

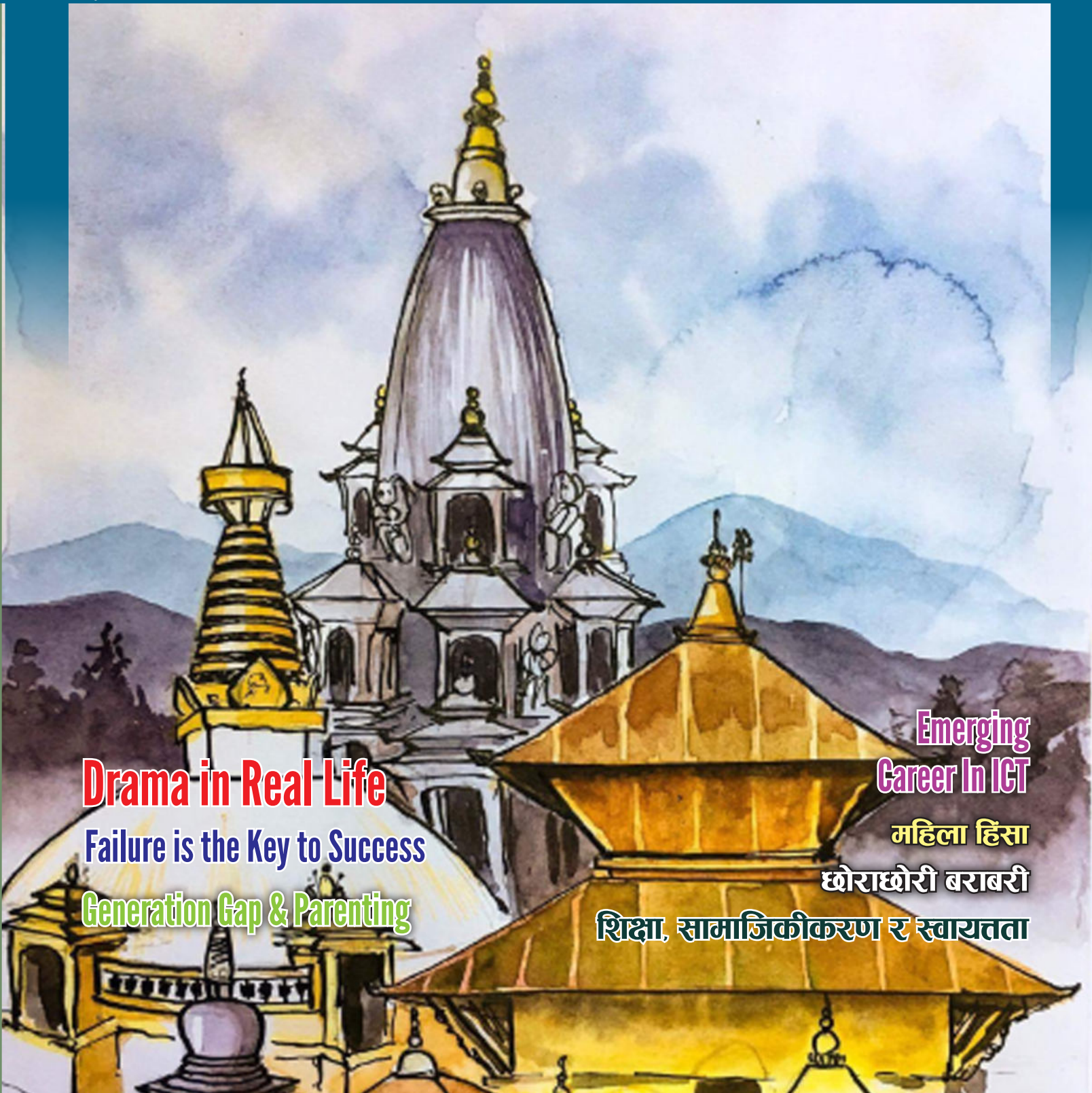
CHELSEA WAVELENGTH

विद्या संस्कार

A Complete Educational Magazine

Sept - Dec 2017

Year 7, Issue 2



Drama in Real Life

Failure is the Key to Success

Generation Gap & Parenting

**Emerging
Career In ICT**

महिला हिंसा

छोराछोरी बराबरी

शिक्षा, सामाजिकीकरण र स्वायत्तता

WE HAVE PROVED

A-Level

सन् २०१४ मे/जुन र अक्टोवर/नोभेम्बरमा
सञ्चालित ए-लेभलको वार्षिक परीक्षामा
नेपालबाट सबैभन्दा बढी र बढा अवार्ड लिन सफल

कारोबार

चेल्सी इन्टरनेसनल अगाडि

20 Feb 2015 Page No. 2

अन्नपूर्ण

चेल्सीलाई ए
लेभलमा नौ अवार्ड

23 Feb 2015, Page No. 2

नागरिक

क्याम्ब्रिजको
९ अवार्ड चेल्सीलाई

23 Feb 2015, Page No. 5

नेपाल
समाचारपत्र

ए लेभलमा चेल्सी उत्कृष्ट

23 Feb 2015, Page No. 2

WORLD
TOPPER
in Sociology
OCT/NOV 2015

Sanskriti Timseena

WE WILL PROVE

+2



चेल्सी इन्टरनेसनल एकेडेमी
प्रा.लि. द्वारा सञ्चालित

विद्या संस्कार

माध्यमिक विद्यालयले

२०७२/०७३ सालबाट

उच्च माध्यमिक शिक्षा

परिषद्बाट सम्बन्धन लिई

विज्ञान र व्यवस्थापन

सङ्कायको पठन पाठन

गराई रहेको छ ।



VIDHYA SANSKAR
SCHOOL

विद्या संस्कार स्कूल

चेल्सी इन्टरनेसनल एकेडेमी प्रा. लि.

लाखेचौर मार्ग, बानेश्वर, काठमाडौं, फोन नं. ०१-४४९२६६२, ४४७२९०२

www.chelseainternational.com.np

CONTENTS

WAVELENGTH

Title	Pg.
Failure is the Key to Success	8
Science and Technology	10
Society and Culture	11
Drama in Real Life	12
Hungary's Dominance in World Football	16
Career for You : ICT	17
Manage Your Stress	19
Personality : Anuradha Koirala	20
Biography	22
A Life in Syria	23
Travel : Journey to Mustang	24
A Journey towards Luminous Nepal	24
Perceptions of Science and Scientific Thought	26
Activities	28
Letter To Prime Minister Sher Bahadur Deuba	30
How to better Understand your Children	32
Achievement	34
Topper's Talk	38
Salute : "The Unstoppable"	39
Ask The Doctor	40
Spread a Smile	36
Salute	37
Ask the Doctor	38
My Most Unforgettable Teacher	42
मेरो चितवन घुमफिर	46
शिक्षा, सामाजिकीकरण र स्वायत्तता	47
काग र कोइली	50
महिला हिंसा	51
विज्ञान र प्रविधि	52
अविस्मरणीय गुरुआमा	53
छोराछोरी बराबरी	54
हाम्रो केशरी दिदी	55
My Snaps	56
Oil And Water Painting	59
Extravaganza	60
Animal Farm (Book Review)	61
Moving (Film Review)	62



11 Society and Culture



How to better Understand your Children 32



20 Personality : Anuradha Koirala



Topper's Talk 38



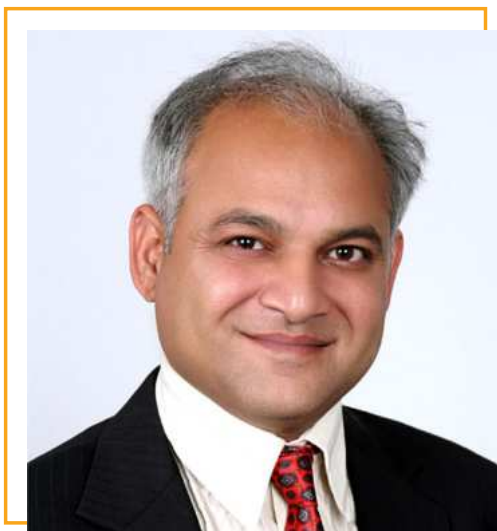
22 Biography



62 Movie Review



52 विज्ञान र प्रविधि



Sudhir K. Jha

*MA in English Literature / M.Phil in Educational Leadership /
A PhD Candidate in Team Leadership, Kathmandu University*

Principal/Founder Director
Vidhya Sanskar School
Chelsea International Academy

Dear all,

I am honored and privileged to welcome the new batch of students to our prestigious School and College. On behalf of the entire School and the College, I would like to welcome all the newcomers to give an opportunity to socialize and know much more about your Institution.

I heartily congratulate all of you for being able to be a part of this Institution. This truly means the first step towards following your dreams and achieving your goals. And since for the coming years you are going to be part of this School and College, we heartily wish that you imbibe the best knowledge and experience from here.

Vidhya Sanskar School operates simultaneously with the aegis of Chelsea International Academy, an A-Levels Institution. We together work as one with the beliefs that each child is unique and can learn in the proper environment with sufficient support. It is the responsibility of Vidhya Sanskar School and Chelsea International family to facilitate all students' growth in education in order to maximize their potential in the real world scenario.

For students, who are away from their respective homes for the first time in the new environment, we assure that all of us are readily available to listen to your problems and help you in tackling

the adaptation syndrome- 'Home Away from Home'.

A child's school family, cannot take the place of the immediate family, but a strong home/school connection is essential for a successful student learning experience. Opportunities for family members to participate in their child's education are provided frequently in the counseling days, the 'Result Day', and the major event days. We insist on our parents to actively get involved in a variety of functions at Vidhya Sanskar School and at Chelsea International Academy.

There are a variety of school-wide opportunities for parents to become involved. The parent teachers meet on the result day of all internal examinations is an example of a day where you can be assured and re-assured about the real status of your respective wards and accordingly find a solution to enhance further in future.

Working together as a team in order to maintain a positive learning environment and facilitate academic growth has been established as a top priority of Vidhya Sanskar School and Chelsea International Academy. It is an expectation that our staff; faculty engages them in best practices in utilization of differentiated strategies to meet the diverse academic needs of the students. With the utilization

of these educational pieces and parental support, Vidhya Sanskar School and Chelsea International Academy proudly takes themselves in maintaining student growth each school year.

At Vidhya Sanskar School and Chelsea International Academy, we believe that it is vital that we not only attend to our students' academic needs, but also towards the development of their work habits and social skills as well. Effectively integrating technology into the instructional process has the potential to positively impact the educational experiences for students at the Vidhya Sanskar School and Chelsea International Academy. The availability of technology and quality resources allows for students to demonstrate creativity and innovation, to communicate and collaborate, to research and evaluate information, and to think critically.

In conclusion, I wish you all a wonderful school year. If I can be of any assistance, please be assured and know that my door is always open. I can be reached at mail@chelseainternational.com.np also. I am honored to serve as your Principal.

Wish you all a Very Happy Dashain, Dipawali and Chhatt Parva.



FROM THE CHIEF EDITOR'S DESK



It has been a whirlwind of a ride bringing this edition of Wavelength out for all of our readers. The amount of articles that have been submitted to us is praiseworthy and serves as an important symbol testifying the tremendous hard work that school students have put in in bringing forth this iteration of the Wavelength.

Likewise, it was humbling to note the tremendous achievements of Chelsea Alumni, with incredible stories of perseverance presented by Krishna and Bishrut. Such laudable commitment by Chelseans serves as an inspiration to the current batch of students studying here and being able to listen to the hardships of our seniors will help us maintain a sense of humility while we study at a place that once housed

those very geniuses.

Furthermore, it was extraordinary to receive insights from superhuman figures in the field of medicine, which served as a testament to the incredible minds that they possess and the amazing service that they have done to the people of our nation. The contributions of leading academics in other fields also added a unique layer of analysis.

People who wrote articles but didn't appear in the iteration of Wavelength need not feel disheartened, as the incredible effort that you guys have put in has been recognized by each and every member of the editorial team.

Lastly, I'd like to thank my fellow editors for their valuable contributions. This edition of Wavelength would not have been possible without your help!

EDITORIAL



Mr. Sudhir Kumar Jha
Principal/Founder Director

ADVISORS:

Mr. Anand Aditya, Ms. Pramita Bista
Mr. Rajesh Adhikari, Mr. Pranai Moktan
Mr. Jeetu Gurung

CHIEF EDITOR:

Bijaya Chandra Luitel (A2-Level)

CO-CHIEF EDITORS

Nilam Dangi (A2-Level)
Upasana Chand "Grade XII"
Simon Adhikari "Grade X"

COLLEGE SECTION:

Pranita Pathak; Rose Singh, Nirmal Prasad Panta, Kamana Adhikari, Prayash Tiwari, Pasa Bhui, Sneha Shree Sapkota, Praveen Kumar Thapa, Kripananda Jha

SCHOOL SECTION:

Shreyan Parajuli, Aavash Budhathoki, Aastha Pokharel, Prachi Pokharel, Swechha Karn, Sophiya Shrestha, Akshyata Pradhan, Kunjan Aryal, Samyam Pyakurel

FACULTY:

Mr. Rishav Dev Khanal,
Ms. Usha Tripathi, Ms. Bhawani Khadka,
Ms. Veena Chaurasia, Ms. Kopila Thapaliya, Ms. Sushila Bhandari,
Ms. Pratikshya Shrestha,
Ms. Sangeeta Bajracharya,
Mr. Ganesh Ojha

TECHNICAL SUPPORT:

Ms. Shristi Shakya
Ms. Asmita Maharjan
Ms. Reshma Gurung
Ms. Rima K.C.

PHOTOGRAPH:

Creative Composition The Studio

LAYOUT DESIGN:

Abritti Media

FRONT COVER:

Mr. Sanjeet Maharjan
(Lecturer of Art & Design - A - Levels)

BACK COVER:

Bhusan Kumar Rana (A2 Level)

For further information, please contact:

Chelsea International Academy
(GCE A Level College)

Vidhya Sanskar School
(Pre-School to +2)

P.O. Box: 25201, Lakhechaur Marg,
Mid-Baneshwor, Kathmandu, Nepal
Tel.: 4472902, 4499662, 4483212
Fax: 4491753

Email: mail@chelseainternational.com.np
Web: www.chelseainternational.com.np



PRIZE DISTRIBUTION/INVESTITURE CEREMONY



The Prize Distribution for the Annual Examination 2073 and the Investiture Ceremony for the Academic Session 2074 were held on 24th Baishak, 2074. The program was attended by the Principal/Founder Director - Mr. Sudhir K. Jha, member of the Board of Directors - Mr. Suresh Adhikari, teachers and students.

The Captains and the Vice Captains were honoured with their badges by the Principal/Founder Director - Mr. Sudhir K. Jha.

Mr. Suresh Adhikari - Board of Director handed over the prizes to Class Toppers of the Annual Examination 2073.

INTER SCHOOL GIRLS' FOOTBALL TOURNAMENT



Vidhya Sanskar School Girls football team participated in the Fr. Niesen Inter School 6-A side Girls' Football Tournament. The tournament was organized by St. Xavier's School, Jawalakhel on 17th June, 2017 (3rd Ashar, 2074). Our girls showed great skill and determination and were able to proceed to the quarter finals as the

group winner but didn't proceed to the semis.

The team comprised of: Ms. Ishika Koirala (X) - Team Captain, Ms. Asmi Adhikari (VI), Ms. Nayan BK (VII), Ms. Aayusha Mishra (X), Ms. Jasmin Adhikari (VIII), Ms. Chahana Dahal (X), Ms. Christina Awal (X), Ms. Shreya Bhatta (X), Ms. Pratistha Bhattarai (X) and Ms. Suprima Pandey (X).

INTER SCHOOL SAMV FOOTBALL TOURNAMENT

Vidhya Sanskar Senior School Boys Football team participated in the 16th Inter School Sainik Awashaya Madhyamik Vidhyalaya, Bhaktapur which was held from 14th to 16th Jestha, 2074. Though the boys showed a good team work and coordination they could not proceed to the second round. No worries, boys!

INTER SCHOOL INDOOR CRICKET TOURNAMENT

The school senior boy's cricket team took part in the Micromax Inter School Indoor Cricket Tournament on 15th and 17th Jestha, 2074. The boys won one of the match from the three games played in the group stage. Master Shuvam Gautam (IX) was adjudged Man of the Match in the game that our school won.

FRIENDLY CRICKET MATCH

A friendly cricket match was played on 11th Jestha, 2074 between Vidhya Sanskar School and Nobel Academy. The 1st game was won by Nobel Academy by 1 wicket and the 2nd friendly was won by our boys by 4 wickets.

INTER SCHOOL KATHMANDU DISTRICT FUTSAL TOURNAMENT

Vidhya Sanskar School boys Futsal team participated in the Kathmandu District knock-out Futsal Tournament on 28th Jestha, 2074. The event was organized by Kathmandu District Level Child Club Network and the games were played in Xcel Futsal arena, Baluwatar, Kathmandu. The boys could not proceed to the 2nd round

though they won 1 game out of the two matches in the preliminary round.

1ST INTER SCHOOL QUIZ COMPETITION

NPABSAN, Kathmandu District had organized the 1st Inter School Quiz competition from 8th to 10th Ashar, 2074. A total of 65 schools participated in the event held at Ankur Vidhya Ashram, Pingalsthan, Gaushala, Kathmandu. Our school advanced till the semi finals.

INTER SCHOOL KNOCK-OUT FUTSAL TOURNAMENT

The senior boys futsal team of our school participated in the Inter School Knock-out futsal tournament organized by Leo Club of Chabahil, Kathmandu on 6th Shrawan. The boys were great



winning the 1st game but lost the 2nd match. The event was held at the Bhatbateni Futsal Arena, Chuchhepati. A total of 16 schools took part in the event.

A WORKSHOP ON ENTREPRENEURSHIP AND SELF-COMPETENCY

30 students of Vidhya Sanskar School participated in a workshop on 'Entrepreneurship and self competency' which was conducted by Glocal Pvt. Ltd. The objective of the workshop was to develop self-competent and entrepreneurial mindset among the students of secondary level. It also aimed to develop various skills, such as - critical thinking, leadership, effective presentation and interaction, etc. in the students. The workshop was conducted for two days (30th – 31st May, 2017).

YOUTH CONCLAVE 2017



Swechha Karn of Grade IX represented the school in the Nepal-Bangladesh Youth Conclave 2017 on 9th to 11th June 2017. She received a certificate and a token as recognition for her successful participation. The event was attended by the Vice President of Nepal - Rt. Hon. Nanda Bahadur Pun and the Bangladesh Ambassador to Nepal - Her Excellency Mrs. Mashfee Binte Shams.

WORKSHOP ON WIRELESS ROBOTICS



Vidhya Sanskar School, 23rd June, 2017: 74 students of grade IX, participated in a workshop on 'Wireless Robotics' which was conducted by 'Robotics Nepal. Com' and 'Seven genie' on 21st June, 2017. Er. Rajesh K. Shah, the Chief Technical Officer and Er. Krishna Pokharel, the executive officer of Robotics Nepal.com facilitated the program. The objective of the workshop was to teach the new generation about modern technology and the ways to make a wireless robot using electrical and mechanical appliances. Students learnt different skills: like soldering, connecting wires, creating the wireless remote etc. In fact, the workshop was very informative and impressive experience for the students.

ELT WORKSHOP



A one day workshop on English Language Teaching on the initiative of Vidhya Sanskar School was conducted on 7th Shrawan in the school premises. The workshop was attended by 47 teachers from our school and from various other schools of the valley. The workshop was conducted by Ms. Gayatri Khanna, the facilitator from Oxford University Press, India on different aspects of teaching and learning English Language. All the participants were provided certificates for attending the training.

INTER HOUSE TALK SHOW



An Inter House Talk Show was conducted in Nepali and English on 14th Bhadra by the English and Nepali Department HOD and teachers. The event saw participation of students from Grade IX and X. In the Talk Show in English on the topic - "Euthanasia", Saiman Adhikari (Grade X) secured the 1st position, Animesh Baral (Grade X) and Jagriti Juitel (Grade X) secured the 2nd position and Swechha Karn (Grade IX) secured the 3rd position.

In the Talk Show in Nepali on the topic - "Brain drain", Ashutosh Lohani (Grade X) secured the 1st position, Aavash Budathoki (Grade X) secured the 2nd position and Arjun Poudel (Grade IX) secured the 3rd position.

INTRA COLLEGE FUTSAL TOURNAMENT

Chelsea International Academy successfully organized Intra-College Futsal tournament 2017 on August 25. 8 boys' and 2 girls' teams participated in the tournament. The Comeback Kings of boys group won the tournament by



defeating the team 'Volleyball Khiladi' by 3-2. Fayez Hoda was the top scorer of the tournament with 13 goals. Hariom Sharma was the player of the tournament. The Hostel Team won from girls group by defeating Team 2 by 5-1.

WELCOME PROGRAMME



The A2 level students and Class 12 students organized the welcome programme collaboratively for AS and Class 11 freshers on September 1, 2017. The Guidance Counselor, Mr Rishav Dev Khanal officially welcomed the freshers. A-Levels Program Director, Mr Rajesh Adhikari presented his welcome speech. The Founder Director/Principal - Mr Sudhir Kumar Jha mentioned that the most important asset of Chelsea is 'culture' and congratulated and thanked the newcomers for being a part of Chelsea family. Sanjeev Maharjan was named Mr. Fresher and Diya Mandal was named the Ms. Fresher.

CHELSEA FOOD FEST

"CHELSEA FOOD FEST: treat yourself to serve" was the first ever food fest organized within the college premises. With the collaborated effort of the Social Service Club, the Prefect's Council, other student's Clubs of the CIA and students from Class 11 and 12, there were about 200 participants in the fest. There were 12 stalls of both food and games. The food stalls included an individual stall for: chatpate/panipuri, laphing, MO:MO, fruit basket/popcorn, food combination, cold drinks/ cotton candy. Whereas the game stalls included: Dart game, Try not to laugh, Shoot the ball, shoot the pyramid, Tail the donkey, face painting. The fund raised from the food fest will be utilized for the annual event 'Spread a Smile',

FAILURE IS THE KEY TO SUCCESS

Prakriti Sitoula (A2 Level)

Most of the times, as a representative of naturally over-confident, adventurous, emotional and careless teenage group, I am forced to face continuous failures and moments of indecision. At the time of melancholy, my subconscious consoles me with a quotation "Failure is the key to success", and brushing the realities involved aside, I too get hypnotized in these fake sympathies. Recently when I was journeying through one of the greatest failures of my life, the same aforementioned process of consolation occurred. This time instead of feeling relieved, my subconscious forced me to think for a while and immediately I questioned, "Is suffering through failure enough for success?"

After thinking on the topic with some seriousness, I had a realization that only failure is just not enough for success, rather a failure can be converted into success by continuous and tireless struggle. So, I tweaked the saying by changing the narrower meaning into one which I felt truly demonstrated the gist of what is being meant: "Perseverance is the key to success". This can be a life lesson to all of us, specially for us students who need to constantly grapple with the morale-reducing failures that we face. Success is a superficial word whose meaning is understood by few and far between. The former British Prime Minister, Winston Churchill, rightly put forth the quotation "Success consists

of going from failure to failure without the loss of enthusiasm". Success could be defined as the ability to accomplish goals or complete objectives within a specified time frame. All of us are students in our school of life and as a student our definition of success gets broader. Precisely, the main aim of a student is gaining as much knowledge as possible and for that we have to shape our personality with range of habitual qualities such as humility, honesty, self-discipline and concentration. Habit is neither innate nor easy to be developed or learnt. Good habits that act as companion in our journey towards success can be gained by continuous practice and struggles against bad ones. This undertaking of continuous

struggles and practice to achieve the core of anything is success.

If most of the time we are indulging with failure in our life then it means we haven't yet understood the true motive of success. Most of us have an illusion that being affluent and living a luxurious life is success but reality is success in life can be gained by tireless attempts to learn more, explore more and fulfill our purpose on earth as humans. Most of us must have heard the story of two friends who loved chess. The first one always had to win the game either it be by playing a fair game or by cheating, but the second always played fair although he lost but at last when they met after a long time in a grand competition the second beat

be achieved overnight due to some lucky event, like a lottery which makes someone a billionaire. These things either happen in exceptional cases or in fictional dramas and in spite of being familiar with the reality, we believe these things because believing doesn't require pressure, whereas hard work requires a lot of it.

similarly, to master anything in life, we need that attitude which says "try, try, until you die".

We witnessed many important historical achievements from the legends whose main motto of life was struggle and perseverance. Nelson Mandela was one of those great heroes who spent 27 years of his youth in prison espousing what he believed in. He was one of the few great souls who fought against racial discrimination with a strong determination. If he had been tired or afraid of failure, the difference between black and white would still exist ceasing the development of African society which would affect the world. Another strong example of magic of perseverance is Mona Lisa- The

"Rome was not built in a day". Patience and persistence are the fundamental necessities for achieving and accomplishing anything. As gold should go in fire to shine and man should walk difficult steps to climb mountain, discovering the best of us by vigorous effort gives us real success. Every single human is gifted with a unique talent which is hidden deep inside them with a

“ It is my belief that a successful student is one who never loses patience and persistence...”

the first as he learnt through each of his failures. This is an important lesson to students who think that always gaining the best rank is success. It is my belief that a successful student is one who never loses patience and persistence, and who always struggles with zeal to showcase the hidden pearls inside him.

Most of us want to enjoy a comfortable and luxurious life without much hardship and this character in us is the reason why everybody cannot discover our true potential. We don't try something many times and after being dissatisfied or succumbing to failure once, we change our mindset and limit ourselves to fewer possibilities. Another problem among most of us, either a student of life or a student of school, college or university, which stops us from gaining success, is the habit of procrastinating. We cannot collect enough passion to complete the work as soon as possible and we keep on postponing our important work due to which we cannot give our best to anything.

Rather than hard work and consistency, we upgrade our innate quality of laziness and think that success is gained by luck or as part of our already written destinies. An example of this kind of thinking is that success is something that can

masterpiece

by Leonardo Da Vinci in which Vinci tirelessly spent 12 years just to paint the smiling lips in the art. This never-ending struggle of Da Vinci is the reason we got that charismatic piece of art. These are the few examples which support the importance of tenacity to discover something new, and to create something beyond imagination. Their success has served as an inspiration to us all!

Life is a game where success and failure are natural phenomena of this game. The player gets many chances to groom himself and develop his abilities according to the needs of the time and the situation. Final results are what one gets from all these struggles and effort. So, as the most intelligent beings in this world, we should never look back in fulfilling our purpose of being here: the quest of humanity to discover successes. We should repeatedly try to be happy, continuously try to uncover something new, and persistently work on our passion. That is the real meaning of life. We never fail to breathe until we are dead. We should also continue to believe and try. Thus, perseverance is the key to success and most importantly it is the key to life.

strong lock. The key to open that lock is positive energy, determination and self confidence. To be a good student, we need to master in bracketing our self, to be a good businessman we need to be passionate about our work and positive towards our client, and

The Dark Night Sky Paradox

Aayam Basnet 10 "B"

A German astronomer, Heinrich Olbers in 1823 is credited with the paradoxical observation that the night sky is dark, but in a static infinite universe, the universe i.e. the night sky should have a warm glow, if not bright. The paradox is also called Olbers' paradox.

In a static infinite universe, the observer would see a nearby galaxy in one region of the sky and another galaxy in a more distant region. Although the nearer galaxy would appear brighter, there would be more galaxies in the more distant region of the sky. This statement means that in every layer of the universe, it would seem to the observer that the number of galaxies grow geometrically. Therefore, the total light from the nearer region of the sky would be the same as that from the more distant regions. No matter where the observer looks in the sky, the total light coming from every line-of-sight would be the same. The paradox concludes that the night sky should be bright and not dark even if the universe is infinite.

But, the fact is that although scientifically and logically speaking, from classical mechanics the sky should have a warm glow all the time, it is dark. Given below are a few seemingly plausible explanations for this paradox.

1. There is too much dust to see the distant stars.
2. The universe has only a finite number of stars.
3. The distribution of stars is not uniform. So, for example there could be an infinite number of stars, but they hide behind one another so that

only one star is seen by the observer.

4. The universe is expanding, so distant stars are red-shifted into obscurity.

5. The universe is young. Distant light hasn't reached us yet.

6. The universe is expanding so fast that distant light can't even reach us i.e. it is expanding faster than the speed of light.

The first explanation is quite wrong. Interstellar dust isn't an effective blocker of light, and infrared radiation would be seen in the dust even if it absorbed the light. Also, if dust could block starlight, our own sun could be hidden.

The second explanation would be plausible if stars couldn't get born. Also, the number of stars, finite as it might be, is still large enough to light the whole sky. Though finite, our observation deems stars to be uncountable.

The third explanation may be correct, but the probability of it happening is less than the probability of getting the combinations of proteins just right in the right planet for life to occur, just by chance.

The last three explanations have one common point: the universe had a beginning. What if, when you look at space, you are looking at the past? The finite speed of light demands it. What if the finite age of the universe has made it quite heterogeneous? The stars would all be lumped in different fixed places, which would account for the darkness between them. Actually, the solution to this paradox was proposed by Poet Edgar Allen Poe (The melancholy poet): The universe had a beginning.

"When you look at the space between the stars, you are looking at the darkness that existed in the beginning of the universe." Also, the inflation of the universe i.e. the huge rate of expansion of the universe has observed the distant stars.

These two points: universe had a beginning and it is expanding; present the solution to this paradox that has bedeviled people since ancient times. And, our modern observations agree with these assumptions as well. The solution of this paradox is one of the leading evidences of the Big Bang Theory (which actually wasn't 'big', was infinitely small, and wasn't a 'bang', no medium to transmit sound) which tells us about the origin of the universe.

Modern Quantum mechanics and Quantum Electrodynamics are building up another set of conflicting results, but quantum theories usually do that, so unless another more convincing explanation comes, this is what explains the cool touch and familiarity of the suffocating yet pleasantly exhuming darkness of the night sky, so dotted with little pinpricks of stars.

The following analogy I made up tries to describe the dance between light and dark, and I hope sums up the Olbers paradox:

"Light ran as fast as it could. The fastest it could run, it ran and that didn't tire itself at all. Light had a comforting thought that it would win all, could win all. Bit, when it reached its destination, it saw darkness already there winking at light."

Generation Gap & Parenting

Nilam Dangi (A2)

Today in the world, we can see many differences and problems between parents and their children. A word that can describe this difference is generation gap, which is the certain psychological and emotional gap between elder people and younger ones. A difference in opinions, values, attitudes and lifestyle among people of different ages can also be referred to as generation gap. It creates a misunderstanding and detachment between parents and children.

The key to reducing generation gap between parents and children is good parenting. The success of parenting lies in how effectively parents avoid the generation gap or ignore the differences with their kids. Today, people are very busy with their hectic schedules due to which parents are unable to give time to their children. Some of the parents follow the traditional styles of living and culture and are very strict toward their children. Due to fear, children are unable to express their thoughts and ideas to their parents and turn to friends for advice, who are as inexperienced as they are.

It is essential to bridge the gap between

parents and children. Parents should make friendship with their children instead of distancing themselves from the ideas and opinions of their children. This will help to reduce the generation gap and parents can also guide their children if they are misled. Many parents evaluate children by comparing their children's state with that of their own states at the same age. When a parent was in his/her 20's, he/she might have needed a bicycle but their children of same age may ask for a motor bike. It is due to change in time and modern lifestyle. Therefore, parents need to understand the requirement of time and understand their children. In this rapidly changing society where everyone is so self-centered, parents feel that it is their duty to protect their children and feel that their children require guidance. This cannot be denied but their constant monitoring makes children feel oppressed and they tend to turn rebellious. It is essential for parents to talk to their children and treat them as individuals. Always being treated as child can be irritating and sometimes even humiliating. In turn, children must reciprocate with respect and attention to their parents.

Today's children are born into a competitive world and have a struggle to get everything in life. Many a time, their true potential gets overshadowed in a horse race. Parents burdened by the expectations of society end up forcing certain subjects and careers on their children without being concerned about their will. It leaves the children lost and confused. Many of the parents force their child to take the same career path as they have taken. For example: a doctor wants his child to be a doctor. Due to a lack of keen interest on that particular subject, children won't be able to perform well and will ultimately spoil their careers. Matters such as career, lifestyle and sensitive issues like freedom of choice must be dealt carefully and with maturity. Love and understanding are the best antidotes for this ever-widening generation gap. Only then will the children look up to their parents and parents will not be burdened with the guilt of not being there with their children in their hour of need. In this way, generation gap can at least be narrowed if not completely filled.



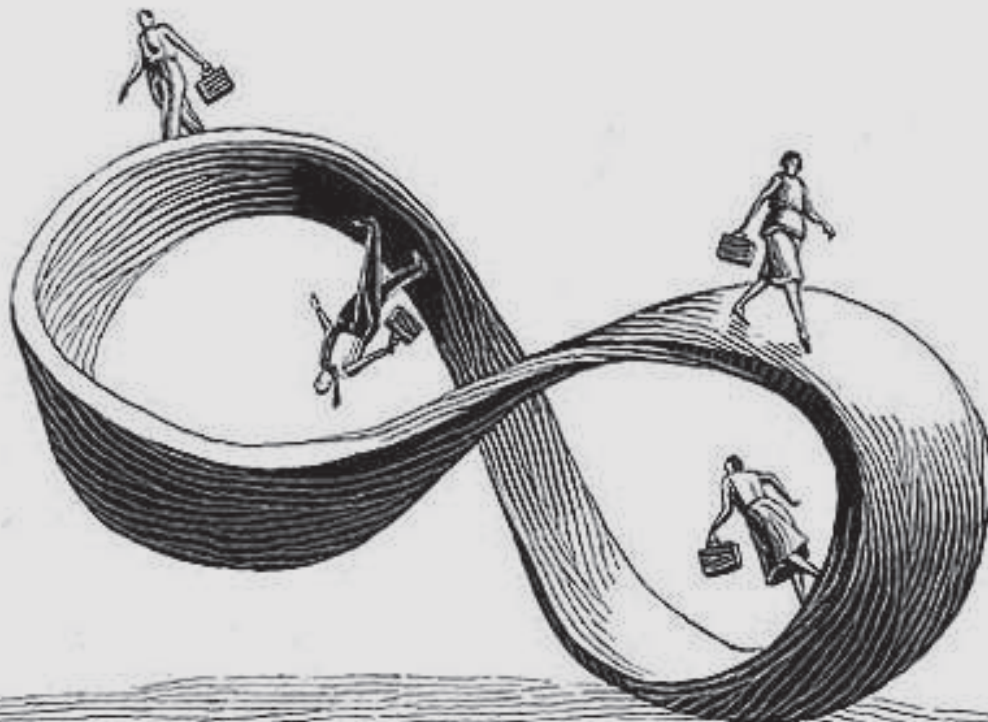
A UNIQUE LEELA, A RETROSPECTION OF MY UPS AND DOWNS.

Krishna Dahal,
A Levels, Batch 2014-16

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 expenditures 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 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 means from rebukes, threats, persuasions, coercions, I had to comply with education. My 'extraordinary' ability as compared to my contemporary '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 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

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

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 hostel 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 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 Golden Gate 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 means.

→ based on true story!

Interact Club of Chelsea Int. Academy

Sponsored by Rotary Club of Baneshwor
RI district- 3292, Nepal and Bhutan



On 8th of July 2017, under the wings of Itr.Kripali Sharma, the president of the Interact Club of Chelsea International Academy for the tenure of 2017-18, we completed our first project for the year. For the project we conducted a cleaning campaign around the Pashupatinath area. With a participation of about 10 students each from AS and A2 level the project was hosted successfully.

After we met at the premises at about 7 in the morning, we cleaned the areas near the bank of Bagmati. Then, we picked up plastic bottles and polythenes littered around the heritage. We also handed two large sized dustbins to Pashupati Area Development Trust. After volunteering for about an hour which seemed to pass in a blink we rested for a while and then departed to our respective homes.

The basic idea behind the project was to demonstrate leadership and hone teamwork skills while doing something better for the community. While we were successful to do both of them, a spark of inspiration to do good for the community was added in the students' mind when a traveler helped us out in the cleaning process. The club would like to thank all the interactors from A2 and especially AS for their contribution. The event was a huge success and the club is looking forward to conduct such activities in the coming days.

Love for the Neighbours

Yubika Mainali 9 'C'

One day, all the students of Rosemary Higher Secondary School were attending their Social Studies class. Meanwhile, their teacher gave them an assignment to draw out a particular place or a thing which was their favourite in their society.

One of the students was Manu. He did not have any idea of what to draw. So, he went out to observe the things in his society. While roaming around, he met one of his friends, Sheetal. She was drawing a swimming pool. Moreover, he met many of his friends and each of them

knew what they had to draw. Even after roaming for more than an hour, he had no idea about his favourite place or thing.

After about one and half hour, suddenly an idea struck in his mind. He ran to his house and started drawing in his notebook. The day after, all the students were discussing about what they had done for their assignments. As soon as the teacher entered the class, she asked whether all of them had done their work or not. Manu did not utter a single word. Everyone started to show their drawings.

Some of them had drawn the park, some of them had drawn the fire station, swimming pool, etc.

At last, it was Manu's turn to show his drawing. He took out his notebook, turned the page and showed his drawing. Everyone was amazed to see his drawing. He had drawn the sketch of his neighbourhood and said, "My neighbours are the ones whom I love the most and are my favourite in my society". The teacher was pleased and awarded him with the best work.

Moral : Good neighbours are priceless treasure.



Hungary's dominance in World Football

Samyam Aryal (A2 Level)

Hungary, a relatively unknown team in contemporary world football was once considered the most influential teams ever. The Hungary football team of the 1950s, also known as the "Magnificent Magyars", or "the Magical Magyars", dominated world football back then. Between 1949 and 1956, they were on top of the world, losing ONLY TWO GAMES out of the 62 they played during that period. This team is considered the "Golden Team" in football. During their 7-year long dominance, they won the Olympic Gold medal, and reached the finals of the FIFA World Cup. The team was managed by Gusztav Sebes, and some notable players include Kocsis and Czibor, who later played for FC Barcelona; Ferenc Puskas, who later played for Real Madrid; and Hidegkuti.

This team is known to revolutionize football, scrapping the old WM (3-2-3-2; named after the way players lined up in the field) formation for a more flexible and fluid 2-3-3-2 formation. The manager, Sebes, encouraged players to be extremely versatile. This popularized the tactic of Total Football, whose concept was introduced in the 1920s. The forward players would fall back to defend when required, and the defenders would also assist in attacking. Basically, players who were dragged out of position had it covered by another player, so that the formation was retained at all times. This team mainly relied on Hidegkuti, Puskas, Kocsis and Czibor to attack. This quartet created a nuisance during that time, scoring goals and beating opposition defenses effectively. This team also managed a fairly impressive

20 clean sheets during their 7-year long rule, commendable considering how football was extremely attack-based back then.

The Hungarians played and won against top teams back then, including Italy, West Germany, England, Brazil and Uruguay. They centered around the amazing foursome of Hidegkuti, Puskas, Kocsis and Czibor to display some mouthwatering football. They participated in the 1952 Olympic Games, and won the finals, beating Yugoslavia 2-0. They beat Romania, Turkey, Italy and Sweden with impressive score lines en route to the final. High on spirits, they played England on a friendly at Wembley on 1953. England were a formidable team, defeated just once on home soil. 103,000 people attended the game, of which many thought the game would go England's way. It was known as the "Game of the Century", because the originators of the game were up against the finest team at that moment.

HUNGARY BEAT ENGLAND 6-3. AT ENGLAND'S HOME!

This was a shock to fans around the globe. Hungary beat England, the Zeus of the beautiful game back then. England, filled with hatred and motivated by revenge, demanded a rematch to avenge the humiliation. They got one too. So, at Hungary, they played again in 1953. Only,

THEY WERE BEATEN AGAIN. AND BY AN EVEN BIGGER MARGIN THIS TIME. 7-1 WAS THE FULL TIME SCORE.

This defeat, to this day, remains England's most embarrassing. With high hopes, they headed to the World Cup, which was held in Switzerland. They dismantled South Korea and West Germany 9-0 and 8-3 respectively. Then, they played Brazil, and won 4-2. This game is also known as "The Battle of Berne", because they were then the powerhouses of football. Next, they played Uruguay, a team that had NEVER lost a world cup game before. They had won the two tournaments they participated in. Hungary defeated Uruguay 4-2 after extra time, and booked their spot in the final, which they were to play against West Germany.

The final, played in Bern, was expected to go Hungary's way. They were a team that had never tasted defeat in the last 4 years. On the other hand, West Germany was a team of amateurs, who only played 2 games prior to the world cup. Surprisingly, West Germany won the game 3-2, a game that is regarded as "The Miracle of Bern". The game was rife with controversial decisions going Germany's way, and allegations were made that Germany were on drugs, because it was "impossible" to beat Hungary back then.

They had to ask for donations to go to games in 1912. About 40 years later, they ruled world football. This team transformed tactics commonly used in football. They beat top teams during their most successful years in football. These days of glory for Hungary are long gone, and they are currently reeling at 46th in the FIFA rankings.



CAREER FOR YOU

Divya Joshi

Emerging Career in ICT

Information and Communication Technology (ICT) is a broad field that encompasses many careers, including computer programming, technical support and system analysis. While these fields fall under same category of 'Information and Communication Technology', they do not essentially have transferrable skill sets. Although entry level careers branch out into lots of different paths, vertical movement between certain paths is unlikely without starting again. And this observation becomes very important when deciding on an ICT career path.

Career paths of an Android Developer and a Telecommunications specialist both fall directly within ICT careers. One of the fields fall within the 'software developer' category and the other falls within the 'network' category. However, even the highly experienced Android

Developer would have a tough time transitioning into a Telecommunication Specialist role, because the knowledge and skills held by an Android Developer are, for the most part, not applicable to Telecommunications. Therefore, entry level ICT career choices can be very important. "Emerging Career in ICT"

Career in ICT does deal with designing, creation, management of various component of the system including hardware, software networks and system integration. These career options branches into many different directions as experience levels increase, but they are always limited by the scope of knowledge within each field. This means that if an ICT student or ICT graduate has a career goal in mind they should be mindful of the different paths that may lead to the objective. The entry level ICT career choices can be broadly



Dr. Manish Pokharel

*PhD in E-governance, Post Doctorate Research in Big Data.
Associate Professor, Department of Computer Science and Engineering,
Kathmandu University
Dhulikhel, Nepal*

divided into four central pathways:

Network Systems: This field is responsible for designing, analysing, developing and implementing network systems. Keeping network system up to date and running smoothly is one of the main responsibility of this field as all the ICT company key functions depends on the network they are working.

Information and support service: Deploying and managing computer system and software and providing technical support and maintenance falls under this category. The main responsibility of the person working in this field is smooth running of system and ensuring users gets maximum benefits from them. They deal with client or staff through telephone calls or face-to-face to setup system or to help solve issues / query raised by client.

Programming and Software Development: This pathway includes career choices involving the planning, designing, developing, implementing and maintaining computer software or system through various software development and programming platforms. Therefore, it requires extensive knowledge of computer operating systems, programming languages and software development tools.

Web and digital communication: This field is responsible for the creation, designing and producing of interactive media (digital and multimedia products) including development of digitally-generated media that is used in business, training, entertainment, communications and marketing purposes.

In context of our country, an ICT graduate has wide range of opportunities to develop their career according to their interest and skill. They can work in different industry like software industry, financial institutions, government sectors, health sectors etc. The following are the list of the major sector where they can use their skill:

Government Sector:

Government offices are digitizing everything for better performance and security of the information. They are also focusing on the digital media to relay any information or notice to mass (using websites, mobile applications etc). Nepal Police is already using social media as an effective gateway to directly reach the public, while Nepal Electricity Authority is considering optimizing their billing systems for more effective

services. These all ongoing changes directly (as a software developer) or indirectly (as a system maintainer) requires an ICT professional to be involved.

Private Companies (Outsourcing companies):

Many international companies outsource their project to developing countries due to low cost. Since past few years there are lots of small ICT companies that were established and continuously working to serve the necessity of international clients. Among these companies there are few bigger companies such as DeerWalk, Verscend, Ebpearls etc. which also provides ample opportunities to ICT graduates launch their career in the field of IT.

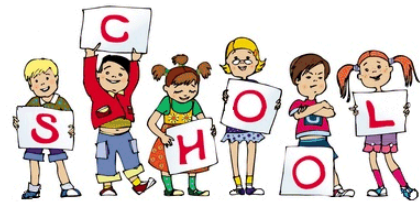
Financial Sector:

ICT graduates don't always realise how important role technology plays within financial institutions. With the use of proper technology, these institutions can interact with clients, facilitate trading activities, manage risks and maintain 24/7 operations. Some banks recruit graduates directly into some specific ICT roles, while others run rotational programmes where working in different areas of technology is required. Within these institutions, there are different range of entry-level roles where the graduates can gain the experience in application development, web development and infrastructure areas.

Emerging technologies are a great way to fast forward a developing career because any skills shortages mean less experienced candidates are given opportunities that they may have not otherwise received. And the ICT industry is rife with examples of emerging technologies and skills shortages. This provides a promising future for any ICT graduates to develop their career in this field. However, those who wish to take advantage of these emerging technologies should position their careers appropriately with full of positive vigor and dedication.

POEM

My School



Vidhya Sanskar gives us education
And a long summer and winter vacation
Eight periods on each day
Lots of games and field to play.

One has to work hard
To get a good report card
One has to do a lot of exercises
To get medals and prizes.

Boys and girls here don't scream
We all work together as a team
Students here don't waste their time in gossips
But try their best to keep the promises.

Students eat food
Being disciplined and good .
Teachers teach us with lots of fun
And give us assignment to be done.

Life

Aayam Basnet: 10 'B'

All the books have an ending
A happy one, like the movies
But life, isn't it a stage?
A tragic one, full of melancholy?

All endings aren't happy,
This is the real life, face it.....
Life is cruel, unpredictable, faceless
Full of bitter truth and sweet lies.

Then comes our death, an augury
The role complete, the curtains closed
With inescapable jaws comes,
The unfamiliar bliss of nothingness.

What starts with a kick
And ends with a sigh
Which makes the world laugh
And, the joke, it is life.

Manage your stress

Shashwat Suman Chandra (AS Level)

Stress is said to be the largest killer today. Stress is related to our physical, mental and emotional health. Stress is the feeling we have while under pressure.

Anything that possesses a challenge or a threat to our well-being is a stress. Some stresses get you going and they are good for you. Without any stress at all, many say our lives would be boring and would probably feel pointless. However, when the stresses undermine both our mental and physical health they are bad. In this text, we shall be focusing on stress that is bad for you and management of the stress that is beneficial for you.

When we are stressed the following happens:

- Blood pressure rises.
- Breathing becomes more rapid.

- Digestive system slows down.
- Heart rate rises.
- Immune system becomes weaker.
- Muscles become stiff.
- We do not sleep.

Stress can be managed. We face different problems when we are in stress. So, it is necessary to control the stress or manage it. Stress can be controlled by different means. Mainly professional people suffer from stress due to work tension.

Ways to manage the stress.

- Take some deep breath.
- Talk someone to whom you trust.
- Drink a lot of water.
- Do something that you enjoy like- playing games, watching television so on...
- Take medical advice.

- Do regular meditation.
- Exercise.
- Don't let trivial matters get to you.
- Eat a healthy diet.
- Reduce caffeine and sugar.

In conclusion, well nourished bodies are better prepared to cope with stress.

When the stresses undermine both our mental and physical health they are bad.

A Heart To Heart Talk with Ms. Anuradha Koirala

It is a great moment for us to meet you. You have always been our inspiration to help the humanity. Madam, how did you step in the path of social work? What did actually inspire you to set up an abode for the helpless, sexually exploited women?

I think, first and foremost, my life changed absolutely after the democracy was established in Nepal. Child and woman exploitation prevailed since the past. But nobody spoke about that.

After the establishment of democracy in our country, many NGOs and INGOS mushroomed and they started talking about this issue. Actually, the problem existed in certain districts, like-Sindhupalchowk, Nuwakot, Rasuwa, Dhading, Makwanpur, Nawalparasi and Udayapur. But the organizations didn't visit those places to help the victims. They stayed in Kathmandu and talked about the issue in a five star hotel. I didn't like this. So, I became determined to help the victims of human- trafficking and sexual exploitation. I was a teacher at that time. I used to visit Pashupatinath temple every morning. I used to see many women begging on the street with their children there. I started talking with them. I found out that they were survivors of one type of violence or the other. To help them, I arranged small shops (Nanglo Pasal) on the street. Later, I brought their children with me and started Maiti Nepal in 1993.

would like to know about your childhood, too. How was it?

I am from a Gurung family. My grandfather was a Sardar (Head) of the village. The people of the village used to come to our house instead of going to the court for justice. My grandfather settled the disputes very well. My father was in the Indian Army. So, he and my mother travelled a lot. I studied in Kalimpong, West Bengal. Whenever I visited my parents in my holidays, my mom used to take me to Mother Teresa's organization to do social service. She took me to old age homes, orphanages, childcare center, and left me there for a couple of hours. She told me to do service to humanity for three hours in a day. I grew up like that. My mother and grandfather inspired me a lot. My source of inspiration to set up an institution for exploited women and children was even Mother Teresa.

What Obstacles did you face while saving the needy souls?

You have helped the deprived children to have normal life. We



Well, not only in social work, but in every field of our life, there are obstacles. How do you face it or take it is the only thing that matters. We have to take everything positively. When I started Maiti Nepal in this area, all the people supported me. Then, I had to struggle in the beginning to run Maiti Nepal. I sold my jewellery to get money. Later, when money was spent, I went to the shopkeepers to get materials to feed the inmates of Maiti Nepal. The shopkeepers offered me help; I took every obstacle and help very positively.

Oh, that was very overwhelming. Madam, you work for the betterment of suppressed women, was there any moment when you broke down? How did you tackle the situation?

Of course, there was a girl called Sirjana. She was taken to Mumbai, India when she was 7 or 8 years old in 1997. When she was diseased, they sent her back. She was in a hotel in Kathmandu. She was suffering from multiple diseases. She had Tuberculosis, HIV/AIDS, Rheumatism, in short and she was on death bed. I brought her in Maiti Nepal. Before death she had a wish to light lamps in Boudhanath, Swayambhunath, Manakamana and Dakshinkali. I took her to all these places and fulfilled her wish. After sometime, she died. I took her to Pashupatinath for her cremation. Usually, I paid Rs. 850 for the cremation. But for Sirjana's cremation, they charged me Rs 8000 since she came from Maiti Nepal. She had various diseases so they refused to touch her.

See, Children, we talk about human-rights, this right, that right, but Sirjana was denied every right to be a human. I was really broken at that moment. I called the police and at Rs. 7000, her cremation was done. That entire thing was very painful for me. But I got through that.

You have brought smile on the faces of so many people around you. What brings a smile on your face?

Actually, I remain cheerful whole day because I work for the humanity. But when I go to bed at 11 at night. I cry alone. Sometimes, for a long time. I ask myself, "Why can't I do anything to stop this exploitation of women and children?"

I have a hospice in Gokarna where there are 68 critically ill people. The suffering they go through, nobody can



feel that, I feel their pain and become extremely sad. Their pain and suffering keeps me going

Our Society has progressed a lot. Yet, there are some social evils. What sort of changes do you expect in Nepal through your work / efforts?

Today, you have joined hands with me to fight against this crime. I am very hopeful about the result of my efforts. Yet, sometimes I become hopeless. I have to send the culprits to jail. But there are many obstacles. I become hopeless due to the present political situation. For example: dance restaurants, massage parlours etc. came into existence 11-12 years ago. I asked the government officials and the owners of dance restaurant and massage parlours who had given them permission to run their business. But I didn't get a firm answer. They put the blame from one to the other. Actually, without license they had opened their restaurants and parlours. I opposed them but they didn't stop their business. But I will not stop my struggle against this crime.

From establishing Maiti Nepal to becoming the CNN Hero of 2010, how was your journey?

I have already talked about my struggles.

Well, being CNN Hero of 2010 or receiving Padma Sri from the Government of India, the awards do not make me feel proud of myself rather they remind me to do more for the girls. I feel, yet another huge responsibility has come to me to fight for the victims of human trafficking and exploitation. These awards remind me to make the society free of any exploitation, free of human trafficking.

How do you spend your leisure?

I enjoy with children from 4:30- 5:30 in the evening. Actually, this whole place is very lovely. Now, people are praising us for our efforts Politicians, government officials etc. praise our accomplishment. From our orphanage three children have become doctors, one has become an IT engineer. There are six nurses as well.

Every evening, when the children return from their schools, colleges and all that, we enjoy together. We listen the music, we dance, children sing songs and play karate etc. I am very busy with them in their happiness.

What are your future plans?

I do not wish to expand Maiti Nepal rather I wish to close it. I do not want to see or hear any problems in the society. I wish that the society is free of any sort of exploitation. Women and children live safely and happily there.

From a lady with firm determination and unprecedented leadership like you, is there any message for the youngsters like us?

Talking or writing about these issues is not enough. We have to act in a firm way to fight with such crimes. All of you have to be aware. Each of the girls who have been trafficked is your sister because she is a Nepali. Six years old girls are exploited. We have rescued them. Imagine, if she was your own sister, wouldn't you save her? Certainly, you would fight for her. You have to feel their pain and save them from any kind of exploitation. Otherwise, there is no use of such interviews or writings.

Interviewed by:

Aashutosh Lohani - 10 'B'

Apekshya Khanal - 10 'A'

Saiman Adhikari - 10 'A'

Swechha Karn - 9 'B'

BIOGRAPHY



Colonel Harland David Sanders



Andri Pandey - 8 'C'

This inspiring story is about a person whose father died when he was five years old. At the age of sixteen, he quit school. At the age of 17, he had already lost four jobs. When he was 18 years old, he got married. He worked as a railroad conductor for four years. He lost this job also. Then he joined the army. But didn't remain there for long. He applied for law school but he was rejected. He became an insurance sales man and failed again. At the age of 19, he became a father. But a year later, his wife left him and took their daughter with her. He became a cook and a dishwasher in a small cafe. He failed in an attempt to kidnap his own daughter and eventually he convinced his wife to return home. At the age of 65, he retired. He received a cheque from the government worth \$105. He felt that he couldn't provide for himself. He decided to commit suicide. It wasn't worth living anymore as he had failed so much.

He sat under a tree writing his will, but instead, he wrote what he would have accomplished in his life. He realized that there was much more that he hadn't done. There was one thing he could do better than anyone he knew, and that was how to cook. So, he borrowed \$87 against his cheque and bought some chicken and fried them using his recipe, and went door to door to sell them to his neighbours in Kentucky.

At the age of 88, Colonel Sanders, founder of Kentucky Fried Chicken (KFC), was a billionaire. Yes, the one who failed so many times in his life was Colonel Sanders. This story teaches us that life doesn't end if we fail to do something. We should try again and again to accomplish what we can, according to our capability.

POEM

Nepal

Shreemaa Chapagain : 8 'C'

East Mechi to West Mahakali
We all are Nepali
Hilly, Terai or Mountain
Hindu, Buddhist or Christian
We all share joy and pain.

Different people with tradition
Rich in culture and creation
Various languages like Newari
Gurung, Maithili or Bojhpuri
We all are Nepali.

Nepali language is all we share
Let's have unity with love and care
Let's have unity with love and care.

A Ship of Fools

Aayam Basnet 10 'B'

As the sun dips into the hills,
The shadows grow longer,
Then I sigh,
As the element grows
Seeing the naked cosmos.

The stars faraway wink at me
calling me, beckoning me,
But, a man who gets tied up to the
ground,
He gives the world, its saddest
sound.....
Its saddest sound.

Then the darkest hour strikes
Pushing me into a melancholy
Where the sweetest juice turns sour
And the happiest songs grow sad.
I stand
And looking around me,
Find myself, in a ship of fools.

Turn this boat around
Back to my loved ground,
Oh my, Oh my !
I'm just crazy in this ship of fools



ARTICLE

A Life in Syria

Aarogya Banepali - AS Level

As I was peering through the window, I could see the house across the street bombed to the ground. I could only prey, shivering on the corner, waiting for my certain doom. The grumbling sound of another building just across made my heart go warm as it meant today wasn't the day that I feared.

After the sound of bombers faded away, I climbed down and joined a small group of people, crying, holding people in their arms, mostly dead, some dying, entirely helpless as the whole world was waging war against us. I just hoped that I would not have to starve tonight, even a leaf soup worked.

Sitting quietly in a room, it was a new day. I was calm as yesterday bombings had already been done, and today was not it. However, at a distance I could hear shouts and gun shots. I looked out of the window and I could see tanks and people coming charging down from the horizon. I remembered the flag. It was ISIS, bringing hell with them. I quickly went to hide in the shelter, but I didn't know whether my parents outside had time to do so. Needless to say, after the invasion I never met with any of my parents.

Three months later, after many bombings, I was completely depressed, and I was the last one alive from my family line. I again heard ISIS charging, but this time I did not hide. I ran straight towards them and screamed, "Take me with you! I want to join!" They took me to their base, trained me and fed me. As I grew, I was selected to go on a secret operation, the attack in Paris.

At Paris, I was cruising down in the van surrounded by people who were going to attack with me. Most of these people had joined because they were the last ones alive and had vengeance flowing in their blood. In a busy place, we stopped and the last words I heard were, "For your mother!" We stepped down, guns in our hands and started firing at those who were the cause of my evil, killing everyone in sight, mercilessly. I just wanted to live a normal life, but I was unable to. My words are for those who at least don't have to fear everytime they sleep, whether they would be alive tomorrow or not. Be happy with what you have, there are people with nothing as well.

I got hit from a police shot to my arm, and died there, feeling that I had avenged my parents, swearing to do more.



A Journey to Mustang, Jomsom

Khushi Shrestha 9 'A'

Every traveler will tell you that travelling is a therapy; it rejuvenates and satisfies the soul. It always is the endless road, the thrill of touching new lives, discovering new places and learning new things that makes you realize how truly beautiful the world is and how travelling helps you to see it clearly. Travelling can be done by a bus, a train, an airplane or a ship. It fills our mind with joy.

I love travelling very much. I have travelled various places of Nepal. The place I love the most is Mustang. It is a very beautiful place. There are many mountains, rivers and temples. It was my wish to visit that place and I finally turned the wish into reality. I had

heard about Jomsom, Lukla and Jumla so much from my relatives and friends. They had told me that it was a wonderful place. Yes, it really was.

My family made a plan to visit Mustang during my school vacation in Chaitra. I and my siblings were very excited. At 5:00 am, we started our journey. We enjoyed the natural scene on the way. We reached Pokhara at 11:30. There we stayed in a hotel for a day.

We woke up early the next day and started our journey to Mustang. The scenery was very beautiful. There were many mountains and hills. The condition of the road was not good which made us reach Jomsom at 10:30 pm. The hotel

where we stayed was very good. We stayed till late at night talking and having fun. The next day, early in the morning, we moved for Muktinath. It took us more than 5 hours to reach Muktinath Temple. Later, snowfall started. We enjoyed a lot while playing with snow.

This trip helped me to gain a lot of knowledge about Mustang. Travelling helps us to understand the ways and manners of different people. The people of Mustang treated us with great hospitality and respect. Though living in a tough topography with many difficulties, the people there are always happy, kind, gentle and patient.

Activities



Inter School Futsal



Workshop on Classroom Management



Girls Team Participating Inter school football



Intra College Futsal - Winning Team



Bhanu Jayanti celebration



Students enacting a drama during Bhanu Jayanti



Teachers attending ELT Workshop



Class 9 Excursion

Perceptions Of Science and Scientific Thought

Bijaya Chandra Luitel (A2 Level)

Science is most often associated with incredibly complex and unfollowable lines of thought, and for good reason! We read with awe and fascination about the Ancient Greeks, who took some of the first ships into the dark and dreary ocean of knowledge that surrounded their little islands. We read with equal, if not greater, fascination about more modern day characters like the socially inept Newton, who "thought" about apples falling off trees and gave the world gravity. We listen to tales of Einstein miraculously publishing consequential paper after paper all in one year. These instances and more serve to exemplify the astounding nature of scientific work and the ingenuity of a select few

human beings. However, is this view flawed, or is it justified?

To provide some context into the thinking habits of scientists, let us think of an analogy. Let us say you are a talented footballer and wish to become one of the best players in the world (a herculean task I must say, but you should never stop dreaming!). How would you go about your job? You'd put in countless hours of hard physical work, along with a general study of tactics and physical routines in order to maximize your effort-to-gain ratio right? The scientific line of thought is also a similar, yet differently oriented method at maximizing the effort-to-gain ratio for scientists!

The most important job of a scientist is to think of ideas, is to think of new ways to look at certain phenomena in order to come up with solutions to existing problems. These problems are quite like that day-to-day problems faced by the layman, but they differ in the sheer magnitude of the problem. While examples of trivial day-to-day problems may include dealing with the stresses of a particular hard taskmaster, scientific problems such as figuring out the nature of a quantum theory of gravity require immense ingenuity and limitless creativity to solve. Just as the layman thinks of ways to solve his problem, thinking about his problem at certain times of the day, the scientist must think upon the nature of his problem for days, weeks, months, or even years! Failing to do so, the scientist will fail to accomplish one of his most important motives: understanding the nature of physical law.

It is the time to inspect the budding Best Footballer of the Year yet again. Apart from other sportsmen who have very ambitious goals just like our brilliant little footballer, nobody has the strength and the willpower to put in the amount of work that the footballer puts in. If a scientist is told to do what the footballer does for even a week, he will must certainly object, quite vehemently in fact! This is because the scientist is just not cut out to do the physically grinding work that a footballer considers his bread and butter. Ditto with the footballer. Tell him to make meaning of the plethora of complex formulae that he sees on the scientist's board for a week, and he would probably say something along the lines, "I'll sooner die than subjugate myself to this crap!"

The idea that I am trying to stress is that the scientist is no different from any other career-driven individual. The reason why science appears to be complex is because it is a scientist's job to make sure his ideas stands up to the most diverse of scrutinies! Therefore, a person who doesn't "think" about scientific principles as if his life depended on it does not understand fully the implications

of the lines of reasoning, and in extreme cases, the thought process itself. In a similar way, that person cannot master playing football either. The person can only grasp the momentous work that goes behind achievement in other fields.

Here a clarification is necessary. I have talked about day-to-day problems and scientific problems as if they are very similar. In almost all cases, this is not true. Scientists don't "worry" per se about their problems, rather they focus all their energy in solving those problems. Therefore, many a times, scientists are successful in solving problems. Because the solutions to these problems required some innovation on the part of the scientist, it might not be very understandable to the common person. So while there are certain similarities between problems faced by people and the problems scientists tackle, there are much bigger differences.

Therefore, while certain scientific ideas are considerably hard to understand, so is learning a dazzling football skill. While developing the thinking process necessary to become a scientist is difficult, developing the physique to become a good footballer is equally challenging. Scientists are no different from other human beings; rather, they focus all their energy on solving problems. Thinking of science as meant to be for only a handful of scientists shuts the door to the wealth of possibilities that are offered to scientists.

In conclusion, scientific thought requires persistence in questioning and thinking, and while these are excellent traits that are developed as a result of pursuing the sciences, other careers demand other traits in an equally proficient level. Therefore, to characterize scientists as super-humans (this could be used to describe certain scientists though!), is simply misguided; if scientists are super-humans, so are other professionals that are distinguished in their own careers!

POEM

GIVE HER THE BEST

Swastika Prajapati, Grade 12

Give her the education
So that she can fly
Give her the best
Without asking why

Give her the chance
She will make you feel proud
Treat her the best
She will stand out in the crowd

Don't let her die
Before she is born.
Let her conquer the world
As she is a beautiful dawn

Discriminating her,
Is not the right thing.
Trust her and see
The magic that she'll bring.

Within her lies courage and
bravery
She will speak of change
Wearing the crown of femininity,
Leading the world towards
humanity.



CROWN PRINCE

Noyal Bhattarai, Grade 12

Falling was he, his blood covered
the garden dew
As his agony grew, the knife in his
chest
Ran completely through.

Facing the heavens he looks up
from his grave,
A great sadness fills him, more
than the pain.
Because he know his killer he
already knew.

The world cries for him; a tragedy
so great.
Wisdom had warned him before
and so did his luck
Yet still he looked up from the
blood
Their eyes met at the scene,
He stared into the cold eyes of
death,
His killer, his queen.

Activities



School participants in "Real School of Nepal 2017"



Grade 9 students attending the Wireless Robotic Workshop



Investiture Ceremony 2074



Scouts Drill



Inter House Swimming Competition



Inter House Talk Show Competition



Eager minds : Wireless Robotics Workshop

ARTICLE

16 years of Royal Massacre Mystery

Noyal Bhattarai, Grade 12



"Time changes, situations are manipulated, but the ideality always remains the same"- King Birendra

It has been 16 years since our beloved king, Birendra Bir Bikram Shah, and his whole family was killed inside Narayanhiti Palace on June 1, 2001. The deadly massacre was attributed to have been a suicidal act by the crown prince, Dipendra. However, most of the Nepalese citizens haven't believed in this narrative, and will never believe that crown prince Dipendra was the one to kill his own family and himself.

It was the darkest night in the history of Nepal. When the capital, Kathmandu, was preparing to sleep, and the lovely Royal family was at a party, a devilish shadow was creeping on the happiness of the family. The throne was shaking violently, as it was to lose one of the popular kings of Nepalese history, to be replaced by the very last King of

our country.

We Nepalese are still hopeful that one day the real culprit of the incident will be exposed, which will finally enable the departed souls to rest in peace. Educated at Harvard University, King Birendra believed in freedom and democracy. He was the reason why the absolute monarchy was abolished in favor of a constitutional monarchy after the people's movement of Nepal in 1990.

After the Royal Massacre, the trust of the Nepalese people was shattered. The very people who worshipped the king as a god started to lobby about the abolishment of the Monarchy in favor of a Republic. This resulted in the creation of Republic Nepal on 28th May, 2008. The unsolved mystery of the Royal Massacre still scars the minds of the Nepalese people.

AMAZING FACTS

Anup Panta - 10 'A'

1. A human heart pumps enough blood to fill 100 swimming pools in an average life time.
2. All Babies are color blind when they are born, so they only see

black and white.

3. You will be amazed to know that 50% of human DNA is same as in banana.
4. The tongue is the strongest muscle in the human body.



LETTER

Sonia Parajuli
New Baneshwor – 4
Kathmandu
23rd July, 2017

The Right Honorable Prime Minister,
The Government of Nepal,
Singhadurbar, Kathmandu
Nepal.

Your Excellency,

With due respect, I would like to state some burning problems of our country to you to take initiatives for measurable solutions.

Presently, Nepal is undergoing severe problems. Natural calamities, high population growth rate, road accidents, environment pollution are some of the major problems which are hindering all round development of Nepal and its citizens.

The above stated problems have created great disturbances in the lives of the citizens. The earthquake which occurred two years back had thrown many people under the shadow of darkness and still they are compelled to live under tents. Along with it, many historical monuments are still not re-constructed. Also, muddy and dusty roads have created traffic jams as well as environmental pollution. We can see the damaged road everyday which has created a great problem to the travellers. Its major effect can be seen in a student's life. The damaged road and unmanaged drains have caused severe accidents and even taken lives of innocent children.

Recently, we heard news about children getting swept away by the unmanaged drains. Nowadays, unplanned and unscientific developmental activities are also taking place because of which we have to face terrible traffic jams and many road accidents. It has affected our daily time schedule and caused delay in reaching our destination on time. Especially, during rainy seasons, many road accidents take place due to muddy and slippery roads.

Finally, I would like to draw your attention for measurable solutions towards road transportation. Unless we build proper roads, other developmental works such as constructing hydro- electricity projects, making canals, operating the mines, etc. will be very difficult. Likewise, to supply other daily needs, medicines, textbooks, etc. we depend upon road transportation. So, I humbly request you to be concerned about the development of transportation facilities in Nepal. Thanking you,

Sincerely,
Sonia Parajuli
Class 8 'E'



FACTS

1. Only 4 kilometers separates Russia from the United States.
2. Introducing even a tiny amount of Oxygen on Titan, a moon of Saturn, will cause the whole moon to erupt in flames.
3. There exists a region in the UAE, where Emirati territory has an enclave of Omani territory, within which is an enclave of Emirati territory.
4. The Apollo 11 astronauts were saved from death



Soviet officer.

6. Theodore Roosevelt, President of the United

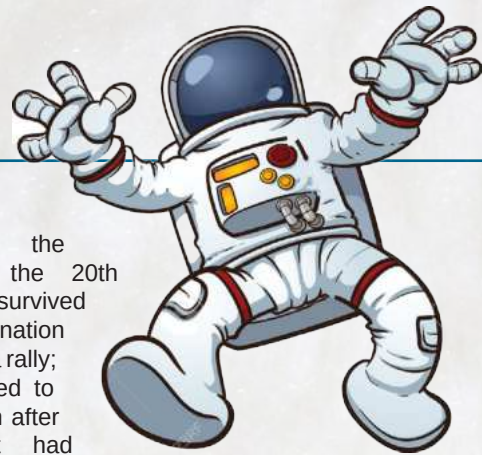
by Buzz Aldrin's pen, which was used to spark the engine of the LEM into life.

5. The US and the USSR were close to nuclear war on two separate occasions, in 1962 and in 1983; both were averted by the actions of a

States at the dawn of the 20th Century, survived an assassination attempt at a rally; he continued to speak even after the bullet had lodged itself inside

h i s

7. An owl has a hearing capacity that is at least ten times better than that of humans.
8. Macaques in Japan warm themselves in winter by bathing in hot volcanic springs.
9. It takes light almost 2 and a half million years to travel from the nearest major galaxy to the Earth, the galaxy in question being M31, the Andromeda Galaxy.
10. In the 17th Century, Fermat produced a conjecture, which said that the sum of two integers raised to the same power will not produce another integer raised to that power if the power is kept above 2. He said he had the proof, but it wouldn't fit in the page. It was proved in the 1990s.



FACTS

- Over the course of just one day our blood runs the distance of 20000 kilometers.
- The total length of all the nerves in the human body is 75 kilometers.
- A human makes approximately 20,000 breaths per day.
- Our ears keep on growing throughout our lives with almost unbelievable speed a quarter of a millimeter per year
- The heart beats 35 million times a year.
- Every day, the human body loses about one million skin cells that amounts to 2 kilos every year.
- Boys have fewer taste buds on the surface of their tongues than girls do.
- 100,000 chemical reactions occur every season in our brains.
- The speed of you sneeze is 160 km/hr.
- The speed of an incoming brain impulse is about 400 km/hr.

JOKES



Shreya Parajuli, 9 'D'

Boy: My father's name is LAUGHING and my mother's name is SMILING.
Teacher: You must be kidding?
Boy: No, that's my brother, I'm Joking.

Chirag GC, 10 'A'

[A stockbroker was cold calling about a penny stock and found a taker.]
Stockbroker: I think this one will really move, much about \$1.
Client: How much is the number right now?
Stockbroker: \$1 a share.
Client: Buy me 1000 shares.

[The next day the stock was at \$2]
(Client calling the stockbroker)
Client: You're right; now give me 5000 more shares.

[The next day the stock was at \$4]
Client: Oh man! get me 10,000 more shares.
Stockbroker: sure.

[The next day the stock was at \$9]
(Seeing what a great profit he had in a few days, the client ran to the phone and told the broker, "sell all of my shares!"
Stockbroker said, "To whom? You were the only one buying that stock."

RIDDLES

Shreya Parajuli, 9 'D'

Questions and Answers

1. Why was the Math's book sad?
2. What runs but does not get anywhere?
3. What is an astronaut's favorite place in a computer?
4. What exam do young witches have to pass?
5. What do you call a sheep with no head and no legs?

Answers:

1. Because it had too many problems
2. A refrigerator
3. The space bar
4. A spell-ing test!
5. A cloud



ARTICLE

How to Better Understand Your Children



Sagun Bhandari Parajuli

*Masters in Child Development/
Bsc Nursing Program Co-ordinator,
Yeti Health Science Academy
(Parent of Shreyan Parajuli - 10 'D')*

Every child is unique and incomparable. We should not underestimate the thoughts of children; they might not be as developed as ours, but they are very powerful. Understanding their minds certainly requires attention and interaction.

Now, let's discuss about psycho-social development stages of a child. During each stage, the person experiences a psychosocial crisis which could have a positive or negative outcome for personality development. Successful completion of each stage results in a healthy personality and the acquisition of basic virtues.

Till the age of two years, an infant will go through trust or mistrust

crisis. Is the world a safe place or is it full of unpredictable events and accidents waiting to happen? During this stage the infant is uncertain about the world in which they live. To resolve these feelings of uncertainty the infant looks towards their primary caregiver (mother) for stability and consistency of care. If the care the infant receives is consistent, predictable and reliable, they will develop a sense of trust which will carry with them to other relationships, and they will be able to feel secure even when threatened. If the care has been harsh or inconsistent, unpredictable and unreliable, then the infant will develop a sense of mistrust and will not

have confidence in the world around them or in their abilities to influence events. Success in this stage will lead to the virtue of hope. By developing a sense of trust, the infant can have hope that as new crises arise, there is a real possibility that other people will be there as a source of support. Failing to acquire the virtue of hope will lead to the development of fear.

Between the ages of two to four years, a child goes through autonomy vs. shame or doubt crisis. The child is discovering that he or she has many skills and abilities, such as putting on clothes and shoes, playing with toys, etc. Such skills illustrate the child's growing sense of independence and autonomy.



If children in this stage are encouraged and supported in their increased independence, they become more confident and secure in their own ability to survive in the world. If children are criticized, overly controlled, or not given the opportunity to assert themselves, they begin to feel inadequate in their ability to survive, and may then become overly dependent upon others, lack of self-esteem, and feel a sense of shame or doubt in their own abilities. Success in this stage will lead to the virtue of will power.

Between the age of four to five years, a child goes through initiative vs. guilt crisis. During this period, children begin to plan activities, make up games, and initiate activities with others. If given this opportunity, children develop a sense of initiative, and feel secure in their ability to lead others and make decisions. If this tendency is crushed, either through criticism or control, children develop a sense of guilt. They may feel like a nuisance to others and will therefore remain followers, lacking in self-initiative. Success in this stage will lead to the virtue of purpose.

Between the age five to twelve years, children go through competence vs. inferiority crisis. It is at this stage that the child's peer group will gain greater significance and will become a major source of the child's self-esteem. The child now feels the need to win approval by demonstrating specific competencies that are valued by society, and begin to develop a sense of pride in their accomplishments. If children are encouraged and reinforced for their initiative, they begin to feel industrious and feel confident in their ability to achieve goals. If this initiative is not encouraged, if it is restricted by parents or teacher, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his or her potential. If the child cannot develop the specific skill they feel society is demanding (e.g. being athletic) then they may develop a sense

of inferiority. Some failure may be necessary so that the child can develop some modesty. Yet again, a balance between competence and modesty is necessary. Success in this stage will lead to the virtue of competence.

At the age between twelve to eighteen, the children go through identify vs. role confusion crisis. During adolescence the transition from childhood to adulthood is most important. Children are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing, etc. The individual wants

“ Till the
age of two years,
an infant will go
through
trust or mistrust
crisis.

to belong to a society and fit in. In response to role confusion or identity crisis an adolescent may begin to experiment with different lifestyles (e.g. work, education or political activities). Also pressuring someone into an identity can result in rebellion in the form of establishing a negative identity, and in addition to this feeling of unhappiness. Success in this stage will bring them loyalty.

Some of the things that we can help our children for their development are by:

Listen to them carefully. It is important to let children speak without being interrupted and to listen carefully to what they are saying. Your attention, eye contact and response help them to feel loved and cared. Although their stories may not make a lot

of sense, they often relate to facts and things that they have heard or seen.

Give them undivided attention. Always look them in the eye, this is very important. Not only will you know what the children want and feel, but they also will understand how you feel. Eyes can also say many things without uttering a word.

Think Like a Child. It is important to think like them in order to better understand them, because if you just think like an adult you may lack understanding and find yourself with slightly less patience.

Observe their imaginations. Expose them to as much as you can and see how they react to it. Take your time, slow down, and see how their minds work by how they interact with the world. A child's imagination is extraordinary. They are creative. When I was a child, I used to look at clouds in the sky and imagine pictures of animals in it.

Play with them. By engaging in activities that kids enjoy, parents can transfer to them some of their traditional knowledge and strengthen their bond with their children. This will not only give you a better understanding of your child's mind, but also a healthy relationship that both you and the child will cherish.

Never avoid questions. Children may ask questions that might sound stupid to us, but answering in an appropriate manner will encourage them to ask more questions in the future. Otherwise, they may perceive that asking question is not a good thing. Always answer question and queries with as much detail as possible.

In conclusion, being a responsible parent is quite hard, particularly in this day and age when parents spend more time working rather than being with their kids. Quality time is difficult to achieve when you are trying to balance your time between professional life and parenthood. Understanding your child is one effective way of becoming successful in the art of parenting.

ACHIEVEMENT



NEPAL LAW CAMPUS MODEL UNITED NATIONS 2017 (NLC MUN)



Chirag G.C. student of Grade 10 had participated in Nepal Law Campus Model United Nations 2017 (NLC MUN) on April 1-2, 2017. He was awarded the "Outstanding Delegate" of United Nations General Assembly (UNGA) 6th Legal Committee. The event was organized by Nepal Law Campus.

OLYMPIC DAY 2017



An Inter School Oratory Competition was organized by Everest English School, Bhakatpur, on 22nd June, 2017 (8th Ashar, 2074) on the occasion of the International Olympic Day. Two students from Vidhya Sanskar School viz. Master Saiman Adhikari and Ms. Jagriti Luitel of Grade X represented our school in the competition and were adjudged third in the competition. The school congratulates both of them.

REAL SCHOOL OF NEPAL 2017



The Real School of Nepal 2017 for the Central Region - Kathmandu East was held on 20th June, 2017 (6th Ashar, 2074). 6 students from Vidhya Sanskar School - Master Saiman Adhikari (X), Ms. Diya Chataut (X), Master Pratyush Bhattarai (7), Master Nitesh Kumar Gupta (7), Master Marshal Jung Thapa (X) and Ms. Supriya Sapkota (6) had participated in the competition where 3 students viz. Master Saiman Adhikari, Ms. Diya Chataut and Master Pratyush Bhattarai bagged the 2nd, 3rd and 4th positions in Extempore, Dance and Score the Real Goal respectively. Congratulations students.

INTER SCHOOL ENGLISH & NEPALI DEBATE CHAMPIONSHIP



NK Singh Memorial EPS School, New Baneshwor had organized various Inter School competitions to mark the NK Singh Smriti Golden Jubilee from 10th Ashar.

Our school participated in the English and Nepali Debate Championship and Rubics Cube competition. The debate team of Chirag GC (Grade X), Arjun Poudel (Grade IX) and Givi Lamichhane (Grade IX) secured the 3rd position in Nepali debate.

ACHIEVEMENT



उपत्यकाव्यापी भानु कविता वाचन प्रतियोगिता - २०७८

२०४ औं भानु जयन्तीका अवसरमा मिति २०७४-०३-२५ गते गुरु पूर्णिमाका दिन रातो बङ्गला स्कूलद्वारा आयोजित उपत्यकाव्यापी कवितावाचन प्रतियोगितामा विद्या संस्कार स्कूलकी कक्षा-८ की छात्रा स्प्रिहा पराजुली द्वितीय स्थान हात पार्न सफल भएकी छिन् । त्यसैगरी करियर इन्टरनेसनल स्कूलकी छात्राले तृतीय र आदर्श विद्या सदन स्कूलकी छात्राले प्रथम स्थान हासिल गरेका थिए । उक्त कार्यक्रममा उपत्यकाका २५ विद्यालयबाट १ / १ जना प्रतियोगीहरु सहभागी थिए । सोही विद्यालयका प्रधानाध्यापक मिलन दिक्षितद्वारा प्रतियोगितामा उत्कृष्ट प्रतियोगीहरुलाई पुरस्कार तथा प्रमाणपत्र वितरण गरी कार्यक्रम समापन गरिएको थियो ।

ESSAY WRITING COMPETITION

Our students from Grade 8 to 10 participated in the Valley wide Inter School Essay Writing Competition in the month of Jestha. The event was organized by Kathmandu Mount Everest Lions Club on the topic (रक्त दान जीवन दान). Out of all the participants from our school, Ms. Ojaswee Das (Grade X) achieved the 2nd position and was awarded with a cash prize of NRs. 35000/- and 5 other students viz. Evan Shrestha (Grade 8), Akshyat Labh (Grade 8), Mohit Ghimire (Grade 8), Akshyata Pradhan (Grade 9) and Shreya Parajuli (Grade 9) received cash prize of NRs. 2000/- each. Congratulations.



3RD INTER SCHOOL EXTEMPORE

Saiman Adhikari (Grade X) and Apekshya Khanal (Grade X) participated in the 3rd Inter School Extempore competition organized by APF School, Kirtipur on 6th Shrawan. A total of 13 schools from the valley were part of the competition. Saiman Adhikari from our school bagged the 1st position. The 2nd and 3rd positions were awarded to students from GEMS and Nepal Police School respectively. Congratulations Saiman Adhikari.

“LITTLE PRINCE AND PRINCESS 2017”

Two students of Grade VI viz. Palistha Tamrakar and Prarthana Tamrakar had participated in the 7th Annual “Little Prince and Princess 2017”. The event was organized by Radiant Event Management and held at Jamal Rashtriya Naachghar on 19th Jestha. Prarthana Tamrakar won the “Best Personality”. Palistha Tamrakar won the The “Best Dress”, “Best Hair” and won the coveted title of “Little Princess” in the Grand Finale. Congratulations girls.



1ST XSJ MUN 2074

14 students viz. Chirag GC, Saiman Adhikari, Swechha Karn, Bibhuti Joshi, Sneha Dahal, Apekshya Khanal, Animesh Baral, Jagriti Luitel, Shreyan Parajuli, Samraggy Paudyal, Dikshant Thapa, Sangam Babu Baral, Niyam Acharya and Subikshya Malla from Grade IX and X participated in the 1st Inter School SXJ MUN (Model United Nations) Conference. The event was organized by St. Xavier's School, Jawalakhel from August 10 to 12, 2017. All participating schools represented various UN member countries under the following UN committees: SCOSOC, UNSC, SOCHUM and UNEP. School congratulates the following students of our school for their achievement in the under mentioned categories:



"Best Delegates" - Jagriti Luitel (ECOSOC - Somalia), Chirag GC and Saiman Adhikari (UNSC - France) and Animesh Baral (SOCHUM - Lebanon).

"Special Mentions" - Apekshya Khanal (ECOSOC - South Africa) and Shreyan Parajuli (SOCHUM- Mexico).

"Verbal Mentions" - Swechha Karn (ECOSOC- Switzerland), Dikshant Thapa (UNEP - Yemen), Sangam Babu Baral and Niyam Acharya (UNSC - Syria).

1ST ANNUAL NIGHTINGALE SPELLING BEE - 2074

Four students of our school viz. Sophiya Shrestha (Grade IX), Avijya Shrestha (Grade VIII), Aditi Ranjitkar (Grade VIII) and Akshyata Pradhan (Grade IX) participated in the 1st Annual Spelling Bee Contest. The competition was organized by Nightingale School,



Kupondole, Lalitpur from 2nd to 11th Shrawan. Three amongst the four students reached the finals where Avijya Shrestha won the 3rd position and was awarded with a cash prize of Rs. Five thousand, certificate and a trophy. Congratulations Avijya....

RAJAN MEMORIAL CUP - 2017

Our junior boys' football team participated in the Rajan Memorial U-13 Inter School Football Tournament Cup 2017. The tournament was organized by ABC Football Academy, Balaju. Our boys reached the finals but lost in a tie breaker and were able to secure the Runners-Up position.

Master Atharva Koirala (Grade VII) was adjudged the "Best Player" of the tournament. Congratulations to all the players and the team management.

INTER SCHOOL QUIZ COMPETITION

Aayam Basnet (Grade X) and Grivi Lamichhane (Grade IX) secured the 2nd position in the Inter School Quiz Contest Finals held on 31st August. The contest was organized by St. Xavier's School, Jawalakhel. Congratulations students.



6TH EVEREST VALLEYWIDE SPELLING

Senior Spelling Team comprising of Ms. Sophiya Shrestha (Grade 9), Ms. Subham Lamichhane (Grade 9), Master Avijya Shrestha (Grade 8) and Ms. Aditya Ranjitkar (Grade 8) represented the school in the 6th Everest Valley wide Spelling Contest from 7th to 23rd Bhadra 2074. Out of 14 participating schools, our team reached the finals surpassing the preliminary round, quarter final and semifinal round. The team achieved the 2nd Runners-up position in the finals. Congratulations!



20TH NATIONAL SWIMMING CHAMPIONSHIP 2017



School congratulates Ms. Adipsha Vaidya of Grade 8 who is also the Junior National swimmer for her achievement in the following swimming competitions:

20th National Swimming Championship 2017

Bronze – 200m open - Breaststroke

Bronze – 50m open - Breaststroke

5th Nisarga Swimming Gala 2017

Gold – 50m 12 years – Breaststroke

Bronze– 50m U-12 years - Freestyle

3RD BRIHASPATI INTER SCHOOL FOOTBALL TOURNAMENT



The junior boys and girls football team took part in the 3rd Brihaspati Inter School Football Tournament. The tournament was

organized by Brihaspati School, Naxal, Kathmandu. The boy's team proceeded till the quarter finals where as the girls lost in the semi-finals. Atharva Koirala received the "Man of the Match" whereas Pratistha Bhattarai received the "Women of the Match" award.



ANUSHASIT BOYS CLUB FOOTBALL TOURNAMENT



The junior boys' football team had participated in the 7A side football tournament from 18th to 23rd Bhadra. The tournament was organized by Anushasit Boys Club of Balaju. The boys lost in the finals in a tie-breaker and were the 1st Runners-up. Master Atharva Koirala was awarded the "Best Player" of the Tournament. Congratulations Atharva and the entire team!

2ND GFA INTER SCHOOL U-13 FUTSAL TOURNAMENT

The junior futsal team participated in the 2nd GFA Inter School U-13 Futsal tournament on 24th and 25th Bhadra at Grass Root Futsal arena, Mandikatar, Kathmandu. The team proceeded till the semi final match only. Man of the Match was awarded to Pratyush Bhattarai in the semi final match.



EDU-COM SEASONAL GREETING CARD DESIGNING COMPETITION



Based on the theme -"Dashain and Tihar", an Inter-School greeting card designing competition was organized by Edu- com on 23rd Bhadra, 2074 at Angel's Heart School, Manamaiju, Kathmandu. More than 20 participants from various schools participated in the event. Master Nitesh Gupta from Vidhya Sanskar School stood second in the competition. Congratulations Nitesh and the Computer department.

35TH CHHINALATA GEET PURASKAR



The School fraternity congratulates Mr. Sishir Yogi, our music teacher for being awarded with the "Chhinalata Gayak Puraskar" at the "35th Chhinalata Geet Puraskar Samarpan Sabha 2074".

Bishrut Bhattarai

A-Level - Batch of 2015-17

It's no exaggeration when I say that being the Nepal topper in AS mathematics is -- by a great margin -- the proudest moment of my life. Being the best in the country at any subject is quite a feat, but even more so when it's a subject that you've never really excelled at before. Was it easy? Not exactly, there were some necessary sacrifices that had to be made, but it definitely wasn't something that adversely affected other aspects of my life.

The key to achieving any goal, big or small, is having the right mindset. Mathematics has been a subject I've struggled with my whole life; before coming to Chelsea, the scores I got on my maths exams would more often than not be a lot lower than my scores on other exams; there was even a time in year 10 when I considered dropping maths altogether. Needless to say, I'm glad that I didn't. I decided, instead, that taking the easy way out wasn't going to work forever.

That same attitude has helped me immensely over the past two years, and I think it can help anyone who wants to excel; be academically or otherwise. There will always be setbacks if you're chasing something worth chasing, you just have to find the strength within yourself to push on and look at failure as a stepping stone. Did you underperform on an exam? Ask yourself why, and don't be afraid to ask your teachers for feedback. Give any plausible reason some thought. Perhaps you didn't get enough sleep, perhaps you didn't do past papers under actual time constraints. You don't have to devote all your time to

achieving a single goal, but make sure that when you do devote time, you are relentless -- don't leave anything in the tank. It's far easier to simply think to yourself that you'll do better next time, or that your teachers are the ones to blame, but remember: taking the easy way out is not going to work forever.

The right mindset is what helped me the most when it came to performing well academically, but learning to effectively use available resources follows close behind. Textbooks are a great starting point when it comes to doing well in A-Levels, but they are not enough. This is a lesson I had to learn the hard way after struggling with the first few internal exams I gave as a Chelsea student. Don't be afraid to ask your teachers for clarification, and recognise that the Internet is the greatest thing since sliced bread. ExamSolutions, tutor2u, Econplusdal, Khan Academy; help for any subject is only a click away. If you want to optimise your academic performance, stop thinking that your textbook is all you need; it's only a piece of the puzzle.

Speaking of the puzzle, please keep in mind that your friends, your hobbies, and ample rest are also very prominent

pieces. Don't make the mistake of trying to shut out everything else to focus on a single task. Sooner or later, you're going to burn out, and trying to complete a task past this point is not going to be effective. It's okay to spend some free periods just talking to your friends about football, and it's okay to play a videogame the night before an exam; just remember to earn these things. Make sure you've thoroughly revised before gaming, and make sure that you properly utilise the other free periods you have. It's all about striking a balance.

Above all, remember to enjoy the process. It's good to aim high, but don't lock yourself into tunnel vision. Work hard, use your time efficiently, and be consistent. Being a topper was not something I ever chased actively; all I ever wanted was to improve and raise the bar for myself. Being a topper is great, but it's the effort rather than the award that I take pride in.



Salute

"The Unstoppable"



MR. KANOON GIRI

{Alumni - Batch 2012-14}

Studying in the States, The New York University's (NYU)
Stern Undergraduate School of Business

*Majoring in Finance, Economics and Actuarial Science.
Spent his last semester abroad at NYU's London campus where
He researched about the major economic and political impacts of
Brexit on the UK's economy. Interning at the Finance Department of Viacom Inc. International.
A passionate student of Economics and Policy making, appointed as the
Youth Ambassador to New York State for 'Youth Parliament Nepal' in July 2017.*

The art of economics consists in looking not merely at the immediate but at the longer effects of any act or policy; it consists in tracing the consequences of that policy not merely for one group but for all groups. - Henry Hazlitt

The ultimate purpose of economics, of course, is to understand and promote the enhancement of well-being. - Ben Bernanke

ASK THE DOCTOR



Dr. Arun Raj Kunwar

Metro Kathmandu Hospital
Consultant Psychiatrist
MD Psychiatrist (USA)
MD Child and Adolescent Psychiatrist (USA)

What are your suggestions with teenagers with academic burdens.

It depends on what academic burdens mean. If you are not interested to pursue something, if somebody is forcing you to do something, it can be considered to be academic burdens. A very important point to note is that all people are not cut out to do everything. Some people are good at math, some people are good at French whereas some people are not good academically. If we force such students to do something that they are not interested in, or they are not capable of doing, that becomes an academic burden. So what I suggest to those students who think that they are facing academic burdens is, think about what your goal in life is. What do you want to achieve? Most students, they are a little lazy, lazy in the sense that they do not want to put in extra effort if they do not need to. If they could be first in class without doing anything, they would rather be first in class doing nothing. You have to think

not only about the present, but also about what you want to be in 5 years, in 10 years, and think whether what you are learning is much of a burden for you. If you want to be a taxi driver, or flip a hamburger at McDonalds, and you think that these jobs are too much of a burden, then that is your choice. But at the same time, it is a competitive world. You have to work hard. Most of the times you need to ask yourself whether something is really an academic burden, or is it something that you need to take on, to be where you want to be in the next 10 years.

Do you think teenagers should commit to relationships?

That is a very individual question. Every individual is different. But generally what happens is, teenage is an age where your brains are all haywire. The brain is very impulsive. You think you know everything, but you still do not know everything. You are trying to find your own identity. Sometimes you want purple hair; the

next day you want blue hair! So your ideas, your identity as an individual is not very strong. Consequently, it is not a very good time to be in a committed relationship, because you do not know what you will feel tomorrow, or how the other person will feel tomorrow. It is my opinion that in order to be in a stable relationship, you should have a fixed mindset. You should be stable yourself, and that stability, unfortunately, is not there when you are a teenager.

How can teenagers like us counter negative peer pressure?

There are a bunch of ways. Firstly, you need to know what constitutes negative peer pressure. There is a marked difference between bullying and negative peer pressure. So if it is just negative peer pressure, it's important to consider the future. Like I said before, it's important to know who you are and what you want to be in the future. Most of us, we are not worried about the future. We only

think about the short-term. For example, a person who goes to drink only thinks, "Okay I am going to have a drink, and some fun tonight." If you start thinking where you want to be in 5 years, or 10 years, if you want to achieve your goals, you start thinking, "Okay if I do this, what positive/negative consequences will this have on me in the future?". Now, coming to the negative peer pressure, you have every right to say no. You do not need to engage in activities forcefully. A very important point to consider while replying negatively is to remain respectful to the person. If you question what other people do, you are already starting a conflict. It is better to say no in a respectful manner, considering what the person who told you to engage in something, wants. If you do this, if you tell the person in a nice and respectful way, the person will listen to you.

In what way does family problems like divorce of parents, extra-marital affairs etc. hinder the minds of teenagers?

Family is an integral part of the teenager. The teenager is a leech, or shall we say, dependent on the family for financial, social, emotional reasons. The adverse events in a family is going to affect the teenager. It's the responsibility of the adult. Sometimes, parents would want to divorce. If I can't live with my wife, and she is going to be unhappy with me for the rest of our lives, it is better if I separate and live individually. Those kinds of adult decisions should be done in a way which does not affect the child. If you are divorcing, you need to sit down with your child and talk. Also, make sure that you as a parent do not incessantly moan about the other parent in front of your child. Do not create an unnecessary stressful environment. Be respectful to each other, though you do not like each other. In some of the parenting classes that I have attended, I have met parents who wanted to fight. What I tell them is simple: If you want to fight, go to a hotel, fight whole day, come back and show a nice face. Whatever you do will affect your children. Therefore, this question is more from the parental perspective than the teenager's perspective.

Lastly, what do you think is the principal cause for teenage suicide and how can we as a society prevent such suicides?

That is a big question. The number one cause of suicide? Mental health issues. It might be depression, but then again it might not be depression. At the same time, teenagers are more likely to commit more impulsive suicides. Like I said, as a teenager, you are not thinking too much. Your brain cannot really filter things. Sometimes, if you get angry, you'll just go fight with somebody. As an adult, I generally don't go fight with somebody straight away. In teenagers, the filters to act on bad decisions are non-existent. This is reinforced if you have depression, anxiety, substance abuse like alcohols, drugs etc. These are the major issues. However, there are surrounding issues too. For the onset of mental illnesses, there are many stresses that are involved: bullying, cyberbullying, sexual harassment, corporal punishment, family problems. Those are contributing factors. The best way to prevent suicides is to prevent these surrounding factors. Moreover, awareness is also really important. If you are in depression and are having suicidal thoughts, you must recognize that it is not natural, and you should get help. Also, raising that awareness, putting it into curriculum and making parents, students and teachers alike all aware is very important. With the onset of suicidal thoughts, one must realise it is a preventable disease; do not just stay idle. Get help, because without help, there are going to be a myriad of negative consequences. If you can raise enough awareness, we as a society can prevent such suicides from taking place.

**Interviewed by : Bijaya Luitel, Nilam Dangi
and Pranita Pathak, A2 Level**

{Note: The editorial team sincerely apologize for the error in the last issue. }

POEM

Life



Rijan Kafle, (AS Level)

This is a story about four people named
Everybody, somebody, anybody and
Nobody

There was an important job to be done
And everybody was sure that
Somebody would do that.

Anybody could have
Done it, but nobody did it.

Somebody got angry about that,
Because it was everybody's job.

Everybody thought anybody
Could do it but
Nobody realized that everybody
Wouldn't do it.

It ended up that everybody blamed
Somebody

When nobody did what anybody
Could have done.

TEACHERS

Jenny Gharti Chhetri, 8 'E'

Teachers are the gifts by god
Who always try to make us the best
And students are the gift wrappers
Who never perform any less.
Teaches are the special persons
Who teach a child in the class
Just to drag his/ her attention
In a world that moves so fast.
Teachers guide the students
Who have lost their way
To make the child feel secure
So that s/ he achieves goals in the
coming days.
Teachers, you are really the special
persons
You always try to make us the best
And every child who attends your class,
Their life is very blessed.



ARTICLE

My Most Unforgettable Teacher

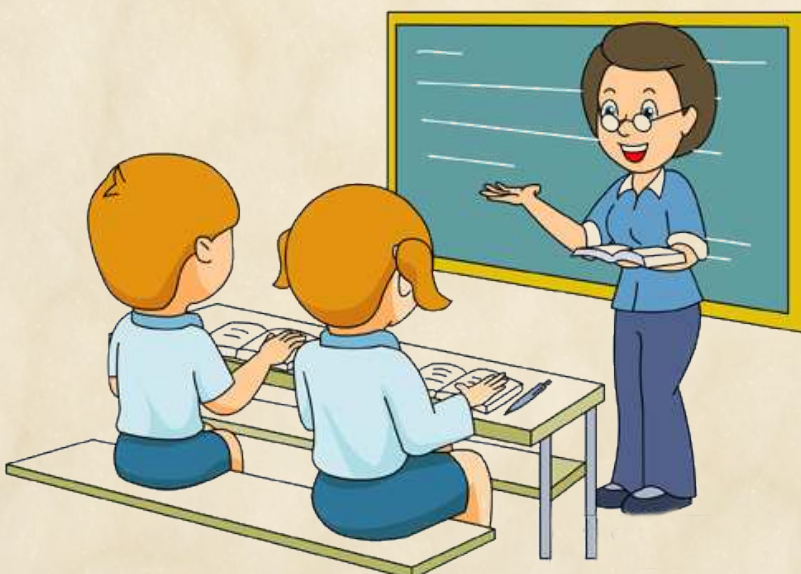
Prasamsa Sharma 7'D'

Teachers are the ones who teach us and give us knowledge. They are the ones who try as hard as us to make our future bright. We especially meet teachers in our school life. They help us to build our self esteem and self confidence. So, we should never think badly about our teachers. We should happily do the work they give us and think of it as a step towards our bright future. After all, they always want their students to excel in overall activities and life. Thinking negative about teachers would lead us towards our own unsuccessful life.

There are many teachers who have taught and are yet teaching me. They have enlightened my life. I can never forget the teachers who came in my life with the light of education and knowledge. But there are some teachers who are special to me because they are the ones who have established proper base of my education. Among them, Bobby ma'am is my most unforgettable teacher. She

was my teacher in UKG. Luckily, she was my class teacher. She made us play, sing, dance and do art and crafts. She used to tell us jokes which made us laugh very much. She encouraged me. She helped me a lot to make my future bright. She never scolded us. She taught us good habits and also said to be aware about bad habits. She also taught us rules and regulations of our school and also said that the rules and regulations are not same everywhere. She always tried her best to improve each and every student to be perfect, confident and get good base of education too. She realized that the children always think that exams give pressure. So, whenever we felt difficulty in any topic, she used to make a story about that and make us understand very well. She always showed us the right path of life.

Hence, I can never forget her. She has done a lot to make my future bright.



POEM

HATS OFF TO YOU MOM!

Sushila Bhandari
Teacher



You held me in your womb
protecting and loving me,
throughout those hard months,
struggling to feed me.

Stretched belly and swollen legs,
with work, effort and pain,
feeling and bearing my kicks,
it was all about me to gain.

With joy in heart, pain in eyes,
giving me birth in the new world,
with wonders of life, you reared me up,
and you remained calm and bold.

Simply, you were a lady,
proudly, now being a mother,
with all challenges of life to dare,
facing them with tons of love and care.

Your smile brings charm,
your tears make me feel,
your words bring hope,
your hug keeps me away from harm,

Beyond every wonders of creation,
there you are my mom,
I wonder and love our relation,
so, hats off to you mom, love you mom.



Inspirational Quotes

Learning never exhausts the mind. -T.Roosevelt

Nothing in life is to be feared; it is only to be understood. Now is the time to understand more so that we may fear less -Marie Curie

Do not go where the path may lead, go instead where there is no path and leave a trap -Ralph Waldo Emerson

It is not enough that we do our best, sometimes we must do what is required -Winston S. Churchill

The best preparation for tomorrow is doing your best today-H Jackson Brown

There are better people in the world, do not let the worst do the worst to you, you deserve the best in life -Michael Bassey Johnson

Being able to do what you wish is the best thing in the world -Shiro amano

NISCHAL BHATTA, (A2 Level)

कविता

सबैभन्दा मिल्ने साथी

शुभम् लामिछाने ९ 'ख'

नौ महिना आमाको कोखमा बसी ,जन्म लिए त्यही बालकले ,
हाँसेर र खेलेर बिताए आफ्नो बाल्यकाल,समय फर्कदैन भने ।

खानालाई 'माम' भनेर ,सधैं मुख खोली,
आमालाई खुसी बनाई,आफ्नो पहिलो शब्द बोली ।

खुसी हुँदै आमाबाबु छोरा ठूलो भयो ।
आफ्नोबारे नसोची, सधैं छोरो पहिलो भयो ।

कुनै दिन ठूलो भई, असल बन्छु भनी,
सपना देख्यो, त्यहाँदेखि आफ्नो जीवन सपाछु भनी ।

मानिस ठूला भएपछि, आफन्तलाई बिर्सला ।
'छोरो हाम्रो ठूलो भए हामीलाई भने नबिर्सला ।

सोचमा परे आमाबाबु, छोरा विदेश गयो ,
आफ्नो लक्ष्य पुरा गर्‍यो , असल मान्छे बन्यो ।

दिनदिनै कुथें बाबुआमा, 'छोरो कहिले आउँछ ?'
आफूले पाएको सबै कुरा, आमाबाबुको नाम गराउँछ ।

अझै पनि उनीहरूलाई, त्यति नै माया गर्छ ।
आफ्नो जन्मदातालाई, कसले बिर्सन सक्छ ?

त्यसैले भनिन्छ, जन्मदाता सबैभन्दा माथि,
उनीहरू नै हुन्, यही मूल्यमा हाम्रा सबैभन्दा मिल्ने साथी

ढाका टोपी

योगेश पाण्डे : ३ 'च'

ढाका टोपी मेरो साथी
लगाउने शिरमाथि
ढाका टोपीले हाम्रो
उच्च राख्छ छाती
ढाका टोपी नै हो हाम्रो पहिचान साथी ।

ढाका टोपी मेरो सान
ढाका टोपीले नै बढाउँछ नेपालीको मान
ढाका टोपीलाई साथी पहिचान ठान
ढाका टोपीले नै राख्छ नेपालीको मा

शिक्षाको महत्व

निहारिका लामिछाने, १० 'घ'

शिक्षाबिना मानिसको जीवन हुन्छ अन्धकार
शिक्षाबाटै पाउँछौं हामी सम्मान र सत्कार ॥

शिक्षाभन्दा ठूलो अरु केही छैन जगत्मा
शिक्षाबिना जीवन बिट्छ त्यसै फगत्मा ॥

शिक्षा आर्जन गर्नुपर्ने विद्यार्थीको काम
शिक्षाले नै चम्काउँछ हामी सबको नाम ॥

शिक्षालाई फिँजाउनु छ सबै गाउँघरमा
शिक्षाले नै पुर्‍याउँछ सबैलाई सगरमाथाको शिखरमा ॥



मेसी

आर्जन अर्गाल: ६ 'घ'

खेलाडी भनेको राष्ट्रका गहना हुन् । विश्वमा धेरै खेलाडीहरू छन् । ती मध्ये मलाई मनपर्ने खेलाडी मेसी हो । खेलले मानिसलाई फुर्तिलो र स्वस्थ बनाउँछ । त्यसैले आजको समयमा हरेक विद्यालयहरूले खेललाई पनि महत्व दिई यसलाई अतिरिक्त क्रियाकलापको रूपमा समावेश गरेका छन् ।

मेसीको जन्म २४ जुन, १९८७ मा अर्जेन्टिनाको रोजारियो भन्ने ठाँउमा भएको हो । उनको पूरा नाम चाहिँ एन्डेस मेसी हो । बुबा जर्ज होराकियो मेसी र आमा सेलिया मारिया कुस्सिट्टिनीका कान्छा छोराको रूपमा जन्मेका मेसीको रोड्रिगो र रमाटियास नाम गरेका दुई जना दाजुहरू छन् । उनकी मारिया सोल नाम गरेकी एकजना बहिनी पनि छन् । मेसी ३० वर्षको उमेरमा

यसै वर्ष २९ वर्षकी एन्टोनेला रोकुज्जोसँग वैवाहिक बन्धनमा बाँधिएका छन् । उक्त वैवाहिक समारोहमा देशविदेशका विशिष्ट व्यक्तित्वहरू, चर्चित फुटबल खेलाडीहरू पनि सहभागी भएका थिए । मेसीले आफ्नो विवाहमा आफू बसेको सहरलाई नै दुलही भैं सिँगारेका थिए ।

मेसीको फुटबल जीवन पाँच वर्षको उमेरदेखि नै ग्रान्दोली नामक क्लबबाट सुरु भएको हो, जसका तत्कालीन प्रशिक्षक उनका बुबा जर्ज थिए । सन् १९९५मा उनी नेबेल्स ओल्ड बोइज क्लबमा सरे । उनी उचाइ नबढ्ने रोगको सिकार भएका थिए, जुन कुरा उनलाई एघार वर्षको उमेरमा थाहा भयो । यसको उपचार खर्च महङ्गो थियो, जसलाई धान्न उनी संलग्न क्लबलाई गाह्रो थियो । यसै क्रममा स्पेनको चर्चित क्लब



बारसिलोनाले उनलाई आफ्नो क्लबमा अनुबन्ध गर्‍यो र उनको उपचार खर्च बेहोर्ने सर्त राख्यो, जसलाई स्वीकार्दै मेसी बारसिलोना छिरे ।

मेसीले कलिलो उमेरमा नै सर्वोत्कृष्ट उपाधि तीनपटक जितेर विश्व कीर्तिमान बनाइसकेका छन् । बललाई नियन्त्रणमा राखेर खेलाडीहरूलाई छक्काउँदै सुन्दर ढङ्गले गोलपोस्टको जाली चुमाउनु उनको खुबी हो । अनेक कीर्तिमानहरू बनाउँदै फुटबलको दुनियाँमा आफ्नो नाम सुरक्षित गर्ने युवा खेलाडी मेसी आजसम्म बारसिलोना क्लबबाट दस नम्बर जर्सीमा कलात्मक र जादुमयी खेल पस्किरहेका छन् । मलाई मेसी धेरै मन पर्छ । म पनि मेसीको शुभ चिन्तक हूँ । उनको सधैं उत्तरोत्तर प्रगति हुँदै जाओस् । मेरो पनि शुभकामना छ ।



मिति: २०७४।०४।०४
नयाँ बानेश्वर, काठमाडौं।

सम्माननीय खेलकुद मन्त्रीज्यू,
नमस्कार !



म विद्या संस्कार स्कूलमा कक्षा ७ मा अध्ययनरत छात्रा हुँ। म विद्यार्थी हुँ तर मलाई एउटै किताब सधैं भोलामा बोकेर एउटै कुरा रटिरहनु जस्तो उराठलागदो विषय कही पनि लाग्दैन। म चाहन्छु, कुनै पनि सैद्धान्तिक वा व्यवहारिक ज्ञान मनोरञ्जनपूर्ण ढङ्गबाट हासिल गर्न सकौं, जसरी खेलबाट हासिल गरिन्छ। मेरो लक्ष्य एउटा कुशल अन्तर्राष्ट्रिय खेलाडी बन्ने भएर पनि हो ला मलाई खेलप्रति रुचि पनि लाग्छ र अन्तर्राष्ट्रियस्तरमा यसको विकास होस् भन्ने चाहना पनि मभित्र उर्लिएर आउँछ। त्यसैले आज म हजुरलाई यो चिठी लेख्दै छु, जुन चिठीमा म हजुरलाई हामी जस्ता विद्यार्थीलगायत देशका युवावर्गको खेलकुद क्षेत्रप्रतिको चाहनालाई बुझिदिन अनुरोध गर्दछु भने आफ्नो देशलाई खेलकुद क्षेत्रमा अरु देश भन्ने अघि देख्ने इच्छा व्यक्त गर्दछु।

मन्त्रीज्यू, नेपालको परिचय अन्तर्राष्ट्रिय क्षेत्रमा बनाउन खेलकुद क्षेत्रको विकास गर्नेपर्ने र राष्ट्रको गौरव तथा प्रतिष्ठालाई उँचो बनाउन खेलकुद क्षेत्र महत्वपूर्ण विधा रहने कुरामा हजुरको ध्यानाकर्षण होस्। देशको भविष्यलाई उज्ज्वल बनाउने हामी जस्ता बालबालिकालगायत युवावर्गलाई अभ्यास गराउने वातावरण सिर्जना होस्। एक महिनामा एउटा राष्ट्रियस्तरको खेलकुद प्रतियोगिता गर्ने योजना होस्। राजधानी बाहिरका विभिन्न जिल्लामा क्षेत्रीय र जिल्लास्तरका रङ्गशाला र अन्य भौतिक पूर्वाधार निर्माण, राष्ट्रिय र क्षेत्रीयस्तरको विभिन्न खेलकुद संघहरूको स्थापना, अन्तर्राष्ट्रिय खेल जगत्सँगको सम्बद्धता र विभिन्न अन्तर्राष्ट्रिय जगत्मा आयोजना हुने विविध खेलका विभिन्न स्तरका प्रतियोगितामा नेपाली युवावर्गलाई सहभागी गराइयोस्, किनकि खेलकुद क्षेत्र जतिसुकै व्यावसायिक बन्दै गए पनि मुलुकमा नियमित प्रशिक्षण र खेल तहुँदा खेलाडीहरू कतिसम्म खाली बस्नुपर्ने बाध्यता छ, जसले गर्दा उनीहरूमा नैराश्यको भाव उत्पन्न हुनुका साथै अन्य वैकल्पिक बाटो रोजेर खेल क्षेत्रलाई नै 'बाई बाई' गर्ने वा विदेश पलायन हुने सम्भावना देखिएको छ। खेलकुद क्षेत्रलाई राज्यले राम्रो बजेट छुट्याओस्। हुन त मुलुकको खेलकुद क्षेत्र कमशः व्यावसायिक पनि बन्दै गएको छ, तर जतिसुकै सम्भावना भए पनि राजनीतिक छाँयामा परेको हुनाले हाम्रो खेल क्षेत्र टाक्सिएको छ। यसलाई अन्तर्राष्ट्रिय क्षेत्रमा उकास्ने दिशातर्फ हजुरको ध्यान जानु जरुरी छ।

मन्त्रीज्यू, भौतिक पूर्वाधारको कमीले गर्दा खेलकुदको विकास भएको छैन। त्यसका लागि हजुरले ध्यान दिनु पर्ने छ। खेलाडीलाई स्वस्थ राख्न राज्यले नै लगानी गर्नुपर्छ। त्यसैले हजुरले सो कुरालाई पनि महत्त्व दिए हुन्थ्यो। त्यसैगरी राष्ट्रिय खेलकुद र अन्तर्राष्ट्रिय प्रशिक्षक राख्नुपर्ने विभिन्न क्लबहरू खोल्नु पर्ने र खेलाडी तथा प्रशिक्षकको जीवन सुरक्षित गर्नुपर्ने कुरामा हजुरले जोड दिनुभए हुन्थ्यो।

मन्त्रीज्यू, हजुरको खेलकुदप्रतिको ठूलो कार्यकारी पद भएकाले मन्त्रीज्यूले अन्तर्राष्ट्रिय विकासको लागि खेलकुद क्षेत्रमा सही काम गरेर देखाउनुहुन्छ भन्ने आशाका साथ पत्र लेख्दै बिदा चाहन्छु।

खेलकुद प्रेमी विद्यार्थी
दिप्शा मैनाली
कक्षा : ७ 'ख'

मेरो चितवन घुमफिर

अबछेता प्रधान, ९ 'क'

हामी मानिसहरूलाई सधैं नयाँ वस्तुहरूको खोज गर्दै हिँड्ने बानी हुन्छ, यसकारण मानिसले भ्रमण गर्छ। भ्रमणबाट मानिसले आनन्द र सुखको मात्र अनुभव गर्दैन बरु यसका साथसाथै उसले अरु मानिसहरूका व्यवहार, संस्कृति र कलाको बारेमा पनि विशिष्ट जानकारी पाउन सक्छ। भ्रमणले हाम्रो मनको दुःख र कष्ट भुलाएर, हाम्रो मनलाई शान्त र आनन्दित बनाउँछ। यसै कारणले हामी पनि भ्रमण गर्न जाने भनी स-परिवार चितवन घुम्न पुग्यौं।

हामी चितवन जाने दिनमा बिहान ५:०० बजे नै उठिसकेका थियौं। म र मेरो भाइ चितवन जाने भनेर धेरै उत्साहित थियौं। हामी ७ बजेतिर चितवनको बस चढ्न भनी कलंकी पुग्यौं। त्यहाँ थुप्रै मानिसहरू थिए। कोही चितवन जान, कोही पोखरा जान भनी आ-आफ्ना बसमा चढिरहेका थिए। हामी पनि आफ्नो बस खोजेर बस्यौं। आधा घण्टामा हाम्रो बस हिँड्न थाल्यो। दिउँसो १ बजेर ३० मिनेट जादा हामी मुग्लिनमा पुग्यौं। त्यहाँ हामी खाजा

खान एउटा सानो रेष्टुरेन्टमा गयौं। त्यहाँको माछा खाँदा त मेरो मुखबाट 'आहा ! कति मिठो माछा !' भनेर निस्की हाल्यो। त्यसपछि हामी फेरि चितवनतिर लाग्यौं। काठमाडौं शहर बाट बाहिर निस्किएपछि पहाडका बाटोमा हिँड्दा अकै खुसी महसुस भयो। त्यहाँका मनोरम र शान्त दृश्य देखेर त मेरो मन पुलकित भयो।

केही घण्टाको यात्रापछि हामी चितवनको सौराहामा पुग्यौं। हामी त्यहाँ एउटा होटलमा बस्यौं। त्यसपछि होटलको बगैँचामा एकछिन घुम्न र खाना खान भनी होटलको डाइनिङ टेबलमा बस्यौं। त्यसपछि हामी नजिकैको एउटा गाउँमा घुम्न गयौं। त्यो गाउँको घरहरूका भित्ताहरूमा थुप्रै चित्रहरू बनाइएका थिए। त्यहाँ एकदम शान्त र सुन्दर वातावरण थियो। त्यसपछि हामी घोडाले तान्ने टाँगामा चढेर गाउँ घुम्न गयौं। त्यस रात हामी थारुहरूको सांस्कृतिक नाचहरू हेर्न एउटा हलमा गयौं। थारुहरूको नाच त धेरै नै अनौठो हुँदो रहेछ।

अर्को दिन हामी सबै उठेर चितवन

राष्ट्रिय निकुञ्जमा घुम्न गयौं। हामी हात्तीमा चढेर राष्ट्रिय निकुञ्ज घुम्न। हामीले त्यहाँ बङ्गाली बाघ, गोही, जङ्गली हरिण र एक सिङ्गो गैंडाहरू नदीको किनारमा देख्यौं। दुङ्गा चढेर राप्ती नदीलाई पार गयौं। त्यसपछि होटल फर्केर खाना खायौं। भोलिपल्ट घर फर्कने कुरा सुनेर हामीलाई धेरै दुःख लाग्यो। हामीलाई त्यहाँ अत्यन्तै र माइलो लागेकाले त्यो ठाउँलाई छोड्न मन लागेन। तर के गर्नु, सबैको आ-आफ्नै समस्या हुने रहेछ। मनमा चितवनसँगको विछोडले साह्रै दुःख लागे पनि त्यो मेरा लागि अविस्मरणीय स्थान लाग्यो। भविष्यमा कुनै बेला फेरि भेट्ने वाचा गर्दै हामी काठमाडौंतर्फ फर्कियो। चितवन तराईमा पर्ने एउटा सानो र सुन्दर ठाउँ रहेछ। यहाँ घरहरू भन्दा वन जङ्गलहरू धेरै भएकाले त्यो ठाउँ अत्यन्तै राम्रो र सुन्दर थियो। चितवनको सुन्दर र रमणीय दृश्य देखेर काठमाडौंको हल्ला र धुलोबाट टाढा जानु छ भने चितवन सबैभन्दा राम्रो ठाउँ रहेछ जस्तो मैले अनुभव गरें।



शिक्षा, सामाजिकीकरण र स्वायत्तता

प्रोफेसर डा. विद्यानाथ कोइराला



सोच

शिक्षा के हो भन्ने पढ्यौं । केही बुझ्यौं । के होइन त शिक्षा भन्ने पढौं । अर्कै बुझाइ आउँछ । गुरुले ज्ञान दिनुहुन्छ भन्ने पढ्यौं । पुगेन । जे पनि गुरु हुन्छ भन्ने पढौं । नौलो बुझाइ हुन्छ । निखिएर भन्दा प्रत्याभूति (reflection) मा शिक्षा रहेछ । संस्कारमा रहेछ । संरचनामा रहेछ । भोगाइ (survival) मा रहेछ । पढाइमा रहेछ । मूलतः अन्तरक्रियामा रहेछ । व्यक्तिसँगको अन्तरक्रियामा । संरचनासँगको अन्तरक्रियामा । भोगाइसँगको अन्तरक्रियामा । प्रकृतिसँगको अन्तरक्रियामा । प्रवृत्तिसँगको अन्तरक्रियामा । व्यवहारसँगको अन्तरक्रियामा । संज्ञानसँगको अन्तरक्रियामा । त्यसैले शिक्षा सिर्जना रहेछ । खोज रहेछ । सोच रहेछ । निर्माण रहेछ । पुनर्निर्माण रहेछ । विनिर्माण (deconstruct) रहेछ । सँहार (destruct) रहेछ । फरक के रहेछ भने कसले के बुझ्यौं ? कसरी बुझ्यौं ? कुन सन्दर्भमा बुझ्यौं ? कति बुझ्यौं ? अर्थात् फरक 'क' मा रहेछ । मेरो 'क' मा । म जस्तोको 'क' मा । अर्थात् 'क' को खोजले शिक्षाको लगानी (input) पक्ष चिनाउँछ । प्रक्रिया (process) पक्ष चिनाउँछ । उत्पादन

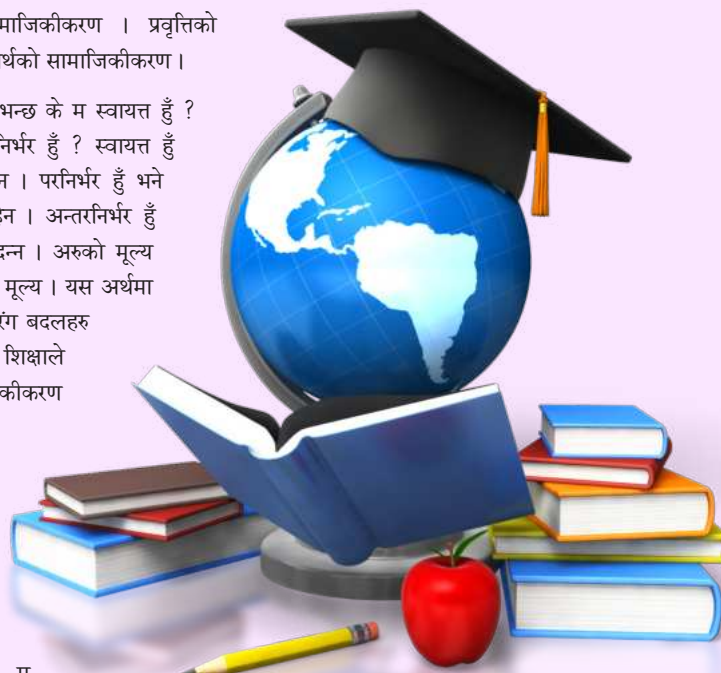
। उपयोगिताको सामाजिकीकरण । प्रवृत्तिको सामाजिकीकरण । स्वार्थको सामाजिकीकरण ।

सोचको दोस्रो पक्षले भन्छ के म स्वायत्त हुँ ? परनिर्भर हुँ ? अन्तरनिर्भर हुँ ? स्वायत्त हुँ भने हर्मोल्फोडाइट हैन । परनिर्भर हुँ भने पहिचान शून्य पनि हैन । अन्तरनिर्भर हुँ भने मूल्य (Value) दिन्न । अरुको मूल्य । मलाई म बनाउँनको मूल्य । यस अर्थमा हामी तीनै पक्षी हौं । रंग बदलहरू हौं । मेरो अठोट शिक्षाले ज्ञानहरूको प्राज्ञिकीकरण (scholarization) गर्छ । मूल्य दिन्छ ।

मूल्य लिन्छ । लिने दिनेमा म स्वायत्त हुँ । लिनैपर्दा म परनिर्भर हुन्छु । सहज लेनदेनमा म अन्तरनिर्भर हुन्छु । प्रश्न यही आयो मेरो शिक्षा के हो ? सामाजिकीकरण के हो ? स्वायत्तताको अर्थ के हो ?

शिक्षा र सामाजिकीकरण

हाम्रो शिक्षाले समाजोन्मुख बनायो कि समाजोविन्मुख ? के यो सापेक्षित कुरा हो ? के निरपेक्षित कुरा हो ? समाजोन्मुख बनायो भने समाजको अनुभव बढेन । त्यसलाई प्राज्ञिकीकरण गरेन । संरचनाको विश्लेषण गरेन । संस्कारको विश्लेषण गरेन । संरचना र संस्कारबीचको अन्तरसम्बन्धको चिरफार गरेन । संरचना र संस्कारबीचको अन्तरसम्बन्धको चिरफार गरेन । जिनलेभ (सन्.१९९०) को शब्दमा अवस्थित सिकाइ (situated learning) मा जोड दिएन । वरिपरिको सिकाइ (peripheral learning) मा दियो । त्यही ज्ञान कसैलाई वरदान बन्यो । कसैलाई अभिशाप । यसरी शिक्षाले समाजको ज्ञानलाई समूल नष्ट (epistemicide) गर्‍यो (Sentos, 2007) । जन दर्शन (ethno philosophy) भनेर तल्लो कोटीमा राख्यो (उही) । विचारने भाषाहरू खोजेन । अन्तरसंस्कृतिक भाषिक स्थानान्तरण (intercultural translation) या (Knowledge/languages) गरेन (उही) । के हो थारुको विश्वज्ञान (World view) भनी खोजेन । त्यो विश्वज्ञानलाई गुरुङसँग जोडेन । शेर्पासँग जोडेन । दलितसँग जोडेन । महिलासँग जोडेन । यसरी



विश्वज्ञान माच्यो

। भुक्तिएर खोजीहाले पनि अन्तर संस्कारी (inter-cultural) ज्ञानलाई बेवास्ता गर्‍यो । विश्वव्यापी (univebal) ठानिने ज्ञानले विस्थापित गर्‍यो । यसरी हाम्रो शिक्षाले न सामाजिक न्याय गर्न सिकायो । न संज्ञानात्मक न्याय (cognitive justice) गर्न सिकायो । अर्थात् ज्ञानहरूको सम्बन्ध क्षेत्र (contact zones) पहिल्याएन । प्रायोगिक सम्बन्ध क्षेत्र । सैद्धान्तिक सम्बन्ध क्षेत्र । दार्शनिक (epistemological) सम्बन्ध क्षेत्र । परिणामतः हाम्रा विद्यार्थीले ज्ञानहरूको खोजी गरेनन् । तिनका मिलन बिन्दु चिनेनन् । यसैले उनीहरू असामाजिक बने । अथवा भिन्न सामाजिक व्यक्तित्व बने । समाजले नचिनेको । नखोजेको । जन-विश्वविद्यालय (popular universities) को पाठ्यक्रमको भाषामा संस्कृतिसँग नटाँसिएको । पढाइमा (Serrano, 2006) नजोडिएको । पाउलो फेरेको शब्दमा मुक्त नबनाउने शिक्षा । आशा नजगाउने शिक्षा । संसार नउघिने शिक्षा । समालोचक नबनाउने शिक्षा । समाज नबदल्ने शिक्षा । दोधार (dilemmas) नउघिने शिक्षा (Nord & Haynes, nd) ।

शिक्षा र स्वायत्तता

हिन्दू पुर्खाले शिक्षाबाट मुक्ति खोजे । शरीर र आत्माको

हाम्रो शिक्षाले समाजोन्मुख बनायो कि समाजोविन्मुख ? के यो सापेक्षित कुरा हो ? के निरपेक्षित कुरा हो ? समाजोन्मुख बनायो भने समाजको अनुभव बढेन ।

(product) पक्ष चिनाउँछ । पहिलो पक्षले विषयवस्तु चिनाउँछ । दोस्रो पक्षले शैली चिनाउँछ । तेस्रो पक्षले बजार चिनाउँछ । विषयवस्तु चिन्दा हामी शक्तिको स्रोत चिन्छौं । कसको कुरो पढ्यौं भन्ने कुरा खोज्छौं । ज्ञानहरू (ecology of knowledges) का स्रोत खोज्छौं । यहीनै सामाजिकीकरण (socialization) को कुरा आउँछ । शक्ति सम्बन्धको कुरा आउँछ किन मेलै मेरो पुर्ख्यौली ज्ञानलाई अकाट्य ठाने ? बेकारको ठाने ? अरुभन्दा तल र माथिको ठाने ? भिन्न ठाने ? अरुसँग मिल्नसक्ने (synchronize) ठाने ? मिल्न सक्ने ठाने ? मेरा यी ठ्याङ्गहरूमा सामाजिकीकरण छ । शक्तिको सामाजिकीकरण । पहिचानको सामाजिकीकरण



जानकारी खोजे । शरीरबाट आत्मा छुट्याउँने ज्ञान खोजे । आत्मा र शरीरबीचको अन्तरसम्बन्ध बुझ्ने बुझाउँने ज्ञान खोजे । यसरी विद्याले मुक्ति खोजे । अविद्याले भुक्ति खोजे । पेट भर्ने ज्ञान । भराउँने ज्ञान । यस अर्थमा पुख्यौली “स्वायत्ततातर्फ” हाम्रो शिक्षाले कुरे गरेन । बरु “बन्धनयुक्त स्वायत्तता”

विद्यालयलाई स्वायत्तता चाहिन्छ । सामाजिकीकरण पनि चाहिन्छ । त्यही स्वायत्तता र सामाजिकीकरणको बीचमा विद्यालयले शिक्षा दिनुपर्छ । यसका लागि मैले नौवटा बाटाहरु सुभाएको छु ।

खोज्यो । कमाउँने स्वायत्तता । खर्चिने स्वायत्तता । “म” भन्ने स्वायत्तता । “मेरो” भन्ने स्वायत्तता । यसरी पुख्यौली स्वायत्तता र हाम्रो स्वायत्ततामा अन्तराल भेटियो । किनकि अहिलेको स्वायत्तताले भनिदियो - शिक्षक व्यवस्थापनमा स्वायत्तता । पाठ्यक्रममा स्वायत्तता । शिक्षणकला (pedagogy) मा स्वायत्तता (Eskeland & Filmer, 2002) । विकेन्द्रित दायित्व र अभिभावकीय स्वायत्तता (World Bank Development Research Group, 2002) । आर्थिक आत्मनिर्भरता । प्रतियोगिता । “नव-नियन्त्रकहरु” (new controller) को उपयोग (Karstanje,nd) स्थानकै मूल्याङ्कन (micro-evaluation) ।

शैक्षिक स्वायत्तताले विकेन्द्रीकरण खोज्दो रहेछ । स्थानीय छनौट (local choice) खोज्दो रहेछ । अर्जेन्टाइना, चिली, अष्ट्रेलिया, वेल्स र न्यूजीलैण्डको अनुभवले यसै भन्छ । “नव-नियन्त्रक” खोज्दो रहेछ । नेदरलैण्डको अनुभवले त्यस्तै सिकाउँछ । तर विकेन्द्रीकरण र स्वायत्तता मात्रै सर्वोपधि होइन रहेछ । फ्रान्स, जापान, र कोरियाको अनुभवले त्यसै भन्छ । जे होस् स्वायत्तताले विद्यालयमा आधारित व्यवस्थापन (school based management) खोज्दो रहेछ (West, 1991) । आर्जनमा, पठनपाठनमा, मूल्यांकनमा, प्रशासनमा । अर्थात् स्कूलकै छनौट (choice) लाई सर्वोपरि ठान्दो रहेछ । यस अर्थमा हिन्दू पुर्खाको गुरु कुलको व्यवस्थापन जस्तै रहेछ । तर त्यसमा अभिभावकको सहभागिता थपिँदो रहेछ । जे खोजे पनि कार्टान्डो (मिति नभएको) को शब्दमा गुणस्तरीय हेरचाह (quality care) खोज्दो रहेछ । गुणस्तरीय र सुनिश्चित लगानी । गुणस्तरीय पठन-पाठन । गुणस्तरीय पाठ्यक्रम । गुणस्तरीय उत्पादन । सर्वोत्तम प्रतियोगी । अर्थात् त्यसैको लागि शिक्षाले स्वायत्तता खोज्दो रहेछ ।

जापानी शिक्षाले स्वायत्तता अन्तर्गत बजारी प्रतियोगिता रोज्यो (Ibid) । बजारसँग विद्यालयको पाठ्यक्रम मिलाउँने । शिक्षणकला मिलाउने । परिवेश मिलाउने । जर्मनीको शिक्षाले युवा तालिम खोज्यो । कार्यथलोको तालिम (apprenticeship training) । विद्यालयका युवाको तालिम । विद्यालय छाडेका युवाको तालिम (Ibid) । विश्व बैंक (सन् २००२) ले विकेन्द्रित दायित्व खोज्यो । उत्साहित अभिभावक खोज्यो (Eskeland & Filmer, 2002) । पाठ्यक्रम, शिक्षणकला र व्यवस्थापनमा स्थानीयता खोज्यो (Nicaragua Reform Evaluation Team, 1996) ।

सामाजिकीकरण र स्वायत्तता

सामाजिकीकरणले विभाजित स्वयं (divisible self) खोज्छ । स्वायत्तताले अभिभाज्य स्वयं (undivisible self) खोज्छ । लुइस डुभण्ट (१९८०) को शब्दावलीमा विवाद त्यही हो । प्रश्न त्यही हो । शिक्षाले गर्ने के ? गन्यो के ? गर्नुपर्ने के ?

हाम्रो जीवन्त यथार्थताले भन्छ-पुख्यौली शिक्षाले सौँघुरो सामाजिकीकरण (ghettoized socialization) गन्यो । आधुनिक शिक्षाले अन्तर्राष्ट्रिय सामाजिकीकरण (universal socialization) मा लाग्यो । व्यक्तिको स्वायत्त हुने रहले उसलाई अनेकन ठाउँमा खोज्यो । आफै बस्ती (ghetto) मा बस्ने । अन्तरबस्ती (inter-ghetto) मा बस्ने । राष्ट्रमा बस्ने । अन्तर्राष्ट्रिय बस्ने । यसरी स्वायत्तताले रेसा (fiber) बनाएन । छुट्यायो (discret) । सामाजिकीकरणले रेसा खोज्यो । समस्या त्यही हो । यो समस्याले प्रश्न जन्मायो के व्यक्तिले सामाजिकीकरण र स्वायत्तता एकसाथ आर्जन गर्न सक्छ ? के स्वायत्त व्यक्ति सामाजिक बन्न सक्छ ? के सामाजिक व्यक्ति स्वायत्त हुन सक्छ ? यी प्रश्नहरुले गीता सम्झायो । कर्मवादी बुद्धि । “तिमीमा म छु , ममा तिमी छौ” भन्ने बुद्धि । मिलन (attachment) मा विभेद (detachment) खोज्ने बुद्धि । विभेदमा मिलन खोज्ने बुद्धि । के हाम्रो आशक्तिवादी शिक्षाले अनाशक्तिवादी सामाजिक सेवा दियो त ? के हाम्रो अनाशक्तिवादी सामाजिकीकरणको सोच शिक्षाले जगेर्ना गन्यो त ? दुवै प्रश्नले हामीलाई शिक्षाको स्थान चिनायो ? यता न उताको शिक्षा भयो भन्ने ज्ञान दियो । अर्थात् स्वायत्त व्यवस्थापनबाट उत्पादित विद्यार्थीहरु सामाजिक भए त ? तिनले जनसेवा गरे त ? रक्तसेवा (service to the kins) गरे त ? देश सेवा गरे त ? वेज्यामिन बल्भको सोचमा तिनको संज्ञानात्मक विकास त भयो । भावनात्मक (affective domain) विकास भयो त ? उनीहरुमा व्यक्तिगत विषयगतता (individual subjectivity) त भयो । सामूहिक विषयगतता (collectivesubjectivity) भयो त ? अर्थात् वस्तुगत विकास (objective development) सँगै विषयगत विकास (subjective development) भयो त (Henriques et.al. 1984) । भएन । यसले कार्स्टेन्ज (मिति नभएको) को नेदरलैण्डको स्वायत्त शिक्षालयको अनुभव सम्झायो । राज्य नियन्त्रित, एकल स्वरूपको (uniform), निर्देशित विषयवस्तु (prescribed subject/ content) भन्दा भिन्न स्थिति चाहिन्छ भन्ने पाठ पढायो । त्यसो भएमात्र विद्यालय स्वायत्त हुन्छ भन्यो । आफ्नै चासोमा आवद्ध गरे मात्र विद्यालयले केही गर्छ, गराउँछ भन्यो । सामाजिकीकरणका वैकल्पिक चिन्तन (Nord & Haymesnd) तर्फ लान सकिन्छ भन्ने आधार दियो । त्यस्तै स्वायत्त विद्यालयले निजीकरणलाई टेवा दिन्छ र राम्रा (better off) विद्यार्थीलाई मात्र सेवा दिन्छ (Nicargua Reform Evaluation Team, 1996) भन्ने खतरा सम्झायो । यसरी स्वायत्त र निजी विद्यालयहरुले सामाजिकीकरणमा अपेक्षित काम गर्दैनन् कि भनी भस्कायो ।

बाटो के त ?

विद्यालयलाई स्वायत्तता चाहिन्छ । सामाजिकीकरण पनि चाहिन्छ । त्यही स्वायत्तता र सामाजिकीकरणको बीचमा विद्यालयले शिक्षा दिनुपर्छ । यसका लागि मैले नौवटा बाटाहरु सुझाएको छु । पहिलो बाटो हो - आर्थिक स्वायत्तता । यो स्वायत्तताले राष्ट्रिय लगानी खोज्छ । प्रति विद्यार्थी लगानी । सरकारले विद्यालयलाई दिने सुनिश्चित लगानी । विद्यालय लगानी । विद्यार्थी लगानी । शिक्षक लगानी । जुन खाले लगानी प्रणाली अपनाए पनि पर्याप्त आर्थिक लगानी चाहिन्छ ।

आर्थिक स्वायत्तताको अर्को लगानी भाउचर प्रणाली हो । निकारागुवामा स्वायत्त विद्यालयका अभिभावकलाई सरकारले दिए जस्तो । चिलीको निजी विद्यालयमा पढ्ने विद्यार्थीका अभिभावकलाई दिएको जस्तो । यस अर्थमा अहिलेको लगानी प्रणालीमा मैले प्रश्न उठाउँ । अहिले विद्यार्थी भनेर विद्यालय लगानी गर्ने चलन छ । त्यो चलन बदलौं । घर भनेर लगानी गरौं । विद्यालयलाई त्यसको जानकारी दिऔं । अभिभावकलाई भनौं तिमीले सरकारी सहयोग पायौं । विद्यालयलाई भनौं - फलानो घरले सरकारी सहयोग पायो । त्यहाँबाट विद्यार्थी ल्याऔं । यसो गर्दा विद्यालय र अभिभावकको सम्बन्ध कस्सिन्छ । अथवा अहिलेको प्रणालीमा अंकुश लगाउँछ । अर्थात् अभिभावकलाई भनिदिऔं तिम्रो बच्चाको निमित्त विद्यालयले रु यति पाएको छ । बच्चा पढाएनौ भने स्कूलले त्यो रकम सितैमा खान्छ । यस बाहेक विद्यालयलाई स्थानीय राजनीतिक एकाइको प्रशासनमा राखौं । अरु स्वायत्तता दिऔं । स्थानीय राजनीतिक एकाइको सहकार्यमा हुने स्वायत्तता ।

दोस्रो बाटो हो - निजी विद्यालयमा सामाजिकीकरण थपौं । अर्थात् सार्वजनिक विद्यालयको व्यवस्थापनमा निजीकरण थपौं । निजी विद्यालयलाई “टापू” नबनाऔं । सार्वजनिक विद्यालयलाई “रख्यान नबनाऔं” । यसका लागि “को सँग के सिक्ने ?” भन्ने अभियान चलाऔं । अर्थात् निजीले सार्वजनिकसँग सामाजिकीकरण सिकौं । सार्वजनिकले निजीसँग प्रतियोगिता र प्रवर्तन सिकौं । अभिभावकमुखी हुने शैली सिकौं । **तेस्रो बाटोले** स्वायत्तताले खोजेको उपलब्धी दिन्छ । सर्वोत्तम अंक । विद्यार्थी क्षमताको सापेक्षतामा सर्वोच्चता । यो सापेक्षताले विद्यार्थी प्रोफाइल खोज्छ । प्रगति प्रोफाइल । अगति प्रोफाइल । प्रोफाइलमा आधारित प्रश्नमा निजी र सार्वजनिक विद्यालयको अन्तरक्रिया खोज्छ । एक अर्कासँग सिक्ने प्रबन्ध खोज्छ । विद्यार्थीको अंक बढाउने अनेकन शैलीहरु

खोज्छ । **चौथो बाटोले** विद्यालयमा आधारित व्यवस्थापन (school based management) खोज्छ । शिक्षक व्यवस्थापन । कर्मचारी व्यवस्थापन । स्रोत व्यवस्थापन । त्यसो गर्दा दोहन गरौं । शोषण नगरौं । यसका लागि पेशेवार समूह बनाऔं । विज्ञ समूह । स्थानीय सरकारको दायराभित्रका विज्ञ । अन्तर स्थानीय सरकारभित्रका विज्ञ । ती विज्ञलाई अनुसन्धानमा लगाऔं । सोही नतिजाको कार्यान्वयन गरौं । यसो गर्दा विद्यालय स्वायत्तता विस्तारिन्छ । सहकार्यको संस्कार बन्छ ।



पाचौं बाटो हो -

अहिलेको केन्द्रीय ज्ञान (centered knowledge) लाई पर राखेर (decentering) हेर्नु । पर राखिएको ज्ञान (decentered knowledge) लाई चिन्तनको केन्द्रविन्दु बनाएर हेर्नु । यो प्रक्रियाले ज्ञानको स्वरूप बदलिन्छ । नयाँ ज्ञान आउँछ । स्वायत्त बन्ने ज्ञान । स्वायत्त बन्दा बन्दै सामाजिकीकरण हुने ज्ञान । सामाजिकीकरण हुँदा हुँदै स्वायत्त बन्ने ज्ञान । औषतन् शिक्षा पद्धति पद्धति आर्जिने विशेष ज्ञान ।

छैठौं बाटो हो - ज्ञानहरुको प्राज्ञिकीकरण (scholarization) गर्नु । सामाजिक ज्ञानहरुको खोजी गर्नु । किताबी ज्ञानसँग डेरिडाको शब्दमा विभेद र फरक (difference and diffarance) पहिल्याउँनु । यो नौलो प्रयोगले स्वायत्तताको घेरा बढ्छ । छुट्टै पहिचान हुन्छ ।

सातौं बाटो हो - स्वायत्तताको साझा (shared) अर्थ लगाउनु । हाम्रो स्कूलको लागि स्वायत्तताको अर्थ । मेरो स्कूलका लागि स्वायत्तताको अर्थ । त्यही अर्थ अनुसारको पाठ्यक्रम बनाऔं । विद्यार्थी, शिक्षक र कर्मचारी भर्ना नीति बनाऔं । मूल्यांकन नीति बनाऔं । अनुसन्धानको नीति बनाऔं । गुणस्तरको मापन बनाऔं ।

आठौं बाटो हो - केन्द्रित एवं विकेन्द्रित बाटो जे रोजे पनि हाते दुरी (arm length) मा सेवा दिने प्रबन्ध गरौं । एकलद्धार सेवा (one door service) को व्यवस्था गरौं ।

नवौं बाटो हो - स्वायत्त संस्थाको सञ्चालन बनाउनु । एक अर्काबाट सिक्ने सञ्जाल । सिकाउँने सञ्जाल ।

निचोड

प्रस्तुत लेखमा मैले एउटै निचोड निकालें, शिक्षा दिने (to educate) प्रक्रिया बदलौं । समाजसँग शिक्षित हुने (to be educated) प्रबन्ध गरौं । यो प्रबन्धले दुई-वटा काम गर्छ । शिक्षाको सामाजिक परिभाषा जन्मन्छ । सामाजिकीकरणको उठान हुन्छ । यी दुवैको परिणति हुन्छ - स्वायत्त स्कूल । आफ्नै पहिचान भएको स्कूल । आफ्नै थप पाठ्यक्रम भएको स्कूल । पाठ्यपुस्तक भएको स्कूल । पठन-पाठन शैली भएको स्कूल । मूल्याङ्कन भएको स्कूल । वित्तीय लगानी भएको स्कूल । यसरी स्वायत्तता, सामाजिकीकरण र शिक्षा जोडौं ।

Reference

Dumont, Louis (1980). Homo Hierarchicus: The caste system and its implication. Chicago, The University of Chicago

Eskeland & Filmer (2002). Autonomy, participation, and learning in Argentine schools: Findings and their implication for decentralization. A study report.

Karstange, Peter (nd). School autonomy and external quality control. A synopsis of a book retrieved in January 24, 2007.

Leve, Jean and Wenger, Etienne (1991). Situated learning: Legitimate peripheral participation. New York, Cambridge University Press.

Nicaragua Reform Evaluation Team (1996). Nicaragua's school autonomy reform: A first look. A study report.

Nord, Warren A. and Haynes, Charles C. (nd). The relationship of religion to moral education in public school. A study report.

Santos, B.D.S. (2007). A lecture note given in the World Conference on Adults' rights to learn: Convergence, solidarity, and action. A conference held on Jan 17 -19, Kenya.

Serrano, I.C.L. (2006). Spanish federation of popular universities, In Convergence. Vol. XXXIV (2-3) 2006.

West, Edwin G. (1991). School autonomy and parental choice. An article retrieved in the web in January 24, 2007.

World Bank (2002). Autonomy, participation and learning in Argentine schools: findings and their implications for decentralization. A study report.

काग र कोइली

समिक्षा भट्ट, ८ 'ड'



उहिल्यैको कुरा हो, नेपालको पश्चिमी भागमा एउटा घनघोर जङ्गल थियो। त्यस जङ्गलमा थुप्रै जनावर मिलिजुली बसेका थिए। त्यही जङ्गलमा धेरै जनावर मिलिजुली बसेका थिए। त्यही जङ्गलमा एक जोडी काग र कोइली पनि बस्दथे। एकअर्कामा फरक भए पनि उनीहरूबीच घनिष्ट मित्रता थियो। उनीहरू सधैं एकसाथ मिलेर खुब मज्जा गर्थे, कहिले खेल्ये, कहिले घुम्न जान्थे त कहिले एक-आपसमा कुराकानी गर्दै खुब रमाएर बस्थे।

एकदिन कागले “हामी पनि काठमाडौँ घुम्न जाऔँ न।” भनेर कोइलीसँग प्रस्ताव राख्यो र कोइलीले पनि उक्त प्रस्तावलाई खुसी हुँदै स्वीकार्यो। त्यसपछि तिनीहरू सँगै काठमाडौँतिर लाम्किए। त्यहाँ घुम्दाघुम्दै उनीहरू गोदावरी पुगेछन्। गोदावरीको सुन्दरता नियाली रहँदा तिनीहरूले त्यही गोदावरी जङ्गलमा बस्ने स्याल काकालाई देखेछन्। त्यसपछि स्याल काकासँग भेट हुँदा उनीहरू निकै हर्षित भए। स्याल काकासँग कुरा गर्ने क्रममा उनीहरूले उक्त जङ्गलमा हरेक महिनाको अन्तिम दिनमा हुने एक कार्यक्रमको हिस्सा बन्न अनुमति मागे र स्याल काकाले पनि उनीहरूको अनुमतिलाई स्वीकार गरे।

साँझपख सबै जङ्गली जनावर स्याल काकाको घरनजिक जम्मा भए। एकीछिनको चहलपहलपछि कार्यक्रम सुरु भयो। कार्यक्रममा सबैले आ-आफ्नो प्रतिभा प्रस्तुत गर्न थाले। बाँदरले रुखमा पुच्छले मात्र भुण्डेर बस्यो भने हात्तीले आफ्नो सुँडले एउटा ठूलो रुखे ढालिदियो। मयूरले चाहिँ नाचेर आफ्नो प्रतिभा देखायो। त्यसपछि काग र कोइलीको पालो आयो। दुबैले गाउने सल्लाह गरे र गाउन थाले। तर बिचरा

कागको स्वर कसलाई मनपरोस् र सबैजनाले कागको आवाजको खिल्ली उडाउन थाले र कोइलीको मधुरो स्वरको प्रशंसा गर्न थाले। कसैले त कागलाई गाली पनि गरे र “गाउन बन्द गर” भनी हप्काए। आफ्नो वास्ता नगरेको देखेर कागलाई भनक्क रिस उठ्यो। त्यही भोकमा ऊ त्यस कार्यक्रमलाई छोडेर खुरुखुरु आफ्नो बाटोतर्फ लाग्यो। काग गएको देखेर कोइली र स्याल उसका पछिपछि लागेर उसलाई सम्झाउन खोजे।

स्यालले भने, “काग बाबु, तिमी नरिसाऊ न।” “अनि यिनीहरू मेरो वास्तै गर्दैनन्, मेरो खिल्ली उडाउँछन्। अनि म किन नरिसाउनु नि” भन्दै काग निराश भयो।

स्यालले भन्यो, “कुरा त्यसो होइन बाबु, सबैमा कुनै न कुनै प्रतिभा हुन्छ। तिमी गाउनमा राम्रो छैनौ त के भयो र ? तिम्रो बुद्धि निकै तीखो छ नि त।”

आफ्नो प्रशंसा गरेको सुनेर काग निकै खुसी भयो। “कुरा त ठिकै भन्नुभयो काकाले, ल ल, अब के रिसाउनु ? भैगो, कार्यक्रम फेरि सुरु गरौँ।” भन्दै काग, कोइली र स्याल कार्यक्रम भइरहेको ठाउँतिरै लागे।

त्यसपछि सबैजना मिलेर रातभरि नाचे, गाए र बिहानपख सबै जना मिलेर बस्ने वाचा गरेर आ-आफ्नो बाटोतर्फ लागे।

तसर्थ, हामी सबैमा एउटा न एउटा प्रतिभा हुन्छ। आफूमा नभएको प्रतिभा खोजेर रिसाउनुको सट्टा आफूमा भएको प्रतिभाको सदुपयोग गर्न जानुपर्दछ। कसैको देखासिकी गरेर आफूभित्रको प्रतिभालाई यत्तिकै मर्न दिनु हुँदैन भन्ने शिक्षा यस कथाले दिएको छ।

मेरो नेपाल

श्रीया पौड्याल ८ 'ड'

अग्ला पहाड कति छन् विचित्र
राख्छु मनैमा म यिनैका चित्र
सेता छन् हिमाल हिरा भैं टलक्क
देखेर हुन्छु म त धेरै मख्ख।

हिमालतिर पाइन्छ जडीबुटी
जाती हुन्छन् बिरामी खाई एक गुटी
गुराँसले ढाके पहाडलाई
डाँफे र मुनाल नाचे पङ्ख फिँजाई।

जङ्गल बाक्ला कति छन् हरिया
घाँस र काठ बोक्छन् भरिया
ताल र तलाउ छन् थरीथरीका
रमाउँछन् पर्यटक विश्वभरिका।

शङ्ख र घण्टाको सुमधुर ध्वनि
सुन्दाखेरि मनै आनन्द हुने
धेरै जातजाति धेरै भाषाभाषी
बस्छन् सँगै यी सधैं हाँसी हाँसी।

नाना सौन्दर्य कति छन् विचित्र
कोर्छु मनैमा म यिनैका चित्र
यति धेरै शोक भएर पनि
भएन विकास यी कसैको पनि।

म सानो नानी, पढ्छु ८ कक्षा
भविष्यमा गर्नेछु म देशको रक्षा
ठूलो भई नाम कमाउँनेछु
भोलिको देश म बनाउँनेछु।

मेरी हजुरआमा

आकृति सापकोटा ७ 'ग'

आँखा राम्रो देख्नुहुन्न कान सुन्नुहुन्न
हातमा एउटा लठ्ठी नभई हिँड्न सक्नुहुन्न
केस सबै सेता दाँत बिनाको थोते
तर पनि सुहाउँने सिन्दुर, चुरा पोते।

मुजैमुजा गालाभरि नशा जिउभरि
हाँसुहुन्छ, बोल्नुहुन्छ कति राम्रो गरी
कथा राम्रा भन्नुहुन्छ रमाइलो गरी
मेरी हजुरआमा मलाई सबैभन्दा प्यारी।





महिला हिंसा किन न्यूनीकरण हुँदैन ?

नोएल भट्टराई, कक्षा १२ (विज्ञान सङ्काय)

नारी परम्परादेखि नै शोषित हुँदै आएका कुरा साँचो हो । विवाहमा कन्यादान गरिने चलन हिन्दू संस्कारमा छ । के नारी निर्जीव वस्तु हो र दान दिन ? केही दशक अगाडिसम्म सती प्रथाका नाममा महिलालाई जिउँदै जलाउने गरिन्थ्यो । के नारी एउटा आगो तापका लागि बालिने दाउरा हो ? एकसय वर्षभन्दा केही समय अगाडिसम्म चीनमा श्रीमतीको हत्या गर्ने श्रीमानलाई कानुनी कारवाही गरिँदैन थियो । त्यहाँ समानता र अधिकार जस्ता विषयमा भाषण दिने व्यक्ति कहाँ कुन दुलोमा छिरेका थिए ? जब यस्ता प्रश्नको चिन्तबुझ्दो उत्तर हामी पाउँछौं, तब म विश्वास गर्छु, साँच्चै नै महिला हिंसा न्यूनीकरण भयो कि ?

हामी यस्तो विभेदपूर्ण संस्कारमा हुर्किएका छौं, जहाँ युद्धहरूमा समूहका समूह महिलाहरूलाई यौन दासी बनाइएको थियो । महिलाहरू आफन्त र आफ्नाहरूबाट नै घरघरमै असुरक्षित छन् भन्ने कहालीलागदो आँकडाहरू बारम्बार सार्वजनिक हुने गरेका छन् ।

आधुनिक महिलाहरू समेत आरक्षणको माग गर्दछन् । महिलाहरू स्वयमले लेडिज फस्टको संस्कारलाई निरन्तरता दिइरहेका छन् । प्रतिस्पर्धा समान मानिसमा हुन्छ तर कमजोरहरूलाई आरक्षण चाहिन्छ । आजका पढेलेखेका महिलासमेत आफूभन्दा पुरुष श्रेष्ठ छन् भन्ने मान्यताबाट मुक्त हुन सकेका छैनन् ।

हो, महिला र पुरुषमा भिन्नता छ । महिला र पुरुष शारीरिक बनावटभन्दा पनि मानसिक रूपमा भैरै भिन्न छन् । पुरुष महत्वाकांक्षी हुन्छन् । शक्ति, धन र सम्मानको पछाडि हात धोएर लागेको पाइन्छ । महत्वाकांक्षाले प्रतिस्पर्धी बनाउँछ । प्रतिस्पर्धाले हिंसालाई जन्माउँछ र त्यसको सिकार महिला हुन पुग्छ । तर महिलाहरू पुरुषको तुलनामा माया, ममताले भरिएका कोमल हृदयका हुन्छन् ।

वास्तवमा महिला र पुरुष मानसिक रूपमा भिन्नमात्र होइन विपरित छन् । यो संसारलाई पुरुषत्वको जति आवश्यक छ नारीत्वको पनि उतिकै आवश्यकता छ । तर दुर्भाग्यको कुरा नारीका ती ममतामयी कोमल गुणलाई संसारले

उपेक्षा गरेको छ । संसारलाई सम्मुन्नत बनाउने सन्दर्भमा महिलाको भूमिकालाई न्यूनीकरण गरिएको छ । जसका कारण लैङ्गिक धारणामा महिलामाथि विभेद गरिएको हो । विगतमा सम्पूर्ण शैक्षिक संस्थाहरूमा अध्ययन गराउने सामग्रीहरू पुरुषको प्रवृत्तिसँग मेल खाने गरी बनाइएको थियो । तर महिला सशक्तीकरणको पक्षमा लगातारको दबाव खप्न नसकेर षड्यन्त्र गरियो । महिलाले अधिकार त पाए तर समानतालाई भने जोगाउन उनीहरूलाई धौ धौ परिरहेको अवस्था सृजना भएको देखिन्छ ।

आज मानिसका लागि हृदयभन्दा मस्तिष्क प्रधान भएको छ । भावभन्दा सूचनाले महत्त्व राखेको छ । सहकार्यभन्दा प्रतिस्पर्धाले महत्त्व राखेको छ । त्यसैले आज हिमाल चढ्ने महिलाको चर्चा हुन्छ । मोटरबाइकको स्टन्ट गर्ने महिला समाचारमा छापिन्छन् । घोडालाई कुद्न दिनु पर्छ र गधालाई भारी बोक्न दिनुपर्छ । गधालाई घोडासँग कुद्ने प्रतिस्पर्धामा उतारे वा घोडालाई गधासँग भारी बोक्ने प्रतिस्पर्धा गर्न लगाए, त्यो सरासर अन्याय हो । हो, आज पुरुषका प्रवृत्तिका आधारमा महिला र पुरुषबीच प्रतिस्पर्धा गराइएको छ । जसमा महिलाले हार्ने निश्चित छ र यही मापदण्डलाई आधार मानेर महिला पुरुषका तुलनामा कमजोर हुनु भन्ने प्रमाणित गरिँदै छन् । जसका कारण प्राकृतिक रूपमा शान्त र शालीन हुनुपर्ने महिलाहरू ठूलो मानसिक तनावमा छन् ।

पुरुषले बाटो बनाउँदा त्यसको वरिपरि कसले बगैँचा बनाउछ ? पुरुषले अस्पताल खोल्न सक्छ, उपचार पनि गर्न सक्छ तर मनैदेखि बिरामीको स्याहार सुसार कसले गर्छ ?

यो संसारमा पुरुषत्व र नारीत्वको सँगसँगै विकास गरिनुपर्छ । महिला र पुरुषले सार्थक रूपमा शिक्षित हुने अवसर पाउनुपर्छ । अन्यथा महिला हिंसा न्यूनीकरण हुँदैन जसले गर्दा सिङ्गो राष्ट्र एक दिन शोकमा डुबेको पाइनेछ ।

कहिलेसम्म चलि रहला एउटा नारीमाथि गरिने हिंसा ? यसले के तिम्ने पुरुषत्वलाई सगरमाथा चुमाएको छ र ? आज म प्रश्न गर्छु तर उत्तर खै ?..... कसले दिने ? अनि कहिले दिने मेरो प्रश्नको जवाफ ? म प्रतिक्षारत छु

हामी कस्तो हुनुपर्दछ ?

आकृति सिंह ओली द 'ड'

नेपालीले कहिल्यै हार खाँदैन
अघि बढ्दछ पछि कहिल्यै हट्दैन ।
पौरखी मान्छे कहिल्यै थाक्दैन
एक आपसमा शत्रुता राख्दैन ॥

सदा आपसमा सदभाव राख्दछ
सदा सद्व्यवहार पालन गर्दछ ।
सत्चित आफ्नो बनाएको छ
सत्य र साँचोको बाटो हिँड्दैन ॥

आफूलाई सदा स्वच्छ राखेर
सत्यमार्गमा सदा लागेर ।
आफू सदा जागृत रहेर
व्यवहार एक आपसमा निभाएर ॥

अघि बढ्नुपर्छ कर्म गर्नुपर्दछ
परिआएको समस्यासँग लड्नुपर्दछ ।
जीवनमा सुनेको व्यवहार धान्नुपर्छ
समाजमा बसी आपसमा बाँच्न सक्नुपर्छ ॥

सोचाइ सदा स्वच्छ राख्नुपर्दछ
तन, मन, विचार शुद्ध राख्नुपर्छ ।
आपसी व्यवहार राम्रो राख्नुपर्छ
यसले हाम्रो आत्मा सदा शुद्ध रहन्छ ॥

शुद्ध आत्माले सन्तोष राख्दछ
सदा सन्तोषी सदा सुखी रहन्छ ।
सन्तोषी सुखीले आत्मशान्ति पाउँछ
शान्त मान्छेले धेरै काम गर्दछ ॥

सुत्नै नपाउने

प्रणय श्रेष्ठ द 'घ'

यो समय नै कस्तो ? जति सुत्थो, त्यति सुत्तौं लामे,
तर विद्यालय जाने कामले सताउने ।

शनिबार अलि ढिला उठौं जस्तो लामे,
तर के गर्ने आमासँग बजार जानु नै पर्ने ।

विद्यालयबाट आएर सुत्तौं लामे तर,
साथीहरूले खेल्न बोलाई हाल्ने ।

खेल्दा खेल्दै रात बितिसक्ने
रातभरि विद्यालयको कामले सताउने ।

विज्ञान र प्रविधि

ग्रिभी लामिछाने : ९ 'ख'

'ज्ञान' शब्दमा 'वि' उपसर्ग लागेर बनेको 'विज्ञान' शब्दले विशिष्ट ज्ञान भन्ने अर्थ बोध गर्छ । त्यही विज्ञान शब्दमा 'इक' प्रत्यय लागेर बनेको वैज्ञानिक शब्दले विज्ञान सम्मत वा आधुनिक भन्ने बुझाउँछ । त्यसैगरी 'विधि' शब्दमा 'प्र' उपसर्ग लागेर बनेको 'प्रविधि' शब्दले विज्ञानका कुरालाई व्यवहारमा प्रयोग गर्ने तरिका भन्ने अर्थ बोध गर्छ ।

अहिलेको युग भनेको विज्ञान र प्रविधिको युग हो । यस २१ औं शताब्दीमा विज्ञानकै कारण संसार सुविधा सम्पन्न हुन पुगेको छ । दुइशे युगबाट अगाडि बढेको मानिस आज अन्तरिक्षमा मानव बस्ती बसाउने तयारीमा छ । मानव जीवनलाई विपन्नताबाट सम्पन्नतातिर र अँध्यारो युगबाट उज्यालो भविष्यतिर डोर्‍याउने काम विज्ञानले नै गरेको छ । विज्ञानले गरेका आविष्कारले गर्दा आज जल, थल र नभमा समेत मानिसले विजय प्राप्त गरेको छ । संसारमा देखा

परेका धेरै रोगहरुको औषधी पत्ता लगाएर मृत्युको मुखबाट मानिसलाई बचाएको छ ।

विज्ञानका अनेकौं चमत्कारहरु मध्ये मोबाइल फोन पनि एउटा चर्चित यन्त्र बन्न पुगेको छ । अहिले बच्चा देखि बूढासम्म सबैको हातमा मोबाइल फोन पाइन्छ । मोबाइल फोनको प्रयोगले अहिले यस संसार एउटा गाउँ जस्तै बन्न पुगेको छ । मानिसले घर बसीबसी नै यस संसारको जुनसुकै कुनामा घटेको घटनाबारे सजिलै सूचना पाउँछ । मोबाइल फोन मार्फत आज मानिस संसारकै जुनसुकै कुनामा सम्पर्क राख्न सक्छ । कुनै पनि विषयबस्तुको बारेमा जिज्ञासा जागेमा त्यसबारे हामीले सजिलै मोबाइल फोन मार्फत जानकारी पाउन सक्छौं । मोबाइल फोन अहिले यति प्रसिद्ध हुनुको कारण यसको बनावट हो । एउटा बाक्सा जस्तो कम्प्युटरमा रहेका सबै सुविधाहरु हामीले आफ्नो हल्केला जत्रो मोबाइल फोनमा पाउँछौं । विद्यार्थीहरु

पनि आफूले नबुझेका विषयहरुको बारेमा सजिलै जानकारी प्राप्त गर्न सक्छन् ।

विज्ञान जस्तै मोबाइलको पनि सदुपयोग भएन भने यसले मानिसलाई विकास नभएर विनाश तर्फ लम्क्याउँछ । मोबाइल फोनका कारणले अहिले धेरै अपराधहरु भइरहेका छन् । मोबाइल फोन र इन्टरनेटका कारण बालमस्तिष्कमा पनि नराम्रो असर परिरहेको छ । अहिले विद्यार्थीहरु पढाइमा भन्दा मोबाइल फोनलाई बढी महत्त्व दिन्छन् । मोबाइल फोनहरु अहिले देखावाटिका लागि पनि धेरै प्रयोग भइरहेका छन् ।

अहिलेका मानिसहरुले मोबाइलको सदुपयोग गर्न सिकनु ज्यादै आवश्यक भएको छ । मोबाइलको राम्ररी प्रयोग गर्न सिकेर विज्ञान र यसका यन्त्रहरुको प्रयोग गर्न सबैले सिकनु पर्छ ।



अविस्मरणीय गुरुआमा

श्रीष्मा चापागाई : ७ 'घ'

'गुरुर्ब्रह्मा , गुरुर्विष्णु गुरुर्देव महेश्वर ' । यसको भावनाअनुरूप हाम्रो गुरु, गुरुआमाहरूले आफ्नो सफल कर्मद्वारा हामी जस्ता विद्यार्थीहरूलाई शिक्षाको ज्योति दिने भएकाले हाम्रा लागि भगवान् स्वरूप हुन् । परापूर्वकालमा ऋषिमुनिहरू आफ्ना शिष्यहरूलाई निःस्वार्थ भावनाले अमूल्य ज्ञान प्रदान गर्थे भने यही परम्परा आज कलियुगमा आइपुग्दा व्यावसायिक बनेको छ । पहिलेका ऋषिमुनिले दिएको ज्ञानशिक्षा र आजको आधुनिक व्यावसायिक शिक्षा दिने कुरामा केही हदसम्म परिवर्तन आएको छ । पहिलो शिक्षा हामी घरबाट लिन्छौं । हामी घरबाट शिक्षामात्र नलिई संस्कार पनि प्राप्त गर्छौं । हामी विद्यालयलाई पनि आफ्नो दोस्रो घर भन्छौं किनभने विद्यालयमा भएका गुरु, गुरुआमाहरू हाम्रा दोस्रा आमाबुबा सरह हुन् ।

हाम्रो विद्यालयमा धेरै शिक्षकशिक्षिकाहरू हुनुहुन्छ । जसले हामीलाई माया गरेर ज्ञानको ज्योति दिनुहुन्छ । अज्ञानरूपि अन्धकारलाई हटाएर ज्ञानको ज्योति फैलाउने मेरा श्रद्धेय गुरुहरूमध्ये मलाई सबैभन्दा मनपर्ने गुरुआमाको नाम सुमित्रा पहाडी हो । किनभने उहाँको मिलनसारिता, निस्वार्थ सहयोग गर्ने र नबुझेका कुरा

पटकपटक बुझाइदिने बानी ज्यादै प्रशंसनीय छ । उहाँले हाम्रो शारीरिक र बौद्धिक विकासमा ठूलो सहयोग पुऱ्याउनु भएको छ । उहाँले हामीहरूलाई देशको एउटा असल नागरिक बन्न मार्गदर्शन र प्रेरणा दिनुहुन्छ । हामी उहाँसित हुँदा हामीलाई धेरै सहज महसुस हुन्छ । उहाँ हामीलाई स्वास्थ्य तथा शारीरिक शिक्षा पढाउनुहुन्छ । उहाँलाई विद्यार्थीहरूसँग कतिको कडा रूपमा प्रस्तुत हुने र कतिको घुलमिल भई सबैलाई कसरी समान व्यवहार गर्ने भन्ने कुरा एकदमै थाहा छ । उहाँ मलाई मन पर्नुको अर्को कारण हो - अरु शिक्षक शिक्षिकाहरूभन्दा छुट्टै तरिकाले अध्यापन गराउनु उहाँको बानी र गाह्रो विषयलाई पनि हँसिलो मुस्कानले सहज तरिकाले बुझाउन सक्नु उहाँको खुबी हो । मलाई उहाँको हँसिलो मुख देखेर ज्यादै मजा लाग्छ । उहाँ अध्यापन कार्यमा मात्र दक्ष हुनुहुन्न, उहाँ हामीलाई अतिरिक्त क्रियाकलापमा समेत संलग्न गराउनुहुन्छ । उहाँ हामीलाई बेलाबेलामा चुटुकिला पनि सुनाउनुहुन्छ । उहाँ रमाइलो पनि उक्तकै गर्नुहुन्छ । विद्यार्थीहरूसँग खेल्ने, जिस्कने आदि गर्नुहुन्छ । त्यसैले पनि उहाँ मलगायत सबै विद्यार्थीहरूको मनपर्ने गुरुआमा बन्न सफल हुनुभएको छ ।

वास्तवमा, गुरु भनेका आफू जलेर अरुलाई उज्यालो गर्ने बत्ती हुन् भने आफू मझु भई गलेर मूर्ति निर्माण गर्ने कलाकार पनि हुन् । गुरुको स्नेह र त्यागलाई कसैले भेट्न सक्दैन, गुरु मानव बनेर अरुलाई पनि मानव बन्न प्रेरित गर्छन् भने लाखौं मान्छेलाई सपार्छन् पनि । यो कुरा मैले महसुस गरेकी छु । त्यसैले यस्ता गुणहरूले भरिपूर्ण मेरो मनको कुनामा बस्न सफल सुमित्रा गुरुआमा मेरो लागि अविस्मरणीय गुरु आमा हुनुहुन्छ ।



आमा

आयुषा योगी ७ 'ख'

मायाको खानी हुन् आमा
ज्ञानको दानी हुन् आमा
पढ्न लेख्न सिकाउने
हाम्रा लागि महान् हुन् आमा

सफा सुधर बनाएर
स्कूल पुऱ्याइदिने
पढाइ सकेपछि फेरि
आफैं आई बुझीलिनै ।

घरमा लागि खाजा खुवाई
पढ्न लगाउने
गृहकार्य गर बाबु
भनी फकाउने ।

खाना दिने लाउन दिने
चिन्ता लिने हाम्रै
नानी बाबु ज्ञानी भनी
सोच लिने राम्रै ।

गल्ती गरे दण्ड दिने
फेरि फकाउने
पढ्ने लेख्ने सबै काममा
हामीलाई सघाउने ।

बिर्सदैनौं आमा तिम्रो
दुःख कष्टलाई
ठूलो भई गछौं सेवा
हामी दिदी भाइ ॥

सानासाना आँखा

सिद्धान्त रेग्मी ६ 'ख'

सानासाना यी आँखामा
कति धेरै सपना छ
पढी लेखी ठूलो बन्ने
जोश अनि जाँगर छ ।

दिन रात भन्दैन
धाम पानी सोचिदैन
आफ्ना काममा अधि बढ्न
कसैलाई नि टेर्दैन ।

साथी भाइ धेरै छन्
मेरा अधि पछि
सबैलाई भन्छु म त
हिँड पछि पछि ।



छोरा छोरी बराबरी

सिलिना श्रेष्ठ, द 'क'

हाम्रो देशको पूर्वाञ्चलमा भोजपुर भन्ने ठाउँ छ । त्यहाँको एउटा गाउँमा मदन बहादुर भन्ने मानिस आफ्नो आमा बुबासँग बस्थ्यो । उनीहरूको मुख्य पेशा खेती थियो । उनीहरूको परिवार गरिब भए पनि खान लगाउन पुग्ने पर्याप्त सम्पत्ति थियो । मदन बहादुरको विवाह गर्ने उमेर भैसकेको कारण एक दिन उनका बुबा आमाको उसको विवाह गरिदिने निधो गरे । गाउँकै एक कन्यासँगै उसको विवाह भयो । आफ्नो खेती किसानको काममा खुसीका साथ उनीहरूको समय बित्दै गयो । एक दिन मदनबहादुरकी श्रीमतीबाट प्रथम सन्तानको जन्म भयो । सबैजना छोरा हो की छोरी भन्दै उत्सुक भए । तर छोरी जन्मिएको कारण उसको परिवार दुःखी भए । मदन बहादुरले भाग्यमा यस्तै रहेछ भनेर चित्त बुझाएर छोरीलाई हुर्काउन थाल्यो । पछि गाउँकै एक प्राथमिक विद्यालयमा छोरीलाई भर्ना गरे । त्यसको केही समय पछि उसको घरमा फेरि एउटा सन्तानको जन्म भयो । यस पटक भने उसको छोरा जन्मियो । उनीहरू धेरै खुसी भए । छोरीको नाम रिता र छोराको नाम राजकुमार राखे । उनीहरूले रितालाई माया गर्थे तर राजकुमारलाई धेरै माया गर्थे । छोरीले घरको सबैकाम सकेर विद्यालय जानु पर्थ्यो भने विद्यालयबाट फर्केर पनि घरको काम गर्न पर्थ्यो । राजकुमारले भने विद्यालयबाट फर्केर खेल्दै बस्न पाउँथ्यो । खाना खाने बेला पनि दूध ,अण्डा जस्तो मिठो खानेकुरा राजकुमारले धेरै पाउँथ्यो भने रिताले त्यसको आधा मात्र पाउँथी ।

समय बित्दै जाँदा रिताले पाँच कक्षा उत्तीर्ण गरी । त्यसपछि उसका हजुरआमा हजुरबुबाले “छोरी अरुको घरमा जाने त हो , अब पढ्नु पढैन ।” भन्नु भयो । तर रितालाई भने अभै पढ्ने इच्छा थियो । एक दिन मदन बहादुरको घरमा केही रुपैयाको आवश्यकता पयो र गाउँकै एक साहुसँग ऋण दिने कुरा भयो । मदन बहादुर साहुसँग ऋण लिन जान लाग्दा रिता पनि पछि लागी । साह’ले ऋण लिन’ अघि कागजमा सहि छाप गर्न भने । मदन बहादुर अनपढ भएका कारण कागजमा के लेखेको छ भन्ने नबुझी कागजमा छाप लगाउन तम्से । तर रितालाई भने पढ्न आउँथ्यो । उनले लेखेको कागज पढिन् तर त्यस कागजमा पचास हजार ऋण दिन लागेकोमा साहुले एउटा सुन्ना पछाडि थपेर पाँच लाख बनाएको रहेछ । रिताले यो थाहा पाउना साथ आफ्नो बुबालाई सचेत गराई र साहुलाई कागज सच्चाउन लगाई । साहु पनि उनको क्षमता देखेर छक्क परे । त्यस दिन मदन बहादुरको आँखा ख’ल्यो । छोरा र छोरी बराबरी हुँदो रहेछ । दुबैलाई बराबर माया गर्नुपर्ने रहेछ र छोरी लाई पनि पढाउनुपर्ने रहेछ भन्ने कुरा मदन बहादुरले बुझ्यो ।

यसरी छोरा र छोरी दुबै बराबर हुन्छन् । उनीहरू बीचमा भेदभाव गर्नु हुँदैन । उनीहरूलाई बराबर माया गर्नु,छोराको गर्न सक्ने सबै काम छोरीले पनि गर्न सक्छन् । त्यसैले छोरा र छोरी जहिल्यै बराबर हुन्छन् ।

नेपाल र नेपालीहरू

आशुतोष लोहनी १० 'ख'

हिमालको काखमा रहेको छ नेपाल
यस पवित्र भूमिमा नाच्छन् डाँफेमुनाल ।

तीन भागमा विभाजित यो सुन्दर , शान्त देश
थरी थरी मानिस अनि छुट्टाछुट्टै भेष ।

भरभर भर्ने भरनाहरू , कलकल बग्ने खोला
सगरमाथा र बुद्धको देश कसले चिन्दैन होला ?

रचिएको छ पसिना र रगतले यो माटो
सहयोग गरी बस्छन् नेपाली लडाइँ लड्नु साटो ।

नेपालीहरूको नसामा बहने पुर्खाको रगत
हाम्रो इमानदारीता, लगनशीलताले चकित सारा जगत् ।

दौरा सुरुवाल, खुकुरी हो नेपालीको सान
यसले गर्दा नै बढेको छ हामीहरूको मान ।

एकजुट भई अघि बढ्ने नेपालीको चलन
रुचाउँछन् प्रयोग गर्न तरवार भन्दा कलम ।

पहिचान

प्रतिता उप्रेती १० 'ग'

विविधता सहिष्णुता, एकताको प्रतीक
मानवका घरहरू, मन्दिर, गुम्बा, मस्जिद ।

रीतिरिवाज, चालचलन विगतका आधार
यी शैलीको यथावत् गर्नुपर्छ संभार ।

धाननाच, लाखेनाच सबै गहकिला
अमरसिंह , भक्तिथापा देशका चम्किला ।

अतिथिलाई दिइएको ईश्वर जस्तो सम्मान
पर्यटक आई, हेरी गर्छन अनुकरण ।

दर्श, तिहार, इद क्रिस्मस खुसीको आगमन
आदर, संस्कार, सभ्यताको भयो प्रत्यागमन ।

संस्कृतिको आडमा बसी पुच्छन् स्वर्गको आशमा
आचार सहितामा बसेका यी नरकका त्रासमा ।

स्वर्गभन्दा उत्तम ठाउँ सर्व जन्मभूमि
सीप कला खर्चेन ठाउँ आफ्नै कर्मभूमि ।



हामी केशरी दिदी



आज भन्दा दश वर्षअघि दाजु भाउजूसँग काठमाडौँ घुम्न भनेर आ(एकी केशरी मगर विगत दश वर्षदेखि विद्या संस्कार स्कूलमा सहयोगी कर्मचारीका रूपमा कार्यरत हुनुहुन्छ। प्रस्तुत छ, उहाँसँगको अन्तरङ्ग कुराका नीमा आधारित उहाँका भोगाइ तथा अनुभवहरू :

- यहाँले यस संस्थामा काम गर्नुभएको कति भयो ? अलिकति आफ्ना बारेमा केही बताइदिनुहोस् न ।

मेरो नाम केशरी कुमारी मगर हो । मेरो घर सिन्धुपाल्चोक जिल्लामा पर्छ । म वि . सं . २०६४ सालमा गाउँबाट काठमाडौँ घुम्न भनेर आ(एकी थिएँ । पछि दाइहरूसँग बस्दै जाँदा यतै काम गर्नु भन्ने लाग्यो र त्यसै सिलसिलामा यहाँ आइपुगें । अहिले यस विद्यालयमा काम गरेको पनि १० वर्ष बित्यो । मैले काम सुरु गर्दा यो विद्यालय भर्खर सुरु भएको थियो ।

- यस विद्यालयमा यहाँले कस्तो प्रकारको जिम्मेवारी एवम् कार्यभार सम्हाल्दै आउनुभएको छ ? आफूले गर्ने कामका बारेमा अलिकति बताइदिनुहोस् ।

विद्यालयमा मेरो काम बिहान ७:३० बजेबाट सुरु हुन्छ । मेरो काम भने को सरसफाइको काम हो । सबैभन्दा पहिले त म कक्षाकोठा वरिपरि सबैतिर सफा सुगन्ध राख्ने काम गर्छु । त्यसपछि मेरो जिम्मेवारी भने को यु.के.जी.का स-साना भाइबहिनीलाई हेरविचार गर्ने हो । म दि(नभरि नै उनीहरूसँग रहन्छु, उनीहरूका दिनभरिका हरेक क्रियाकलाप हेर्ने काम मैले नै गर्दै आइरहेकी छु । बिहान उनीहरू आउँदा बाहिर सडकसम्म लिन जाने र बेलुका गाडीसम्म पुऱ्याउने जिम्मेवारी पनि मेरो नै हुन्छ ।

- चेल्सी र विद्या संस्कार आउनुभन्दा पहिलाको तपाईंको दिनचर्या र जीवन शैली कस्तो थियो ?

म यहाँ काम गर्न आउनुभन्दा पहिला मेरो गाउँ सिन्धुपाल्चोकमा आफ्ना आमा बुवासँग बस्थेँ । गाउँघरको काम भनेको घाँसदाउरा गर्ने हो । त्यस्तै काम गरिन्थ्यो । गाउँमा विद्यालय नजिक थिएन । पढ्न जान पनि पाइएन । मभन्दा पछिका भाइहरूले चाहिँ पढ्न पाए । मलाई त्यो सुविधा भएन । पछि ६ महिना जति चाँहि साक्षरता कक्षा पढ्ने अवसर मिलेको थियो । त्यसपछि त काठमाडौँ आएर काम गर्न थालियो ।

- यहाँ काम गर्दा कस्ता अप्ठ्यारा, समस्याहरू सामना गर्नु पर्‍यो ? अनि त्यस्तो समस्याहरूलाई कसरी समाधान गर्दै आउनुभएको छ ?

मैले आफूले काम गर्न सक्ने भएर सुरुमा काम गरेको संस्था नै यही हो । पहिला शनिवार पनि विद्यालय आउनुपर्‍थ्यो । १ वर्षसम्म हप्ताको सातै दिन आएर काम गरें । अहिले चाँहि बिदा हुन्छ । मैले यहीँ आएर काम गर्न सिकेको हुँ । यहाँ सबैले मलाई राम्रो व्यवहार गर्नु हुन्छ । नजानेका कुराहरू सिकाउनु हुन्छ । सबै सर म्यामहरूसँग बोली चाली राम्रो छ । कसैसँग अहिलेसम्म नराम्रो व्यवहार पनि भएको छैन । जतिसुकै अप्ठ्यारा समस्या भएपनि म सोधेर, सिकेर राम्ररी हल गर्ने कोसिस गर्छु । त्यसैले अहिलेसम्म कुनै कठिनाइको सामना गर्नु परेको छैन ।

- तपाईंले यस संस्थामा धेरै समय खर्चिनुभएको छ, यस संस्थाबाट के कस्ता प्रतिफल पाउनु भएको छ ?

सबभन्दा पहिला त म यहाँ काम गर्न पाउँदा अत्यन्त खुशी छु । मैले यहाँ आएर धेरै कामहरू सिक्न पाएँ, जुन सानो भन्दा सानो नै किन नहोस् । यहाँ स-साना भाइबहिनीहरू सँग खेल्दै, हाँसै उनीहरूको हेरविचार गर्दै मैले पढ्ने पनि मौका पाएको छु । धेरै कुरा सिक्ने अवसर पाएको छु । ती अबोध बालबालिकासँग रमाइलो गर्दै दिन बिताउन पाइएको छ, माया पाइएको छ । यहाँ १० वर्षसम्म काम गर्दा २ पटक त अवार्ड नै पाइसकेको छु । यो सबै मेरो कामको प्रतिफल हो भन्ने लाग्छ ।

- तपाईं यहाँ काममा लाग्नुभएको निकै धेरै वर्ष भइसकेको छ । आगामी दिनहरूमा के कस्ता प्रकारले अधि बढ्ने सोच्नु भएको छ ?

वास्तवमा भन्नुपर्दा मैले आउने दिनका लागि सोचेको त्यस्तो केही छैन । मैले सुरुमै भनिसकेकी छु कि म आफ्नो कामप्रति खुसी र सन्तुष्ट छु । मेरो जीवन पनि गाउँमा भन्दा यहाँ आएर काम गर्न थालेपछि सजिलो भएको छ । बुबाआमालाई गर्नुपर्ने सहयोग पनि गर्दै आइरहेकी छु । परि वारकी जेठी छोरीको जिम्मेवारी पनि निभाइरहेकी छु । अहिलेसम्म सबै कुरा राम्रै चलिरहेकाले त्यति धेरै सोचेकी पनि छैन । पछिको कुरा समयले नै बताउला ।

- अन्तमा आफूलाई भन्न मन लागेको केही कुरा छन् भने बताइदिनुहोस् न ।

म यस संस्थालाई हृदयदेखि नै धन्यवाद दिन चाहन्छु किनभने मैले यहाँ यति लामो समयसम्म काम गर्ने अवसर पाएँ । काम गर्दै जाँदा स-साना भाइबहिनीसँग यति नजिकिएकी छु कि अब त बिदामा पनि विद्यालय आएर रमाउन मन लाग्छ । मैले हुर्काएका बाबुनानीहरू अहिले १० कक्षामा पुगेका छन् । उनीहरूले आफूलाई बोलाउँदा अत्यन्त हर्ष लाग्छ । काम त जहाँ गए पनि गरिन्छ तर यहाँ काम गर्दा मलाई सन्तुष्टि मिलेको छ । त्यसैले यस विद्यालयको सधैं उन्नति, उत्तरोत्तर प्रगति होस् भन्ने चाहन्छु ।

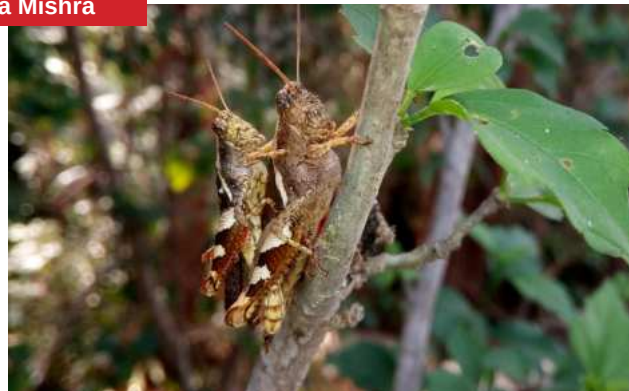
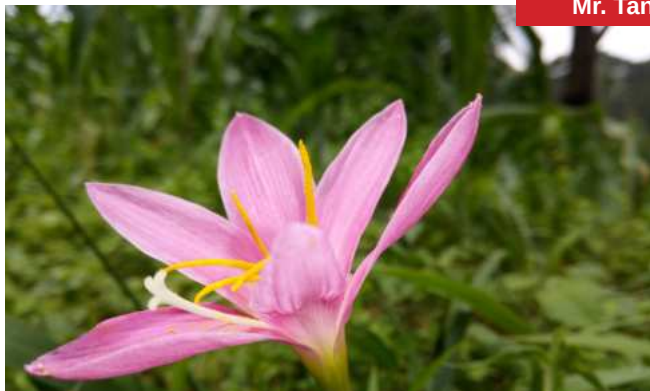
विद्यार्थीद्वयः

आभाष भट्टराई – कक्षा १० 'घ'

स्मृति रिमाल – कक्षा १० 'ग'

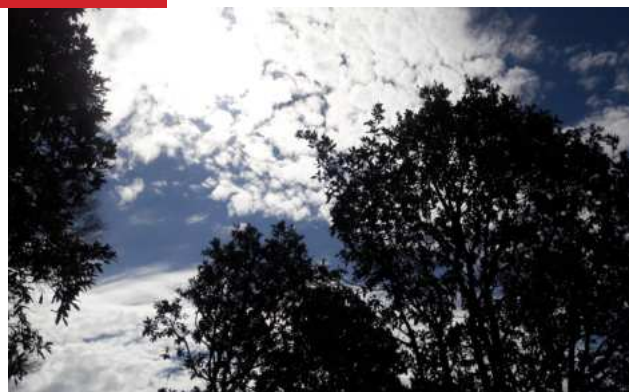
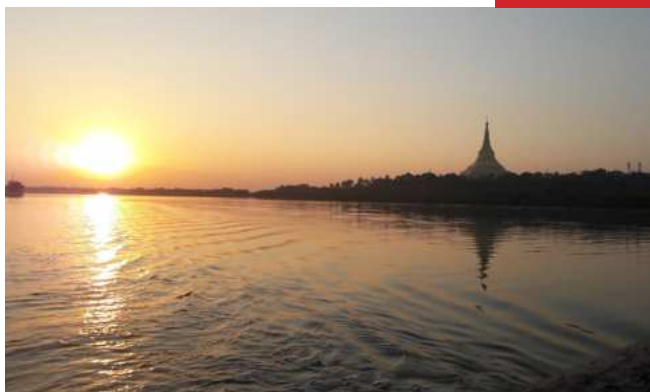
MY SNAPS

Mr. Tanka Mishra



Bhushan Rana - A2 Level

Anush Maharjan - AS Level



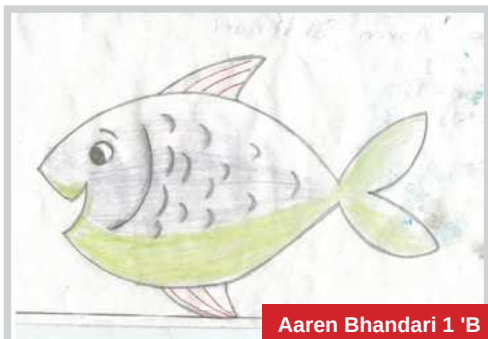
Mr. Prasanna Malla



Bhusan Rana (A2 Level)



STUDENT'S ARTWORK



Aaren Bhandari 1 'B'



Abhinav Ojha 2 'F'



Alex Acharya 2 'D'



Pranab Shrestha 5 'D'



Purnika Shree Basnet 4'A'



Anup Bikram Shah 1 'B'



Asin Crystal Rana 4'E'



Yash Koirala 1 'D'



Divyam Gurung 2 'C'



Ashwi Bhandari 1 'A'



Rhythm Karki 1'F'

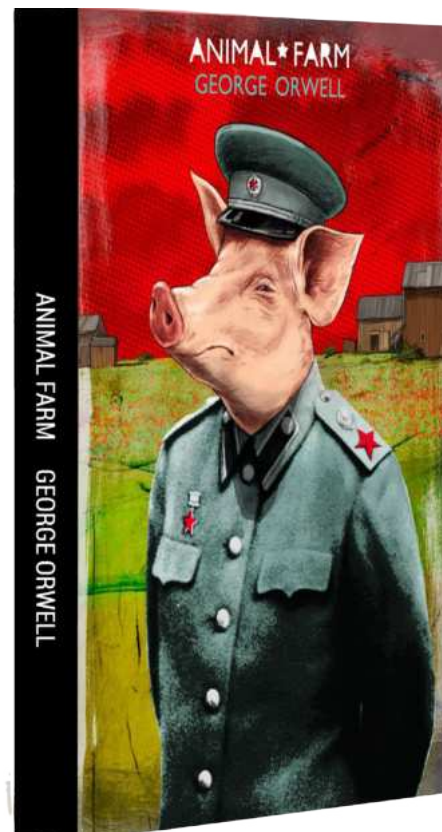


WELCOME & EXTRAVAGANZA



Book Review: Animal Farm

Bijaya Chandra Luitel, A2 Level



A classic George Orwell piece written all the way back in 1945, *Animal Farm* retains its presence in the list of “100 books to read before you die”. It is a masterpiece by Orwell, wherein he describes a revolution undertaken by animals in order to create a sense of freedom for the animals that was missing under the tyranny of a decadent human farmer. However, the true significance of the composition cannot be achieved with a literal interpretation of the text; rather, one must delve into human history to understand the implications within the story.

The three main characters in the story are Old Major, Napoleon and Snowball. All of these animals are pigs. In the story, pigs are presented as the most intelligent of all the farm animals and as such, can understand and even master human capacities for thought. Under the behest of Old Major, the animals revolt against the tyrannous rule of the farmer and establish a society where all of them are equals. Old Major dies silently in his sleep after rousing the animals to rebellion.

The rebellion is a success. The animals are able to establish control over the farm and as such, a sense of equality is fostered. They survive an attack by the

humans, who want to reconquer the farm. An egalitarian society is formed, whereby everyone works according to his/her capability. However, this does not last.

An argument between Napoleon and Snowball causes a breakdown in their relationship and Snowball flees. Slowly, Napoleon establishes control over the animals, purging dissidents and selling off the unimportant animals for money. The egalitarian society that had been formed is abolished and the pigs form a system of governance akin to a totalitarian dictatorship whereby the pigs enjoy many privileges over the other animals. The story ends with the pigs re-embracing ties with humans, thereby rendering the results of the revolution moot.

Upon analysis with actual history, a striking similarity between the Russian revolution and the story is seen. Old Major is portrayed as the pig version of Vladimir Lenin, the thinktank behind the Russian revolution, who in real life, dies shortly after the revolution establishes a communist government. The pigs Snowball and Napoleon represent Trotsky and Stalin respectively, where in real life, Stalin had forced Trotsky into exile.

I found the book a very interesting

read, as it used a humorous notion of talking and human-like animals in order to present the results of a significant moment in human history. The story provides an interesting critique of the Stalinist character, and laments the results of the revolution. The use of animals to describe the revolution may hint at the author's pitiful feelings for the Russian people, as throughout the text, he has portrayed most of the animals as being brainwashed and oppressed by the more intelligent pigs.

The historical link with the book is uncanny. Many tiny details of the Russian revolution is evident in the book, such as the battle that ensues between the tyrannous farmer and the animals, the farmer wishing to recapture his farm, which is something akin to the civil war that took place in Russia in the 1910s and 1920s.

Furthermore, the book has the plus point that it is a very short read, which helps attract a larger audience. For somebody looking for a short, but very meaningful piece of composition, this book is a match made in heaven. Brush up on your knowledge of the Russian revolution, while at the same time falling in love with beloved farm animals! There's no book that can hit both these points!

Moving

Praveen Thapa, AS Level

For me, a director who finds poetry in just the passing of scenes, through scenes, or, as we come to know of it -"transitions"- is a director who has something of value to share. And Olivier Assayas does know his poetry well enough. His 2008 film "Summer Hours" is a testimony of his unsurpassable talent of using film as a medium to channel his sensibilities. Film is a medium that captures time and plays with it just as a porter would use clay. And in these fragments of time, in these little moments that the camera captures are movements of all sorts. Be it the movement of camera, of objects, of lights, of sound frequencies, or simply the movement of time passing by. A director's main job is to orchestrate all these movements till they transcend all these "elements" to really communicate with another human being. Olivier Assayas, for me, is the maestro of movement. Summer Hours start with a kind of a summer feeling. The camera almost floats around children running around, lost in their own little games. The old maid, Eloise, preparing food, so lovingly captured you could almost feel the warmth of steam blowing. The grandmother of the house, Helene, played very gracefully by Edith Scob, is about to turn 75. Like every year, her two sons and her daughter bring along their children to a party in the place where each one of them grew up. But what's different this year is Helene feels that she's dying and she wants to divide her belongings among her children. Her house is full of valuable items inherited from her late painter brother. All little things like chairs, cups, cupboards, a kind of an artistic relic that would bring financial fortune to each of her children.

The film, as I understand, is commissioned by the Musee d'Orsay museum of Paris. So the film, in a way, takes items in a museum and tells us about their story, their history, and their emotional connections to

the family it belonged to. These items make much less impact and have smaller meaning once we remove them from their original homes. They just resemble something very sad and devoid of life. I won't write much about the plot because there are other things in the film that really breathe life into this film, and pretty much every film that Assayas does has this character. So, after their mother passes away, it is up to the children to decide the fate of the items they all grew up with fond memories. The eldest son doesn't want to sell it and wants to keep everything intact as a personal heritage. But it doesn't go well with others as his siblings are ambitious and selling these items would boost their endeavors.

The first part of the film, drenched in

sunshine, is as blissful as a man of Eric Gautier's ability can capture. Assayas designs little camera movements for each scene, each character, gives everything rhythm. It is a melancholic film, but it never dreads.

On the contrary, the final few moments are one of the most vibrant scenes ever captured.

The second part, with saturated colors takes us away from summer, makes us contemplate a loss without forcing any sentimentality.

Olivier Assayas never forces, that's one of his things. He makes films about memory, not nostalgia. About not the doom of mankind, but about the inevitable

force which is the force of life itself that keeps everything moving. His stories are told through ellipses, months and years pass in a single fade-out. His rhythm is the key to his technique. His film-making grounded, at one with soil and rivers and clouds, feels like he is capturing human stories from their perspective. I feel it is one of the best films in modern times. And its maker is one of the finest this planet has. I mean, the film starts with an old lady talking about painting and ends with her granddaughter dancing to hip-hop. Talk about movement. Talk about time.

RICHARD PRYOR MOVING

The movie that packs lots of laughs.



LEGACY CONTINUES...

WORLD AND NEPAL TOPPERS FROM CHELSEA

YEAR	NAME OF STUDENTS	AWARD RECEIVED FOR	SUBJECTS
OCTOBER - NOVEMBER 2016	Prajjwal 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)
	Prajjwal Bhattarai	Best Across 4 AS 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



**CHELSEA INTERNATIONAL ACADEMY &
VIDHYA SANSKAR SCHOOL**

PRESENTS

MACBETH

by William Shakespeare

Date: 22 Dec, 2017

Venue: Army Officer's Club

Performed by: A-Level, Grade II & 12 Students