing siblings who see far beyond

any disability in their family. He has inspired many people around the world to see and live their lives without any regret. He insists the children with special education needs are persecuted for being different. Part of their platform is to find a solution and help parents educate them that some people may be different but they still are capable to offer so much to the society. We have to respect, love and include them in our society.

Chris posts three or four interviews each week in SBSK channel and funds his non- profit organization through donations and also by attending conferences as a speaker. He has truly been working hard to make a difference in people's lives through his channel. He has inspired me every time. I see his videos to interact with an open mind and accepting heart. Besides generating awareness for the rare disease community using social media, SBSK has helped individuals from facing isolation in their communities or being bullied at school. Chris believes that every child is special and unique. He considers it his role to normalize the diversity of the human condition.

His videos have blown away my mind and many others have been encouraged to see these diversified children in a very different way. SBSK also has changed many people's perception about differently abled people. Many people have become positive and have changed their way of thinking about these neurodiversified children.

I hope Chris can change a lot of negativity, hatred into positivity and love around the world for his students and other people around the world.

Travel experience to India

Avijya Shrestha , 9 'B'

As I got out of the plane, the warm and humid air of New Delhi greeted me. Even though it was raining, the temperature was much higher than it could ever be in Kathmandu. Me and my parents got out of the terminal and got into the taxi that was waiting for us. We stayed at

a hotel in New Delhi for the night and went shopping the next day. While walking down the streets, I could easily see how there were 1.1 billion people in the nation. We also visited tourist spots such as The India Gate, National Museum Delhi Zoo and the Tomb of Humayun. I have mentioned

this earlier but I will say it again as I cannot stress enough how hot it was. We had to take a break after every fifteen minutes.

After the third night (the night did not make the city any cooler), we left the hotel early in the morning to catch a train to Jaipur known as 'GaribRath', which truly lived



upto its name. After the four-hour train journey, we reached Jaipur, which was not any cooler than Delhi. We took a taxi to the hotel that had been recommended to us and checked ourselves in. Next, we took a short walk and visited 'The Jal Mahal', where we bought some souvenirs and returned to the hotel. On the way back, we spotted few people giving camel ride and of course I just had to give it a go. The camel that I got, seemed to be pretty close to retirement and hobbled a lot, but I enjoyed it anyway and almost fell down while getting off.

The next day, we had our breakfast in the morning and visited the city palace, where we observed various types of paintings, fabrics, architectures etc. (so, it was quite boring). We also visited the magnificent 'JantarMantar', which was an astronomical observatory. So, I loved it of course. The most fascinating object there was a giant sundial, which has an incredible precision of just two seconds.

After that we went to Nahargarh and Jaigarh forts, where we saw the world's largest cannon. We visited the Amber fort as well, where the royal family used to live. We also saw the sub terranean passages with connected the Amber Fort Hotel to the Jaigarh fort.

The next day, we returned to Delhi through a double decker train, which was thankfully better than the previous one and had air conditioning as well.

After returning to Delhi, we visited Qutub Minar and Lotus temple and did some more shopping (because my mother said, everything was cheaper). We bought all sorts of items from sarees to frying pans and shoes to bed sheet covers.

Finally, the day of our flight back home came. I wish I could say that I wanted to stay there longer but I did not. I just wanted to go back to Kathmandu where the air was cooler and refreshing. So, overall it was an enjoyable but exhausting vacation to India.

JOKE



Laughter the best medicine

Shiksha Bhattarai, A2 Level

1. "When's a door not a door?"
"When it's ajar."
2. "Why wouldn't the pronoun go out with the noun?"
"He kept propositioning her."
3. "What did the intransitive verb say when told it was pretty?"
"Nothing. Intransitive verbs can't take complements."
4. A Buddhist monk approaches a burger foodtruck and says, "Make me one with everything."
The Buddhist monk pays with a \$20 bill, which the vendor takes, puts in his cash box, and closes the lid. "Where's my change?" the monk asks. The vendor replies, "Change comes from within."
5. A logician's wife is having a baby. The doctor immediately hands the newborn to the dad. The wife says, "Is it a boy or a girl?" The logician says, "Yes."
6. How can you tell the difference between a chemist and a plumber? Ask them to pronounce "unionized."
7. Why do engineers mix up Christmas and Halloween? Because Oct 31 = Dec 25
8. John was excited because his local newspaper was hosting a pun contest. He stayed up all night carefully creating ten puns. He submitted them the next morning. When the results came back, John checked to see if he won but, alas, no pun in ten did.
9. Two men walk into a bar, the first orders H₂O, the second says "I'll have H₂O too!" The second man dies.
10. You: heavy metal
Me, an intellectual: burdensome mineral



“Life Is Beautiful”

Ever given a thought to this?

Archana Bhattarai, AS-Level

Three simple words with a very deep meaning. We take life and everything around us for granted that we hardly realize life's worth, we hardly notice the beauty of life. While we are busy running around, competing with others, pleasing people, being told what to do and what not. Somewhere between all these, we get lost and confused. Our heart flutters at the sight of the beautiful sunset on canvas, but how many times have we actually stood up in balcony to view and capture that priceless moment of eternal bliss? And yet before we can actually gaze at the beautiful sky there comes dark clouds questioning our existence. We tend to see only darkness because of the cloud and the rain and also maybe because of the effect of storm. But then we fail to appreciate that clear, bright sky after rain, that blissful earthy smell of the air and also that beautiful rainbow. We contrive to believe that's what actual life is. The gifts of life are truly amazing, but then the reality of pain and

disappointment is something I don't really need to explain. We all have been through that at some points of our lives. We all have had those days where something bad happened. We all are known to the damper brought by it on our whole day. But rather than looking at them like the sky is falling and everything is worse, we should instead be able to face them with all the courage and have a positive outlook on it. It's time to be more confident and strong enough to hold ourselves. So there you go. Take a deep breath, step forward, tell yourself "I believe in myself" and come up with the ideas of tackling the problem. Believe yourself first and instantly the world will end up believing you and even if they don't, it's better not to care about them. You know who you are and what you have been through. Be true to yourself. Justification indeed isn't needed unless you are lying to yourself, as it's said "life is sincere to those who are sincere to themselves." But then again in the end, we only regret chances we didn't take,

relationship we are afraid to commit to and decisions we waited too long to make. The "What If" game is always going to break your heart. Don't let that happen. Follow your heart and just let it flow no matter how painful it is because life is both beautiful and broken.

Life's beauty is in those small and special moments we don't notice. When the pain evolves deep down, we suddenly realize those moments to be special, but it's too late; the miracles of life has already passed by.

Perfection is just an illusion. Life is a mixture of both flaws and beauty. Thus, we must let go the life we have planned, so as to accept the one that is waiting for us.

Always remember.

When you wake up each morning, you can choose to be happy or choose to be sad. Unless some terrible catastrophe has occurred the night before, it is pretty much up to you. Tomorrow morning, when the sun shines through your window, choose to make it a happy day.

ARTICLE

My Most Unforgettable Teacher

Aadista Bhatta, 7 'F'

We all have passed through many teachers, whether it is in school, at home or anywhere else. It is not that the teacher should be teaching academics. A teacher is the one who teaches us anything. Our parents are our first teacher. They teach us how to eat, walk, run, speak and so on. It means that anyone who teaches us something is a teacher. The teacher who teaches us about life is the best teacher.

In the people's life, they get to experience with many teachers and might not forget at least one. In the same way, I also have my most unforgettable teacher. My most unforgettable teacher is Priyanka ma'am. She is the best teacher I have faced in my life. She taught me for one year when I was in Grade 5. She was not only a teacher for me but more than that. She was like the best friend to me and everyone else. She gave me a real meaning of life not directly but indirectly she taught me everything. She did not only focus on studies but went so deeply inside us to find out our best talent. She even talked to us once to find out our character. She used to help us in everything. She used to share many things, made the class interesting enough to make our study as a game. She had the capacity to make the class silent but enjoyable and fun.



She used to teach us very well. Her way of teaching was excellent, fun, enjoyable and playful. Each and every word of her was so polite and kind, she did not only teach us but she made us play and every game was related with the chapter and most importantly every game taught us to be independent as well as team working. She used to give us inspiration on what ever she did or what ever we needed to do. She also used to tell her lifeline and inspired us to do a lot of hard work to find success. She taught us many moral values. She did not only tell us about our life; she also taught us to maintain the poor and needy ones' life.

She shared many thoughts and experiences of her life. She gave me the true meaning that success is behind failure. She is the most unforgettable teacher of my life and I will remember her forever as she taught me something that is everything. Saying this I would like to thank her and every other teachers who taught me.

POEM

MOM

Diya Bhatta, 4 'B'

Oh, mother you are so great
You saved all the hardship I never met
Mother god goddess whatever I say
Your presence in my life drives the problem away

You gave me birth
In wonderful world
You taught me what means a love
I can tolerate everything but not your bob
You are the person who is the best
You take care of me without taking rest
You are precious than gold
For me you will never be old.



My Promise

Suprabh Acharya, 4 'D'



I am a child aware of my rights,
I will never quarrel and fight.

I am ready to fulfill my duty,
It will teach me love and beauty.

I will support my parents,
To some extent what I can.

I try to cooperate with my friends,
It would make me happy and strong

I will respect all my teachers,
It's my promise forever.

It is my promise, I'll never forget,
I will always try my very best.

Trip to Bandipur and Pokhara

Shreya Parajuli, 10 'D'

Since my early childhood, I was always fascinated about traveling with my family and friends. I was eagerly waiting for my turn to get promoted to Grade: X so that I could participate in the educational tour with my friends and teachers. The wait was over towards the end of Grade: IX days, when my school circulated the approval notice to my parents about the upcoming educational tour to Bandipur and Pokhara for our batch of Grade: X students and yes, I received my parents' approval.

Though I had already been to Bandipur in my childhood, I didn't have much memory of the place. The tour began around 7:00 am in the morning after having breakfast and a short briefing session in the school. We travelled along the Prithvi highway enjoying the scenic beauty of Trishuli river and the hills around. Around 11:00 am we stopped by the bank of Trishuli river at 'Blue Heaven Restaurant' for our lunch. After the lunch, we started our journey towards Bandipur. It took us almost 3 hours to reach Bandipur passing through the narrow hilly road across the forests. There we were taken to 'Bandipur Mountain Resort' where our stay was booked. All of us were welcomed by a drink with a smile blended in it. We were given an hour's time by our teachers to freshen-up and get ready for an evening walk around Bandipur village to explore the culture and traditions.

Before we started, we were all assembled in Tundikhel (large field)

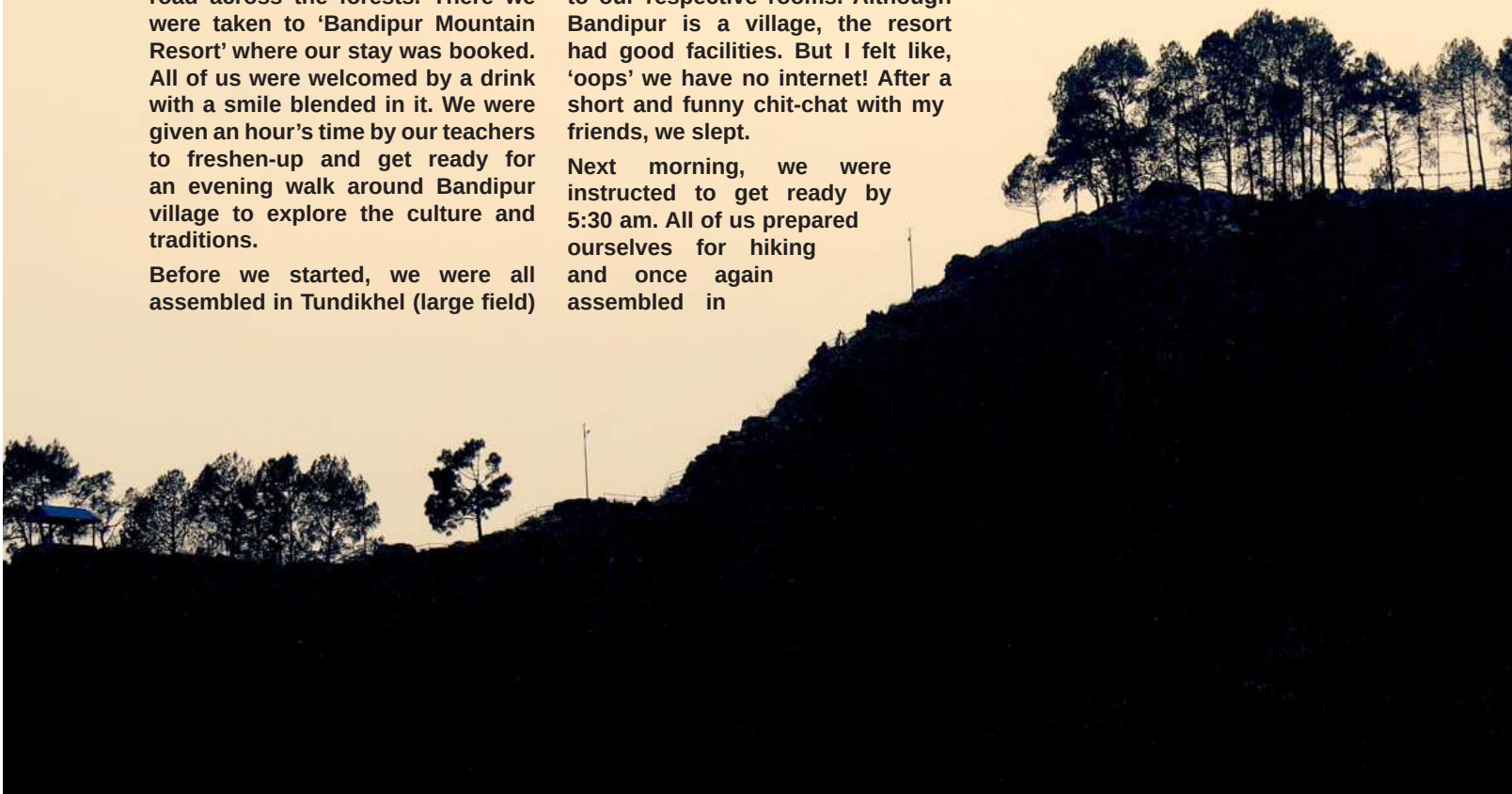
and were divided into different groups. We walked around the village observing various cultural and historical places. We also got an opportunity to visit 'Notre Dame School', the school where our Co-ordinator Pradyumna sir studied. The school was really beautiful, surrounded by flowers and greenery along with big buildings. Meanwhile, we observed the sunset view from the school compound and proceeded back to the resort through the market; which was no less than any other antique tourist destinations in the world; quiet, calm and purely decorated in dim lights.

Back in the resort, a group of youths from the local Gurung community were ready to entertain us with their traditional dance; 'Kaura'. The ornaments and costumes worn by them depicted their culture. All of us sat around the performers in a big circle and enjoyed the show. Though I was little hesitant at first, I joined-in to dance with my friends who were enjoying along with the performers. After the show was over, we had our dinner and went to our respective rooms. Although Bandipur is a village, the resort had good facilities. But I felt like, 'oops' we have no internet! After a short and funny chit-chat with my friends, we slept.

Next morning, we were instructed to get ready by 5:30 am. All of us prepared ourselves for hiking and once again assembled in

the same Tundikhel. As we started to walk down towards the silk-farm, it started drizzling but we had our umbrellas and raincoats available with us. It was really exciting walking early morning in such a cool weather. I along with my group members walked along with Pradyumna sir listening to his experiences of the place. After walking for about an hour, we reached the silk-farm where we observed the life-cycle of the silkworm. The resource person in the farm explained the life-cycle so beautifully that all of us got to know everything in detail.

Though the uphill climb back to Bandipur bazar was bit exhausting, the natural beauty around made us keep going. As we reached the bazar, we took a short break. Our next destination was the top of a hill, where the famous temple of 'Thani-Mai' was located. Though some of our friends and teachers stayed back in the base of the hill, most of us enthusiastically started the hike. The climb was more challenging



because of the rain but we did not give up. Instead, we felt more refreshed and lighter as we hiked up. Finally we reached the top. I felt like 'Hurrah! The heavenly scenic view from the top of the hill was breath-taking. The cool weather and the strong wind really gave us a wonderful experience of life. It was awesome staying there but we could not stay there for long as we had to reach back to the resort and have our breakfast in order to head towards Pokhara, our next destination.

Pokhara is not too far from Bandipur. We reached there by the lunch time. After a welcome drink, we were divided into groups and sent to different rooms along with our teachers. We refreshed ourselves quickly and got ready for the lunch. The weather in Pokhara keeps changing frequently. Unfortunately, it started raining and we were compelled to stay back in the hotel. After light refreshment in the evening, we were assembled in a hall of the hotel. To our utter-surprise, a waiter came to the hall with a knife in his hand followed by another waiter with some plates and a box. My batch-mate, Ms. Sweccha Karn and our Science teacher, Mr. Ishor K.C., had their birthday on that day. We enjoyed singing the birthday songs for them and had a dancing session till 8:00 pm before our dinner.

Next day, we got ready early morning to visit the 'World Peace Pagoda' located in the outskirt of Pokhara valley.



After a short ride, we hiked for almost an hour to reach the destination. From the Pagoda located at the top of a hill, we could observe the sun-rise and the beautiful view of Mt. Machhapuchhre. The stunning beauty of Fewa Lake was also observed from the top, which was our next destination. All of us walked hurriedly to reach there. At Fewa Lake, we took boats to reach to the 'Taal- Barahi Temple' where all of us worshiped. We also visited the Devi's Falls and got to know the history behind the place. After that we returned to the hotel and had our breakfast.

By then, all of us were really tired but still we wanted to explore more of Pokhara. But, as the tour was planned for only 3 days we were informed about our departure back to Kathmandu. Journey back to Kathmandu was full of entertainment. We sang and danced along the winding roads. We reached at school around 6:00 pm where our parents were waiting for us and departed for our homes waving at each other and thanking our teachers and school.





Prof. Dr. Suresh Raj Sharma
Founding Vice-Chancellor,
Kathmandu University

Role of Private Sector in Educational Development

Historical Perspective

The major factors which govern the process of education are access, quality and relevance. Until 1951, when Ranas were ruling the country, they were responsible for all these three factors. The government did not have much resources to create and manage educational institutions in desired numbers and in various parts of the country; finding qualified teachers was a big problem, absorbing the educated people was the responsibility of the government alone. Therefore, very little development occurred. There was no university, no technical colleges or technical schools to train technical manpower and not many economic activities to absorb the educated youths.

But development had to occur. The bureaucracy and judiciary had to be modernized, the physical infrastructure had to be developed and opportunities for education, health and employment had to be created. The government of the post-Rana period did not have resources, experience and the political stability to put the process into right track. That was the situation and the time when our modern education system had to make a beginning.

We were lucky that the people who came to power and the people who wanted rapid development in the country, wanted or decided to accord higher priority to the education.

The government was eager to set up more schools and colleges. The donors arriving Nepal were willing to support both the

physical infrastructure development efforts and educational development initiatives, and the community, at large, was eager to see their children educated first. As a result many things happened in the subsequent decades.

The decades of fifties and sixties

The government could mobilize the communities to provide the land to construct the buildings of the schools and colleges, to find the teachers and to a great extent to manage the institutions. This was the beginning of the private sector entry into the education system of Nepal.

The government though took up the responsibility of being in the driving seat for making suitable policies for the

sanctioning of the schools and colleges, developing the curriculum making it at par to the one of neighbouring country and taking the responsibility of quality assurance through the adoption of free and fair examination system.

The donors who arrived here during those days also offered good assistance for creating some good schools, good skill training systems and maintaining the quality delivery mechanism of such institutions well in the early decades. The donors were of different kinds, like religious groups and government aided agencies of different countries. First to arrive here were Christian missions to set up schools like St. Xavier's School, St. Mary's School, Mahendra Bhawan Girls School, Gandaki Boarding School etc. for general education, Butwal Technical School of skill training type. Indian government assisted in the creation of Tribhuvan University and several technical training colleges like college of Forestry, college of engineering etc., the US Government for setting up of teacher training college, agriculture extension workers training college, the Swiss government for mechanical training centre and German government for technical training institute of Thapathali.

The government departments also came forward to set up some training centres to supply skilled workers for their own development activities. Such training centres were initiated



particularly by the department of health, department of industries and the department of cottage and village industries. The accreditation of all these skill development programs, the funding of their entire operations whether run by donors or government departments were left to the respective departments. The technician level programs though were accredited by the university system.

The decades of seventies and eighties

Nor could they comfortably fit into university managed technical education system.

The government did not have a strong funding base and technical back up system for the smooth operation of technical education. Excessive dependence on donors' supports for all the aspects like physical infrastructure development, curricular development, instructor training and even for their management restricted the desired growth of this sector. The reluctance of the government to trust the private sector in the creation and

affording to send their children out of the country looked for opportunities for sending their children to boarding schools in Darjeeling, Simla etc. in tens of thousands. This trend reached climax towards the later half of seventies to earlier half of eighties.

The government then made two major changes in their policy. They decided to allow private boarding schools to use English also as medium of instruction, to manage the schools themselves in matters like appointing their own teachers, providing in-house teacher trainings and not depending upon government



The government having realized the need to expand the access of education to all corners of the country, to bring all the skill development system to a common pattern and to promote the growth of technical and vocational education decided to commit more strongly in the financing and managing of the entire education system, and thus came forward to introduce the National Education System Plan (NESP) in 1971. This had the mixed results like:

The ongoing skill training systems could not comfortably fit into government managed vocational education system designed to supply the lower level technical manpower.

the management of the technical education colleges also resulted in the slow growth of this area.

The government policy for providing more curricular weightage to vocational subjects in the general secondary school system was not liked by the educated people of that time and also the parents. They believed that stronger base in subjects like English, Mathematics, and Sciences was more crucial for better education than the vocational subjects. Therefore, the parents who could not find admission for their children in very few reputed schools of that time but were capable of

resources for running the schools. They allowed private campuses also for the higher education to be operated on community initiatives. These policies were indeed the beginning of strong private sector entry in education.

Scores of better facility and better quality private schools emerged. They were registered as non-profit public institutions. They had better freedom in management matters and academic matters. At the higher education level too, the private campuses were allowed but were not given any financial support from the government and also only liberal

education courses were allowed to be taught. The trend of sending children to India, USSR, the Philippines etc. for technical education though, continued and this resulted in the substantial foreign currency draining out of the country.

The education of Post 1990 multiparty democracy period

The private boarding schools were seen propagating even more rapidly. The quality they could offer was liked by the parents. The trend of sending children to India slowed down significantly. These days some schools are even attracting students from India and abroad.

The policy changes made during the last sixteen years included the permission to operate the schools as for-profit schools registered under private trusts or company act. The school education system also got extended to grade 12 as 10+2 schools. Here too, the private sector started taking lead roles. The government also allowed technical schools to set up in private sector. There too, no government grants were provided for their operations. Over two third of the basic to middle level technical manpower now are being trained in private technical schools.

At higher education level too, the entry of private sector particularly in the creation and the management of technical and professional education appeared significant. Scores of medical colleges, nursing colleges, pharmacy colleges, engineering colleges, colleges of applied sciences, information sciences, business management sprung up on full private sector funding. Many of them even appeared registered under Company Acts as service industries. Though for quality assurance aspects the affiliating universities and professional bodies played bigger roles. Some new universities and university level institutions also emerged during that period. Now there are eight degree awarding institutions set up with their own Acts of parliament. With the entry of Nepal into WTO, the entry of foreign institutions to set up campuses in Nepal and hunting of Nepalese students by foreign universities appear on the rise.

The government has not been able to increase much fund in supporting

higher education system except for the establishments of two autonomous medical institutions (BPKIHS in Dharan and National Academy Medical Sciences in Kathmandu). The feature of proliferation of technical colleges in private sector has made the government policy into greater debate particularly in the perspective of providing equity in access and their competitive strengths with the institutions abroad.

The growth occurring in public sector has been more in non-technical and non professional subjects. As a consequence, the employability of such graduates in upcoming private sector economic activities or private sector employment has not been very encouraging. Yet, the urge and demand for new universities particularly in mid-western and far-western regions appear strong with the towns and communities in other regions also making strong urges. The growth of polytechnic system has not occurred or has been slow. And the entry of business groups like Chambers of Commerce, banking sector and bigger business houses is not seen appearing for their developments. The urge for more academic autonomy is on the rise. The greater autonomy in governance is also in demand. This is probably something the private sector wants more.

Current Status and New Trends

These days, advertisements in the local newspapers indicate that the foreign universities particularly from China, Australia, United Kingdom, India, United States etc. are making serious drives to attract affording Nepalese students to their institutions. This is probably for the reason that most countries even of the developed world, have asked their universities to generate additional fund by attracting foreign students to back up their facility improvement, research initiatives and even to address equity consideration within their own countries through such resources. The entry of the private sector in many countries are even seen ignoring the values of the university degrees; and giving more care to the marketable skills to sell in the global economic market. In India, the chains of prestigious business schools like Indian Institute of Management, IT related systems

like NIIT, APTECH and many others are issuing their own diplomas or certificates which sell very well in the market and seen even changing the values of professional degrees. Though, these initiatives are not tuned to competing with the universities or high profile institutes in the research domains.

Future Possibilities

The possibilities are that truly professional courses which can be built on 10+2 foundation would proliferate. Even those who complete bachelor level courses could be attracted for such courses and start making good incomes on their own; and preparation for advanced degrees could be through electronic mode of education or distance education or off campus part time courses. The earlier concept of government providing education, providing employment, providing suitable career progression policies, and involving parents and communities to share the government burdens would totally be replaced by the system of education where the aspirants will decide what would best serve their interests and their plans to be able to live in the competitive global environment.

Therefore, the educational development process now looks set to enter into new phase, where the interests of the students would be at the centre, not that of the country or parents because the future education would probably have to be bought by the beneficiary himself.

It is also unlikely that the public sector education system would easily succumb to such pressures and interests; they would continue advocating for the traditional role of education for some time, at least. The private sector, which now seems to believe that education can no longer grow as the social sector responsibility alone but is certainly going to be a market commodity of the knowledge industry, which, in fact, could be the backbone of the economic growth of a nation or of the society. The public sector too, for making good educational development, will have to involve private sector more strongly and forge partnership with the business establishments too than depending upon the government resources alone.

A Mistake

Once there lived a girl named Jessie. She was studying in grade 9. She was born in a poor family. Her father was a labourer and her mother was a cleaner of one of the schools in the city. She had a little sister, too. She was studying in grade 5. It was very difficult for her family to clear up her school fees.

Jessy was a talented girl with the aim of being successful in whatever she does. Her father had a big dream to see his daughter as a doctor. He and his wife worked hard everyday to fulfill their daughter's dream. One day, Jessy stood first among the state and made her parents very proud. Her father said, "I'm very proud dear, I'm happy because of you, ask me anything you want to have." Jessy replied, "A dress...", but Pa, it costs about Rs.1500. I have never asked you about this but I wanted to have it since a long time." Dad replied, "Yes! you will of course get it". Dad knew that he did not have enough money to buy that dress but he did not want to disappoint his daughter. When he brought that dress home, his wife said, "Where did you get this huge amount from?". "I'd done some savings and donated my blood so that I could get a little extra sum". Father replied.

Slowly Jessy was growing older, she got an admission in one of the most famous colleges. Days went by, she forgot about her family and she had a new lifestyle. She had her friends who were rich and had high standards. She was jealous thinking they had everything which she didn't have. She thought that if she told her friends about her family background. She would be discriminated among the circle. So, she lied that they were an employee in private sector out of the valley. She hanged out with them every time and slowly developed habits and manners like them. Jessy did not have a cellphone but every friend of her owned one or two.

One day, seeing everything they had but she didn't, she angrily went to her home and scolded her parents for not buying one. Her parents tried to make her understand that they could not afford it but she did not listen at all. It was the night when the cold wind was blowing and was about to rain, Jessy with her some friends were

returning home after the party. Jessy saw her father on the street picking up the bricks carrying the heavy bag. Her friends were there so, she did not even look at her father thinking that her friends might know the truth. Her father smiled and whispered. "It's okay, my daughter's now a successful woman and has a great personality. She should not get distracted by me."

The next day, Jessy again came home in the angry mood demanding a cell phone. Her father was very sick but due to her ego, she did not even talk to him. She screamed, "Why do you have to act so cheap in front of my friends?" In a low voice father replied, "I'm sorry". Jessy ran to her room and banged the door. After some time, Jessy came and talked to her mother that she needed Rs.80,000 for her further studies. Mom looked sad and worried now.

Next day, father brought a huge amount and gave it to his wife and said, "Keep this, pay the money required for Jessy's fees, and save the left sums and spend it on the school fees of small daughter." Mom looked towards the money. Father said that he worked in many places and also gave away a kidney to a kidney failure and got the money. Tears rolled down from mother's eyes, she looked down and hid it. "Don't say it to Jessy or else she'll feel guilty about it. I'm old and cannot do anything but can give my whole life to you people and for your happiness."

Jessy's father was already very old and weak; he worked hard everyday skipping his several meals, without buying medicine, he again started to save it. "Mamma, Jessy's home," small sister shouted the next morning. Jessy's parents walked towards her and handed over her a brand new cell phone. 'Jessy was happy'. '7th August' her father's birthday. She forgot about it completely. Her mother called her "Jessy? Where are you dear?" Mom asked. "I'm busy now, I'll talk to you later....." Jessy hanged the phone.

"It's okay! She's a responsible girl and has many works to do. I know she'll come. Don't worry much," father said. Jessy's father waited for long but Jessy did not come and did not even give a call. Jessy's father was breathing his last breath and he died before arrival of Jessy. When Jessy came home, she saw her father lying down. She cried a lot and regreted every single mistake she'd done. Her mother told every truth about the sacrifice done by Jessy's father for her sake. Jessy hated herself. She slowly walked to father's room and saw a box. She opened it, her eyes were full of tears. She saw the same dress, she got as a gift from her father when she was 9. She saw a small piece of paper written, "There's no place where I could go, you're not there Jessy" on it. It was tied with a small rope around that dress. Jessy realized her mistakes and promised to look after her family and to be a good daughter now. She also promised that she would work hard and never give up upon her dreams. She learnt a lesson that no one can do anything and love us like our parents do. We should be satisfied from what we have.

Upasana Rayamajhi, 8 'C'

MR. RAJAN NEUPANE

AN AFC- B CERTIFIED COACH, HAS BEEN COACHING STUDENTS OF CHELSEA INTERNATIONAL ACADEMY AND VIDHYA SANSKAR SCHOOL SINCE LAST 8 YEARS. MR. NEUPANE IS A CERTIFIED SPORTS TEACHER FROM 'NEPAL SPORTS COUNCIL' AND WAS ONE OF THE COACHES OF THE NATIONAL FOOTBALL TEAM WHICH PARTICIPATED IN 'FIFA STREET CHILD WORLD CUP-2018' HELD IN RUSSIA.

Where did you spend your childhood and how was it?

I spent my childhood in my birthplace, Balaju, Ward No. 16, Banasthali along with my family and friends. I would say my childhood was full of fun along with struggles and hardships.

How did you get inspired to get into sports?

I was always fascinated to observe my seniors at school playing different games and sports. As a student, I participated in different sports activities. My teachers, friends and seniors always praised my efforts. Moreover, my father was also a lover of games and sports and he always encouraged me to carry my academics and sports side by side. So I would say my father is my greatest motivation and inspiration.

What were the obstacles you had to

go through to get into the sports ?

Getting into sports was not easy back then. We had no enough resources, no coach, no proper playground and no ample materials of games and sports. We used to collect small amount of money amongst friends to buy a football. I still remember swimming across the flooded Bishnumati river from Balaju to reach to New Bus Park area where we had a playground. It took me lots of hard work, determination and dedication to reach to the national level football clubs.

How did you change your career from a player of national level club to a coach of games and sports?

While I was playing for national level club, I was selected for U- 19 national football team but had to quit due to some injury. After my recovery, I played for Ranipokhari

Corner Team (RCT), Three Star Club and Kathmandu Club, which all were A-Division Clubs. I got to learn self-discipline, various skills and knowledge during that period. I thought that it would be great if I could transform my learning to young school children which will ultimately help them to make their career in sports. Hence, I joined Maitidevi Boarding High School as a sports teacher. As of now, I have received opportunity to work in five different schools and have invested 16 years of my time in this profession. Moreover, I have established a futsal academy- Himalaya Futsal Academy, in the name of my father, where I coach young players on Saturdays.

How is your collective experience of being a school coach, manager of private sports academy and coach of FIFA Street Child World Cup-



2018?

I begin from school. School children are my first and foremost priority. I don't only teach them games. I teach them the importance of discipline, good health and determination for making their life successful. It's been 2 years of managing my own academy. It's really challenging to keep things organized there because of the time constraint. Dealing and convincing parents of interested players take a lot of effort. World Cup for Street Children-2018 was organized on April 2018 in Russia. Firstly, I would like to express my sincere gratitude towards Aashray Shelter Nepal for selecting me as one of the coaches and my sincere thank you from bottom of my heart to Vidhya Sanskar School for allowing me to take up the opportunity. There were lots of challenges. We selected 126 children and trained them from 4 to 6 pm. It was not an easy task to make an international level team with street orphans from different regions of the country. We got support from various organizations and people during the preparation phase. It was a moment of immense pride and pleasure representing my country in the international level.

Most of the parents discourage their children from sports saying that it is a waste of time. What is your opinion about this?

Sporting is not only about playing games. It's about keeping you mentally and physically fit. Playing games helps us to learn self-discipline. It keeps us away from stress and develops concentration, which will ultimately help students to stay focused in academics as well. So I request parents to encourage their children to play at least one game of their interest.

What are your future plans?

Apart from games and sports, I am involved in social services as well. I have already worked as the president of Leo Club of Kathmandu Mirror in the year 2009 to 2010. So I have a desire of working for deprived children by being coach of A-division club through which I am planning to improve the level of football games for street children.

What are the opportunities available for players in Nepal? What would you like to suggest to young players who want to devote their future into sports?

At present, there are lots of opportunities. Many private and public organizations are working for the development of games and sports. There are indoor facilities for various games. Gradually, Nepalese games and sports and the players are getting international recognition. So, games and sports are equally important as your academics and good health. In my opinion, we have brighter days ahead in games as well.

What would be your message to today's generation for sports?

I have been through lots of difficulties in my sports life. No one can get success without hard work and determination. We need to keep working hard to achieve our goals even during failures. Games and sports unite people of all nationality, religion and culture spreading brotherhood and peace in the world. So, let's play games and let's keep the world united.

Interviewed by:

Upashana Rayamajhi, Grade: VIII 'C'

Mohit Ghimire, Grade: IX 'C'

POEM

MY HAIR

Supringa Silwal, 4 'F'



Shiny, long and thin black hair
Combing it with so much care,
Dancing on my head up and down
Wandering with me around the town,

Keeping it with so much care
Hair is a thing I don't want to share,
Despite of care it always falls
Why does it look pretty on girls,

Hair, Hair, Hair!
Red, Yellow, White and Blue
In the wind it always flew,
About the hair what to say
Passing the days with it everyday.

FOR MY TEACHERS

Arya Shrestha , 4 'C'

As yellow as shine
You welcomed us one by one
You were always ready and eager
To have a new day of fun.

Purple is for the patience
You have shown throughout the year
Helping us through our problems
And making them all so clear.

The color Red represents our class
And all the friends we've made
And green is for the color go
As we move up to the next grade.

Blue is how we feel
Knowing the year must end
We wish you a happy summer
And well wishes we do send.

Outstanding Cambridge Lower Awards Cambridge Schools Community Meet

TOPPER'S TALK

Bijaya Chandra Luitel

Batch 2016/18, Top in Nepal : Chemistry (AS Level) 2017
Computer (AS Level) 2017, Best Across 4 AS Level in Science

If you talked to my parents, my teachers and my friends, my awards in the June 2017 examination series came as no surprise. I'd been earmarked for success very early on, because of my apparent "intelligence". I was confident early on, but it was very difficult to remain confident during the examination series, as papers came flying thick and fast. This is my story; not the confident, intelligent guy who expected those results, but someone who was insecure, doubtful and sometimes frustrated by the great expectations around me.

Starting off, writing has always been an integral part of how I express myself. I find it easier to let out my thoughts in the form of writing as it helps me detach myself as much as possible from the person(s) I want to share my emotions with, as I am not physically there, sharing what I am feeling. On second thought, this seems contradictory, as writing is this extraordinary medium which helps me express myself exactly like I want to, which would lead to a state of attachment (on some level). So in a way, writing for me represents a reflection of my mind's yearnings; a way of expressing myself in the best

possible way, while at the same time having an element of detachment. This sounds like cognitive dissonance, because it is. I believe myself to be chaotic, fluid and inconsistent when it comes to a set of principles/beliefs, and writing helps get out the best of this side of me.

Throughout the two years I was there, I read and re-read many articles that came through to me for the Wavelength. Many were "good", many were "bad". At times, I felt like there was something formulaic about the entire process: you had fixed sections, and content was expected to be tailored to fit that particular section. One such section was Topper's Talk. We had some brilliant stories shared through the column from many of our seniors who achieved brilliant levels of accomplishment. But the questions we asked them were repetitive, at times boring – formulaic. I regret not changing that during my tenure. With this piece, I hope I can try to change that.

As for my preparations for the examination series, they were chaotic at best, erratic at worst. There had been so many programs that I had participated in that I had so much

content to learn, revise and re-revise! This was most true for Computer Science. In my CBSE education, we had no foundations of programming. Thus, as you might imagine, I spent months curling my already curly hair, failing to understand what was being taught (later on I found out that this problem was not entirely limited to me!). I remember just giving up one day, in early March. I felt extremely exasperated after trying to understand content, but being unable to.

However, I convinced myself to work my socks off, for 2 months at least, to try and wrangle with that monster. I spent hours skipping periods in the library, trying to understand. I made my own notes, and I even spent some periods teaching others what I'd learnt, trying to re-inforce my own understanding. Slowly, what I'd learnt started to click. My understanding of programming was solid; theory, not so much. The only reason why I'd continued with Computer Science was programming. Simply speaking, it was fun.

During all this grinding, did I think about awards? You bet I did! But, not because I wanted to. I was reminded almost daily about what my goals

should be, and I complied with these “reminders”. Internally, I was a train wreck. Here I was, trying to understand the basics, yet I was being told, like something conclusive, that I was good enough to get awards. It was an internal conflict in the best of times, and straight up anxiety during the worst.

Fate works in mysterious ways. Everyone who knew me knew that I was good at Math and Physics. They had been “my” two subjects since time immemorial. I like to think I’m pretty darn good at them. However, I completely messed up my Physics practical, and AS structured questions as well. There goes that. In Math, I made clerical errors. There goes that too. I was left with Chemistry and Computer Science to salvage my pride. Chemistry, I messed up the practical exam again. Computer Science? The less said about that the better. My sleepless nights studying that has left me at a loss for words when trying to describe what I feel about that.

Thus, I sat in anxiety for months, fearing I had not managed to live up to the expectations that had been earmarked for me. Especially hurtful were my performances in Physics and Math. Come result day, I breathed a sigh of relief. I did well, I guess. I didn’t hope for any awards though. Back of my mind. My friends would believe in me though. I remember sitting outside in the benches, talking to friends, and they’d be like (in Nepali of course), “Don’t worry man, chill. You’ll get awards.” Shout-out to Samyam and Rahul. They predicted my awards and were always there for me. I certainly didn’t think I’d get any. I’d like to thank my friends for being there for me when I needed them most, especially Shruti. Thank you guys.

Months later, in March this year, almost 8 months after results, I got the news. I had award(s)! I didn’t know how to feel. I felt a strange mixture of joy and doubt. “How?!”



There was more. None of them were in my preferred subjects of Math and Physics. Irony I guess.

This is my “topper talks”. This is what I felt, authentically and to an obsessive degree. The calm, collected, sometimes talkative dude that most people think they know is sometimes very insecure and very doubtful. But that’s okay. My physics teacher, Akash sir, and I share a love for the works of Richard Feynman, a crazy, but wonderful man. In his book, “Surely You are Joking Mr. Feynman!” (absolutely recommend reading this, trust me it does not contain just technical, boring science, but wonderfully funny and enthralling stories) he says, “I used to fear people’s expectations of me, I was no Einstein, yet they expected me to do bigger and greater things than him. However, now I know that it doesn’t matter what they think of me. If they expect great things from me, and I’m not able to live up to them, it’s their problem that they expected this from me in the first place. Because I know myself. I know I might not be able to live up to their expectations. Only my own expectations of myself matter.” This is the lesson I have learnt, and what I want you to keep in mind too. Accolades don’t really matter; what matters is you doing the best you can. And I think that I was able to do that, so I’m satisfied. If you really think about it, the accolades will come, not if you believe you are entitled to them, but if you accept you might not get them.

POEM

Far from the nation ...

Sushila Bhandari, Teacher



Full of joy and delight,
I flew away, enjoying the sight.

With curiosity and excitement,
The trip was for refreshment.

Stepping on the foreign land,
Across the beach, walking on sand.

Feeling good to splash the Pacific,
Diving into it was terrific.

Opera house and several bays,
Those were the happy days.

With warm sun and cool moon,
The days were passing so soon.

Despite the fun and pleasure,
I found my country, the great treasure.

Though the colourful day and night
I missed my land in every sight.

Far from the nation- in every sunrise,
I found my land, the only paradise.

ACHIEVEMENT



WORLD ROBOT OLYMPIAD NEPAL



Stem Foundation Nepal on 19th September, 2018 organized a robot making competition under the heading World Robot Olympiad Nepal. The theme of the competition was automation in agriculture. The competition was meant to select six representatives from Nepal for the World Robot Olympiad-2018, which is going to be held in Thailand in November-2018. Each of the representatives from either college or school had to submit the proposal of the robot, attend written exam and finally demonstrate the robot. Among the schools, Nepal Police School, Sanga won the 1st place whereas our school Vidhya Sanskar, Kathmandu won the 2nd place and Vidhya Sagar School, Banepa took the 3rd place. Students involved in the creation of the robot from our school were Pratyush Ranjan, Riway Bastakoti and Sangam Babu Baral, all students of Grade 10.

INDOOR CRICKET

Our school participated in 1st Janapremi Inter-School Indoor Cricket Tournament organized by Adarsha Janapremi Secondary School, Kaushaltar, Madhyapur Thimi-3, Bhaktapur. The tournament was held from 17th to 23rd Bhadra, 2075 at Velocity Arena, Ratopul, Kathmandu. Though the team couldn't proceed to the 2nd round, our boys won their 1st group stage match with 7 wickets where our school student Subham Gautam was awarded the Man of the Match award. Congratulations....



MR. AND MISS SEE - 2018

The Season 4 Mr. and Miss SEE 2018 were organized by Ribbon Entertainment Pvt. Ltd. A total of 24 aspiring students who had completed their Secondary Education Examination (SEE) 2074 participated in the pageant.

Master Adhik Karki, SEE Batch of 2074 from our school bagged the First Runners-Up title in the Grand Finale. Master Karki also secured the "Best Ramp Walk" and "Mr. Handsome" titles. He also received gift hampers and scholarship of Rs.1,80,000 in various colleges such as NAMI college, Patan College, Liverpool College and Golden Gate College. The school family is extremely proud and extends huge congratulations to Master Karki.

BUDHANILKANTHA MODEL UNITED NATIONS

BNKS MUN was held from 27th to 29th August in Budhanilkantha School. Ms. Swechha Karn and Ms. Samraggy Poudyal, both Grade 10 students participated in the three day United National Conference along with students from various schools from the valley. Both of our students secured the 'Special Mentioned Delegate' award representing the United Nations Security Council Committee and UN Women Committee, respectively. Congratulations girls.



GLOBAL ENTREPRENEURSHIP BOOT CAMP MEGA EDITION

Swechha Karn, student of Grade X represented the school in the Global Entrepreneurship Boot camp Mega Edition 2018 held in Jakarta, Indonesia from 2nd to 5th July, 2018. The event was conducted under the guidance of the mentors viz. the Director of ASB Innovation and Entrepreneurship Center - Prof. Rajesh Nair and Founder of UTINDO Creative Works - Mr. Troyevan Saragih. The event was conducted following the 24 steps of Disciplined Entrepreneurship, Massachusetts Institute of Technology (MIT). Ms. Karn received a certificate for her successful participation in the event.



7TH EVEREST VALLEY WIDE INTER SCHOOL SCHOOL SPELLING CONTEST



The participation of our school spelling team in the 7th Everest Valley wide Inter school spelling contest organized by Everest English School, Mibachen, Bhaktapur on 3rd to 7th Bhadra saw our school bag the 3rd position. A total of 15 schools had participated in the competition. Our school team comprised of the following members.

1. Aditi Ranjitkar, Class IX
 2. Shounak Pokharel, Class VIII
 3. Upasana Rayamajhi, Class VIII and
 4. Avijaya Shrestha, Class IX
- Congratulations students.

Team standing and their score in the final were as follows.

- | | |
|------------------------------|-------|
| 1. Manakamana English School | : 130 |
| 2. GEMS | : 129 |
| 3. Vidhya Sanskar School | : 126 |
| 4. Sainik Awasiya Vidhyalaya | : 125 |



4TH RAJAN MEMORIAL CUP 2075 INTER SCHOOL FOOTBALL TOURNAMENT

Our school bagged the 1st Runners-up trophy in the 4th Rajan Memorial U-13 Football Tournament Cup organized by Anushasit Boys Club, Balaju- 16 Kathmandu. The tournament was held from 2nd-17th Bhadra, 2075. Joshan Shrestha of Grade VI was awarded the Best goalkeeper of the tournament. The trophies and certificates were awarded by the Chief Guest Mr. Birat Jung Shahi, President of Kathmandu Football Association.

The team comprised of Suyog Lamichhane, Sampression Shahi, Robin Yadav, Sulakshan Koirala, Dimun Jung Thapa, Adish Basnet, Aditya Uprety, Aditya Shah, Mahak Lamichhane and Joshan Shrestha.

Congratulations boys!!

2ND SXJ MUN

Ms. Samraggy Poudyal, Ms. Swechha Karn, Master Riway Bastakoti, Ms. Grivi Lamichhane, Ms. Stuti Regmi, Master Dipankar Raj Sharma, Master Mohit Ghimire and Ms. Aditi Ranjitkar from Grade IX and X respectively participated in 2nd Inter School SXJ MUN (Model United Nations) conference. The event was organized by St. Xavier's School, Jawalakhel on August 10th to 12th, 2018. All participating schools represented various UN member countries under the following UN committees: UNSC, UNHCR, UN Women, DISEC, WWF and WTO. School congratulates the following students of our school for their achievement in the under mentioned categories:

"Best Delegate" : Mohit Ghimire (UN Women - USA)

"Outstanding Delegate" : Samraggy Poudyal (UN Women - India)

"High Commendation Delegate" : Swechha Karn (UNHCR - Indonesia)

"Verbal Mentions" : Riway Bastakoti (UNHCR- France) and Aditi Ranjitkar (UN Women - China)



AN INTERVIEW WITH DOCTOR PRABHAKAR POKHAREL ON ADDICTION

Dr. Prabhakar Pokharel, Neuro Psychologist.



Sir, how do you define addiction?

Addiction, medically known as dependence, is a condition where the substance taken by a person becomes the central focus point in their lifestyle around which their other thoughts revolve. If a person occasionally or rarely intakes substances like alcohol or nicotine, it will not foster into addiction but if a certain intake pattern is discovered in an individual, it becomes addiction. Viewing Nepal's data, alcohol addiction takes about 4-5 years to develop but nicotine addiction (including gutka, cigarette, cigars, etc.) can be developed as fast as 1-2 months only. The people under 21 are more prone to addiction than older people.

How different is substance addiction compared to non-substance addiction such as internet or gambling?

There are mainly two types of addiction. Gambling and internet addiction falls under behavioral addiction and dependence to alcohol and nicotine is more of a substance addiction. There has been extensive research on substance addiction over time but there has been limited research on behavioral addiction so it is difficult to differentiate.

Sir, how do rehab centers, nicotine patches work in the case of nicotine addiction?

So you might have noticed the use of nicotine patches and gums in commercials but these substances are not readily found in our country at all. A patient needs to buy it from India in order to use it. The rehabilitation centers do not have specific rules of protocols as such of hospitals private or government owned. Another sorry part of Nepal's rehabs is that they do not treat nicotine addiction as a major problem. In fact, most of the rehabilitation centers are designed to cure alcohol dependency. The societal view is that alcohol dependency can wreck the whole family environment whereas nicotine dependency limits itself to only one individual. So to be honest, the service provided by rehabs to cure nicotine addiction is insufficient and unsatisfactory.

What do you consider the best way to address nicotine addiction?

The best way to address nicotine addiction in the first place is not to develop it. As we all know, prevention is always better than cure. If I am to compare different kinds of addiction, nicotine dependency is the most difficult to manage among all. Many

patients who stop smoking opt for gutka or other ways of sufficing their need of nicotine. The battle against addiction remains lifelong. Therefore the best way to address any kind of dependency is not to develop a pattern of addiction. The next thing is the determination and willpower of the person to break the pattern of dependency. Various programs and strategies can be opted to reduce addiction

Generally, how many patients who have been treated for nicotine/alcohol addiction relapse?

For nicotine dependency, the relapse rate is very high. For alcohol dependency, before a year of sobering up, the rate is 60% but if they abstain for a year, it decreases down to 20-30%. Though relapse is common, if there is enough determination and help, it can be addressed.

How effective is self-motivation in curing addiction?

Well, it helps a lot. There are many people who quit smoking because they find out the seriousness of the diseases that can take hold of them in the future. But after that, many people relapse as they do not find any other way to motivate themselves. So self-motivation can help to lengthen the

time in which they need not take drugs and not cause relapse. This is the same reason for motivational therapy to be much focused upon.

Doctor, what are some facts about addiction that people should be aware of?

In the context of high-school children, the first thing to remember is the

decisions. The path cure addiction is difficult. As mentioned before, awareness about consequences of dependency will help. People who develop serious addiction start from a very young age, especially high-school time. So please stay out of it. There are interaction services, motivation therapy and enhancement therapy to address dependency and please try to avoid it as much as possible. Schools and colleges should also rather consult

rather than punishing their students and taking harsh action against them.

Especially in the context of our country, youngsters who hope for curing their addiction want to do it without involvement of their parents or authoritative figure. Are there any suggestions for them?

For nicotine addiction, there are no




people who smoke should not be considered brave or seen as a person to look up to. 'Expressing their courage, experimenting with new things' are just mere phrases concealing a trap. In today's mass media, there are various social media pages which can glorify smoking. So I want you to know that it's luring you into a very serious trap. If we think about it, the cigarette industry is a multi-billion industry. They promote it in all the way they can but they do not show the harmful side of it. A man lying in death bed, people with cancer and other serious health problem are not displayed at all. So you should always be aware about the consequences of anything before trying it..

What message do you have for our young readers?

Sometimes smoking and taking alcohol may look appealing, maybe a momentary escape from reality. But gradually, most people regret their

the student personally in such matters

 **HUMAN
PSYCHOLOGY
STUDIES ABOUT
THE BEHAVIOURS
OF A NORMAL
HUMAN
BEING -THEIR
PERSONALITY**

significant steps to be taken during the curing phase. So it can be treated in Out-patient Department (OPD) basis. The withdrawal can be private therefore not requiring anyone but in the case of alcohol or drug dependency, hospital admission may also be required.

Generally, criminal activities are related to addiction. How viable is it?

There is no direct link between criminal activity and addiction. Criminal activities are caused from addiction only in very few cases. But when people take drugs and are not aware of their actions/unable to process rational thoughts, they can be involved in criminal activities.

Interviewed by :
**Tirzah Pokharel
Utsav Shrestha
Anush Maharjan
Gunesh Kumar Jha
(A2 Level)**

THE NEED OF THE HOUR

Mr. Padam Prasad Pokharel,
Father of Tirzah Pokharel, A2 Level

Your past, delightful or depressing, admirable or loathsome, successful or failed will always be your past. The sooner you accept and truly understand this simple fact, the better your future. You might have been the top student in your school/college or you might have won major sports or other competitions or even received national or international recognition. But no matter how big your achievements, they're still things you have already passed through and thus cannot be your goal or benchmark for the future. Those achievements could be a reference for others who have not been as successful as you are so far but not for you because you have already surpassed that bar. Keep in mind that you need to work hard further and continue to be more and more diligent for improving or at least maintaining your achieved level which is essential not only for you to move forward but also for your family. Neither continuous rush nor prolonged relaxation will lead to a peaceful life with satisfaction, dignity and social acceptance if not appreciation. As the saying goes "Failure is a stepping stone for success", however, it could just as easily become "Success is a stepping stone towards failure" if you're not careful and let pride, arrogance and so on get the better of you. Strive to be efficient and output-oriented irrespective of where you are, what you're doing and whatever you've gone through.

We all consider the human race to be the wisest and most powerful of all races. The truth, however, is that the human race is in fact the weakest race. Our race cannot survive without

the support of both other races and other members of our own. This truth isn't understood or realized by us when we are young, healthy and economically stable. When we are infants or children, we understand neither the phases of life nor the love and help extended to us by our parents, grandparents, older siblings and relatives and broader circle of the societies where we live. From the onset of our teenage, we are usually in dilemma about whom to trust and whom not to, what to do and what not to, what to eat and what not to, where to go and where not to, what to be and what not be and so on? We tend to put more faith in our peers, friends, and things we see on the internet more than in our parents and teachers. Though putting faith in our peers and friends is not necessarily wrong, we need to realize the fact that teenage peers lack experience, maturity and more importantly practical knowledge and skill related to our life. We need to understand that our parents and teachers always strive to shape our lives in the best way they can. Thus, listening to them and obeying them is very important while we grow little by little even though we may not completely agree with them. We must be thoughtful in everything we do during our teenage years so that we can get a good return of the time and money we spend on our development. The fact that our parents, relatives, teachers and other members of the society invest as much as us if not more in our future should not be forgotten. Such thinking and reflection will make us selfless, grateful and a good contributor to the society.

In the modern world, most of the countries focus on formal and academic education. People enroll their children in kindergarten just after 1-2 years of their birth. After passing lower kindergarten they attend upper kindergarten. Generally, a child starts Grade 1 between 5 and 6 years of age. Primary education continues up to Grade 5 and secondary education up to 10th or 12th grade. In the context of Nepal on average, children usually spend more than seven hours, six days a week at school. If travel time is ("unnecessary city tour") also considered this time could extend up to 10 hours. At the time of completing secondary education and going to college or university for higher education one would be about 18 years old, the teenage is almost over and all one has according to our system, at this age is a few academic certificates and almost no practical skill and knowledge which are very essential for running personal, family and social life in the days ahead.

We call our 18 years old children "young adults". But what kind of adults are those who do not know how to plant a vegetable or wash a few dishes or pay the electricity bill? What kind of adults are those who still haven't decided what field they want to pursue? What kind of adults are those who rely on their parents for everything from cooking food to paying their bills?

Up to the age of 18, children could have learnt so many skills related to household management and skill development (cooking, cleaning, washing, gardening if not farming, music, swimming, operating

household equipment, etc.) but instead they spend hours every day memorizing formulas and trying to understand outdated concepts most of which they are never really going to need in either day to day life or whatever field they choose to work in. And we as parents, have silently accepted this system which in so many ways is a clear waste of our time and money. Most of us would want for our child to have an 'A' on a sheet of paper which sooner or later will turn meaningless than to learn how to cook for themselves. It is understandable that grades are important and formal education is necessary but learning life skills is also very necessary. 15 years is too long to spend acquiring basic knowledge most of which we will barely use in life. Because of the education system and our "modern" culture, the students are forced to spend most of their golden time getting a formal theoretical education.

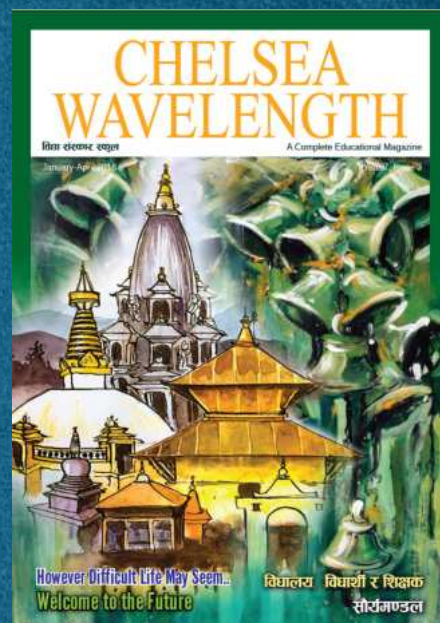
Our education system needs many reforms. Most of all it needs to be linked to skill enhancing. During student life, it would be better to see and know things, activities around us which are related to our study and or future profession. If we have decided about our future profession such an additional excursion would help to better understand the subject matter and technology which help to enhance our applied knowledge. However, for in-depth understanding, we should look into things in detail not merely see them. Similarly, while we are sitting in classes we should give full attention to what the teacher teaches. We should learn all the things included in our course books. However, the course books should be correctly updated and the content regulated and the things we learn must be of use. The time for the acquisition of basic knowledge should be corrected. Systems that could help us choose a field early on should be developed and implemented. In order to get applied knowledge about our future profession, from the beginning of our student life,

it would be helpful to work at relevant industry, offices or farms during school/college holidays instead of spending our free time on internet and mobile phone or other electronic devices without much productive work.

Some people check their facebook account every 10 minutes. Some people watch TV serials for several hours daily. Some people chat for hours. The ILO labor accord says that any worker should have 8 hours' work, 8 hours sleep, and 8 hours entertainment. But we work less, sleep less and do useful things less and rather spend most of our valuable time on unproductive and useless work obsessed with ".com", mobiles, TV etc. We fail to see how this is making our family, personal and social life stressful, unhealthy and emotionally imbalanced, causing disharmony and disrespect in our family as well as social life. Our family and social values are deteriorating. Disrespect to other, cheating, lying etc. are some symptoms of social values deterioration. Thus, we need to review our lifestyle and restore the core values of the human race as early as possible. Do not spend much of your valuable time on petty things leaving behind or deferring much more important productive work and then only blame the system for turning us into what we are. Yes, the system needs reforms but so do we. And once we begin to change, so will the system

Our stride should be to be a good person, trained and skillful, loving and respecting others, ready to sweat or even die for our family, the society, and the nation. We must give back ten times more than what we have received. To achieve this we need to work hard at present sincerely, diligently like "the tortoise not like the rabbit". We need to study hard and work hard and at the same time be responsible adults and help our parents and other members of the society in anyways we can. This is the need of the hour. Keep in mind that adulthood is not a measure of age, it is asserting one's life.

COMMENTS ON THE LAST ISSUE



The subtle blend of the green mosaic of bells and our cultural heritages gives the wavelength an intriguing first look which immediately beguiles the readers to stride into the magazine. Delving further into the contents of it, it's pretty hard for anyone to miss out the intellectual build of the articles published along with the exquisite design. As a whole, the most recent issue of the Wavelength is a smooth ride of vibrant colors and insightful perceptions.

Firstly, the magazine acknowledges our Late. Jeetu Gurung sir, who served as the C.A.O in his time, by paying a tribute to the phenomenal soul whose contribution to Chelsea and its students is forever etched in our souls. Next, the tremendously inspiring stories of our Chelsea alumnis like Anup Sharma and Rhishav Poudel empower us with the knowledge that our institution housed people like those. Furthermore, the interview of the distinguished Dr. Sanduk Ruit, Dr. Ritesh Thapa and Prof. Mana Prasad Wagle has elevated the issue and has made it reflective of the wonderful deeds subjected by them to the welfare of our nation. Adding on, their expertise on health and living helps the reader to know many things they knew not of. Finally, the articles about science, technology, social changes and the reviews of the films and books add on to the amazing contents which make our magazine a full fledged source of information and insight.

So, in a nutshell the recent Wavelength is a handful of all the useful content a reader seeks enriched with striking visuals and vivid colors.

EVENT

FRESHERS' WELCOME

FRESHERS' WELCOME with the theme - "Masquerade Bash" was held for the new batch of AS-Level and Grade 11 students on 3rd August in Baneshwor Banquet. The senior students staged varieties of entertainment - from songs to dances and also some inspirational speeches. Dr. Sita Sharma, Lecturer of Sociology was felicitated by the students of her class. The entire program of the event was managed by the A2-Level and Grade 12 students in coordination with the college administration.



EVENT

LIMITED RESOURCES TEACHERS' TRAINING (LRTT)

A 4 day training session was organized by Volunteers Initiative Nepal (VIN) from 12th August to 15th August, 2018 under the name of LRTT . A total of 98 teachers from different schools of the valley participated in the training. The teachers were divided into 9 different groups and were supervised by a team of 21 different UK and USA based teachers. The training helped the teachers learn different teaching techniques and methods which was very helpful and acknowledging. All the trainees were provided with the LRTT certificates on the final day of the training.





चिठी-पत्र

मिति : २०७५। ०६। २२

माननीय मन्त्री शक्ति बहादुर बस्नेत ज्यू,
वन तथा वातावरण मन्त्रालय,
सिंहदरबार, काठमाडौं।

माननीय मन्त्री ज्यू, नमस्कार !

म काठमाडौंको नयाँ बानेश्वरमा अवस्थित विद्या संस्कार स्कूलको कक्षा ७ मा अध्ययनरत छात्र हुँ। हालसालै वन तथा वातावरण मन्त्री पदमा नियुक्त हुनु भएकोमा यहाँलाई हार्दिक बधाई ज्ञापन गर्दछु। यस सुखद क्षणमा यहाँको कार्यकालको उत्तरोत्तर प्रगतिको कामना गर्दै मेरो मनमा वातावरण प्रदूषणका सम्बन्धमा उब्जिएका अनेकौं भावनाहरूलाई समेट्दै हजुरलाई यो चिठी लेख्दै छु। यस चिठी मार्फत वन तथा वातावरण संरक्षणका क्षेत्रमा यहाँको ध्यान जाओस् भन्ने चाहन्छु।

मन्त्री ज्यू, जनसङ्ख्या वृद्धि र बसाइँसराइका कारण काठमाडौंको जनसङ्ख्या दिनानुदिन बढ्दै गइरहेको छ। जसको कारणले गर्दा विभिन्न किसिमका प्रदूषणहरू बढिरहेको र काठमाडौंवासीले श्वास-प्रश्वास, फोक्सो र क्यान्सर रोग जस्ता समस्यामा परेको र त्यसले मानव स्वास्थ्यमा गम्भीर असर पुऱ्याएको कुरा विभिन्न सङ्घ, संस्था तथा सरकारी प्रतिवेदनहरूले समेत बताइरहेको कुरा यहाँलाई अवगत नै होला। यसलाई नियन्त्रण गर्ने सरकारी कदमहरू प्रभावकारी देखिँदैनन्। घर तथा कलकारखानाबाट निस्केका फोहोर मैलाको व्यवस्थापन उचित ढङ्गले नभएका कारण वातावरण प्रदूषण भएको कुरामा यहाँलाई ध्यानाकर्षण गराउन चाहन्छु।

मन्त्रीज्यू, मानिसका विभिन्न क्रियाकलाप, सवारी साधनको बढ्दो प्रयोग तथा वि.सं २०७२ सालमा भएको महाभूकम्पले क्षति पुऱ्याएका भौतिक संरचनाको पुनर्निर्माण गर्दा निस्किएको धुलो, मेलम्ची खानेपानी आयोजनाले बाटो तथा विभिन्न स्थानमा गरेको पाइपलाइन जडान र सडक विभागले गरेको सडक विस्तारका कार्यले गर्दा काठमाडौंको वातावरण धुलोमय हुन पुगेको छ।

मन्त्री ज्यू, समस्या मात्र देखाउन भन्दा पनि म समाधानका उपायहरू खोज्नु उपयुक्त देख्दछु। काठमाडौं उपत्यकाभित्र वायु प्रदूषण र ध्वनि प्रदूषण कम गर्न २० वर्ष पुराना सवारी साधन हटाउने र आकस्मिक अवस्थामा बाहेक अन्य अवस्थामा हर्न (ध्वनि) बजाउन नपाइने सरकारले गरेको निर्णय प्रशंसनीय देख्दछु। बढ्दो सहरीकरण र औद्योगीकरणले गर्दा जलप्रदूषण पनि एक विकराल समस्याका रूपमा देखापरेको छ। काठमाडौं उपत्यकामा ढल निकासको राम्रो प्रबन्ध नहुँदा वाग्मती र अन्य नदीहरूमा ढल र उद्योग कलकारखानाहरूबाट निस्केका फोहोर मैला समेत सोझै मिसाइएको पाइन्छ। जुन नदीको पानी मानिसहरू नुहाउन, कपडा धुन तथा अन्य प्रयोजनका लागि प्रयोग गर्न बाध्य छन्। जसले गर्दा मानिसहरू हैजा, टाइफाइड जस्ता रोगको सिकार भइरहेका छन्। मन्त्री ज्यू माथि उल्लेख गरिएको प्रदूषणलाई सुधार ल्याउन सके वातावरण प्रदूषण कम गराउन सकिन्छ कि भन्ने मलाई लाग्दछ।

मन्त्री ज्यू, अन्त्यमा भन्नु पर्दा अहिलेका विकराल समस्याहरू वन विनाश, सहरीकरण र वातावरण प्रदूषण हुन्। यी समस्यालाई समयमै नियन्त्रण गर्न आफ्ना भावी योजनाहरूलाई कार्यान्वयन गरी अबको नेपाललाई नयाँ र समृद्ध नेपाल बनाउनुहोस् भन्ने इच्छा व्यक्त गर्दै यो चिठी यहीं समापन गर्दछु। धन्यवाद !

राष्ट्रप्रेमी विद्यार्थी,
अबिरल घिमिरे
कक्षा : ७ 'ग'



पहाडकी रानी र धर्तीको स्वर्गसँग साक्षात्कार गर्दा

मानिस एक अध्ययनशील प्राणी हो। हामीले जीवनको हरेक पलमा केही न केही सिक्ने नै रहेका हुन्छौं। हाम्रो जीवनमा विद्यालयमा पाइने शैक्षणिक ज्ञान मात्र नभई व्यावहारिक ज्ञान समेत जरुरी छ। सैद्धान्तिक ज्ञानलाई व्यवहारमा उतार्न हामी बाहिर हिँड्नु पर्छ किनकि जीवन एउटा यात्रा हो। जीवनयात्रामा थुप्रै उकाली, ओराली, अनगिन्ती भञ्ज्याङ र चौतारीहरू आउँछन् अनि आउँछन् ठूला ठूला खोला र नालाहरू। जीवन भोगाइका क्रममा पनि मानिसले अनेकौं यात्राहरू गर्नुपर्छ, कुनै करले कुनै मनोरञ्जन त कुनै व्यापारिक अभिलाषाले। यस्तै विचार बोकेर हामी कक्षा १० का विद्यार्थी र शिक्षकहरूको बन्दिपुर र पोखरा भ्रमण गर्ने योजना बन्यो। पश्चिम नेपालको पर्यटकीय नगरी बन्दिपुरलाई पाठ्यपुस्तकमा हामीले 'पहाडकी रानी' भनेर सम्बोधन गरेको पाएका थियौं र पोखरालाई

'धर्तीको स्वर्ग'। यी स्थानलाई दिइएको उपमाले मात्र पनि हामीलाई त्यसतर्फ भ्रमण गर्ने उत्साह जाग्यो। त्यसैले हामीले त्यो योजनालाई पूरा गर्ने निर्णय गर्यौं।

हाम्रो भ्रमण तालिकाअनुसार हामी वि.सं. २०७५ वैशाख १५ गतेका दिन विद्यालयबाट प्रस्थान गर्यौं। हाम्रो गाडी काठमाडौंको धुलोधुँवायुक्त बाटो छिचोल्दै अघि बढ्यो। थानकोट कटेपछि त जताततै हरियाली देखियो। हामी विभिन्न नदीनालाका किनारकिनारै नागवेली सडकमा संगीतको मजा लिँदै अगाडि बढिरह्यौं। गाडीमा नाचगानको माहोल बनिरहेको थियो र हामी सबै साथीभाइ, शिक्षकवर्ग खुबै रमायौं। मलेखुमा खाना खानका लागि रोक्दा हामी आइ तान्दै गाडीबाट ओर्लियो र भोजन गर्यौं। खाना खाएर हामीले केहीबेर विश्राम गरेपछि हामी बेतोडले बन्दिपुरतर्फ

हँड्कियो। नागवेली राजमार्गमा हाम्रो गाडीले द्रुतगति लियो। डुम्रे बजार पुगेपछि हाम्रो गाडी बाँयातिरबाट बन्दिपुरतर्फ उकालो लाग्यो। हाम्रो बन्दिपुर जाने बाटो निकै घुमाउरो र साँघुरो थियो। निकै लामो बेरको पखाँइपछि हामी हाम्रो गन्तव्य बन्दिपुर पुग्यौं। बसबाट ओर्लनेबित्तिकै मेरो मुखबाट एक वाक्य फुटिहाल्यो, 'वाह ! कस्तो शीतल हावा !' बन्दिपुरको त्यस शीतल हावाले हाम्रो सारा थकानलाई दूर गरिदियो र सबैको मुहारमा मन्दमुस्कान देखा पर्‍यो। नास्ता गरेर केही बेर होटलमा विश्राम गरेपछि हामीले बन्दिपुर बजारको परिक्रमा गर्यौं र त्यहाँको साँस्कृतिक, धार्मिक, पर्यटकीय र आर्थिक अवस्था बुझ्ने मौका पायौं। बन्दिपुरको पर्यटकीय सहरमा पर्यटकहरूले रमाउँदै वियर पिएको देख्दा युरोपको कुनै गल्ली घुमेको जस्तै आभास हुन्थ्यो। साँझमा भएको

मगर नृत्यको त बयान गरेर साध्य नै छैन । हामी सहरबजारमा हुर्केका केटाकेटी, त्यहाँको स्थानीय संस्कृति भल्कने लोक नृत्यमा खुब रमायौं, सँगै नाच्यौं र त्यो अविस्मरणीय माहोलको भरपुर मज्जा लियौं ।

भोलिपल्ट बिहान सूर्योदयअघि नै हामी रेशम कीराको खेती अध्ययन गर्न पुगिसकेका थियौं ।हामीले त्यहाँ रेशम कीराको जीवन-चक्र अध्ययन गर्ने अवसर पायौं । सोअनुसार ४ - ५ दिनमा कीराको अण्डा लाभामा परिवर्तन हुँदै रहेछ । लाभालाई प्युपामा परिवर्तन हुन २५ देखि ३२ दिन लाग्ने रहेछ र १२ देखि १९ दिन पछि प्युपा वयस्क रेशम कीरा बन्ने रहेछ । जुन उद्देश्यले रेशम खेतीका निम्ति व्यवसाय गरिन्छ ,त्यसको लक्ष्य भनेको दोस्रो अवस्थामा नै लाभाले पूरा गर्ने रहेछ । अर्थात् रेशम धागो लाभाले अवस्थामा बन्ने र सो धागो निकाल्ने काम चाहिँ प्युपा अवस्थामा हुने रहेछ । ५०-६० दिन जतिको यो कीराको जीवन चक्र हेरेर हामीले प्राणीको जीवनसँग सम्बन्धित अत्यन्त नयाँ कुरा अवलोकन र अध्ययन गर्ने अवसर पायौं । यो हाम्रो जीवनको अत्यन्त लाभकारी र अत्यन्त अविस्मरणीय ज्ञानको क्षेत्र बन्यो । यसरी रेशम कीराको खेती व्यवसायको अध्ययन भ्रमण गरिसकेपछि हामी थानीमाई दर्शन गर्न उकालो लाग्यौं । थानीमाईको मुटु नै छेड्ने चिसो ब्रतासले हाम्रो यात्रा रोमाञ्चक बनाइरहेको थियो । पहाडकी रानीको सुन्दरताले हामीलाई त्यो चिसो ब्रतासभित्र पनि न्यानोपनले लोभ्याइरहेको थियो । त्यसपछि हामी नास्ता गरेर बन्दिपुरबाट बिदा हुँदै पोखरातर्फ लाग्यौं ।

बन्दिपुरको साँघुरो सडक साँच्चिकै डरलाग्दो थियो तर पनि हाम्रा अनुभवी बस चालकले हामीलाई सकुशल पोखरा पुऱ्याउनु भयो । काठमाडौंको प्रदूषित वातावरणमा बस्ने हामीलाई पोखराको हावापानीले लोभ्यायो । कति बेला पोखरा पुगिएला भनेर चञ्चल भएको हाम्रो मन त्यहाँ पुगेपछि शान्त भयो । हाम्रो तालिकाअनुसार हामी लेकसाइड भ्रमण गर्न गयौं तर इन्द्रदेवको मायाले भन्नु कि मस्तीले, मेघ गर्जनसहित ठुलो वर्षा भयो र हामी आफ्नो होटलतर्फ फर्कियौं ।

होटलमा त हाम्रो मनोरञ्जनका लागि छुट्टै व्यवस्था गरिएको पो रहेछ । त्यहाँ हामीलाई हाम्रो भोलिपल्टको भ्रमण योजनाको बारेमा जानकारी गराइयो र हाम्रो नाच गानको कार्यक्रम सुरु भयो । हामी सबै विद्यार्थी शिक्षक, शिक्षिका सँगै नाच्यौं र खुब रमायौं । हामीले गितार बजाएर गीत गाउने इच्छा पनि गरेका थियौं तर के गर्नु , गितारको प्रबन्ध मिलाउनै सकिएन । त्यसपछि खाना खाएर आ -आफना कोठामा गएर केही बेर साथीभाइसँग कुराकानी गर्दै निद्रादेवीको काखमा लुट्क पल्टियौं ।

हाम्रो तीनदिने यात्राको अन्तिम दिन, वैशाखको १७ गते,हामी बिहान ५ बजे नै उठ्यौं र सूर्योदय नियाल्ने सोच बनाई विश्वशान्ति स्तुपातिर पाइला चाल्यौं । हामीले निकै थोरै समयको अन्तरालले गर्दा सूर्योदय हेर्ने मौका भने छुटायौं तर पनि हामीले निराश नभई त्यहाँबाट सुन्दर नगरी पोखराको अवलोकन गयौं । फेवातालको आडैमा रहेको अति नै सुन्दर प्राकृतिक नगरी पोखराको दृश्य देख्दा 'आहा' ! शब्द मेरो

ओठबाट फुत्किहाल्यो । हामी त्यसपछि पाताले छाँगे (डेभिज फल) हेर्न गयौं अनि होटल गएर नास्ता गयौं । अन्तमा हामीलाई बल्ल आभाष भयो कि अब हामीलाई पोखराबाट बिदा भई काठमाडौं जानु छ । हामीले पोखरा र बन्दिपुरका मीठा यादहरू मस्तिष्क र क्यामरामा कैद गरी काठमाडौं फर्कियौं । हाम्रो अन्तष्करणले त्यो धर्तीको स्वर्ग छोड्ने चाहना गरेकै थिएन तर हामी विवश थियौं ।

व्यावहारिक ज्ञान प्राप्त गर्न र मनोरञ्जनका लागि हामी शैक्षिक भ्रमण गएका थियौं तर हामीले जीवनभर सम्भन्ने तीता मीठा यादहरू पनि लिएर फर्कियौं । साथीभाइहरूसँगको मित्रता पनि भन्नु प्रगाढ भयो । गुरुहरूसँगको सम्बन्ध अझ घनिष्ठ बनाउन सक्यौं । अन्ततः जीवनको हरेक मोडमा चाहिने पाठ सिक्दै र सम्बन्ध बलियो बनाउँदै हाम्रो यो शैक्षिक भ्रमण सफल र अत्यन्तै अविस्मरणीय रह्यो ।

मलाई त्यो ठाउँ छोडेर जानै मन थिएन किनकि त्यहाँको प्राकृतिक सौन्दर्यले मलाई लट्ट पारेको थियो । सौन्दर्य भन्ने कुरा वर्णनातीत भएरै होला पोखरा र बन्दिपुरको रमणीयतालाई म उपयुक्त शब्दमा बयान गर्न सकिदैन । मैले जे देखें, त्यो म अरुलाई त्यसरी वर्णन गर्न सकिदैन, जसरी मैले अनुभव गरें । सौन्दर्य भन्ने कुराले साँच्चै आँखाको बाटो हुँदै गएर हृदयलाई छुँदो रहेछ । बन्दिपुर र पोखरालाई त्यतिकै पहाडकी रानी र धर्तीको स्वर्ग भनिएको होइन रहेछ, मैले आफ्नै आँखाले देखें र मनले अनुभूत गर्न सकेँ ।

संगम बाबु बराल, १० 'घ'

तेस्रो राष्ट्रिय स्काउट ज्याम्बोरी

सम्बृद्धि अधिकारी, ढ 'ग'

‘नेपाल स्काउट’ नामै सुन्दा पनि जो कसैको छाती गर्वले फुलेको महसुस हुन्छ । मलाई पनि यस्तै अनुभव भयो । यसको सदस्य नै हुन पाउँदा त भन् भित्रभित्रै म खुसीले गद्गद् भएँ । योभन्दा पहिले मलाई स्काउटको विषयमा कुनै जानकारी थिएन । त्यसैले पनि होला यसप्रति मेरो चासो अझ बढ्दै गयो । नयाँनयाँ शिक्षकशिक्षिका, नयाँ ड्रेस, स्काउटले गर्ने नयाँनयाँ कार्यक्रम तथा गतिविधिले यसप्रति मेरो मन तान्दै थियो । निकै मनोरञ्जनका साथ कहिले हाइकिङ, कहिले क्याम्पिङ त कहिले अनेकौँ सभासमारोहमा म दिनप्रतिदिन रमाउँदै गएँ । वास्तवमा नेपाल स्काउट सेवाप्रति समर्पित एउटा पवित्र संस्था रहेछ । यस संस्थामा देश तथा विदेशका कयौँ महान् व्यक्तित्वहरू आवद्ध रहेछन् । यस संस्थाको मुख्य उद्देश्य भनेकै निःस्वार्थ रूपले मन, वचन र असल कर्मका साथ सेवा कार्यमा लाग्नु र अरुलाई पनि प्रेरित गर्नु हो भन्ने कुरा बुझ्न मलाई खासै धेरै समय लागेन ।

यस विद्या संस्कार स्कूलमा कक्षा ६ देखि नै स्काउटको सदस्य बन्ने सौभाग्य पाएकी मैले कक्षा ७ सम्म पढिसक्दा उक्त संस्थाको बारेमा धेरै जानकारी पाइसकेकी थिएँ । यस्तैमा कक्षा ८ मा प्रवेश गरे लगत्तै स्काउटसम्बन्धी नयाँ शब्द मेरो कानमा ठोकिन पुग्यो । ‘ज्याम्बोरी’ हो, यो शब्द म लगायत मेरा सबै साथीहरूका लागि बिल्कुलै नौलो भयो । हामीले योभन्दा अगाडि कहिल्यै यो शब्दको बारेमा सुनेका थिएँनौँ । स्काउटको सदस्य भएको दुई वर्ष बितिसक्दा पनि हामी सबै यस कुराप्रति अनविज्ञ रहेछौँ । के हो ज्याम्बोरी ? कस्तो हुन्छ यो ? अनि के गरिन्छ यसमा ? यस्ता कैयौँ प्रश्नहरू हामी साथीसाथी बीचमै घुम्न थाले । कुरो के रहेछ भने खासमा ज्याम्बोरी भनेको स्काउटमा आवद्ध देश तथा महान् व्यक्तित्वहरूको अन्तर्राष्ट्रिय सम्मेलन रहेछ । उक्त ज्याम्बोरी कार्यक्रममा कार्यक्रमको शुभारम्भ अर्थात् उद्घाटन नै हाम्रो विद्यालयका छात्राहरूले प्रदर्शन गर्ने नृत्यद्वारा गरिने भन्ने कुरा मसँगै

मेरा सबै साथीहरूले थाहा पायौँ । अझ भनौँ नेपाली संस्कृति र पहिचान झल्कने खालको नृत्य प्रदर्शन गर्ने जिम्मा हाम्रो विद्यालयलाई दिइएको रहेछ । हामी सबैलाई एक ठाउँमा जम्मा गराएर हाम्रै विद्यालयका नृत्य शिक्षिकाद्वारा तारा मानन्धर र शुभद्रा थापा म्यामले हामीलाई उक्त ज्याम्बोरीमा प्रस्तुत गरिने नाचको बारेमा विस्तृत जानकारी दिनुभयो । यो शब्द हाम्रो लागि नौलो भएकै कारणले होला सायद विद्यालयका शैक्षिक तथा प्रशासकीय प्रमुख प्रणय मोक्तान सरले पनि यसका बारेमा थप जानकारी दिनुभयो । उहाँको भनाइअनुसार स्काउट ज्याम्बोरी हरेक ४-४ वर्षमा हुने रहेछ भन्ने कुरा हामीले बुझ्यौँ । यसै कारणले गर्दा हाम्रै विद्यालयमा कार्यरत नृत्य शिक्षिकाहरू तारा मानन्धर र शुभद्रा थापाका साथमा म लगायत मेरा थुप्रै साथीहरू (लगभग ५० जना) स्काउट ज्याम्बोरीका लागि तन, मन लगाएर एउटा सांस्कृतिक नृत्य अभ्यासमा जुट्न थाल्यौँ ।



मिति २०७५/०२/१७ गते हुने भनिएको स्काउट ज्याम्बोरी विगतका वर्षहरूमा अन्य देशमा भएको रहेछ । यस वर्षको अर्थात् तेस्रो राष्ट्रिय स्काउट ज्याम्बोरी हाम्रो देश नेपालमा रहेको प्राकृतिक सुन्दरताले भरिपूर्ण अत्यन्तै रमणीय स्थल ककनी भन्ने ठाउँमा आयोजना गरिएको छ भन्ने कुरा थाहा पाउन हामीलाई कति पनि समय लागेन । १७ गते हुने भनिएको सो कार्यक्रमका लागि हामी पूर्ण रूपले तयार भईसकेका थियौं । ३ दिने उक्त कार्यक्रमका लागि विद्यालयले हाम्रै विद्यालयका ३ जना शिक्षिकासहित हामी नृत्यमा सहभागी सबै छात्राहरूलाई १४ गते नै स्काउट ज्याम्बोरी कार्यक्रम स्थलसम्म पुर्‍याउने व्यवस्था पनि गर्‍यो । निकै उत्साह र उमङ्गका साथ हामी उक्त कार्यक्रम स्थलतर्फ लाग्यौं । प्रकृतिको मनोरम दृश्यहरू नियाल्दै करिब २ घण्टाको बसयात्रा पश्चात् हामी ककनी पुग्यौं । आहा ! कति रमाइलो ! स्काउट ज्याम्बोरी कार्यक्रमलाई बेजोडका साथ प्रस्तुत गर्ने तयारीमा जुटेका मानिसहरू देख्दा हामीलाई लाग्यो, यहाँ निकै ठुलो महोत्सव हुँदैछ । हामी सबै दङ्ग पयौं । भोलिपल्ट बिहानै अर्थात् १७ गते वातावरण असाध्यै रमाइलो थियो । प्रकृतिको काखमा रम्दै थियौं हामी । लामो समयदेखिको अभ्यास प्रदर्शन गर्नुपर्ने दिन थियो त्यो । मनमा कताकता डर लागे तापनि साथीहरूसँगको साथले गर्दा आत्मबल त्यसै बढेर आयो । स्काउट ज्याम्बोरी कार्यक्रमकै लागि भनेर विभिन्न देशबाट (जस्तै: भुटान, फिलिपिन्स, फिनल्याण्ड, मलेसिया, बङ्गलादेश) बरिष्ठ व्यक्तित्वहरू पनि सो कार्यक्रममा सहभागी हुन आएको कुराले हामीभित्र स्काउटप्रतिको सद्भाव अझ बढेर आयो ।

लामो समयदेखिको प्रतिकाको घडी अन्त्य भयो । यसको मतलब कार्यक्रम सुरु भयो । उक्त कार्यक्रममा अतिथिको रूपमा सम्माननीय प्रधानमन्त्री के.पी. शर्मा ओलीलाई बोलाइएको रहेछ । स्वागत कार्यक्रमपश्चात् कार्यक्रममा मार्चपास लगायत अन्य स्काउट गतिविधिहरू हामीले देख्न पायौं । त्यसपछि हाम्रो नृत्य प्रस्तुत गर्ने पालो आयो । हामी सबैले आ-आफ्नो क्षमता प्रदर्शन गर्न थाल्यौं । कार्यक्रम उद्घाटनका लागि हामीले प्रदर्शन गरेको नृत्यलाई त्यहाँ उपस्थित सबैले खुब रमाइलोका साथ हेर्न थाले । सबैको ध्यान हामीप्रति नै केन्द्रित भयो । हामीले प्रदर्शन गरेको नृत्य पूर्ण रूपमा सांस्कृतिक हुनाका साथै पूर्वको मेचीदेखि पश्चिमको महाकालीसम्म र उत्तरको हिमालदेखि दक्षिणको समथर भूभागमा प्रचलित नृत्यहरूको समायोजन पनि थियो ।

हाम्रो देश नेपाल विभिन्न जातजाति, धर्म र संस्कृतिले भरिपूर्ण भएको देश हो । विविध जातजाति, भाषाभाषी र धर्मावलम्बीहरूको साझा घरको रूपमा रहेको हाम्रो देश नेपालमा धार्मिक सहिष्णुता छ भन्ने कुरालाई हामीले प्रदर्शन गरेको नृत्यको गीतको बोलले छलङ्ग पारेको थियो, जसलाई जो कसैले पनि सजिलैसँग बुझ्न सक्थे । हामीले प्रस्तुत गरेको नृत्यमा मगर, थारु, शेर्पा, तामाङ, गुरुङ लगायत अन्य जातजातिहरूको संस्कृतिलाई पनि परिचित गराइएको थियो । मारुनी, कौडा, भिक्किया, तामाङ सेलो, थारु सडगिनी जस्ता नाचहरू प्रस्तुत गरेका थियौं । जसमा जातिगतरूपमा भेषभूषा, गरगहना, माटोको मट्का, सम्पूर्ण नेपालीहरूको आस्थाको प्रतीक विशाल राष्ट्रिय झण्डा जस्ता अन्य सरसामग्री प्रयोग गरिएको थियो । नृत्यको प्रारम्भ सरस्वती स्तोत्रबाट गरिएको थियो । नृत्य सायद निकै राम्रो भएकोले होला, नृत्य सकिसक्दा पनि हामीलाई हेरेर बसेका कयौं आँखाहरू हामीबाट टाढिन खोजेका थिएनन् । लामो समयसम्मको अभ्यासलाई त्यसरी निर्धक्कसँग प्रस्तुत गर्न पाउँदा हामी पनि खुसी भयौं । नृत्य सकिएको करिब १० मिनेटपछि त्यहाँ उपस्थित सबै देशका प्रतिनिधिहरूले हामी सबैसँग बसेर क्यामरामा तस्विर कैद गराए । त्यसै समयमा हाम्रो देश नेपालको झण्डालाई पनि सम्मान गरियो । हामी सबैको मनमा राष्ट्रभक्तिको भावना जागृत भएको भाव हाम्रो अनुहारमा स्पष्ट देखियो ।

मलगायत नृत्यमा सहभागी मेरा मित्रहरू अनुस्मृती भट्ट, सृजना बज्राचार्य, उपासना रायमाझी, एना लामा, आकृति श्रेष्ठ, शृष्मा चापागाईं, सुहानी सिंह कार्की, स्नैडा थापा, गरिमा चौलागाईं, निजु खनाल, स्मारिका शाक्य, सिलिका महर्जन, सदिका बस्नेत, सुफिन तामाङ, स्वस्तिका कार्की, कृतिका चौधरीलगायत ४२ जना साथीहरूले दिनभरिको स्काउट ज्याम्बोरीमा भएका विविध गतिविधिमा सहभागी भएर बस्न पाउँदा हामीले आफूलाई निकै भाग्यशाली ठानेका थियौं । ज्याम्बोरीको बारेमा पहिले नै बुझ्ने अवसर पाएको भए म र मेरा साथीहरूले अझ राम्रो प्रस्तुति दिने थियौं होला भन्ने कुराले भित्रभित्रै सताइरह्यो, तर पनि अन्य कार्यक्रमहरूमा आफ्नो कला र क्षमता प्रदर्शन गर्ने अठोट गर्दै भोलिपल्ट अर्थात् १८ गते स्काउट ज्याम्बोरीका ती मीठा र अविस्मरणीय पलहरूलाई मन मस्तिष्कमा सजाउँदै उक्त कार्यक्रम स्थलबाट हामी घर फर्कियौं ।

निबन्ध

अनुशासन

प्रयोग थापा, ४ 'ख'



अनुशासन भनेको नियम पालना हो । अनुशासन मानिसको लागि अत्यन्त आवश्यक छ । अनुशासन पालना गर्ने व्यक्तिले समाजमा उच्च पद र प्रतिष्ठा प्राप्त गर्छ । समाजमा बसेपछि एक अर्काको कदर गर्ने, सामाजिक नीति नियमको पालना गर्ने, दुःख परेको बेला एक अर्कालाई सहयोग गर्ने, कसैप्रति भेदभाव नगर्ने जस्ता आदर्श आचरण अनुशासनको गहनाभित्र पर्दछन् ।

विद्यार्थी जीवनमा अनुशासनको ज्यादै महत्त्व रहन्छ । अनुशासनबिना विद्यार्थीको पढाइ पनि राम्रो हुँदैन । अनुशासनले नै विद्यार्थीहरूलाई सफलतातर्फ डोर्‍याउँछ । अनुशासनले गर्दा नै पठनपाठन कार्य सफल हुन्छ । जीवनमा सफल हुन यसको ठुलो भुमिका हुन्छ । पढाइमा राम्रो अड्क ल्याएमा पनि अनुशासन नभएको विद्यार्थी त्यसलाई शून्यमा गनिन्छ । अनुशासनले व्यक्ति मात्र नभई परिवार, समाज, राष्ट्र र विश्वलाई समेत शिष्ट र सभ्य बनाउँछ ।

सूर्यले प्रकाश दिनु, पृथ्वी घुम्नु, बादलले वर्षा गराउनु आदि अनुशासन प्रकृतिमा पनि छ । यदि प्रकृतिले आफ्नो अनुशासन बिर्सि भने पृथ्वीमा प्रलय नै हुन्छ । त्यसैले चाहे त्यो मानव जाति होस् वा प्रकृति, दुवै अनुशासित हुनु अनिवार्य हुन्छ । अनुशासनले सबैको भलाइ हुने काम गर्छ । त्यसैले अनुशासन सबै मानिसहरूलाई सुहाउँने एउटा सुन्दर गहना हो ।



मामा र भान्जा

आयुष्मा घिमिरे, ८ 'च'

एउटा गाउँमा मामा र भान्जा बस्थे । भान्जा टुहुरो भएको हुनाले उनी सानैदेखि आफ्नो मामासितै बस्थे । मामा धनी थिए भने भान्जा गरिब थिए । मामा जहिल्यै भान्जासँग धन सम्पत्तिको धाक लगाउँथे । उनी धनसम्पत्तिबिना मानिसको समाजमा इज्जत हुँदैन भन्ने सोच्ने तर भान्जाचाहिँ असल र सज्जन स्वभावका थिए । मामाले उनलाई जे भने पनि उनी केही बोल्दैन थिए । उनी मामाले पालेको गाई , भैंसी ,बाख्राहरूको स्याहार र संरक्षण गर्थे । उनी आफ्नो मामालाई खेतबारीको काममा पनि निकै सघाउँथे तर मामा भने भान्जालाई हेप्थे, कुटपिट गर्थे ।

भान्जालाई कुरुर असाध्यै मनपर्थ्यो तर मामाले भने जनावर मनपराउँदैन थिए । एकदिन भान्जाले बाख्रा चराउन गएको बेला एउटा कुरुरको छाउरो भेटे र त्यो कुरुरको छाउरो घर लिएर गए । भान्जाले कुरुरलाई आफूसँगै राखे । उनी आफू नखाएर भए पनि आफ्नो खाना कुरुरलाई खुवाउँथे । यसैगरी दिन बित्दै गयो एकदिन कुरुर पनि ठुलो भयो । कुरुरले भान्जालाई धेरै काममा सहयोग गर्न थाल्यो । यो देखेर मामालाई निकै डाहा लाग्यो । उनले त्यो कुरुरलाई घरबाट निकाल्ने निर्णय लिए । मामाको त्यो निर्णय थाहा पाएपछि जे भन्दा पनि मान्ने भान्जाले एकदिन मामालाई भने , “मामा, कुरुरलाई तपाईंले घरबाट निकाल्ने हो भने म पनि घरबाट निस्केर जान्छु ।” यो कुरा मामाले सुनेपछि मनमनै सोचे, “ यो घरबाट निस्केर गयो भने यसलाई दिने खाना पनि बच्छ र यस गरिबलाई पाल्ने भ्रन्फट पनि गर्नु पर्दैन ।” यो सोचेपछि उनले भान्जालाई घरबाट निकालिदिए । त्यसपछि भान्जा आफ्नो साथीको घरमा बस्न गए । त्यहाँ उनले केही दिन बस्नका लागि साथीको बाआमासँग सोधे र त्यहाँ उनले केही दिन बस्ने अनुमति पनि पाए । एकदिन मामा

बजारमा सामान किन्न गएका थिए । भान्जा पनि बजारमा साथीसँग घुम्न गएका थिए । बजारबाट घर फर्कँने क्रममा मामालाई गुन्डाहरूले घेरेर लुट्न खोजेछन् तर त्यही बेला भान्जा र उनीसँग भएको कुरुरले देखे र मामालाई बचाए । त्यही पनि मामाले भान्जाले मलाई मद्दत गरे भन्ने कुरा बुझ्न सकेनन् र मामा आफ्नो अगाडि उभिएको भान्जालाई वास्तै नगरी त्यतिकै फर्के । मामालाई जति धनसम्पत्ति भए पनि पुगेको थिएन । उनी धेरै सम्पत्ति र पैसा कमाउन सहर गए । संजोगले भान्जालाई उनको साथीका बुबाआमाले सहर लगेर एक अनाथ आश्रममा राखिदिएका रहेछन् । त्यसैले भान्जा पनि सहर नै पुगे । एकदिन भान्जा बजार जाँदै गर्दा उनले बाटोमा मानिसको भिड देखेछन् र त्यो भिड केको हो भनी बुझ्न गए । उनले त्यहाँ कसैको दुर्घटना भएको कुरा सुने । उनलाई त्यो दुर्घटनामा परेको व्यक्तिलाई हेर्न मन लाग्यो र भिडको बीचमा गएर हेर्दा उनले आफ्नो मामालाई नराम्रो अवस्थामा देखे र आर्तिदै अस्पताल लगे । उनले आफूले एक कारखानामा मिहिनेत गरी कमाएको पैसाले मामाको उपचार गरे र मामाले एक नयाँ जीवन पाए । अनि बल्ल मामाको आँखा खुल्यो । उनले पैसा त हातको मैला रहेछ, जुन आउँछ र जान्छ । मानिस मरेपछि सम्पत्ति केही नै हुँदैन रहेछ भन्ने कुरा थाहा पाए र धनको घमण्ड गर्नु हुँदैन रहेछ भन्ने कुरा बुझे । उनले आफूले गरेको सबै नराम्रा कामहरू सम्भरेर सबैसँग माफी मागे साथै मामा र भान्जा दुबै जना गाउँ फर्किए र मिलिजुली बस्न थाले ।

यसरी सबैजना एक अर्कोसँग मिलेर बस्नु पर्छ । कसैले कसैलाई जात, धर्म, वर्ण र सम्पत्तिको आधारमा हेप्नु हुँदैन । घमण्डले आफ्नै विनाश गर्छ भन्ने सन्देश यस कथाले दिन खोजेको छ ।

आमा



मनिषा श्रेष्ठ, १२ विज्ञान सङ्काय

जगतजननी, त्यागकी मूर्ति ममताकी खानी
निर्मल, पवित्र, संवेदनशील उनी मनकी रानी
कहिले राजकुमार त कहिले परीको कथा सुनाई
राखिथन् मेरी आमा मलाई कल्पनामा भुलाई
बालहठले दिक्क हुँदा पनि मलाई माया गर्ने
सारा गल्तीहरू माफ गरेर स्नेहले आँचलमा बेर्ने
चैतारी हो तिमी हृदय मेरो हरेक दुःख बिसाउने
एक जुनी काफी छैन, ममताको मूल्य चुकाउन

सकिन्न तिर्न दुधको भारा यो जीवनमा म के गरूँ ?
अर्को जन्म पाएछु भने आमा, तिम्रै काख पाऊँ ।

पछुतो

आकांक्षा घिमिरे, १२ विज्ञान सङ्काय

समय बित्यो पछुतो मानी रोएर के गर्ने ?
नम्रता छैन विनयी छैन पढेर के गर्ने ?
भोकको बेला मिलेन भने भएर के गर्ने ?
चाहेको बेला पाइएन भने भएर के गर्ने ?
सम्झना पनि मैलाउँछ भने सम्झेर के गर्ने ?
दुःखको बेला मिलेन भने मायाले के गर्ने ?
भरेको पात निभेको दीप हेरेर के गर्ने ?
चुचुरोमाथि फलेको फल पाकेर के गर्ने ?
रोपेको बिरुवा ओइलिन्छ भने रोपेर के गर्ने ?
भाग्यमा अर्कै लेखेको भए सोचेर के गर्ने ?
मनको पीडा मनको व्यथा भएर के गर्ने ?
आँशुको मूल्य हुँदैन भने पोखेर के गर्ने ?

ए-लेभलको बढ्दो आकर्षण

सुधीरकुमार भ्वा,

प्रिन्सिपल तथा फाउन्डर डाइरेक्टर,

चेल्सी इन्टरनेसनल एकेडेमी / विद्या संस्कार स्कूल
क्याम्ब्रिज जी. सी. ई. ए-लेभल कलेज / स्कूल

जेनेरल सर्टिफिकेट अफ एजुकेशन (जी. सी. ई.) क्याम्ब्रिज इन्टरनेसनल एग्जामिनेसन (सी. आई. ई.) बोर्डद्वारा सञ्चालन गरिएको हो। यो युनिभर्सिटी अफ क्याम्ब्रिजकै एउटा अङ्ग हो। जी. सी. ई. ले गत पचास वर्षदेखि विश्वको करिब एक सय सत्तरी देशहरूमा लगभग सत्तरी विषयहरूमा एडभान्स लेभल क्वालिफिकेसन (जसलाई ए-लेभल क्वालिफिकेसन पनि भनिन्छ) प्रदान गर्दै आएको छ।

नेपालबाट एस्. इ.इ. या विश्वको कुनै पनि बोर्डबाट एस्. एल्. सी. समकक्ष परीक्षा उत्तीर्ण गरेका विद्यार्थीहरू ए-लेभल क्वालिफिकेसनमा प्रवेश पाउन सक्छन्। विद्यार्थीले उपलब्ध गराइएको मध्ये अंग्रेजी भाषा साहित्यबाट एउटा र बाँकी विषयहरूबाट आफूले चाहेका कम्तिमा तीनवटा विषय लिन पाउने प्रावधान छ।

ए-लेभल पाठ्यक्रम दुई भागमा विभाजित छन्। एउटालाई एडभान्स सेन्सिडिअरी (ए. एस.) लेभल भनिन्छ। यसमा पहिलो आधा पाठ्यक्रम समावेश गरिएको हुन्छ। अर्को आधालाई ए-टु सिलेवस भनिन्छ। यसले बाँकी आधा पाठ्यक्रम सँगालेको हुन्छ। विद्यार्थीले सम्पूर्ण ए-लेभल क्वालिफिकेसन पाउनका लागि दुई वर्षमा दुई पटक परीक्षा पनि दिन सक्छन् भने दुई वर्षको अन्तमा एकै पटक परीक्षा दिन सक्छन्। साथसाथै मेधावी विद्यार्थीका लागि समय सीमा छैन। ए-लेभल परीक्षा वर्षको दुईपटक मे/जुन र अक्टुबर/नभेम्बरमा विश्वभरि नै एकै पटक सञ्चालन गरिन्छ र नतिजा पनि एकै साथ प्रकाशन हुन्छ। परीक्षाहरू धेरै व्यवस्थित तरिकाबाट लिइन्छ। ए-लेभल क्वालिफिकेसनले सिर्जनात्मक सोचाइका साथसाथै अन्य सिप

पनि बढाउन मद्दत गर्दछ। विद्यार्थीले कति जान्यो भन्दा पनि कति बुझ्यो भन्नेलाई महत्व दिइन्छ र विश्लेषणात्मक पक्षलाई परीक्षामा बढी समावेश गरिन्छ। प्रश्नहरू 'एक्टिभ' हुन्छन् भने विद्यार्थीहरूको अभिव्यक्ति 'अब्जेक्टिभ'। यसमा वस्तुगत, लामा र छोटो उत्तर लेख्ने ढाँचाका प्रश्न समावेश गरेर विद्यार्थीको सम्पूर्ण मूल्याङ्कन गरिने प्रयास गरिन्छ। गहिराइसम्म पुगेर विषयवस्तुको अध्ययन गर्नुपर्छ।

ए-लेभल नेपालको प्रमाण-पत्र तह अर्थात् १०+२ सरहको पाठ्यक्रम हो। यो तह उत्तीर्ण गरेपछि विद्यार्थीले विश्वको कुनै विश्वविद्यालयमा स्नातकस्तरको अध्ययन गर्नका लागि आवेदन दिन पाउँछन्। यसको अन्तर्राष्ट्रिय ख्यातिले विद्यार्थीलाई विश्वको राम्रोभन्दा राम्रो कलेजमा भर्ना हुन या छात्रवृत्ति पाउन सजिलै सम्भव देखिन्छ।

नयाँ पाठ्यक्रम तयार गर्दा एउटा लामो र स्तरीय प्रक्रिया अपनाइन्छ; जसमा पूर्ण अनुसन्धान, तालिम र परामर्शजस्ता काम गरिन्छ। यसरी तयार पारिएको पाठ्यक्रम नमुना प्रश्नपत्र, शिक्षकहरूका लागि प्रत्यक्ष कार्यशाला गोष्ठीहरू, दूरसिकाइ पाठ्यक्रम, अनलाइन कार्यक्रम, छलफल समूह, सन्दर्भ पाठ्यपुस्तक तथा तोकिएका पाठ्यपुस्तकको सहायताले शिक्षकहरूसमक्ष पुर्‍याउने गरिन्छ। पाठ्यक्रम र प्रश्नपत्र मूलतः अन्तर्राष्ट्रियस्तरको हुन्छ। तसर्थ विश्वभरका विद्यार्थीलाई ध्यानमा राखेर पाठ्यक्रम बनाई अन्तर्राष्ट्रिय उदाहरणसँगै आ-आफ्नो देशको सन्दर्भमा पढाउन निर्देशन दिइन्छ। यो पाठ्यक्रम अत्यन्त लचिलो, गुणस्तरीय, वैज्ञानिक र व्यावहारिक मानिन्छ। पाठ्यक्रम बनाउँदा विद्यार्थीको सिर्जनशील र मौलिक

पक्षलाई ध्यान दिइएको हुन्छ भने मूल्याङ्कन गर्दा बोध पक्षलाई। हरेक दुई-तीन वर्षमा पाठ्यक्रम परिमार्जित गरी समयसापेक्ष र अद्यावधिक गरेर विषयवस्तु सान्दर्भिक र नियमित बनाउनु ए-लेभलको अर्को विशेषता हो।

कक्षा क्रियाकलापहरू सेमिनार, छलफल, प्रयोगशाला विधि, समस्या समाधान, ग्रुपवर्क, प्रोजेक्ट वर्क, खोजबिन, प्रतिवेदन लेखन, प्रस्तुतीकरण, समसामयिक अध्ययनमा आधारित हुन्छन्। आस्क द एक्जामिनर, टिचर्स सपोर्ट साइटले शिक्षकहरूको स्तर बढाइरहेको हुन्छ भने वेबसाइट ब्राउज गरेर र सिडी कपी गरी विद्यार्थीले अभि आफूलाई निखार्न सक्छन्।

एडभान्स लेभल कोर्षलाई नेपालको सबै विश्वविद्यालयको साथसाथै विश्वको धेरै शैक्षिक संस्थाहरूबाट मान्यता प्राप्त छ। त्रिभुवन विश्वविद्यालयले सी.आई.ई. ले दिएको ग्रेड्स ए देखि ई लाई ९५ % देखि ५५ % सम्मको समकक्षता निर्धारण गरेको छ। विद्यार्थीले आफ्नो ग्रेड सुधारनको लागि पुनः परीक्षामा बस्न पाउने प्रावधान पनि छ। विद्यार्थीहरूको हौसला बढाउन युनिभर्सिटी अफ क्याम्ब्रिज, ब्रिटिस काउन्सिल र क्याम्ब्रिज एजुकेटर्स एसोसिएसन इन नेपालले हरेक वर्ष पुरस्कार वितरण समारोहको आयोजना गर्दै आएको छ।

नेपालमै बसेर अन्तर्राष्ट्रियस्तरको यो शिक्षा पढेर विश्वका विभिन्न मुलुकमा गएर अध्ययन गरी सक्षम जनशक्तिले पुनः स्वदेशमै फर्केर सेवा गर्ने हो भने योभन्दा सुनौलो मौका हाम्रोजस्तो मुलुकलाई अरु हुन सक्दैन। अन्ततः हरेक वर्ष ए-लेभलप्रति विद्यार्थी संख्या बढ्दो क्रममा छ।

राइट दाजुभाइको हवाईजहाज

मोहित घिमिरे, ९ 'ख'

राइट दाजुभाइ, ओरविल र विलबर १८ (१९ औं शताब्दीका बुद्धिमान र आफ्नो काममा सधैं समर्पित रहने वैज्ञानिक अभियन्ता थिए। संसारलाई आफ्नो खोजी र अविष्कारहरूबाट चकित पार्न जन्मेका राइट दाजुभाइ, ओरविल राइटको जन्म सन् १८७१ अगस्ट १९, मा डेटन, ओहियोमा भएको थियो र विलबर राइटको जन्म सन् १८६७ अप्रिल १६ मा मिलविले, ईन्डियानामा भएको थियो। बाल्यकालमा विलबर विद्यालयमा पढ्दा उनी येल (Yale) जाने र पादरी अध्ययन गर्ने सोचेका थिए। तर हकी (Hockey) खेल्ने क्रममा उनको अनुहारमा चोट लाग्यो। त्यस कारण, उनले घरमै बसेर अध्ययन गर्ने सोचे। उनको बुबाको ठुलो पुस्तकालय थियो, त्यहीँ उनले ३ वर्षसम्म आफ्नो पढाइ जारी राखे।

विलबर र ओरविलले सन् १८९२ मा "राइट साइकल पसल" खोले। साइकल बनाउने र मर्मत गर्ने कामले उनीहरूलाई यान्त्रिक उपकरणहरूका बारेमा पनि ज्ञान दियो। यही ज्ञान उनीहरूले पछि हवाईजहाजको अविष्कारमा लगाए। सन् १८९६ देखि राइट दाजुभाइहरूको ग्लाइडिङ परीक्षणमा चासो बढ्यो।

राइट दाजुभाइहरू पहिले हावामा उड्न सक्ने र मान्छेको वजन थाम्न सक्ने जहाज बनाउने बाटोमा लागे। उनीहरूले आफ्नो काम सुरु गर्ने बेलामा वायुगतिकी

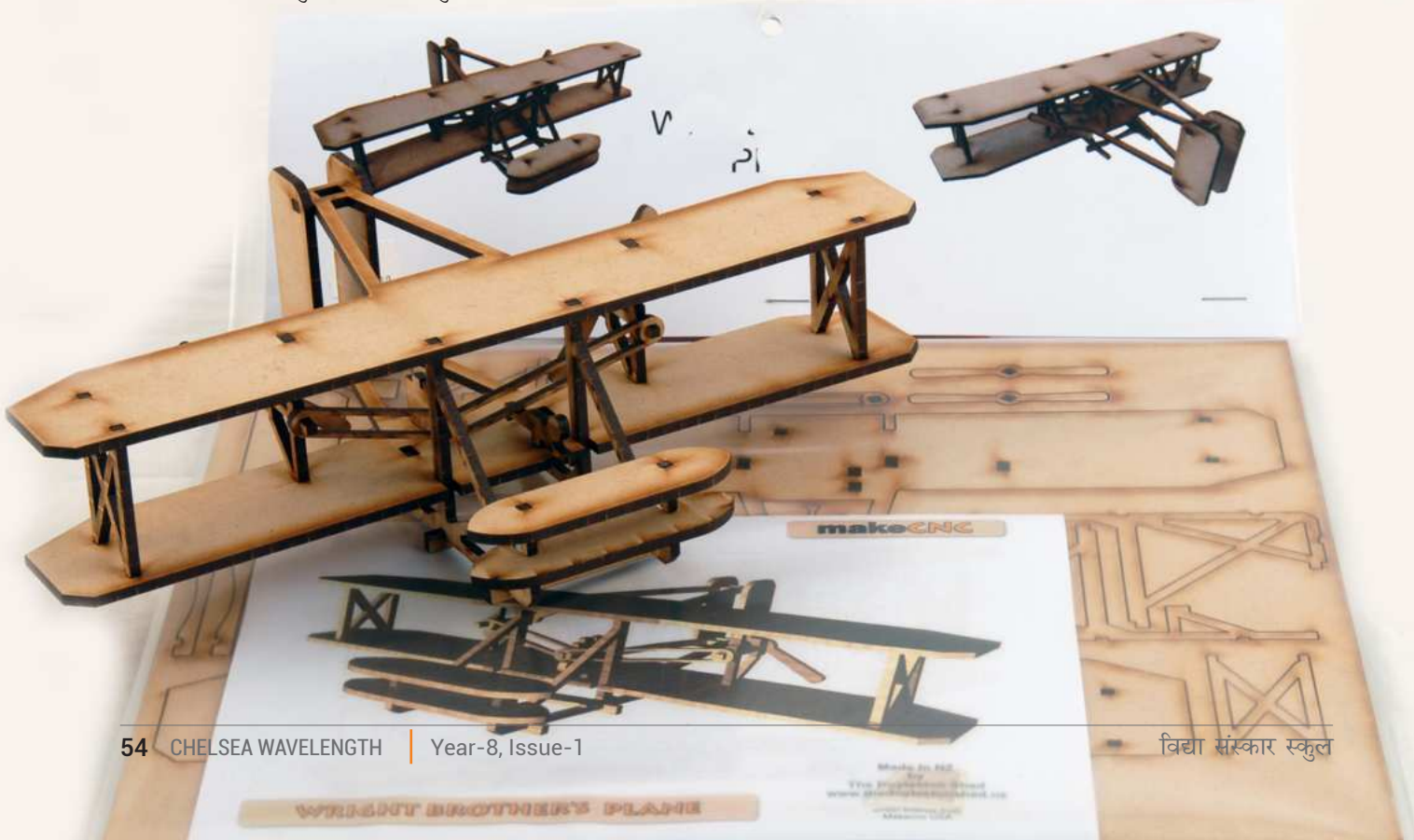
सिद्धान्तहरूको पनि खोजी भइ सकेको थियो। साथै आन्तरिक दहन इन्जिनको विकास भएका कारण उनीहरूको काम अलिकति सजिलो भएको थियो। सबैभन्दा पहिला राइट दाजुभाइहरूले वायुगतिका र अन्य महत्वपूर्ण विषयहरूका बारे सूचनाहरू सङ्कलन गर्न थाले। उनीहरूले आफैँ नमूना ग्लाइडरहरू बनाएर आफैँ परीक्षणहरू गर्न थाले। उनीहरूका सबै पहिलाका प्रयासहरू असफल भएका थिए तर ती विफलताबाट उनीहरूले हवाईजहाज चलाउन एउटा सञ्चालकले जहाजलाई नियन्त्रण गर्नुपर्छ भन्ने कुरा थाहा पाए। हरेक असफल प्रयासबाट, उनीहरूले नयाँ कुरा जाने। त्यसले गर्दा उनीहरूले कहिल्यै हार मानेनन्।

उनीहरूलाई चाहिने यान्त्रिक उपकरण त्यस समयमा कसैले बनाउँदैन थिए। त्यसकारण आफूलाई चाहिने हरेक कुरा उनीहरू आफैँ बनाउँथे। उनीहरूको पहिलो उडान ओरविलले गरेका थिए। त्यस उडानमा जहाज १२० फिट माथिसम्म उड्यो र त्यहाँ पुग्न १२सेकेण्डसम्मको समय लाग्यो। त्यसपछि उनीहरूको दोस्रो र तेस्रो परीक्षण भने खासै राम्रो भएन। उनीहरूको चौथो प्रयास चाहिँ सफल भयो। त्यस बेला जहाज ५९ सेकेण्डसम्म हावामा उड्यो र ८५३ फिट माथिसम्म पुग्यो। यो सफल प्रयासपछि

राइट दाजुभाइले सबै काम छाडेर, हवाईजहाज बनाउन तल्लीन भए।

उनीहरूको यस्तो सफलता र समर्पण देखेर यु.एस. (U.S) सरकारले पछि उनीहरूको कामलाई बढावा दियो। उनीहरूको प्रयासले नै हामीले यस युगमा हवाईजहाजको माध्यमबाट यात्रा गर्न सकेका छौं। आजको युगमा हवाईजहाजको प्रयोग धेरै बढेको छ। हवाईजहाज बन्नुभन्दा अगाडि कुनै पनि ठाँडाको ठाउँमा जान धेरै समय लाग्थ्यो तर आधुनिक हवाईजहाजको अविष्कार पछि हामी सजिलै आवत-जावत गर्न सक्छौं। सन् १९०३ मा भएको राइट दाजुभाइको पहिलो उडानबाट हामीले धेरै प्रगति गरी सक्यौं र आधुनिक हवाईजहाजको अविष्कारमा राइट दाजुभाइले दिएको योगदानबाट मात्र यो सफल भएको हो।

सन् १९४८ जनवरी ३० मा ओरविल राइटले र सन् १९१२ मे ३० मा विलबरले यस धर्तीलाई क्रमशः छोडेर गए। तर उनीहरूले हवाईजहाजको अविष्कार, उन्नति र प्रगतिका लागि दिएका योगदानहरू हामी कहिले बिर्सिने छैनौं। त्यसैले हवाईजहाज आजको वैज्ञानिक युगको एउटा सर्वोत्तम उपहार सावित भएको छ।



अविरामरणीय गुरुआमा

रेसिका अधिकारी : ७ 'ख'

साहित्य, राजनीति, खेलकुद, समाजसेवा आदि जस्ता क्षेत्रमा गहिरो योगदान पुऱ्याएर कतिपय व्यक्तिहरु विश्वभर आफ्नो नाम र कामको प्रसिद्धि कमाउन सफल भएका छन् । त्यस्तै गरेर शिक्षा क्षेत्र पनि एक महत्वपूर्ण क्षेत्र हो । किनभने शिक्षाले मानिसलाई शिक्षित तुल्याएर समाज र देशलाई नै विकसित बनाउँछ । मानिसलाई शिक्षित बनाउन शिक्षक शिक्षिकाको महत्वपूर्ण भूमिका हुन्छ ।

विद्यार्थी आजका फूलका कोपिला र भोलिका उज्याला फूल हुन् । उनीहरु भोलिको देशको उज्ज्वल तारा हुन् । देशलाई सही बाटोमा लैजाने काम पनि आजका हामीजस्ता स-साना विद्यार्थीले गर्नेछन् । विद्यार्थी भनेको काँचो माटो जस्तै हुन्, जसलाई जस्तो आकार र रुपमा पनि ढाल्न सकिन्छ । त्यसैले विद्यार्थी जीवनमा गुरुको महत्वपूर्ण भूमिका हुन्छ । विद्यार्थी जीवन भनेको त्यस्तो जीवन हो, जहाँ गुरु एवम् हाम्रा आमा बुबाको पनि त्यति नै महत्त्व हुन्छ । त्यसैले सबैलाई समावेश गरेर अनुशासित भएर विद्यार्थी जीवन निर्वाह गर्नुपर्छ । हाम्रो जीवनको सफलताको हरेक पाइलामा कुनै न कुनै मानिसको हात रहेको हुन्छ । यस समयमा हामीले धेरै काम र कर्तव्य पूरा गर्नुपर्छ । यस्तो परिस्थितिमा हामीले धेरै मानिसलाई भेट्छौं र आफ्नो प्रेरणाको स्रोत बनाउँछौं । अहिले म यस स्कुलमा पढ्न थालेको पनि छ वर्ष भइसकेछ । यसैक्रममा धेरै शिक्षक शिक्षिकासँग आफ्ना विचार र जीवनशैलीको बारेमा छलफल गरेर धेरै ज्ञान आर्जन गर्दै कक्षा ७ सम्म आइपुगेकी छु । यस्तै क्रममा मलाई सबभन्दा मनपर्ने शिक्षिका बिदूषी पौडेल हुनुहुन्छ । मैले उहाँलाई पहिलो पटक कक्षा पाँचमा भेटेकी थिएँ । तर अहिले उहाँ यस विद्यालयमा हुनुहुन्न । उहाँ आधुनिक सोच र उच्च विचार भएकी शिक्षिका हुनुहुन्थ्यो । उहाँको विद्यार्थीलाई पढाउने तरिका र उहाँबाट व्यक्त विचारलाई म अहिले पनि कदर गर्छु । उहाँद्वारा पढाइएका प्रत्येक पाठहरूलाई म र मेरा साथीहरूले राम्ररी बुझ्थ्यौं । उहाँको पढाउने तरिका मलाई असाध्यै मन पर्थ्यो । हामीले सोधेका कुराहरु पनि उहाँले सूक्ष्म ढङ्गले सुने गर्नुहुन्थ्यो । उहाँले हामीलाई भविष्यमा ठुलो मानिस होइन एउटा असल मानिस बनुपर्छ भन्ने राम्रो प्रेरणा दिनुहुन्थ्यो । खासगरी भन्नुपर्दा उहाँ हामी विद्यार्थीमाभ अत्यन्तै लोकप्रिय हुनुहुन्थ्यो । उहाँ सबै विद्यार्थीका लागि एउटा प्रेरणाको स्रोत बनुभएको थियो । उहाँ समयअनुसार परिवर्तन हुन सिकाउने नयाँ सोच विचार र परिवर्तनलाई आत्मसात्

गर्ने व्यक्तित्व हुनुहुन्थ्यो । खासगरी उहाँबाट हामीले हाम्रो विचार र व्यवहारलाई समयअनुसार परिवर्तन गर्नुपर्छ भन्ने कुरा सिकेका र बुझेका छौं । त्यसैले भन्नुपर्दा हाम्रो भविष्य उज्ज्वल नै हुने कुरामा उहाँद्वारा प्राप्त ज्ञानबाट हामी विश्वस्त छौं । मलाई सुरुमा गणित भन्ने विषय अति नै कठिन लाग्थ्यो । म यस विषयमा धेरै राम्रो पनि थिइनँ । जब मलाई विदूषी गुरुआमाले पढाउन थाल्नु भयो , मलाई जीवनमा सबैभन्दा कठिन लाग्ने विषय पनि सजिलो र सरल लाग्न थाल्यो । उहाँले प्रदान गर्ने गणितका विभिन्न सूत्रहरु अति सरल र रोचक थिए ,जसले गर्दा मलाई पढ्दा र अभ्यास गर्दा पनि सिकूँ-सिकूँ जस्तो लाग्थ्यो । अरु विषय पढ्न अल्छी लागे पनि गणित भन्ने बित्तिकै मन नै प्रफुल्लित भएर आउने गर्थ्यो , जसको श्रेय विदूषी गुरुआमालाई जान्छ ।

वास्तवमा भन्नुपर्दा विदूषी गुरुआमा सबैको आदर्शको पात्र हुनुहुन्थ्यो । उहाँसँग पढाउने भिन्न खालको तरिका थियो । उहाँसँग सबै विद्यार्थीलाई स्तरअनुसार समेट्न सक्ने खुबी थियो । सबैलाई समान व्यवहार गरी उहाँले शिक्षा प्रदान गर्नुहुन्थ्यो । त्यसैले हामीहरु आफूलाई भाग्यमानी ठान्दछौं ,किनकि हामीले विदूषी गुरुआमा जस्तो व्यक्तिलाई गुरुको रुपमा आदर्शवान् अभिभावक पाएका थियौं ।

अन्तिममा भन्नुपर्दा उहाँ जस्तै, हाम्रो विद्यालयमा धेरै गुरुहरु हुनुहुन्छ, जसको मिहेनत र लगनशीलताले गर्दा नै शिक्षा क्षेत्रमा हाम्रो विद्यालय एक उत्कृष्ट विद्यालयको रुपमा चिनिएको छ । यस्तो विद्यालयको एक अनुशासित विद्यार्थी हुँ भन्न पाउँदा म आफूलाई धेरै भाग्यमानी भएको ठान्दछु । अहिलेको आफ्नो पहिचानलाई कायम राख्दै विद्यालयले भविष्यमा उत्तरोत्तर प्राप्ति गर्दै जाओस् भन्ने कामना गर्दछु ।



नेपालका सुन्दरता

संगिता जि.सी, १२ विज्ञान सङ्काय

चार जात छतीस वर्ण नेपालका जन
जतातै हरियाली छ है देशको धन ।

हिमाल पहाड तराईमा विभाजित यो देश,
दौरा, सुरुवाल, ढाका टोपी नेपालीको भेष ।

भरभर भर्ने भरनाहरु, खोला बग्छन् कलकल
हिमालको सौन्दर्यता, फलमलाउँछ फलमल ।

लडाइँमा बारुद पड्काउँदा खुकुरी भो निशानी
धर्तीसँग लडिबुडी पसिना बगाउने किसानी ।

विश्वमा चिनिँदै आयो नेपाल दोस्रो धनी
जलमा

संसार देखाउने सगरमाथा चिनियो
आँखीझ्यालमा ।

नेपालीले मनाउने रीतिरिवाज चालचलन
संस्कृतिमा धनी नेपाल यहीँ खुसीको महल ।

स्वर्गभन्दा प्यारो लाग्छ प्रिय जन्मभूमि
कहिल्यै पनि नबिसिन् आफ्नो कर्मभूमि ।

चुटकिला



श्याम : राम तिमीलाई पौडी खेलन आउँछ ?

राम : अहँ, आउँदैन ।

श्याम : (खिसि उडाउँदै) कुकुरलाई त पौडी
खेलन आउँछ ।

राम : तिमीलाई चाहिँ पौडी खेलन आउँछ
त ?

श्याम : (गमक्क फुल्दै) आउँछ ।

राम : त्यसो भए तिमी र कुकुरमा के फरक
भयो त ?

सोच



यदि म मुख्यमन्त्री भएको भए

क्रिश् अर्याल, १० 'घ'

नेपालको संविधान २०७२ ले सङ्घीय लोकतान्त्रिक गणतन्त्र संस्थागत गरेको छ । जसअनुसार केन्द्र, प्रदेश र स्थानीय तह गरी तीन तहको शासकीय संरचना लागु भएको छ । संविधानमा जम्मा सातवटा प्रदेश सरकारको व्यवस्था गरी सातवटा मुख्यमन्त्री रहने प्रावधान रहेको छ ।

यसै संविधानअनुसार यदि म बदलिँदो राजनीतिक परिस्थिति अनुसार कुनै एउटा प्रदेशको मुख्यमन्त्री भएको भए, म विभिन्न प्रकारका विकासका कार्यहरूलाई प्राथमिकता दिने थिएँ । त्यसमा पनि पहिलो प्राथमिकता शिक्षा हुने थियो । शिक्षित जनशक्ति नभएसम्म देश विकासका खोक्रा नाराहरू अव्यावहारिक प्रमाणित हुन्छन् । शिक्षाको पहुँच दुर्गम र ग्रामीण क्षेत्रका मानिसमा नपुगुन्जेल पूर्ण साक्षरता अर्थहीन हुन्छ ।

त्यसैगरी स्वास्थ्य क्षेत्रको विकास मेरो अर्को प्राथमिकता हुने थियो । मानिसहरू स्वस्थ भए भने सक्षम जनशक्ति उत्पादन हुन्छ । यदि मानिसहरू स्वस्थ भए भने उनीहरूले आफ्नो काम ध्यान दिएर गर्छन् र देश विकासका कार्यहरूमा मद्दत गर्छन् । देश विकासको लागि शिक्षा र स्वास्थ्य क्षेत्रको उन्नति र विकासको गहिरो सम्बन्ध हुन्छ । त्यसैगरी कृषि तथा सञ्चार क्षेत्रको विकास र आर्थिक स्वावलम्बन पनि महत्वपूर्ण पक्षहरू हुन् र त्यसको लागि मैले दीर्घकालीन योजना बनाएर दिगो विकासका लागि जोड दिने थिएँ । यातायात कुनै पनि देशको विकासका लागि मेरुदण्ड हो । यातायातको विकासले एक ठाउँको सेवा तथा सुविधालाई सजिलै अर्को ठाउँमा

पुर्‍याउन सकिन्छ । मानिसको सोच्ने क्षमतामा बृद्धि हुन्छ र उनीहरू स्वावलम्बी भएर विभिन्न प्रकारका रोजगारमूलक कामहरू गरेर आम्दानी बृद्धि गर्छन् ।

कालोबजारी र भ्रष्टाचारीप्रति म निकै आक्रामक भई कार्यसम्पादन गर्ने थिएँ । सुशासनको आभाष नभएसम्म देश विकास सम्भव छैन । लामो समयदेखि रहि आएको भ्रष्टाचारी संस्कारलाई म जैरेदेखि उखेलेर फाली दिने थिएँ । मानिसलाई प्राविधिक तालिम प्रदान गर्ने व्यवस्था मिलाउने थिएँ । यहाँका मानिसलाई रोजगारीको अवसर दिएर वैदेशिक रोजगारी रोक्ने थिएँ । यहाँ शिक्षा आर्जन गर्नका लागि विश्वविद्यालय, कलेज, स्कुलहरू स्थापना गर्न पहल गर्ने थिएँ । शिक्षा क्षेत्रमा वैज्ञानिक प्रविधिहरू राखेर उत्कृष्ट कामहरू गर्ने थिएँ । यसरी म जनताहरूलाई विदेश पलायन हुनबाट रोक्ने थिएँ । प्रदेशका स्रोत र साधनलाई विकेन्द्रीकरण गर्न केन्द्रीय सरकारसँग सहयोग मागेर प्रदेश विकासमा सेवा पुर्‍याउने थिएँ ।

म एक मुख्यमन्त्रीको हैसियतले मैले प्रतिबद्ध गरेका सबै कामहरू पूरा गर्नेथिएँ । मेरो क्षेत्रका जनताको जीवनस्तर उकास्न, गरिबी उन्मूलन गर्ने थिएँ । कृषि तथा वातावरणीय सुधार र प्राकृतिक सुन्दरता जगेर्ना गरी पर्यटकीय क्षेत्रको विकास गर्नु मेरो प्रमुख दायित्व हुने थियो । नेपालका प्राकृतिक सम्पदाहरूलाई संरक्षण र कला संस्कृतिलाई अभिवृद्धि गर्ने थिएँ । यसरी म एक असल, इमानदार र प्रेरणादायी मुख्यमन्त्री हुने थिएँ ।

कविता

छोरीको आग्रह

रिमा के.सी., प्रशासकीय कर्मचारी



आमा मलाई डर लाग्छ
यो 'डेथ भिलेज'को सानो भुपडीसँग ।
त्यो मेरो 'ड्रिम सिटी'मा ओहोरदोहोर
मेट्रो बस, 'लिफ्ट रुम' र 'एटिएम रुम' सँग ।
पात खसेको सुनिने एकान्तदेखि त भनै डर लाग्छ ।

बरु म सर्पसँग डराउँदिनँ
रेस्लिङ खेलछु भैं लाग्छ बाघसँग,
राप्ती नदीको उर्लंदो भेलको मुहार लोपारी दिन्छु पोडेर
तर तिम्ले घरमा एकलै छोडी मेला जाँदा
पल्लाघरे हजुरबा आँखाले इशारा गर्छन्
पसले अड्कल चाउचाउ र क्याटवरी दिँदै हात समाउँछन्
मलाई डर लाग्छ ।

एकटक निलुँलाभैं हेरिरहने
दाजुको साथीको राता आँखासँग आत्तिन्छु
ट्युसन् टिचरले ल्यापटप भैं काखमा राखेर
जबर्जस्ती गाला मुसारेको धीन लाग्छ
ठुलो पानी बर्सदा पनि सातो जान्छ मेरो
बादलको गर्जन सुन्दा काँप्छु म
मेरो साथीको काँपेको चीत्कार सुनेर
रातभर निदाउन सकिदैन
सर्पले भ्यागुतो निलेको देख्दा
शरीरभरि काँडा उम्रिन्छन् मेरा ।
मलाई एकलै छाडी कतै नजाऊ आमा
मेरो लागि सबैभन्दा ठुलो सुरक्षा तिम्रै अँगालो हो
मलाई डर लाग्छ ।

आमा मलाई डर लाग्छ
तिमी मेरो आत्मशक्ति
म यो डरलाई लखेट्न चाहन्छु भित्रदेखि
मलाई आगो हुन सिकाऊ आमा
मेरो कोमलता कुल्चिनेलाई खरानी बनाउन सकूँ
मलाई हुरी बन्न सिकाऊ
मेरो अस्तित्व पुर्न खोज्नेलाई
नामोनिशान मेटिनेगरी उडाउन सकूँ
मलाई प्रलयको बाढी हुन सिकाऊ ।
मेरो निर्दोषिता डाइनोसोरले भैं निल्न खोज्नेलाई
'हेल्'मा लापता पारिदिऊँ ।

फिफा विश्व कप (२०७५)

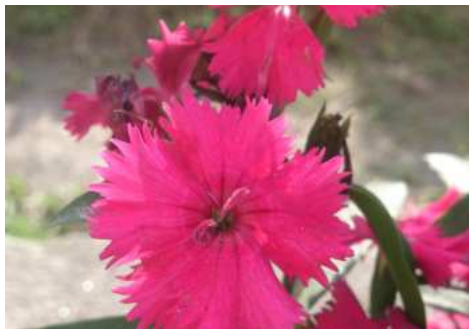
प्रसुन थापा, ९ 'ग'

खेलकुद एउटा मान्छेको जीवनमा ज्यादै नै महत्वपूर्ण हुन्छ । खेलकुदले मान्छेको शरीर र मन दुवै स्वस्थ राख्न सहयोग गर्छ । यदि हामी नियमित रूपमा खेलकुदमा सहभागी भयौं भने हाम्रो शरीर फुर्तिलो हुनुका साथै निरोगी पनि हुन्छ । खेलकुदले देशहरूबीच पनि मित्रता बढाउँछ । खेलकुदले अहिले त देशहरूबीचको दुरीलाई पनि नजिक पारेको छ । त्यस्तै थुप्रै खेलहरूमध्ये फुटबल पनि महत्वपूर्ण खेल हो । यो घरभन्दा बाहिर वा एउटा चौरमा मात्र खेल्न मिल्ने भएकोले यसलाई बाहिरी खेल पनि भन्न मिल्छ ।

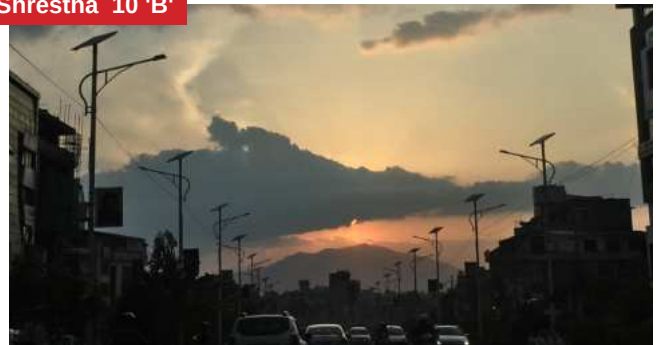
फुटबल एउटा अन्तर्राष्ट्रिय खेल पनि हो । यसलाई गाउँ घरमा 'भकुन्डो' भन्छन् । यसमा एक टिमबाट ११ जना खेल्नेहरू हुन्छन् र अरू बस्छन् । अहिले त फुटबल हरेक देशमा खेल्नेछ । यस खेललाई पैतालीस पैतालीस मिनेट गरेर दुई चरणमा खेल्नेछ । फुटबल खेल्दा खुट्टाका मांसपेशीको निकै कसरत हुन्छ । फुटबलमा पनि विश्व कप छ । यो विश्व कप सन् १९३० मा सुरु भएको हो र यो चार चार वर्षमा खेल्नेछ । यस विश्व कपको उपाधी सबैभन्दा धेरै ब्राजिल देशले हात पारेको छ । सन् २०१४ को विश्व कपको विजेता जर्मनी थियो । विश्व कपमा ३२ देशहरू सहभागी हुन्छन् । यस विश्व कपमा ब्राजिलले पाँच चोटी विश्व कपको उपाधी जितेको छ, जर्मनी र इटाली चार चार चोटी विजेता भएका छन्, अर्जेन्टिना र फ्रान्स, २ चोटी स्पेन र बेलायत एक एक चोटी विजेता भएका छन् भने पहिलो विश्व कप आयोजक राष्ट्र उरुग्वेले पनि दुई पटक विश्व कप जितेको थियो ।

विश्व कपले सबै देशलाई एक बनाउँछ । यस्तो खेलबाट खेलाडीमा मित्रताको भावना, अनुशासन, सीप, अभ्यास आदि कुराको विकास हुन्छ, तन्दुरुस्त बनाउँछ । संसारमा खेलाडी र देशको नाम चम्कन्छ । यस पटकको विश्व कप सन् २०१८ जुन १४ (वि.सं. २०७५ जेठ ३१) गते रसियामा सुरु भई असार ३१ गते सम्पन्न भयो । एसियाबाट ४ वटा देश (अष्ट्रेलिया महादेशलाई पनि एसिया महादेशबाटै प्रतिनिधित्व गराइएको थियो) ले खेलमा भाग लिए । यो फुटबल खेलको महाकूम्भ हो । विगतका चर्चित खेलाडी मेस्सी, रोनाल्डो, नेयमार आदि खेलाडीहरूबाट फुटबल प्रेमीहरूले यसपटक पनि धेरै अपेक्षा गरेका थिए । तर यी खेलाडीले खेल्ने देशबाट विगतमा भैं खेलप्रेमीहरूले उत्कृष्ट खेल देख्न पाएनन् । यी खेलाडीले खेल्ने देशहरू यसपटक विश्वकपको फाइनलमै पुगेनन् । यसपटक केही नयाँ विश्व कीर्तिमान पनि कायम भए । सन् २०१८ को विश्वकप विजेता फ्रान्स बन्न सफल भयो भने कसैले नसोचेको देश क्रोएसिया यसपटक उप विजेता बन्न पुग्यो । यो पटक बेल्जियमले विश्वकपमा तेस्रो स्थान ओगट्न सफल भयो । यसपटकको खेलमा, कम उमेरका उत्कृष्ट खेलाडीमा फ्रान्सका केइलन एम्बाण्पे, गोल्डेन बूट विजेतामा इङ्लैण्डका हेरिकेन, गोल्डेन बल विजेता क्रोएसियाका खेलाडी लुका मोड्रिक थिए भने अनुशासनपूर्ण खेल प्रदर्शन गर्ने देशमा स्पेन थियो । यसपटक विश्व कप खेल सुरु हुनु अघि पहिलोपटक सडक बालबालिकाहरू पनि सहभागी भए । विद्या संस्कार स्कूलका खेल विभागीय प्रमुख श्री राजन न्यौपाने पनि फुटबल प्रशिक्षकका रूपमा सो प्रतियोगितामा नेपालको तर्फबाट सहभागी हुनुभएको थियो । यो हाम्रो देशको लागि गौरवको विषय पनि हो ।

MY SNAPS

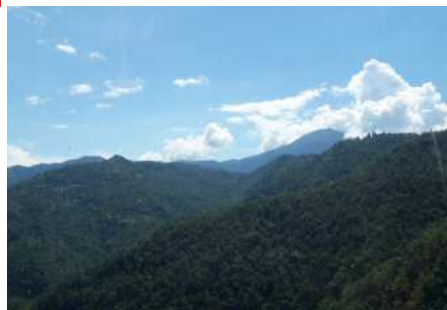
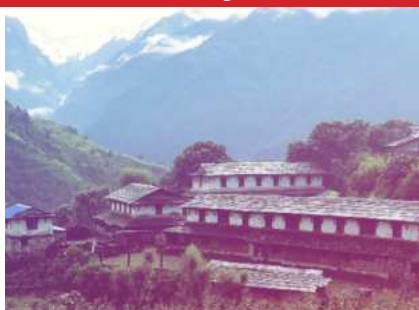


Bigyan Kumar Shrestha 10 'B'



MY SNAPS

Reshma Gurung, Admin. Staff



Pratiksha Shrestha, Teacher



STUDENTS' ARTWORK



Arina Arti Singkh, 5 'A'



Aryan Adhikari, 5 'E'



Asin Crystal Rana, 5 'C'



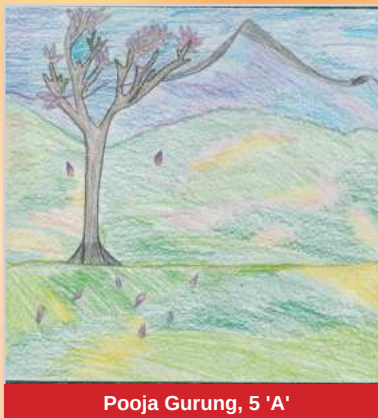
Devashish Basnet, 5 'B'



Nirveek Thapa, 5 'C'



Ishan Karki, 7 'D'



Pooja Gurung, 5 'A'



Pragya Basnet, 5 'C'



Sanskriti Sapkota, 5 'E'



Dakshyata Rayamajhi, 8 'E'

STUDENTS' ARTWORK



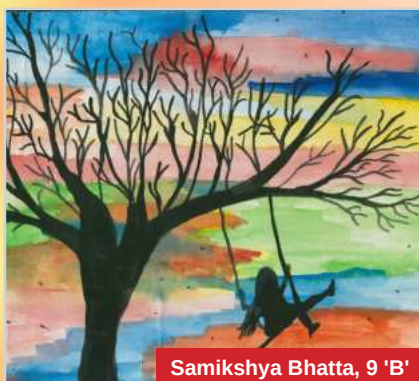
Bishal Raj Mandal, 10 'C'



Abhinandana Chand, 10 'A'



Samikshya Bhatta, 9 'B'



Samikshya Bhatta, 9 'B'



Samikshya Bhatta, 9 'B'



Rahul Balami, 10 'D'



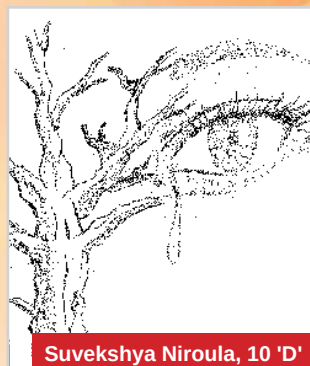
Loozah Shrestha, 9 'B'



Misan Parajuli, 9 'C'



Preeti Mainali, 9 'A'



Suvekshya Niroula, 10 'D'



Sampanna Ghimire, 9 'B'



Arthava Koirala, 8 'C'



Atharva Koirala, 8 'C'



Yogesh Gupta, 8 'B'



Anugya Ojha, 7 'E'



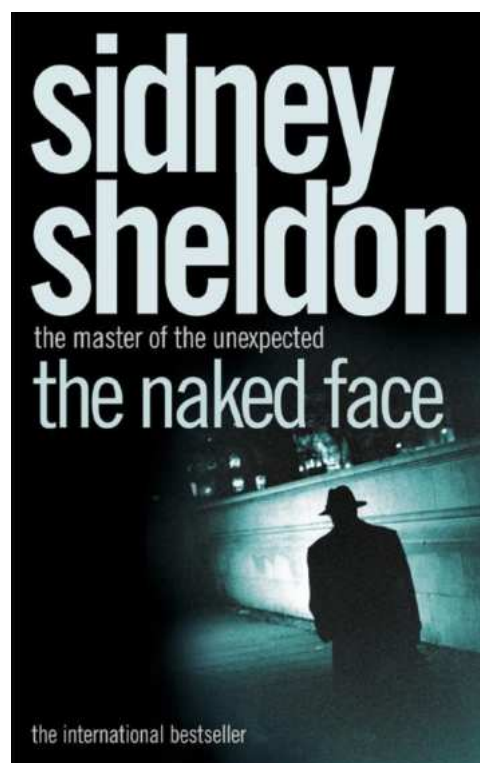
Reshika Adhikari, 7 'B'

Sidney Sheldon

The Naked Face

Adeeti Ghimire, A2 Level

*"They all crossed into forbidden territory.
They all tampered with the laws that
lay down who should be loved and how. And how much."*



THE PLOT

The Naked Face is a fast pace psychological action thriller with twists here and there. The plot revolves around Dr. Judd Stevens who is a caring and successful Manhattan psychoanalyst facing a horrific prospect; someone is trying to kill him. In this game of cat and mouse, Dr. Judd finds it very difficult to trust anyone. There can only be one survivor and if Judd wishes to survive, he must play this bitter game.

MY THOUGHTS

The Naked Face is an incredible novel published by the author Sidney Sheldon. The story is told in a very compelling way and truly

is a page turner. The naked face consists of very simple way of writing devoid of complicated and complex words similar to other novels of the writer. This makes it easy for beginners to enjoy the novel to the fullest also making them familiar with the writing pattern of the author. The story is written in such a way that it helps you know the basic human nature, the masks that people cover themselves with to hide their true naked face.

This book, being his first, seriously lacks the amount of detail seen in his later published novels. The secondary character of the book could also be given more roles to make the book more detailed. The book consists of some racist and homophobic content which may

offend some people but seeing the time in which the book was published, i.e. 1970, the author was able to capture the true perspective of the society and the adversity faced by those people. For a first novel, Sidney Sheldon has created a really addictive 'I-can't-put-this-book-down' novel. No wonder he is one of the masters of story tellers.

FAVORITE QUOTE

"Civilization was a thin, dangerously fragile veneer, and when that veneer cracked, man became one of the beasts again, falling back into the slime of the primeval abyss he prided himself on having climbed up from."





Multiplex Partner



Vishaal Nityanand Films

a film dedicated to
Global Dementia Challenge

Life flows on..

a vishaal nityanand film



TATA TRUSTS

SIR DORABJI TATA TRUST - SIR RATAN TATA TRUST
JAMNABAI TATA TRUST - N.R. TATA TRUST - J.K. TATA TRUST



FILM REVIEW

Life flows on

Praveen Thapa, AS Level

Name of film : **Life flows on**
Director : Vishaal Nityanand
Producers : Vikas Batra
Vishaal Nityanand
Sanjeev Sroha

Starring : Tom Alter , Allegra Dunn, Astri Ghosh, Shweta Bhatt,
Dr. Satyabrata Raut, Michael Dieter.
Genre : Drama
Duration : 106 minutes
Language : English

'Life flows on' is an English - Indian language drama film dedicated to Global Dementia challenge and Elderly care. This story portrays the emotional and psychological journey of Emma (Allegra Dunn) whose mother (Astri Ghosh) is progressively degenerating with the onset of Alzheimer's disease. This story has three dementia patients life. Emma and her mother lost Tom(Emma's father) a year before and her mother starts losing her memory. She goes to the capital for her mother's check-up and Emma finds that her mother is suffering from Alzheimer. When she struggles to find

care center for dementia patients, she finds that there are no active support system and infrastructure to deal with such challenges for the elderly.

Emma like her father starts to work to aware locals about Alzheimer and dementia while her mother's condition is worsening day by day. Emma later finds out that the doctor curing her mother also suffered from dementia. She started looking for him and brought him to her home and took care of both her mother and the doctor.

The film provides a brief description

about dementia and its causes and symptoms. It could have been a much better film if they could show how to care of such patients and what further actions were taken by the government for the problem. In spite of these weaknesses of the film it was successful in conveying the main motive of the film and kept the audience attached to the story throughout the film.

It is a must watch movie specially for children like us.



DEBATE FEST



CDF 18 was organized by the organizing committee of A2 students in collaboration of Debate Network Nepal (DNN). This event was a 4 days long event that was held on 11th, 12th, 13th and 14th July. The events of first three consecutive days were held in our college premise whereas the finale of the debate was held on 14th July, at Nepali Chulo, Lazimpat.

DOTA 2

DOTA 2 was the event hosted by Apex College from July 10th-13th, 2018 for all the Dota 2 game players. The students who took part in the competition were able to reach the second round in the event. We would like to appreciate their participation and wish them all the best for other upcoming events.



EXTRAVAGANZA



This event is organized every year by the college and prefect council for our

final year students of A-Level and Plus 2. Extravaganza 018 was held on 28th, 29th and 30th June. The first and second days of the event took place in our college where students involved themselves in varieties of games. The final day event was held on 30th June, at Jungle Resort, Dhulikhel.



INTERACT GORKHA PROJECT

It is the project undertaken by the Chelsea Interact club. The aim of the project is to facilitate the underprivileged students of rural areas. The motive of the project was to provide audio-visual measures of learning techniques to the students of Shri Bhadrakali Secondary School, Gorkha. The approach of fund raising was through donations from various institutions and conducting fundraising events.



VIRINCHI INTER-COLLEGE FUTSAL TOURNAMENT

The VIRINCHI Inter-college Futsal tournament was held on 22nd July, where our +2 Futsal team participated in the tournament. The team was able to reach the quarter-finals in the tournament. We would really like to appreciate the entire team for their participation and effort put forth in the tournament.



GLOCAL INTERNATIONAL TEEN CONFERENCE

GITC 2018 was conducted on 1st September, 2018 in Soaltee Crowne Plaza, Kalimati, Kathmandu. Ms. Swechha Karn, Ms. Samraggy Poudyal, Ms. Subhikshya Malla, Ms. Stuti Regmi and Master Kaustubh Basnet participated in the event. The conference included three panel discussions viz. Entrepreneurial Panel Discussion where youths from nine different nations shared their views on sustainable development goals.



LIVE SONG PERFORMANCE

A group of 12 students from grade VIII and IX from our school performed a song 'Pankha Fijai' in the 4th Glocal Teen Hero Contest 2018 on 1st September, 2018. The event organized by Glocal Pvt. Ltd. in Soaltee Crowne Plaza, Kathmandu was live telecasted by Avenues Channel. 'Pankha Fijai' was the thematic song of the "Glocal Teen Hero" which inspires young minds to set high aims and try something new everyday to achieve their goal.





INTER SCHOOL FOOTBALL TOURNAMENT



Our senior boys' football team participated in the 17th Inter School SAMB Running Football Tournament held on 27th Baishak, 2075. Our school played three league games each with GEMS, EPS and Himalayan School. Though our boys put up a spirited team work, they lost the match played with GEMS School and EPS School where as Himalayan school gave a walk over.

ST. XAVIER SENIOR GIRLS' FOOTBALL TOURNAMENT

Our senior girls' football team had participated in the Inter School Senior Girls' Football Tournament organized by St. Xavier School, Jawalakhel. The event was held on 2nd Ashar, 2075. Our School advanced to the quarter final as group runners-up but lost with KUHS school in the quarter final.



TOFFICHHO INTER SCHOOL FUTSAL

Our School U-12 boys' futsal team had participated in the Inter School U-12 Boys' Futsal Tournament organized by Surya Nepal Pvt. Ltd. The event was held from 5th to 7th Ashar 2075. Our

school proceeded to the quarter finals as the group runners-up and won the quarter final match which was played against Pushpa Batika School with a score of 1:0. Master Atharva Koirala from our school was adjudged the man of the match in the quarter final game. Despite a wonderful game in the semi finals by our boys, our school lost against Rajshree Gurukul School. Better luck next time boys.....



FUTSAL

Youth Legend Organization on 19th Jestha 2075 had organized an Inter School Futsal Tournament at Bhatbhateni Futsal Arena, Chuchepati. In the tournament, our school boys' team lost in the 1st game played against Bright Future Academy. The 2nd game played against Shree Guwashwori School ended in a draw which ended the hope for our boys to proceed to the quarter finals.



SWIMMING COMPETITION

After the school swimming session of this session ended, the Inter House swimming competition for both boys and girls was held on 25th Ashar, 2075. A total of 48 students participated from Class 5 & 6 (junior category), Class 7 &

8 (middle school category) and 9 & 10 (senior category).



The list of winners in Junior Level boys & girls .

Boys	Position	House
Samuel Mahaju	1 st	Sapphire
Bedanga Gautam	2 nd	Ruby
Sairus Adhikari	3 rd	Emerald
Girls	Position	House
Riona Singh	1 st	Topaz
Deepika Thapa	2 nd	Sapphire

The list of winners in Middle School (Class 7 & 8) boys & girls.

Boys	Position	House
Bikrant Shah	1 st	Ruby
Sakshyam Malla	2 nd	Topaz
Suhan Shankar	3 rd	Sapphire
Girls	Position	House
Suphin Tamang	1 st	Sapphire
Shelly Guragain	2 nd	Topaz
Khushi Jha	3 rd	Emerald

The list of winners in Senior level (Class 9 & 10) boys & girls.

Boys	Position	House
Dipankar Sharma	1 st	Ruby
Evan Shrestha	2 nd	Emerald
Dikshit Adhikari	3 rd	Sapphire
Girls	Position	House
Adipsha Vaidya	1 st	Ruby
Krishna Shrestha	2 nd	Topaz
Sadikshya Mahaju	3 rd	Emerald

FUTSAL

The 1st Vidhya Sanskar Senior Boys' Inter School Futsal Tournament was held from 20th to 24th Jestha at Baneshwor Futsal and Recreational Arena . A total of 12 teams participated in the event. The final game was played between Loyalty Academy and New Zenith School. Loyalty Academy emerged as the champion of the tournament beating New Zenith school with 3 goals.

Certificates and trophies were awarded for various categories by the Chief Guest - Mr. Sunil Shrestha Nepal U-16 National Football Coach. Winners of the various prizes were:

1. **Highest Scorer :** Keshang Sherpa of Loyalty Academy
2. **Best Goalkeeper:** Amit Kumar Mahato of Rajan Memorial School
3. **Beat Player:** Sarun Shrestha of New Zenith School
4. **Fair Play Team:** Sahara National School
5. **Beat Coach:** Shrawan Lama of Loyalty Academy



LEGACY CONTINUES...

WORLD AND NEPAL TOPPERS FROM CHELSEA

YEAR	NAME OF STUDENTS	AWARD RECEIVED FOR	SUBJECTS
MAY-JUNE 2017	Bishrut Bhattarai	World Top	English Language (AS- Level)
	Bishrut Bhattarai	Top in Nepal	Economics (A- Level)
	Divas Subedi	Top in Nepal	Computer Science (A- Level)
	Bijaya Chandra Luitel	Top in Nepal	Computer Science / Chemistry ((AS- Level)
	Bijaya Chandra Luitel	Best Across 4 AS Levels in Nepal	Science
OCTOBER - NOVEMBER 2016	Prajwal Bhattarai	Top in Nepal	Physics (AS) /General Paper (AS)/ Computer Science (AS)
	Avash Byanjankar	Top in Nepal	Sociology (A)
	Anup Sharma	Top in Nepal	Business (AS)
	Bishrut Bhattarai	Top in Nepal	Mathematics ((AS)
	Prajwal Bhattarai	Best Across 4 AS Levels in Nepal	Science
MAY – JUNE 2016	Shrija Pokharel	High Achievement	Sociology (AS)
OCTOBER - NOVEMBER 2015	Roshan Poudel	Top in Nepal	Physics (A)
	Sanskriti Timseena	World Top	Sociology (A)
	Ruchit Shrestha	Top in Nepal	Computing Science (A)
OCTOBER - NOVEMBER 2014	Roshan Poudel	Top in Nepal	Computing (AS) / Physics (AS)
	Sanskriti Timseena	Top in Nepal	Economics (AS) / Sociology (AS)
	Roshan Poudel	Best Across 4 in AS Levels in Nepal	Science
MAY – JUNE 2014	Sandesh Chapagain	Top in Nepal	Computing (A)
	Himal Shrestha	Top in Nepal	Physics (A)
	Angela Sharma	Top in Nepal	Sociology (A)
	Himal Shrestha	Best Across 3 in A-Levels in Nepal	Science (A)
MAY – JUNE 2013	Sandesh Bhandari	Top in Nepal	Computing (A)
	Himal Shrestha	Top in Nepal	Physics (AS)
	Saurav Bishwokarma	Top in Nepal	Accounting (AS)
	Samriddha M Shrestha	Top in Nepal	Chemistry (AS)
	Sandesh Chapagain	Top in Nepal	Computing (AS)
	Angela Sharma	Top in Nepal	Sociology (AS)
	Kanoon Giri	Top in Nepal	Economics (AS)
	Sandesh Chapagain	Best Across 4 in AS Levels in Nepal	Science
OCTOBER - NOVEMBER 2012	Sandesh Bhandari	Top in Nepal	Mathematics (AS)
	Sandesh Bhandari	Best Across 4 in AS Levels in Nepal	Science
OCTOBER - NOVEMBER 2011	Bardan Bazgain	Top in Nepal	Accounting (AS)
	Krishna Shah	Top in Nepal	Biology (AS)
	Sitamsh Rijal	Top in Nepal	Computing (AS)
	Nisha Suwal	Top in Nepal	Sociology (AS)
	Samip Neupane	Best Across 3 AS Levels in Nepal	Science
	Krishna Shah	Best Across 4 in AS Levels in Nepal	Science
MAY – JUNE 2011	Ujjwol Paudel	Top in Nepal	Accounting (A) / Mathematics (A)
	Utkrist Adhikari	Top in Nepal	Computing (A)
	Ujjwol Paudel	Best Across 3 A-Levels in Nepal	Non- Science
OCTOBER - NOVEMBER 2010	Utkrist Adhikari	Top in Nepal	Computing (AS)
	Ujjwol Paudel	Top in Nepal	Economics (AS) /Accounting (AS) /Mathematics(AS)
	Mukesh Ghimire	Best across 3 AS Level in Nepal	Science
	Ujjwol Paudel	Best across 3 AS Level in Nepal	Non- Science
OCTOBER - NOVEMBER 2008	Manish Jung Thapa	Top in Nepal	Biology (AS)
MAY - JUNE 2008	Abhimanyu Chhetri	World Topper	General Paper
OCTOBER – NOVEMBER 2007	Shobha Limbu	First Place in Nepal	General Paper



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