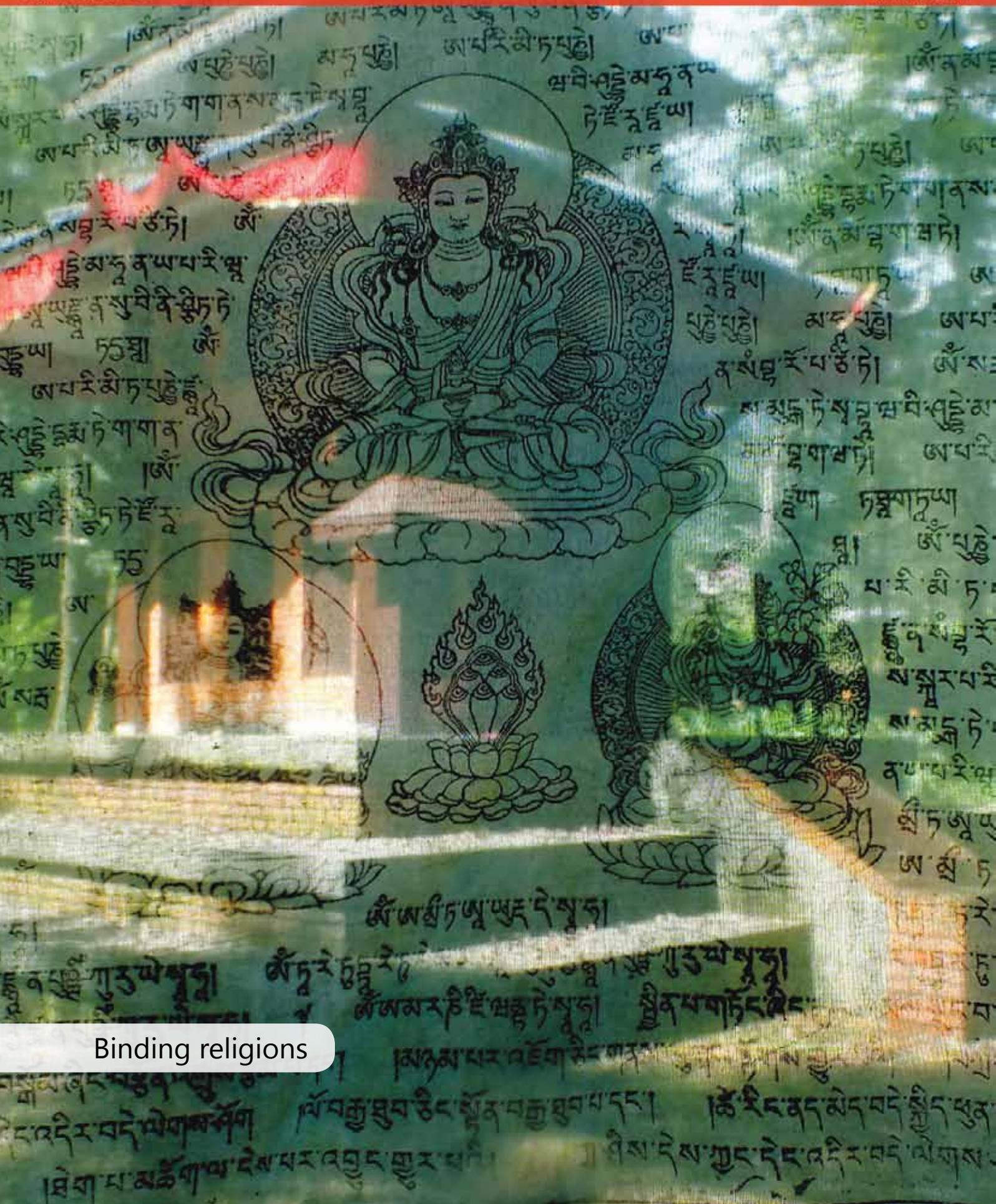


Chelsea Wavelength

August - October, 2013

Volume 3, Issue 3



Binding religions



Message from the Principal and Founder Director



Sudhir K. Jha

I hope this new edition of Wavelength has once again scintillated a proper creative and literary ambience of our students. This is pretty exciting scenario that has been helpful to spawn a proper academic fervor in the institution. I congratulate the effort of all of my zealous students, and want to assure better academic and creative environment in the upcoming days.

I feel pretty happy to share that our students have been encouraged to make some contributions for their community. Our students' engagements in

various social affairs including community service have helped them to understand and realize their social responsibilities. Their involvement in community service, in every respect, has amplified their overall personality and growth. Our students' involvement in social affair has been recently flourished in a way of a profound mission; they have begun a project of establishing libraries in different remote part of Nepal under the campaign "Nepal Library Campaign". The project has been inaugurated with a grand ceremony amidst the presence of various towering personalities in the premise of CIA. We firmly believe that our students' commitment to the society, in the long run, will be a corner stone in nation building task.

School and college life plays a significant role in shaping one's career and therefore, has to be used meaningfully and creatively. Our websites have well reflected the success of our students in getting good scholarships in different preferred universities. We believe that their academic success and good career further can inspire

many students in Chelsea and across Nepal to achieve their goal and become a good citizen. We always encourage our students to blossom into a complete and good human being.

Likewise, in this fast growing high-tech world, one of our student **Master Himal Shrestha** represented **Nepal** and achieved **1st Position in the Microsoft Office Specialist (MOS) "World Championship 2013" which was held in Washington DC, USA**. I also congratulate both the college and school students who won the **(MOS) "Nepal Championship 2013"**

We are justly proud of all our students' accomplishments! I hope our present students will consider following a similar path too. Your future success is only a step away. I wish all the best to A2 students for their upcoming October – November 2013 examination.

My special thanks also goes to respected Prof. Dr. Tanka Nath Sharma for his valuable contribution in this issue.

Best Wishes

From the Editors

The honor and the opportunity to replace two great editors is as much a challenge as it is a privilege. The rush and excitement that followed our appointment was more than welcome. With a dedicated team of enthusiasts friends to back us up the work feels like just another recreation.

This issue is to officially welcome the new AS batch 2013 – 2015 A. D. and inform them about the appreciation and value Chelsea family offers to literary works and creativity. Chelsea Wavelength is more than a tri – monthly magazine, it is a milestone.

It is a legacy unspoken, and in that, we are honored to get a chance to give continuity to this enduring legacy. We expect co-operation and dedication as always from our friends, brothers & sisters and of course from our beloved teachers, so that we can make the coming issue as much a success as the previous issues and hope to satisfy the literary appetite of our readers.

Elena Pradhan, A2
Angela Sharma, A2



Microsoft Office Specialist (MOS) World Championship 2013

The Microsoft Office Specialist Championship is a global competition that tests students' skills in Microsoft Office applications. The examination was conducted by Microsoft Innovation Center Nepal on May 31, 2013. 11 of our school students appeared for the exam held at Chelsea International Academy and five of them were certified as Microsoft Office Specialists; four college students appeared for the same exam at Microsoft Innovation Center Nepal and all of them have been certified.

S.N	Name	Level	Application	Score
1.	Himal Shrestha	A2	Excel 2007/ 2010	1000/1000
2.	Sandesh Chapagain	A2	Word 2007	933/1000
3.	Aashish Mainali	A2	Word 2007	933/1000
4.	Gopal Chitauri	A2	Powerpoint 2010	765/1000
5.	Ujjwal Bhandari	School	Word 2007	833/1000
6.	Mani Pratap Singh	School	Word 2007	800/1000
7.	Prajwal Bhattra	School	Word 2010	838/1000
8.	Sailesh Karki	School	Word 2010	769/1000
9.	Niya Manandhar	School	Powerpoint 2010	733/1000

Congratulations to the achievers. Their online certificates can be viewed at www.certiport.com

World Affairs Seminar 2013

Mr. Aakash Pokhrel (Lecturer), Nabin B.K., Bibek Maharjan, and Saurav B.K. represented Nepal in the World Affairs Seminar (WAS) at Carroll University, Wisconsin, USA, conducted from June 15 - 21. Its agenda was "Gender Equity/Social Justice: Moral Imperative of Our Time." More than 300 delegates from 22 nations had participated. Various gender-related issues such as homosexuality, gender equity, violence against women were discussed vigorously by different speakers. The participants gained useful knowledge about gender-related and other social issues. The participants from Chelsea went on to tour Chicago, Maryland, Virginia, and Washington. They returned to Nepal on June 30.

Report on Inter School competitions

On the occasion of World Environment Day, the National Trust For Nature Conservation, Central Zoo, organized various competitions, including School Environment Song Competition, Banner competition, Drawing Competition, and Essay Writing competition. The Inter-School Environment Song Competition was held on the 19th of Jestha, 2070, in Khumaltar, Lalitpur where Chelsea International Academy secured the 3rd position. The participants were Bigya Mainali and Nigha Basnet of Class 6, Simran Koirala, Sarthak Adhikari, and Shakshi Pokhrel of Class 8. The Banner Competition was held on the 22nd of Jestha organized by the Eco Club members and the FOZ (Friends of Zoo) where our school secured the 3rd position for the second time. Similarly, the English Essay Writing Competition and the Drawing Competition were held on the 8th of Ashwin, 2069. The total number of schools taking part in the Environment Song Competition was 24. In the Drawing Competition, Aditi Chhetri of Chelsea International Academy (Class 8) secured 2nd position and in the English Essay Writing Competition, Ashutosh Khatiwada of Class 8 secured 4th position respectively.

College Prefects' Council 2013-2014

Head Boy: Kanoon Giri

Head Girl: Yeshi Dolma Lama

Prefects: Samprada Chapagain, Ashish Mainali, Ashish Guragain, Nabin B. K., Narottam Shah, Zenith Bhurtel, Sandip Sapkota, Aastha Dahal, Rubina Pradhan, Ujjwal Shrestha



Technical Education and Vocational Training in Nepal: Current Needs, Challenges and Future Direction

INTRODUCTION

Nepal is facing a complex development setting of conflict and political instability because of poverty and its manifestations in terms of regional, gender, ethnic, and caste-related inequalities; inadequate governance; and failure to deliver adequate and essential social services and facilities to rural communities and marginalized groups. Although Nepal's development plan has focused its efforts on economic reforms and poverty reduction for last few decades, there has been a slow progress in the achievement of targeted goals. Poor economic performance, declined productivity, population explosion, inequality in service provisions, unemployment and poverty appeared as Nepal's development challenges.

In the present context, the national development efforts are to be directed to respond to chronic poverty, unemployment, poor health and education, hunger, caste-based inequalities and geographical segregation. Nepalese people are expecting immediate change and from "uneven feudalization under the ages of centralized state power, semi-colonial integration, extreme physiographic diversities and natural barrier to socialization (Bhattarai, 2003) and development to political, social and economical transformation to build a prosperous Nepal where every citizen enjoy their individual right, freedom, democracy and equal access to social services and economic well-being. The immediate future of the country also calls for the development of human capacity and potentials through appropriate education and training opportunities for all. Only consciously designed and implemented development programs closely linked with education and training system may lead the country toward prosperity and well-being of its people.

This paper focuses on the existing status of socio-economic context, existing situation technical education and vocational skill training in Nepal, issues associated with it, employment market and potential areas for employment and future directions to strengthen and streamline it to enhance Nepal's skill development, employment and earning potential of wider segments of the Nepalese population.

Socio-economic context

The development of technical and vocational education and training (TEVT) in any country is dependent on and reflects the economic, social and political factors prevailing in that country. Economic performance increases the absorption capacity for skilled workers leading to increment on the employment opportunities for youth having skills. Social factors such as levels of literacy and skills, economic capacity of citizen to participate in TVET, level of unemployment



Prof. Dr. Tanka Nath Sharma
Dean, School of Education
Kathmandu University

and cultural diversity have implications on designing a national system of TEVT. Similarly, political influences such as egalitarian considerations, extent of budgetary provisions, central control of curricula, conflicting training demands of the industries, and politically-based training objectives have strong influence on the development on TEVT. Therefore, quick review of socio-economic context is essential to understand the need for TEVT.

Nepal is a highly heterogeneous country in terms of geography, ethnicity, language and culture of the 23.15 million people comprising 102 different ethnic and caste groups as per 2001 census data, 9 million (approximately 40%) live below poverty line, which is set at about \$ 77 per capita per annum; the poorest 20% get 12% of the national income; the Gender development index ranks 121st out of 143 and adult literacy rate is about 41.8% of the population above 15 years of age. The labor force of 11.2 million is increasing at a rate of 2.4 percent: approximately 80% is engaged in agriculture, 3% in manufacturing industries and 17% in service industries (MOF, 2005). The female labor force covers 47% of the total labor force, but female workers account for only 4% of the formal sector.

Agriculture, which has been the backbone of Nepal's economy, has been crippled due to the national conflict. Besides, the tendency of increasing fragmentation of land holding is making the agricultural practice with traditional technology economically unviable. The migrant youth forced to shelter in the urban areas are lucky, if they somehow find a job and afford to pay to go to the foreign employment market, which is not always safe and gainful. Due to the difficulty encountered in industrial and agriculture sector, their contribution in the GDP is being reduced. Besides, the tendency of increasing fragmentation of land holding is making the agricultural practice with traditional technology economically unviable. These issues have provided a great challenge to Nepali government in providing sustainable livelihood to its people.

The Nepalese industrial sector is in an infantile state, which is severely affected by the national conflict. The non-agricultural sector, including services, accounted for 60.5% of GDP in 2001/02. The overall performance of the industrial sector of the country is not at all encouraging. Poor performance of the industrial sector means decline in employment opportunities.

Out of 9.5 million who are currently employed, only 1.5 million (16 percent) are in paid employment. The remaining 8.0 million is self-employed. About 3.8 million (40 percent of the total) of the self-employed do not employ other employees and 4.1 million (43 percent) work as unpaid family members (ILO, 2003). Women and the disadvantaged groups fall in the later category.



In Nepalese conditions, much time and energy needs to be spent in subsistence activities, which do not produce any real income. These activities are mostly carried out by women (ILO, 2001). The listing of engagement includes engagement in any work including in informal sector, self-employment, or household work.

Limited employment opportunities within the countries forced the Nepalese youths to leave the country work as migrant workers in other countries. The number Nepalese migrant worker in other countries is increasing rapidly.

Nepali foreign migration has been of three kinds: official migration to the countries other than India going through Ministry of Labor recognized overseas employment companies, free movement to India as permitted by 1950 treaty and further movement from there to a third country through Indian or Nepali agents. It is estimated that over six million Nepalese live and work in India and probably one million are routinely employed as migrant workers. It is also reported that there are now more than 600,000 Nepalis migrant workers in the Gulf Countries alone (Kantipure Daily, 2004). By 2003, the total number of Nepali foreign labor migrant is estimated to be 1.8 million- about 8 percent of the total population and 15 percent of the total labor force (ILO, 2004). The value and volume of remittances has been estimated to be NRs. 100 billion, which probably contributes more to Nepal's foreign exchange than do manufacturing exports, tourism, foreign aid and other sources combined (ILO b, 2003). It has been observed that the number of people leaving Nepal for overseas employment considerably more than official figures.

Study on foreign employment in Nepal, shows that largest demand was received in 2002 for semi-skilled/skilled jobs, followed by unskilled ones. In 2002, Nepal received a demand for 99,519 laborers, mainly from Gulf countries and Malaysia. Of these 56.2% were semi-skilled/skilled jobs, 41.8% unskilled jobs, 2% highly skilled (Europe and North America) and 0.15% were white-collar jobs. The survey data indicate that 94.46 percent of total labor outflow falls under unskilled category where as 5.44% come under semi-skilled and skilled category. The white collar and highly skilled outflows are negligible even though there is a demand (0.4%) (SDC/NIDS, 2003). This suggests that the nation has not utilized as yet the available opportunities, which have been way far short of exploring gainful international market. Nepal need to improve its low image as the supplier of unskilled labor force by training and developing skilled and knowledge workers for the international labor market.

Rapid population growth, poor economic performance and declining manufacturing and production sector have constrained over the employment potential of the labor force. However, there seems to be enough employment market potential for trained people in the construction and service sector if the workforce is adequately prepared as per needs and demands of the employment market. Service and construction sector is growing to accommodate significant number of skilled workers. Agriculture sector, which employs more than 80% of the labor force, has significant employment and earning potential if it moves away from traditional subsistence farming to intensive

commercial farming system, market potential of skill training would increase if their training and support activities were directed towards the modernization of agriculture and enhancement of the production and income of the rural population engaged in agriculture

EDUCATION SECTOR

There has been a significant expansion of education after the inception of democracy in 1951. Restricted education for masses during Rana periods and freedom to open school after 1951 led to dramatic increase in the number of school in the country. From 1951 to 1970 there was 375 times increase student enrollment in higher education, 144 times in secondary education and 57 times in primary (Ragsdale, 1989). There appeared to be a dramatic expansion of schools and enrollment at the secondary and post-secondary level as compared to the primary level. Opening up new schools and colleges continued to increase adopting the colonial education system up until today without linking country's development needs with education. The trend still continues even today. Following table indicates the expansion of schools and student enrollment from 1981 to present.

Table: 1 Comparison of Education Provisions in 1981 and 2005

Educational Institutions	In 1981*		In 2005**	
	Number of Schools	Student Enrollment	Number of schools	Enrollment
Primary	10,136	10,67,912	27525	45,02697
Lower Secondary	3,261	3,91,427	8, 471	1374796
Secondary	704	121007	5039	587177

* CBS (1981), ** MOES (2005)

Similarly, access to higher secondary and higher education has increased in an exponential rate offering programs in diversified areas. Tribhuvan University (TU) was single university having 12 institutes and 81 different campuses with enrollment capacity of about 50,000 in 1981. Currently, there are five universities and two higher education institutes with 475 campuses enrolling more than 22,000 students out of which 188203 students are enrolled in TU alone (MOES, 2005). Similarly, there are 1056 (as of 2003) Higher Secondary schools affiliated to Higher Secondary Education Board offering 10+2 education to 66,252 in 11th grade and 36,932 in the 12th. Similarly, TU enrolled 58,604 students at the proficiency certificate level. These figures indicate that Nepal has made significant progress in the expansion of education provision in recent years.

In spite of the notable progress education at all levels, efficiency, effectiveness and relevance of education remained poor and educational provisions were not accessible to all. Of the total school aged children, although enrollment in the formal education system has increased, school dropout rate and repetition rates are not encouraging. Although the retention rate at the primary level has increased from 60% in 2003 to 80%



in 2005, net enrollment rates at lower secondary and secondary was 46% and 32% respectively indicating more than 55% drop out rates at the primary and 60% drop at the lower secondary level.

World Education data based upon HMG Census Report 2001 indicated that annually 650,000 children and youth (more than 85%) fall out of the education system every year without any work skills. The system as it is has thrown them in a wastebasket without giving any hope for future. So they are the real stakeholders of the prevailing national conflict in Nepal and are also the potential ones for any eventual future conflict as well. Migration of the workforce in search of new livelihood in the urban centers and their inclination to go abroad has provided a great challenge to Nepali government in providing sustainable livelihood to its people. The migrant youth forced to shelter in the urban areas are lucky, if they somehow find a job and afford to pay to go to the foreign employment market, which is not always safe and gainful.

General observation indicates that these out of school children/youth do generally come from the underprivileged groups of dalit, ex-kamayyas, haliyas, badis, ethnic and isolated communities, girls and remote area backgrounds. All those who are unable to continue their formal education enter labor market without any skill at hand. Those who are lucky learn various livelihood skills either through informal apprenticeship training, non-formal training programs of various ministries, and limited available CTEVT programs.

The Tenth Plan (NPC, 2002) has targeted to increase school enrolment from 80% to 90% of the primary school age children, still ten percent of the primary age children will be away from school even if the targeted enrollment is achieved. Similarly it intends to have 58% to 65%, 37% to 45% and 23% enrolments in the lower secondary, secondary and higher secondary education respectively. The plan document does not have any education and training scheme for children who can not complete their schooling or wish to discontinue formal schooling. There are some limited and sporadic skill training and on the job learning (OJL) opportunities for the out-of-school youth before they land in the world of work.

The situation has become even more complicated due to poor quality, irrelevant curricula and very high percentages of failure rates at each exit point of schooling. These young people with low quality of education and without any marketable skills are forced to remain unemployed. National assessment reports, SLC examination results, 10+2 results and university examination results are the evidence of very poor performance of education in Nepal. For example, SLC pass percentage was 40.6% in 2003. Similarly, pass percentage of Tribhuvan University ranges from 23.6 to 41% as indicated in 2003 results. This scenario adds up more unemployed educated youths without any employable skills or credentials needed in the labor market. The purpose of education is not only to increase the number of educational institutions and number of students; we must ensure that expected outcomes of education are achieved. One of the important aspects of education, preparing young people for work and prosperous life, is undermined in Nepalese education at all level. Inability of existing education at the secondary

and tertiary level linking with work and occupation has contributed increasing the number of educated unemployed. This indicates the need for reforms in education ensuring that education is linked with work and life of young people.

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

Technical and Vocational Education and Training is referred as to those aspects of the educational process involving the study of technologies and related sciences, and acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life (UNESCO/ILO, 2002). It is further understood to be (a) an integral part of general education, (b) a means of preparing for occupational fields and for effective participation in the world of work, (c) an aspect of lifelong learning and preparation for responsible citizenship; (d) an instrument for promoting environmentally sound sustainable development; and (e) a method for facilitating poverty alleviation.

Technical and vocational education and training is a general term covering a multitude of education and training which is distinguished by levels, objectives, subject matters, nature and length of training and so forth. In the Nepalese context, Technical Education and Vocational Training programs (TEVT) include all education and training programs, which prepare people for work. It includes from skill training programs, vocational training programs, and technical training programs of shorter duration, to post-secondary technological programs.

Technical and Vocational education is specialized preparation for entry into employment or advancement on the job. Such education and training may be provided by secondary schools, colleges, technical institutes and four-year technical colleges. Technical and vocational education is specialized because courses and programs are elected only by those individuals who have special interest in preparing for and/or progressing in a particular occupation or group of occupation (Wenrich, Wenrich & Galloway, ...)

Public education in a democratic society is dominated by the ideals that all children and youth are provided with equal educational opportunities so that potential of each individual can be developed as much as possible. Sometime equal opportunity is misunderstood as same opportunities for all. But children, youth, like adults are unique; no single curriculum or set of learning experiences can be expected to discover and develop the talents of all; diversity of educational programs are needed. Therefore, education for work can be viewed as the total process of discovering and developing individual potential for work. Technical and vocational education at the secondary and post-secondary levels is an important part of the process of developing individual's potential for work.

to be continued...



Moments at Chelsea

Prayash Raj Koirala

(2009-2011 A- Level Batch)

Looking back to the day, four years back, entering through the main gate of Chelsea on the very first day of my college life was one of the most nervous days of my life. Except a single school friend, almost everyone-teachers, students and other staffs were the strangers to me. After passing through the iron gates of SLC, I, as all other students, had a single expectation- to work harder and secure good grades in A Level. However, I was unaware that the following two years at Chelsea would bring a revolution of change in me and my life.

Throughout my school days, I was always an average student with a little introvert nature. With this nature I had completed my 13 years of schooling from four different schools in Kathmandu. Since my sister had passed her A Level from Chelsea, I had admitted myself to it with her recommendation itself. I took subjects related to business and management because I was never good at numbers, chemicals, gravity or fungi and bacteria. On the first day of the college, I waited alone outside the reception looking at the people around. As the morning assembly began, we were welcomed and briefed about the classes and were given the other basic information. I barely made 2-3 friends on that day. Soon, as the days passed by and as I got more and more familiar to the faces around the college; nervousness and awkwardness faded from me. I started to enjoy my college days.

After almost a month, Rajesh sir along with a bunch of other students called me to his office. As we went there, he informed us that we had been called to participate in a competition- namely Tourism Olympiad 2009- being held at the Budhanilkantha School. While I decided to take part in the Quiz competition along with another guy named Ghanashyam Neupane, all others gave their name for the participation according to their interest. Although Ghanashyam and me we out from the first round itself, this loss introduced a lifelong friendship between us. By the end of the two days of this program the whole group decided to form a separate club in our college to promote the idea of volunteerism and social service amongst all the students. Although all these ideas were new to me, I agreed to all since I wanted to do something good and interesting.

Unfortunately, our plan to start a separate club failed. Yet, we were able to organize a successful event for orphan children which was named, "Spread a smile". We started to involve many of our friends in such programs by organizing many other small events in the college. I learnt to take a lead, speak in mass and initiate some projects along with my friends. Likewise, I also started to participate in different workshops, exhibitions and events in other colleges. A small frustrating incident while taking part in an exhibition in one of the other

college encouraged me to write an article and send it to a newspaper. I was immensely happy to see my name printed on the OP-ED page of The Kathmandu Post along with my article for the first time in my life. With this article, I began to write articles in newspapers too.

In those two precious years of my college life, I gained a lot experiences with support of my friends and love and affection from the teachers and the college management. I was able to contribute as the Editor-in-chief for Chelsea Wavelength, Founding Executive Member of the Entrepreneurs' club and Executive Member of Journalism club, and organized several events. These events gave me an opportunity to make many new friends, meet various professionals and famous personalities.

By the end of my two years at Chelsea, I recognized almost each and every members of the Chelsea family. And, it had become a second home to me. Bidding a farewell to the teachers and friends was one of the toughest moments.

After completion of my A Level, I decided to take a break from my studies where I could get time to gain some working experience, dedicate much more in community service and also apply for scholarships in universities abroad. In that year, as I had planned, I worked in a few places and also continued my passion of community service and writing. Luckily, I was once again able to a part of the Chelsea family for three months working as an Administrative Intern which brought Chelsea much closer to my heart. At the end of my gap year, I was able to get the scholarship from the Indian Government and got an opportunity to study in India and thus I left my country.

Yet, even after a year of studying in India, the love and affection towards Chelsea has been much more compared to the love and affection towards the college I am currently enrolled to. I would like to specially thank Sudhir sir, Rajesh sir, Jeet sir, Pranai sir, my dear friends, juniors and seniors, and all the teachers for supporting me and helping me to establish a different identity and pave my life to the path of success.



१) चेल्सीमा कहिले देखि कार्यरत हुनुहुन्छ ?
यो स्कूल स्थापना भएको ३ महिनामा चेल्सीमा प्रवेश गरेकी थिएँ। स्कूल वैशाख देखि सुरु भएको रहेछ, मैले तेस्रो हप्ताबाट काम गर्न थालेकी हुँ।

२) शिक्षण पेसामा कहिलेदेखि लाग्नुभयो ?
२०५४ सालदेखि नै शिक्षण पेसामा प्रवेश गरेकी हुँ।

३) तपाईंलाई सबैभन्दा रमाइलो लाग्ने क्षण कुन हो ?
आफ्नो सफलतामा र काममा व्यस्त हुँदाको क्षण रमाइलो लाग्छ।

४) बच्चाहरू पुस्तकवाटै सबै कुरा सिक्न सक्छन् कि अरु पनि केही चाहिन्छ ?
पुस्तक त उनीहरूको मुख्य पाठ्यवस्तु हो। यसले नै उनीहरूलाई कति पढ्ने, के पढ्ने, के के कुराहरू कति कति कक्षामा सिक्नु पर्छ भन्ने कुराको ज्ञान दिन्छ। २१ औं शताब्दीमा सबै कुरा किताबवाटै मात्र सिक्छन् भन्ने हुँदैन। अहिले कम्प्युटर, पत्रपत्रिका, सिडी, पुस्तकालयमा भएका विभिन्न सन्दर्भ- सामग्रीहरू जस्ता शैक्षिक सामग्री उपयोग गरेर सिकाइन्छ, र उनीहरू पनि यसैमा रमाउँछन्।

५) बच्चाहरूको नेपाली कमजोर हुनु र नेपाली भन्नेबित्तिकै डराउनुमा हजुरको धारणा के छ ?
बच्चाहरूलाई नेपाली विषय गाह्रो हुन्छ भन्ने छाप परिसकेको छ। यस धारणाले गर्दा उनीहरूलाई पढाइप्रति रुचि हुँदैन। त्यसमा पनि स्कूलमा एउटा विषय नेपालीमा पढ्ने र ४०-४५ मिनेटमा शिक्षकशिक्षकाले पढाएको र अभ्यास दिएको भएमा मात्र बच्चाहरू बाध्य भएर पढ्ने र लेख्ने गर्छन्। उनीहरूमा भित्रैदेखि नै नेपाली पढ्छु भन्ने रुचि नै हुँदैन। हन त उनीहरूलाई कुन अक्षर कसरी लेख्ने, मात्राहरू कसरी दिने, अझै कापी कुन दिशातर्फ फर्काएर लिने र सिसाकलम कसरी समाल्ने, जस्ता आधारभूत कुराहरूको ज्ञान ६-७ कक्षामा पुग्दा पनि त्यति नहुनु,



मञ्जु सिरदेल, शिक्षिका
चेल्सी इन्टरनेसनल एकेडेमी

मन पर्ने

पुस्तक: राष्ट्रनिर्माता (राष्ट्रकवि माधवप्रसाद घिमिरे), मुनामदन (लक्ष्मीप्रसाद देवकोटा), नासो(गुरुप्रसाद मैनाली), बसाई (लीलवहादुर क्षेत्री)

मन पर्ने लेखक : माधवप्रसाद घिमिरे, गुरुप्रसाद मैनाली, लेखनाथ पौड्याल, लक्ष्मीप्रसाद देवकोटा

रुचि : पुस्तक, पत्रपत्रिका पढ्ने, लेख्ने, घुम्ने
राशि : तुला

लेख्ने र पढ्ने अभ्यास धेरै नै कम हुनु, सिर्जनात्मकता तर्फ कम ध्यान दिनु जस्ता कारणले कमजोर हुन्छन्। सिर्जनात्मक अभ्यासमा वर्णविन्यासको भूल भन्दा पनि सिर्जनात्मक क्षमताको मूल्याङ्कन गरिनु पर्ने हो, त्यसो हुँदैन। यी कुराहरूले गर्दा उनीहरू नेपाली विषय पढ्न-लेख्न गाह्रो ठान्छन् र यस विषयमा कमजोर भइरहेका छन्।

६) बच्चाहरू भविष्यमा कस्तो भएको हेर्न चाहनुहुन्छ ?

मेरा बच्चाहरू जुन क्षेत्रमा (शैक्षिक, राजनीतिक, सामाजिक, व्यापारिक, विज्ञान, कला, प्राविधिक) भएपनि सफल र प्रसिद्ध भएको हेर्न चाहन्छु।

७) विद्यार्थी जीवनमा सिकनै पर्ने कुराहरू के हुन् ?

विद्यार्थी जीवन सिकाइको लागि एकदमै महत्वपूर्ण समय हो। यो समयमा विद्यार्थीले के गर्ने के नगर्ने भन्ने कुराको निर्णय गर्न सक्दैनन्। यति बेला उनीहरू निर्दोष र ज्यादै चञ्चले स्वभावका हुन्छन्। त्यसैले आफूभन्दा ठूला अभिभावक, बुवाआमा र शिक्षकशिक्षिकाको आज्ञा पालन गर्ने र उहाँहरूले भनेका हरेक कुराहरूमा सकारात्मक भई उहाँहरूको बोली वचनलाई महावाणी भै सम्भेर अधि बढ्नु पर्छ। 'अभ्यासले नै मानिसलाई पूर्ण बनाउँछ' भन्ने वाक्यलाई मूल मन्त्रको रूपमा ग्रहण गर्नु पर्छ।

८) तपाईंलाई जीवनको यो समयसम्म आइपुग्दा के सिकेँ जस्तो लाग्छ ?

सिकने र सिकाउने भन्ने कुरा त निरन्तर चलिरहने कुरा हो। मैले अहिलेसम्म सरकारी र निजी दुवै क्षेत्रका स्कूलमा काम गर्ने अवसर पाएँ। साथै कक्षा युकेजीदेखि ८ सम्म निजीमा र ६-१० सम्म सरकारी स्कूलका विद्यार्थीहरूसँग घुलमिल हुने मौका पाएँ। जसले गर्दा कुन तह र स्तरका बच्चाहरूलाई कसरी सिकाउने, कसरी उनीहरूमा प्रतिस्पर्धाको भावना जगाउने, पढाइप्रति कसरी रुचि जगाउने, पढाइ र लेखाइप्रति कसरी आकर्षित गर्ने जस्ता शैक्षिक क्षेत्रका धेर-थोर ज्ञान हासिल गर्ने जस्तो लाग्छ।

९) जीवनको त्यस्तो क्षण जुन तपाईं अहिलेसम्म सम्झनुहुन्छ ?

जुन समयमा म चेल्सीमा नियुक्त भएँ त्यस बेला युकेजीमा ४, कक्षा एकमा ४, र कक्षा दुईमा २ अनि तिन मा ३ जना बच्चाहरूलाई मैले पढाएँ। दुई वर्ष पछि त कक्षा एकमा ५ सेक्सन र दुईमा ५ सेक्सन हुने गरी बच्चाहरू आए। जम्मा २४-२५ जना थिए सुरुमा पछि दुईतीन वर्षकै छोटो अवधिमा करिब एघारसय विद्यार्थी भएको र प्रत्येक कक्षामा ५, ५ सेक्सन हुने गरि विद्यार्थी आएको क्षण म सधैं सम्भरिन्छु।

मेरी प्यारी आमा

आमा तिमी हौ सबैभन्दा ठूली ममताकी खानी
तिम्रै पालन पोषणमा बस्यो हाम्रो आनी बानी
राख्यौ काखमा अँगालेर सही हाम्रो बालक लात पनि
अमृत सरी पिलाई दूध तिमीले बिस्यौ आफ्नो सारा पीडा जति
असमर्थ छौँ आमा तिम्रो हामी तिम्रो ऋणको भारी
असल मानिस बन्न चलेछ सधैं हाम्रो पाइलाको गति
छाउने छ जब मुस्कान तिम्रो सुनौलो अनुहारमा
स्वर्ग पनि बन्नेछ मेरो यही संसारमा ॥

-अभिप्सा वाटाजु, ७ 'क'

आजकलका केटाहरू

आजकलका केटाहरू हुनुपर्ने हिरो पढाइ लेखाइ केही छैन नतिजा छ जित्ने।

लुगा लाउँछन् नानाथरी कानमा मुन्द्रा पनि जाने गर्छन् हल, डिस्को क्याम्पस जान्छु भनी।

चुरोट, रक्सी खाँदैखाँदै ड्रिन्स लिन थाल्छन् आमाबुवाको सपनालाई भताभुङ्ग पाउँछन्।

थला पर्छन् बाटोमा सेवा गर्न गाह्रो छ आजकलको अल्लारेलाई सम्झाउन सार्छो छ।

सुवी कँडेल, ७ 'क'

नेपालको प्रकृति

हामीले सधैं नेपालको प्रकृतिलाई बचाउनुपर्छ हरियाली डाँडाकाँडाले देशलाई सजाउनुपर्छ प्रकृतिले दिएको छ यो देशलाई वरदान प्रकृतिले रमाउँछ यो जीवन हरदम ॥

प्रकृतिले दिएको हरियाली डाँडाकाँडा सजाउनलाई पुर्खाहरूले लडेको यस देश बचाउनलाई हरियाली डाँडाकाँडा नेपालको धन त्यै धनमा रमाउँछ यो मेरो मन ॥

नेपालको सन्तान हामी प्रकृतिले रमाउँछौँ रमणीय वातावरण अरुमा फेलाउँछौँ चारैतिर हरियाली वनजङ्गल फूलफूलले ढाकेको नेपालको प्रकृतिले अरु देशलाई डाकेको ॥

युपिका गौतम, ८ 'क'



AN INTERVIEW WITH **HIMAL SHRESTHA** - WORLD CHAMPION IN EXCEL 2010
WHO WON THE HIGHEST TECH AWARD FOR BEING THE BEST IN MICROSOFT EXCEL 2010
IN THE
GLOBAL MICROSOFT OFFICE SPECIALIST CHAMPIONSHIP 2013.

1. How does it feel to win the World Microsoft Office Specialist Championship, competing with so many participants?

It definitely feels great.

2. Who are the top computing wizards in the history of computers or IT you admire the most?

Steve Jobs, Mark Zuckerberg, and Bill Gates.

3. As a young child, and now as a youth, what were your dreams for yourself? How important is it to aspire to be a World Champion to become one?

My dream, or you might say the objective of my life, is to create a better world, an organized world for our future generations to live in. Becoming a world champion requires passion and dedication and cannot be expressed in words.

4. To achieve what you have achieved, what are the steps you would advise people to follow to perfect themselves?

Commitment, dedication, and focus towards your goal are the three things that one must never forget to become successful. The whole point of winning this championship relies on these things.

5. How easy and possible is it to combine career and studies, and also to excel in other areas?

It all depends upon time management. This is what I have learnt being a part of this institution.

6. How much time would one need to spend if he or she wanted to perform well in a championship or academics (examinations)?

One needs to spend a reliable amount of time in preparation for these hurdles until he/she feels confident enough from their inner self-analysis that he/she can really do it.

7. How much do family and school support ambitious pupils and help make a difference between a successful achiever and others?

The only support that we require from our family

and schools is an environment for us to grow towards our goal. The ultimate act or responsibility of achieving it lies within oneself.

8. What are the other things that interest you the most, apart from computing?

Doing the acts that bring me one step closer to my lifetime dream or objective is the only thing that interests me.

9. What is the importance of such competitions, and how do you think they will help you in the long run?

The importance doesn't lie in the competition itself, but the improvement that it brought to my technical skills. I now truly understand the power of Microsoft Excel and the difference it can create in my time and career in the future. Besides, the certification itself is a great tool to show your capabilities to others.

10. One final question: We watched the interview you gave after you won the championship on YouTube; you mentioned some very strong points. Would you kindly tell us about your feelings as the only participant from Nepal?

Being the only participant of Nepal as well as representing Nepal for the first time in this championship was a challenging task for me. On the one hand, I was excited to be a part of the worldwide championship, while on the other hand, I was afraid and nervous to be participating alone. It is sad to say that I also experienced moments of embarrassment when I was called for countries' photo during the worldwide championship. But, there also remains a positive aspect of it. Being an only participant taught me to focus on the championship (because I had nothing else to do) compared to other participants who spent much of their time enjoying with their nationmates. However, I am not saying that Nepal should be sending only one participant in the future. It's just that one must not lose track of his/her objective and should focus on what he/she is meant to do.

We wish Himal many more wins in the future.



To Infinity And Beyond ...

"Who are you?"

Many people have asked me this question several times in my life. But even while not realizing the depth behind the question that the other is asking, people keep answering. People keep giving hypothetical answers questioning my existence. If somebody is asking me who I am, then he is questioning my existence, my reality, my place and role in this gigantic universe. This is human nature. We enjoy the shadow without questioning the light. The ones who question what light is are philosophers; not scientists, philosophers. (There is a great difference between being a scientist and a philosopher. Scientists search for realities behind phenomena; philosophers long to know the nature of reality itself.)

Everybody around me has always told me that I have prospects for philosophy. The way I talk, the way I think, the way I perceive, the way I live is unique, as it is for all individuals. I am not advertising my qualities. I am putting your personality bugs on a piece of paper and presenting them to you. How many of you have ever contemplated about the universe, God, nature, reality? If you had, did you reach out for your answers? No. As everybody else does, you shackled yourself to a vague reality. But do not worry. The problem is not in you. The real problem is that the problem is not in you.

Human mind is good in accepting things for granted. And whenever something/somebody radical to their line of thought comes up, they tremble with fear, a fear of replacement of thought that they so sincerely thought was real. New ideas are thus always discouraged. A student answering a typical teacher's question in a unique fashion is an idiot. A teacher teaching in a unique fashion is also an idiot. It is what they say. We lack creativity. We lack curiosity. We enjoy what is given to us on a plate. We do not care who cooked it and how. We just love eating what teachers put for us on that plate. But everyone who eats food with passion may not be a lover of food. He may be a bad feeder, too. So are you a lover of food or a bad feeder? To keep it simple, have you ever asked why or have you been accepting things as they are presented to you?

One cannot expect everyone to be Newton or Einstein. They were men who changed the course of history. (And to all of your surprise, they were not scientists. They were philosophers.) But we can at least try. We can at least invest some of our time in understanding great minds. I will not pursue physics or mathematics in my higher studies. I have no dream of being Einstein. But that will not stop me from asking questions. Every Chelsian who has been closely associated with me must be aware of my peculiar relationship with the term "infinity." I was not satisfied with what my coursebook told me. After spending several hours of working on the term, I got answers. And guess what, the Cambridge mathematics society recognized my hypothesis on infinity as a potential problem solver. I was called to the U.K. for a conference on May 15, 2013. Unfortunately, I couldn't attend it because of my personal reasons, but I realized a fact pretty clear: Thinking out of the box leads you to higher reality. Now some of my friends ask, "What is the use of doing infinity or $E=MC^2$ when ultimately you want to be a doctor?" The answer is simple. I don't want to be that guy who tops all exams and learns nothing. I don't want to be the first half of the phrase ("Top or fail"). I just want to learn. When I get old, I want my love in my arms, my grandchildren around me with all the pride in the world: When friends were doing course books, I was doing infinity. I want to take the risk. I want to live a normal life, but not like normal people.

No one is to be blamed for your initial problem (that the problem is not in you). Not the teachers, they come to teach you the syllabus. Expect nothing less or nothing more. Not your school or college, they are an institution with a motto that may not always coincide with your priorities. Not your parents, they are too shackled in the trivials of life. If anyone is to be blamed, it's you. Curse yourself for never asking, thinking and doing.

There are aspects of the universe that some people will never realize in their entire lifetime. I can bet my life on the fact that infinity is not equal to $1/0$. It is not a number. It is a concept. One can add infinity to infinity to generate a greater infinity. One can subtract infinity from infinity to generate a small infinity. The dictionary will define infinity as something so great that it is beyond perception. But there can be an extremely small infinity, too, called infinitesimals. Infinity is a subject the science society left quite many years ago because they just couldn't understand it. Mark my words, every book, every problem, every formula that involves the use of $1/0$ as infinity is wrong. There can be infinity in finite regions as well. While you walk a meter, you will have done an infinite number of steps. How? Think for yourself.

The weird universe gets even stranger when we dig down into the quantum level of matter. Any particle can be in two places at the same time. You can destroy a particle in one place and recreate the same particle at some other place. The movement or activity of a particle can affect the state of particle at infinite distance away. This is quantum physics. It forms the basis of modern life. Now think: What if people had taken things for granted? What if people had never asked questions about nature? It must have been really hard for the quantum physicists to make people believe that a house, a rock, a book, a table or a pencil are all waves. People must have discouraged men who said light is a collection of particles. It takes great courage to say no and find a reason behind that no. If great men hadn't thought out of the box, there would be nothing.

A split second will teach you things you will never learn from your academics. Do not run after grades. They will one day fade away. The thing that doesn't fade away is knowledge. Your grades will give you awards. Knowledge will give you satisfaction. Do not accept things as they are. Question everything. We can solve all questions involving $F=MQ$ (from the past papers or in the exams). But what is the use if you do not know the true concept of force. Now please don't tell me force is something (push or pull) that changes state of an object ... That is not the true definition of force. Trust me neither your syllabus nor your teacher will ever teach you the true force until you reach out to know for yourself. All those who bring good grades are not idiots. All those who fail are also not always idiots. All teachers are not syllabus maniacs. All places of study are not business centers. But most of them are. Decide in which group do you fall.

- Pawan Raj Pathak, A2 level



2nd Nepal National Scout Jamboree

-Monila Shrestha
Class: 10 'A'

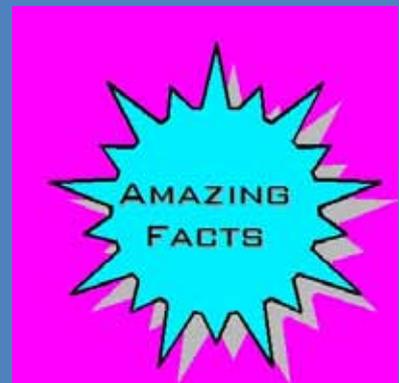
The 2nd Nepal National Scout Jamboree was really a long awaited program as it was taking place in Nepal after 27 years at Tikauli, Chitwan. Such a Jamboree gives students a platform to demonstrate one's scouting skills and also enhance teamwork. A total of 26 Chelsea Scout Troop members were selected to perform a dance in the opening ceremony and also to take part in the various activities. After weeks of rigorous practice our dance was performed on 28th Chaitra. It was a day of rush and excitement. From the early morning we were busy in getting ready for the performance. The hot and humid

climate challenged us but we had no intention of getting defeated. We let ourselves flow with the beat of music for fifteen minutes in front of the honorable Chief Guest PM Khil Raj Regmi, Nepal Scout Chief Shreeram Lamichhane and other distinguished guests from Nepal and other different countries. Our performance was highly applauded and appreciated by everyone. Our dance was a great success, thanks to our dance teacher Ms. Tara Manandhar. We also took part in various general and challenging activities with the help of our teachers viz. Dipesh KC, Sabina Shrestha, Ranjan Moktan and Santoshi Rimal.

Moreover, through this program we got to make many local and international friends. Each day was no less a challenge to us without access to any electronics media and the climate added to the plight. However, each day we got mesmerized by the beauty of nature. The trees, river, and the sound of leaves and of course the morning cry of cuckoo enchanted us. Even with some cons like lack of drinking water facility and proper washrooms, it was overall the best moments of our life. We would really like to thank our school for giving us this opportunity to gain experience and to take pride in being a responsible scout.

Amazing facts

- 1) If you are struck by lightning, your skin will be heated to 28,000 degrees centigrade, hotter than the surface of the sun.
- 2) If you trace your family tree back 25 generations, you will have 33,554,432 direct ancestors-assuming no incest was involved.
- 3) The average distance between the stars in the sky is 20 million miles.
- 4) It would take a modern spaceship 70,000 years to get to the nearest star to earth.
- 5) The earth weighs 6,500 million and million tons.
- 6) The word "set" has the most definitions in the English language.
- 7) The only 15 letter word that can be spelled without repeating its letters is uncopyrightable.
- 8) The "Sixth Sick Sheik's Sheep's Sick" is the hardest tongue-twister.
- 9) Albert Einstein never wore any socks.
- 10) In space, astronauts cannot cry because there is no gravity.
- 11) The lighter was invented before the match.
- 12) The average left-handed person lives 7 years LESS than a right-handed person.
- 13) The average person has over 1,460 dreams a year.
- 14) It takes about 63,000 trees to make the newsprint for the average edition of The New York Times.
- 15) The largest employer in the world is the Indian railway system in India, employing over 1.6 million people.



Subodh Khanal
Class: 8'C'

JOKES

Madam: "I am beautiful." Which tense is it?
Student: Past.
Madam: Why?
Student: Because the days of beauty are gone, madam.

One day a Sardar went to a museum. There he broke a 2000-year-old statue. The manager began to shout at him.
Manager: HEY YOU! You have broken a 2000-year-old statue!
Sardar: Oh! Thank god it was not a new one.



STUDENTS' ART WORKS



Seshank Rai, Class-3 'A'



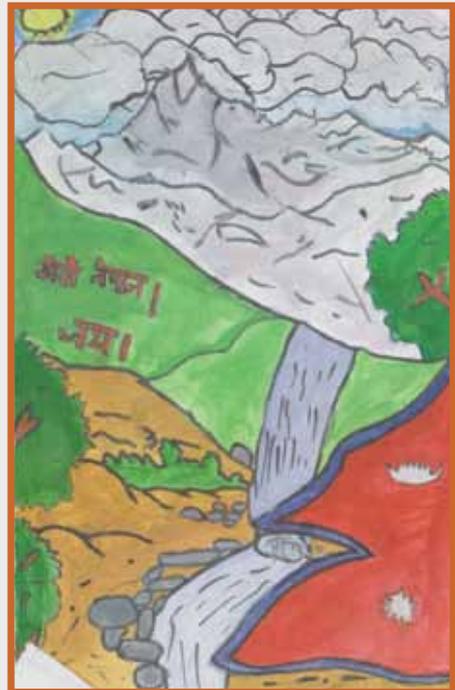
Barshana Manandhar, Class-3 'G'



Nitesh Kumar Gupta, Class-3 'C'



Udishna Adhikari, Class-3 'A'



Udishna Adhikari, Class-3 'A'



Aayusha Chipaly, Class-4 'F'



Saiman Gautam Pradhan, Class: 3'C'



Upasana Rayamajhi, Class-3 'B'



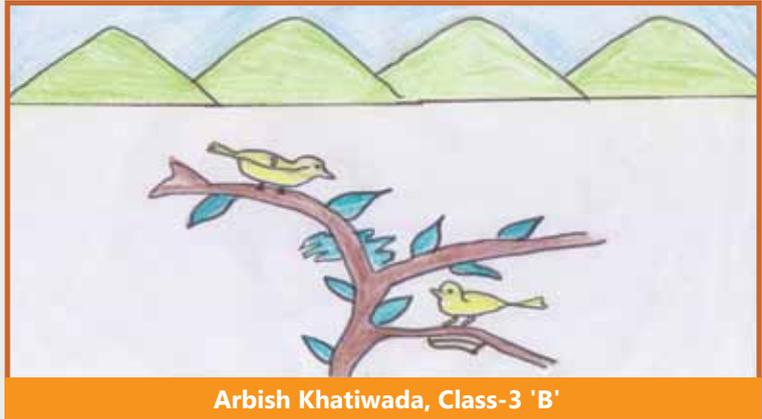
Prapti Adhikari, Class-4 'D'



STUDENTS' ART WORKS



Rajan Chapagain, Class-4 'C'



Arbish Khatiwada, Class-3 'B'



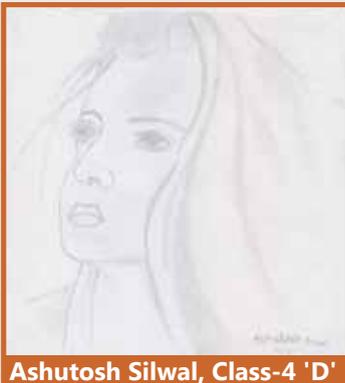
Nitesh Gupta, Class-3 'C'



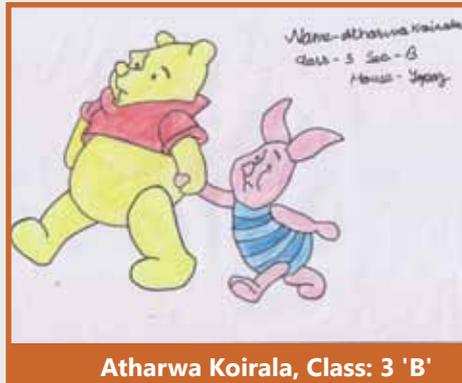
Aurash Sapkota, Class-8 'A'



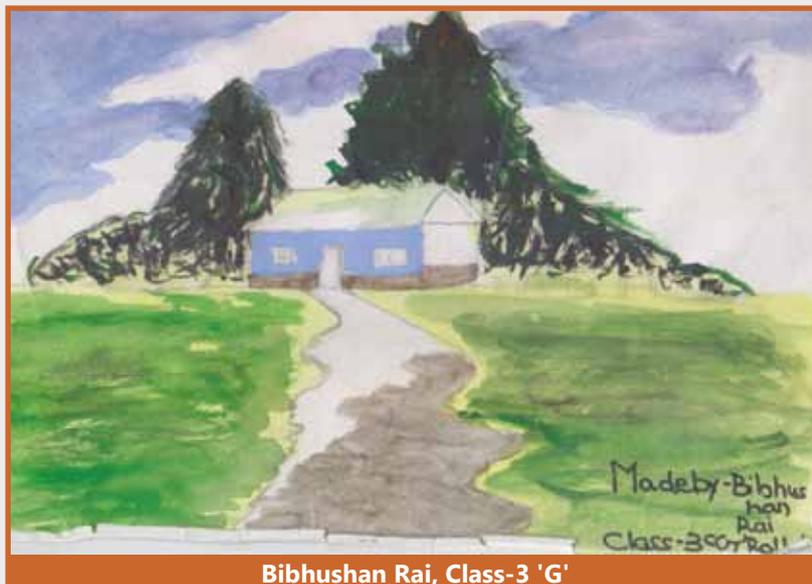
Aryan Jec Shahi, Class-3 'E'



Ashutosh Silwal, Class-4 'D'



Atharwa Koirala, Class-3 'B'



Bibhushan Rai, Class-3 'G'



Presita Shiwakoti, Class-4 '



3 Steps To A Happier You

1. Find out what makes you happy

To be happy you first need to find out what makes you happy. If you know what makes you happy, you are a step closer to knowing yourself; if you don't, it is not that difficult to find out. Just do the following: Whenever you feel happy, don't lose yourself in the moment completely. Take a moment to think about the reason behind that joy; ask yourself what the secret behind that pleasure is. Once you know what gives you happiness, you can do it more often and be a happier person.

2. Avoid sadness, embrace happiness

Sadness and happiness are like two sides of a coin. You cannot see one

side until you flip the other side down. Everyone experiences sadness at times; it is just the same as any other emotion. But then all of our emotions come from our brain, and the brain is under our control which makes all the emotions under our control, too. It depends on us, what we choose to be. You can always choose to avoid sadness and embrace happiness. Whenever you are unhappy, you might feel that it is OK to be that way, but this is wrong – it is nothing but negativity taking over us. The truth is it is not OK to be sad. The great Dalai Lama said, "The purpose of life is to be happy and to make others happy." So whenever you feel down, stop the reason behind that sadness and do things that make you happy. If you want more happiness, stick with happy people – happiness

is contagious.

3. Stay in the present

Much of our happiness comes from an unstable heart and mind, unconscious drives and desires, and from mentally living in the past, not the future. As long as we are preoccupied with our former traumas and triumphs, or our fears and dreams about what might happen, or who said what to whom, it is very difficult to experience and cherish the joyful present of life. To experience true happiness, you must let go of what happened, and stop expecting what will happen, and simply just enjoy what is happening right here, right now, at this very moment.

- Sushant Karki, A2 level

My Dad

There's some pretty great dads in this world,
And one of them is mine,
I know no dad is perfect,
But he's pretty darn close a lot of the time.
He lets me pop the popcorn
When we watch a vid --
I'm glad he's my dad,
And I'm glad I'm his kid.
My dad, I really love him;
My dad, sometimes I bug him;
My dad, it's nice to hug him
When I'm sad; my dad,
Everybody tells me that he's a heck of a guy.
Sure, sometimes he's a little grumpy;
Sure, sometimes I'm the reason why ...
When we play hide and seek,
Somehow he always knows where I hide --
I'm glad he's my dad.
My dad is pretty busy,
But I know I mean the world to him,
Even though he says no
Every time I offer to give him a trim.
He's such a great dad,
I know he'll forgive me
For that last little oops I did --
I'm glad he's my dad.

- Supriya Thakur, A2 level



My best friend

You are my friend
Present, future and past
Whatever the circumstances are
I know our friendship will last
It was you who helped me from the start
And you, who mended my heart
Whenever I was hurt and sad
You made me smile and I no longer felt bad
Whenever I need you I didn't had to say anything
You were always there
You are my everything
Thank you for being a great friend
And thanks for promising to be there till the end.

- Erisa Tuladhar
Class: 3 'A'



Friendship

Friends are the people who love each other.
Forgive or forget one way or another.
Care no matter what!
Not an 'if', 'and' or but

It becomes too late to forgive and forget.
And loose the feelings of when we first met.
When we think the friendship was done.
The fighting is over and what starts is fun.

Then, the story ends with a sad goodbye!
And we recall our best team, think back and ask 'why'
We see each other and begin to smile
Then we remember why we were mad all that while.





युवा

जाग युवा अब तिमी अगाडि है वढ
उन्नतिको पथमा अब तिमी चढ ।

जगाई ल्याऊ नेपालीको घरघरमा शान्ति
नेपालमा ल्याऊ स्वर्ण युग, गर्न हिँड क्रान्ति ।

ल्याऊ आमूल परिवर्तन हिमाल, पहाड, तराई
हामी सबै नेपाली हौं कोही छैन पराई ।

अनेकतामा एकता छ नछोडनु है साथ
नयाँ नेपाल बनाउनु छ मिलाई हातमा हात ।

मिहिनेत गरौं, हात खियाऔं, पुग्छ यहीं खान
यही देशमा परिश्रम गरौं पढैन विदेश जान ।

यो देश हो नेपालीहरुको अरु कसैको होइन
लोकप्रियता छ, नेपालीपनमा विदेशीमा छैन ।

- एरिका तिमसिना, (१०) 'ख'



सडक बालक

कसले मलाई जन्म दियो
नाम कसले राखिदियो ?
बाबुआमा कस्ता थिए
कसले सडकमा राखिदियो ?
एउटा छ साथी काले कुकुर
कहाँबाट आयो बोरा र डङ्गुर
सेते हो रे मेरो उपनाम

दिनभरि फोहोर टिप्छु
पेटको जुका उम्लन्छन्
कालेलाई नि भुस्याहा भन्छन्
कति पीडित जन्मन्छन् ?

वैशाख जेठको गर्मीमा
पसिनाले नुवाइ-नुवाइ
पुष माघको जाडोमा
मुटु कमाइ-कमाइ

आकाश ओड्ने सिरक साथी
ईश्वरले कहिले हो,
दया गर्ने हामीमाथि

- समिर भा, ६ 'क'

आमा



वच्चालाई जन्म दिन्छिन् आमा
दूध चुसाई हुर्काउँछिन् आमा
आफ्नो सन्तान राम्रो चाहन्छिन्
भविष्यमा ठूलो बनोस् भन्छिन् ।

दुःख सबै आमा लिन्छिन्
सुख सबै सन्तानलाई दिन्छिन्
आदर सम्मान गरौं आमाको
भलाइ छ यसमा सबैजनाको ।

- प्रनिशा सापकोटा, ६ 'ग'

गाउँ खाने कथा

१. बाहिर बाजा भित्र नाच के हो ?

- घडी

२. पाँच भाइको एउटै गुफा, गुफाभित्र एउटा
कोठा के हो ?

- जुता

३. टाउकाले लेखे पुच्छरले मेट्ने के हो ?

- सिसाकलम

४. अक्षर छ किताब होइन, गोला छ इनार
होइन, संसार डुल्ल खुट्टा छैन के हो ?

- पैसा

५. माया गरे चुपचाप एकै ठाँउमा बस्छ,
लात्तिले हाने खुर्खुरे हिँड्छ के हो ?

- साइकल

- प्रनील सुन्दर श्रेष्ठ, ३ 'क'

भानुभक्त आचार्य

नेपाली वाङ्मयका हौ तिमी एक महान् रथी
हौ तिमी भानुभक्त आचार्य, हाम्रा आदिकवि
लाग्छ मलाई तिम्रो जन्मस्थलमा जन्मन पाउँदा गौरव
नेपालीहरुको मनमाभू छौ तिमी सदाका लागि अमर

कल्पनाका बादशाह तिमी भावनाका हौ सागर
तिम्रो अतुलनीय योगदानप्रति प्रकट गर्छु म आभार
नेपाली भाषालाई जीवन्तता दिने हौ तिमी जन्मदाता
रामायण शास्त्रलाई गन्यौ तिमीले नेपालीमा भाषानुवाद

घाँसीको प्रेरणाले आरम्भ गन्यौ आफ्नो साहित्य यात्रा
हौ तिमी नीति चेतनका विशिष्ट एक महान् युगस्रष्टा
नेपाली भाषीहरुको हौ तिमी आस्थाका एक केन्द्र
दियौ तिमीले नेपाली भाषालाई एक काव्यात्मक स्वरुप

भाषिक एकीकरण गरेका तिमीले ल्यायौ साहित्यमा उत्कृष्टता
आफ्ना कृतिहरुबाट ल्यायौ तिमीले राष्ट्रमा एकता
गन्यौ तिमीले कान्तिपुरी वर्णन त्यसको उत्कृष्टता भल्काइ
बालाजु वर्णनमा वर्णन गन्यौ बालाजुको मौलिकतालाई

साहित्यिक र राष्ट्र हितमा तिमीले अग्यौ आफ्नो जीवन
पछि जस्तोसुकै साहित्यकार पनि तिम्रो सामु शरण
दियौ तिमीले धेरै जीवनोपयोगी सन्देश हामीलाई
प्रेरणाका स्रोत बन्यौ सिकायौ पाठ सबैलाई ।

सधैं सबैको शिर तिमीप्रति आस्थाले छ भुकेको
छैन अभैसम्म कसैले तिमीलाई माथ दिन सकेको
आफ्नो मौलिकका विवद्वारा लेख्यौ तिमीले विभिन्न कृति
तिमी हामी माभू अमर छौ मर्दैन कहिल्यै तिम्रो स्मृति

- महिमा गौतम, १० 'क'



मेरो देश नेपाल

वीर जातिको देश भनेर चिनिन्छ नेपाललाई
नेपालको गौरव भनेर चिनिन्छ सगरमाथालाई
कति रगत बरयो यहाँ देशका लागि
करोडौं मानिस लडे, मरे लोकतन्त्रका लागि ।

नेपाललाई आमा ठानी त्याग्छन् आफ्नो प्राण
सहिदले देशका लागि दिए ठूलो बलिदान
नेपाल यो माया-प्रेम एकताको सुन्दर देश
थुप्रै मानिसका छन् यहाँ आ-आफ्नै भेष ।

रहनसहन संस्कृति फरक छ नेपालको
खोलानाला पहाड अनि हिमालको देश यो
पहाडै पहाड भएको देश हो नेपाल
जहाँ नाच्छन् डॉफे, मयुर र मुनाल ।

नेपालमा कोही मधेसी, पहाडी अनि कोही हिमाली
गर्व लाग्छ मलाई हुन पाउँदा नेपाली..

- बिपिन पराजुली, ९ 'क'



GLIMPSES OF CHELSEA



The Principal and Founder Director Mr. Sudhir K. Jha felicitating former PM Mr. Madhav Kumar Nepal for his encouragement in establishing Nepal Library Campaign.



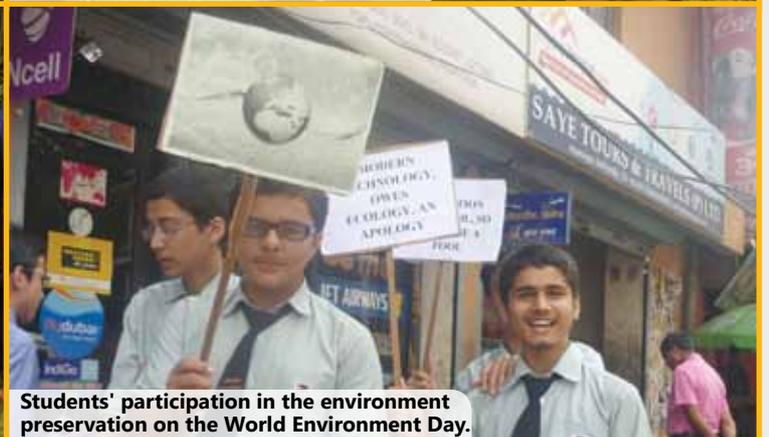
Winners of Extravaganza 2013



Helping hands in making Chelsea Better



Chelseans helping to spread education in rural areas in the form of Project Muskan.



Students' participation in the environment preservation on the World Environment Day.



Chelseans attending World Affairs Seminar in USA



Pulling a win for the team



GLIMPSES OF CHELSEA



Students performing a song on the Environment Day



Teachers' picnic at Changunarayan



Students during the 2nd Nepal National Scout Jamboree at Tikauli, Chitwan.



Winners of YHBS Inter School Senior Spelling Contest 2013



Visit to Chitwan National Park



Farewell to the SLC Batch 2069



Junior Football Runner-Up team of First Aavas Memorial Cup 2070



Students performing during the 2nd Nepal National Scout Jamboree at Tikauli, Chitwan.



School Prefects' Council



Members of Chelsea Scout Troop on arrival from Malaysia Jamboree 2013



ELT training cum workshop conducted by Oxford University Press.



Students during Anti-Tobacco Day rally



Have I Made It Large?

The first time I heard this was in an advertisement of some alcoholic beverage starring Shahrukh Khan. At first, it was just an ad for me, but after watching it for over 50 times, I asked myself, "Have I actually made it large?" The question struck my empty head like a bullet, and I was stunned. Is being successful about being the topper? Is it being the favorite student of one of your teachers? Is it being able to have decision-making power? Every individual will have his or her own answer to it. What is your answer? If you ask me, maybe it is about being valuable. Some great writer said, "Try to be a man of value rather than a man of success." Mind it, being successful and being valuable are not synonymous. Some believe that they will "make it large" when most of the people who know them will be proud of them. For some, being a funambulist is making things large in their lives. Though "funambulist" means a tightrope walker, I do not mean walking on a rope as we see in circus; it is about being able to balance. When someone is able to balance the situations and circumstances, good times and bad times, personal and professional events, they find their life much easier and much more bearable. For some, survival is

the most important thing. I heard a celebrity saying this during an interview: "The biggest and most important thing is to survive in this world with guts to face every stone that is thrown at you. If you are able to survive, name, fame and success automatically follow." For others, struggling and fighting for the truth and betterment of society is their life. Whether it is Nelson Mandela, Aang Sang Su Kyi, or Malala Yousufzai, sacrificing comfort to bring a change is what their life is all about. Malala Yousufzai said recently, "Terrorists thought that they would change my aims and stop my ambitions, but nothing changed in my life, except this: weakness, fears and hopelessness died, and strength, power and courage was born." She is someone who is ready to dedicate her life for a single motto of "Education for all." The thought of promoting education must fascinate her so she is into it. In the end, one thing is clear: If you want to "make it large," follow your dreams and interests. If you want to serve the society, dedicate 100 percent and do it. But at first, you need to find answer to one question: How can YOU make it large?

- Hritika Joshi, A2 level

Yours and mine

Let our sighs caress,
 Let our sigh caress.
 Let subdued heartbeats race
 This moment craves...a tryst...
 Yours and mine
 Yours and mine
 Your eyes let me enchant
 In your arms take me as I relent
 This moment craves...a tryst...
 Yours and mine
 Yours and mine
 Slumber's caress smears
 The kohl in your eyes
 Oh! Was it a fleeting carnival of dreams?
 Let desire consume us body and soul
 Leave yourself to rock
 Amid abandon and ecstasy
 This moment craves...a tryst...
 Yours and mine
 Yours and mine
 Caress me, like symphony's strings
 Darkness hidden in your tresses
 Let loose, liberate my wishes
 Wait till night's veil
 Spips away from her minds
 Wait for dew to moisten her petals
 But this moment craves...a tryst...
 Yours and mine
 Yours and mine

- Zenith Bhurtel, A2 level

The crucial words

Deep in my thoughts
 The words rise:
 Cries for my honesty
 Become silent when mouth tries.

Silence is my saying,
 Has no price:
 Want to talk with you,
 Can't support the lies.

Eyes are giving signs,
 But it doesn't make noise:
 Heart is crying everyday
 To hear your voice.

Being far from you,
 My heart cries:
 Want to hug you everyday
 More than twice.

Moments with you
 Will always be in my eyes:
 Hope you also think so
 As that implies.

My love is unfathomable,
 It will always aspire:
 You can stay with it
 Everyday and every night ...

- Diwash Poudel, AS level

Famous Sayings

- "A thing of beauty is a joy forever." – John Keats
- "Knowledge is power." – Sir Francis Bacon
- "The child is father of man." – William Wordsworth

Collected by: Bishal Karki
Class: 8 'C'

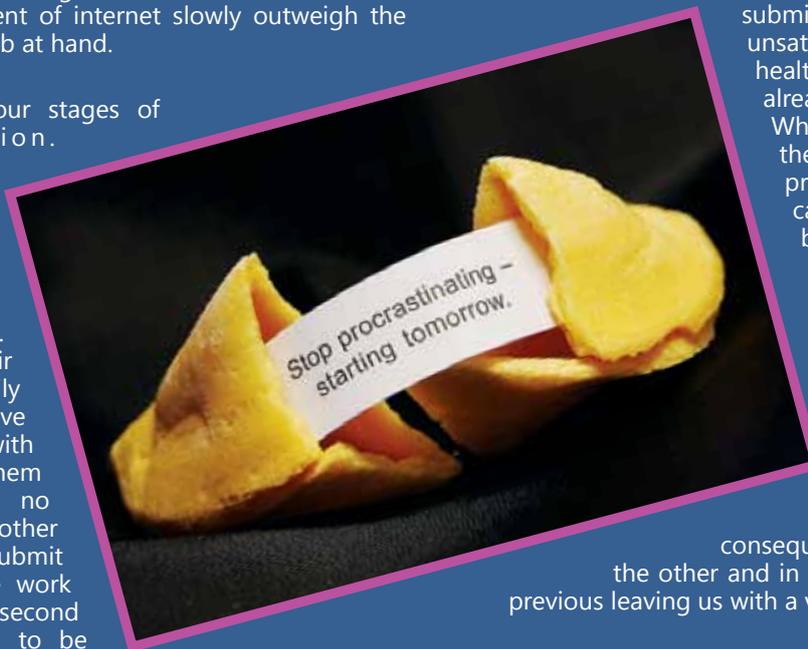


Procrastination

Achilles' Heel to some, a need for others and a mere routine for few. I daresay most of us at some point of our life have put off a work. This act of putting off a work intentionally and habitually is called procrastination. Procrastination does not follow a dramatic event. Most of the times it can be mere workload that discourages us from continuing, it can be not knowing how to start or it can be that sneak peak of a soap that left us engrossed to the T.V. for hours watching all soaps that follow. After a while it does not matter what we are watching, reading or whom we are chatting with, the comforts of couch and entertainment of internet slowly outweigh the importance of job at hand.

There are four stages of procrastination.

The first one is non-procrastinator. These are the ones who do not procrastinate. They do their work on daily basis don't have to keep up with yesterday. To them deadline is no different to any other day. They submit fair and sincere work on time. The second stage is known to be Sunday-night slackers. They procrastinate all week and end up doing all the work on the weekend. Sometimes they manage to catch up and sometimes they don't. The quality of the work that they submit is not good. It reflects haste rather than effort. The third stage is comprised by Super-slackers. As the name itself suggest these people are at higher level compared to the ones that precede them. This stage is characterized by the uncanny habit of the procrastinator to wait till the eve of the deadline to start their work for instance doing a project allocated a month's time in the last day. The fourth stage is master-procrastinator. Deadline has no significance to them. They do not hesitate to procrastinate be it before the deadline, during the deadline or after the deadline. It goes without saying these people not submitting the work is more often the case than not. We might have faced one or more stages and suffered the consequences.



What exactly are the consequences of procrastinating? It is only natural that their work isn't as good as it could have been because rush does not exactly contribute to the quality of their work. Procrastinating on daily essentials such as sleeping is sure to affect our health adversely in many ways. It lowers immunity and influences our appetite. Another of the consequences of procrastinating is building up of stress. No matter how much accustomed we become to procrastination, we can't help but feel depressed at the thought of being reprimanded for not submitting our work or

submitting an unsatisfactory one. Poor health only adds to our already piling worries. When mentioning the consequences of procrastination one cannot simply forget bad reputation. Being irregular and insincere with our work will earn us bad reputation. Bad reputation adds to our worries which in turn affect our health.

In this way one consequence builds up on the other and in turn aggravates the previous leaving us with a viscous cycle.

Why is it that we procrastinate if it is nothing but a heap of trouble? This can be due to us being overwhelmed by our work. Too much on the platters discourages us. The only way is to "divide and conquer". This way our confidence can constantly be boosted by the little accomplishment. Fear of failure presents another obstacle that will drain the enthusiasm from us. Sometimes we are subconsciously afraid of succeeding and having to deal with all the changes that follow. The only answer is to face the failure. As difficult as it may seem we should give it a try. This way our confidence will build up. To counter act laziness we should reward ourselves to keep up the spirit and enthusiasm. So as the way we sank little at a time in the quicksand of procrastination we should try coming up slowly and steadily.

- Elena Pradhan, A2 level



Nepal Library Campaign: A mission to educate Nepal

The mission of Nepal Library Campaign (NLC) is to establish school and public libraries in all the 75 districts of Nepal. This can be achieved by firstly establishing them in all 5 development regions, followed by 14 zones, and then 75 districts.

The Nepal Library Campaign was inaugurated by former Prime Minister Madhav Kumar Nepal on June 2, 2013, at Chelsea International Academy. Other guests included former Minister of Science and Technology Ganesh Shah, Mrs. Bhawani Rana (Vice-President of FNCCI), Mr. Mahavir Pun (Magsaysay Award Winner), Mr. Ashok Thapa (President of Nepal Library Association) and many other eminent personalities .



Former PM, Mr. Madhav Kumar Nepal, the Chief Guest of the program highly supported and encouraged this initiative taken up by the students of Chelsea International Academy. He also promised to donate 25 sets of books for the campaign. Similarly, the Principal and Founder Director, Mr. Sudhir K. Jha also expressed his deep satisfaction with the students for taking up such a noble initiative.

Paradox

A paradox is an argument that produces an inconsistency, typically within logic or common sense. Most logical paradoxes are known to be invalid arguments but are still valuable in promoting critical thinking. However, some have revealed errors in definitions assumed to be rigorous, and have caused axioms of mathematics and logic to be re-examined. Still others are not yet resolved. In common usage, the word "paradox" often refers to irony or contradiction. Paradoxes can also take the form of images or other media. A paradox can prove to be very revealing about human nature and the way that we speak. If someone says to you, "I'm a compulsive liar," do you believe them or not? That statement in itself is a paradox, because it is self contradictory, which is precisely what a paradox is. At the most basic level, a paradox is a statement that is self-contradictory because it

often contains two statements that are both true, but in general, cannot both be true at the same time. In the aforementioned example, can someone be both a compulsive liar yet telling the truth at the same time?

Examples of paradoxes

- Barber paradox: A barber (who is a man) shaves all and only those men who do not shave themselves. Does he shave himself?
- Berry paradox: The phrase "the first number not nameable in under ten words" appears to name that number in nine words.
- Crocodile dilemma: If a crocodile steals a child and promises its return if the father can correctly guess exactly what the crocodile will do, how should the crocodile respond in the case that the father correctly guesses that the child will not be returned?

- Curry's paradox: "If this sentence is true, then Santa Claus exists."
- Card paradox: "The next statement is true. The previous statement is false."
- The Pinocchio paradox: What would happen if Pinocchio said "My nose will be growing?"
- Opposite Day: "It is opposite day today." Therefore it is not opposite day, but if you say it is a normal day it would be considered a normal day.
- Russell's paradox: Does the set of all those sets that do not contain themselves contain itself?
- Socratic paradox: "I know that I know nothing at all."

- Angela Sharma
A2 level



The Media and the Train Wreck Effect

Perhaps you know what the train wreck effect is: It is that mixed feeling of awe, amazement, pity, and guilt you get when you witness a train wreck. It makes sense when you think about it: Something rather horrifying is taking place; the results will be catastrophic; lives will be lost; and you know that you just cannot look away. Remember the last news program or other informative (or "informative") show you saw on television. Chances are that it was some sort of a breaking news story about a heinous crime, a deadly natural disaster, a crafty machination, or a tragic end to a famous person's life—a train wreck and the accompanying feeling of not being able to look away despite how terrifying it is ... This effect can be observed in relation to all forms of the mass media, and it makes one wonder whether the recent developments in this field are, in fact, turning people into shameless observers of disastrous events, unable to influence anything in a significant way, but getting a strange sense of contentment and simultaneous hunger for more information, drama, and scandal.

Because people learn about major worldwide events from the media, a cloud of unreality surrounds the way they are perceived. People subconsciously think that the events, because they see them unfold on television (or read about them in the newspapers or on the Internet), are less real than they would be if people saw them happening before their eyes. Of course, this assumption could not be further away from the truth. For those in the epicenter of said events, the reality is right there, at that very moment. Think about some of the biggest disasters of the last decades that were widely reported and covered in the media, like the Columbine High School massacre in 1999, the terrorist attacks on the World Trade Center in 2001, the Indian Ocean earthquake and tsunami in 2004, and the Boston Marathon bombings on April 15, 2013. During the course of these four events, around 300,000 people lost their lives, and many more disappeared or were injured. Apart from that, the families of those affected also suffered shock, pain, and grief of inconceivable proportions, and they continue to mourn the perished, care about the injured, and relentlessly look for those who have disappeared.

For the rest of the world, though, the days of the aforementioned catastrophes ended relatively calmly, as other uneventful days usually do. People turned off their televisions and

computers and went to sleep, but the tragedy continued even after that. Undoubtedly, everybody knows that turning off the television does not "turn off" what is being reported about—the victims had to endure an hour inside the school when Eric Harris and Dylan Klebold went on a murderous rampage; people remained trapped in the burning Twin Towers until they collapsed; thousands drowned in the tsunamis—but for every viewer, the reality continues to be what they do and what happens to them after they put down the remote, not what is happening to people they do not know. The developments in the area of mass media have made access to vast quantities of information easier than it had ever been, but the nature of reality and the distinction between "this directly affects me" and "this affects people I do not know" for each and every viewer stays the same. They observe the metaphorical train wreck and return back to their work, family, and friends, soon forgetting that other people's lives have been turned upside down.

Individual tragedies, controversies, and breakdowns also garner significant amounts of press and media attention. It is important to note here that the reason behind the ever-growing media circus that travels along with, and around, celebrities—especially those who do not (or cannot) spend a week without getting themselves into trouble—is the viewers' ever-growing interest in their personal life and its slightest and filthiest details. Websites, magazines, and television channels that supply millions of people with the latest celebrity gossip continue to go to great lengths to break down the already flimsy barrier between what celebrities choose to show to their fans and what they would prefer remain private. However, it has become the unspoken truth that privacy is something one has to sacrifice in order to become a "genuine" celebrity, and the media could not be working harder to perpetuate this notion. In this case, the celebrity is the train wreck, and it is downright frightening to realize that often what derails the train is the media and, to a certain extent, the viewers as a force that keeps the media alive and relevant. The Daily Mirror published photographs of the English supermodel, Kate Moss, snorting drugs; The Sun published photographs of the British singer-songwriter, Amy Winehouse, smoking crack cocaine; the American pop sensation, Britney Spears, shaved her hair off while being pursued by the paparazzi during her highly publicized

meltdown; a link to sexually suggestive photographs was posted on the social networking website Twitter by the U.S. Congressman, Anthony Weiner; Charlie Sheen's acting career plummeted before cameras. Viewers looked on as the lives of these famous people-turned-train-wrecks were transformed in an instant. It was a pitiful (and obscene) picture, and the celebrities were criticized for having a bad influence on their young and impressionable audience; but is it really possible for people to blame someone for teaching their children bad behavior when they should be the ones teaching their own children? Is it possible to blame the train for crashing in front of children, prompting them to ask what death is?

The media have both created public personas and destroyed lives. Some gladly play the role of troubled individuals whom controversy seems to follow (for example, the star of the reality show Jersey Shore, Snooki, and the socialite and television personality, Paris Hilton); they are the glittery trains that go off the rails with dramatic special effects and a beautiful soundtrack. On the other hand, there are also those who become the unwitting victims, like Whitney Houston, Kurt Cobain, and Diana, Princess of Wales—the train crashes; people witness the catastrophe and go home; the passengers begin learning to live again... What unites these two groups is the constant presence of the audience, the shameless observers.

In the current age of information and globalization, it is easy to forget that what most people see as another bit of daily news changes somebody's life. The trial of George Zimmerman, who killed 17-year-old African American, Trayvon Martin, supposedly in self-defense, is another example of a tragedy played out for all to see; and while the positive effect of it includes thousands of Americans taking an anti-racism stance, has everyone truly taken this event as seriously? People now have hundreds of ways to learn about train wrecks in every corner of the world, but this has reduced each of them to a mere statistic. Of course, this is just one of the multitudes of effects that the mass media have on people; there are many positive effects, too, that may overshadow the negative ones. But one cannot disagree that it has become very easy to forget the true meaning of the word tragedy.

- Angela Sharma
A2 level



पूजनीय भगवान् बुद्ध

नमस्कार

विशेष, तिमी सर्वव्यापी भएकाले मैले भन्न र लेख्नुपर्ने त केही पनि नहुनु पर्ने हो ।

यस चराचर जगत्मा भइरहेका क्रियाकलापको बारेमा तिमीलाई जानकारी त छुँदैन । तै पनि महान् विचार र व्यवहारको जानकारी मात्रले आफूलाई महापुरुष गौतम बुद्धको साँच्चिकै अनुयायी हुँ भनी आत्मसात गरी सकेको यस अवस्थामा भौतिक रूपमा प्रत्यक्ष भेट भएर वार्तालाप गर्न अवसर नमिलेकाले आफ्नो मातृभूमिको अवस्थाको बारेमा तिमी जस्तो ज्ञानी महापुरुषलाई जानकारी गराउने आफ्नो कर्तव्यठानी यो सानो पत्र लेख्ने हिम्मत गरेको छु । आशा छ, तिमी यसलाई राम्रै मान्ने छौ र यो मेरा लागि यहाँ भन्दा ठूलो सौभाग्य केही हुने छैन ।

आदरणीय बुद्ध, वैदिक कालदेखि देवताहरूको तपोभूमिका रूपमा अवस्थित यो हिमालयको काखमा रहेको देश भनेर नेपाललाई संसारभरि गर्व र गौरवका साथ हेरिन्थ्यो । नेपाललाई भगवान् गौतम बुद्ध जन्मेको देश, भगवान् बुद्धको देश, बुद्धले शान्तिको सन्देश दिन सुरुवात गरेको देश, शान्तिको देश भनेर विश्वभरि चिनाईदै आइरहेको छ र विश्वमान चित्रमा परिचित पनि छ । सायद ईश्वरको वरदानले होला यो देश सधैं हराभरा सिंगारिएर आफैँमा शान्त रट्यो र सुन्दरताले समृद्ध भयो । हरेक नेपालीले शिर ठाडो गरेर गर्वका साथ वीर नेपाली हौं भनेर चिनाउँदै आए, जसका कारणले देश विकासको बाटो रोज्न थाल्यो । पर्यटन, उद्योग सञ्चालन गर्नथाले जसले गर्दा जनजीवन सहज बन्दैगयो । नेपालीहरूले पनि विकसित मुलुकका नागरिक सरहको जीवनस्तर जान्न, बुझ्न र गुजार्न समेत सुरुवात गरे । एकै शब्दमा भन्नुपर्दा नेपालीको दिनचर्या सहज र शीतलतापूर्वक भएको अवस्था थियो ।

दुःखका साथ भन्नुपर्दा आज नेपाल र नेपालीको अवस्था सहजताबाट असहजता तिर, शीतलताबाट भतभती पोल्ने आगोको भुङ्गोतिर लम्केको छ । यहाँ जता हेरियो उतै छताछुल्ल र भताभुङ्ग छ । दिन दुगुना र रात चौगुना देश र जनताको भविष्य अँध्यारो खाडलतिर धकेलिई रहेको छ ।

आध्यात्मिक चिन्तनले मान्छेलाई नैतिक, सभ्य र सौम्य बनाउँथ्यो तर आज भौतिक सोचले मान्छेहरूले नैतिकपथ भन्दा पर भागेर समाज र मुलुकको हित विपरीत व्यक्तिगत स्वार्थ सिद्धिका लागि जस्तो सुकै गर्न पनि पछि पर्दैनन् । भौतिक संसारको मेरुदण्ड राजनीति रहेछ । तर अहिले राजनीति भन्ने शब्द आफैँमा एक किसिमको लज्जास्पद जस्तो भएको छ र सो नहोस् पनि किन ? राजनीतिका भ्रममा यहाँ मान्छेले मान्छेलाई कालोबजारी गरिरहेका छन् । यसको मतलब यो हो कि राजनीतिका नाममा आज देशमा हत्या, हिंसा, आतंक बढिरहेको छ । कसैले कसैलाई विश्वास गर्ने वातावरण छैन । आर्थिक अनुशासन नै छैन, पैसाका लागि मान्छे जस्तासुकै कार्य गर्न पनि तयार छन् । कसैले कसैको अस्तित्व स्वीकार गर्न तयार छैन । सबैमा मपाईँ मात्र छ । बलात्कारका घटना, त्यो पनि नाबालक बलात्कारजस्ता घटना धेरै छन् । यस्ता घटना घट्न नदिने वा रोक्ने सम्म सरकारको आँट छैन । हस्पिटल जाँदा डाक्टर छैन, धारामा पानी छैन, अँध्यारोमा बत्ती छैन, खाना पकाउन ग्याँस छैन । नेपाली नेपालीमै म यो जात तँ यो जात भनेर आफैँमा ठोकाठोक भइरहेका घटना हामी ज्वलन्त रूपमा देख्न सक्छौं ।

आदरणीय गौतम बुद्ध, तिमी संसार विचरण गरिरहेका छौ भन्ने विश्वास गर्दा गर्दै पनि यस धर्तीमा तिम्रो उपस्थिति साँच्चै चाहिएको छ । आज नेपाली नेपाली विच अतिक्रमण सुरु भएको छ । हुन त कहिले कुनै मुलुकले सगरमाथा हाम्रो हो भने । यो मत्स्य न्याय हुने संसारमा हामी ठूला देशका विचमा रहेको सानो देशमा नेपाली भएर होला हामीलाई पनि ह्वेल, गोहिले कहिले खाने हुन भन्ने त्रासमा वाँचिरहेको अवस्थामा छौं । तिमी त भागवान् बुद्ध संसारको उद्धार गर्ने महापुरुष अहिले त अब विवाद तिमीमाथि ल्याइएको छ । तिमी विवादमा परेर बाँच्ने हो कि निर्विवाद ?

अहिलेसम्म संसारका मानिसहरू गौतम बुद्ध जन्मिएको स्थान नेपालको कपिलवस्तु लुम्बिनी भन्ने बुझ्दै र जान्दै आएका थिए । त्यसैले होला लुम्बिनी गुरुयोजना सुरु पनि भएको विभिन्न बौद्धिक गुम्बाहरू स्थापना गरिएको ईशापूर्व २५० मा भारतका सम्राट अशोकले स्थापना गर्न लगाएको ।

कतारका राष्ट्र प्रमुखले गोलो तार वालेर तिमीको स्तुति गरेका थिए । त्यसैगरी नेपाली टी.भी. च्यानल न्युज २४ ले ६३ घण्टा प्रत्यक्ष अन्तर्वार्ता आयोजना गरेको छ । संसारमा एउटा अनौठो कुरा चलिरहेको छ । तिम्रो जन्म नेपालमा नभएको र यो कुरा साँचो पुष्टि भएको छ त्यो पनि अरु देशबाट र यो कदापि साँचो हुन सक्दैन ।

अहिले नेपालको छिमेकी राष्ट्र भारत सरकारले गौतम बुद्ध नेपालमा नभई भारतमा जन्मिएका हुन् भनी प्रचारप्रसार गरिरहेको छ । त्यहाँ एउटा नयाँ लुम्बिनी निर्माण गरी पर्यटन व्यवसायलाई अगाडि बढाइएको छ । यसबाट एकातिर भागवान्को नाममा नक्कली स्थान तयार गरेर बेइमानी हुँदैछ भने अर्कोतिर नेपालकै साँस्कृतिक धरोहरमाथि ठूलो प्रहार भएको छ । यसले सारा नेपाली आकान्तर प्रताडित भएका छन् । भारतले भने जस्तो गौतम बुद्ध भारतमा जन्मेका होइनन् नेपालमै जन्मेका हुन् भनी नेपाल अभियान हस्ताक्षर संकलन कार्यक्रम अगाडि बढाएका छन् । नेपाल अभियान अन्तर्गत भागवान् गौतम बुद्धको जन्मस्थल लुम्बिनी तथा कपिलवस्तु नेपालमै हो भन्ने तथ्याङ्क विषयमा रहेको भ्रमलाई चिर्दै संयुक्त राष्ट्र संघका महासचिव वानकी मुनलाई बुझाउनका लागि १० लाख हस्ताक्षर संकलन समेत भैरहेकाले विश्वले पनि गौतम बुद्ध नेपालमै जन्मेका हुन् भन्ने कुराको पुष्टि हुनेछ । नेपाली र मेरो पनि छ । तर यतिले मात्र पुराना जस्तो मलाई लाग्दैन । यस घडीमा आफ्नो पहिचान दिन तिमी भौतिक रूपमा आफैँ उपस्थित हुनुपर्ने अवस्था आएको छ ।

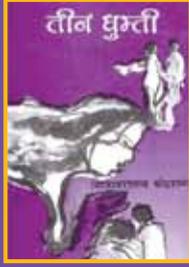
अन्तमा, बुद्ध तिमी छिटो भन्दा छिटो यस संसारमा उपस्थित भै साँस्कृतिक धरोहर नेपाल र नेपालीको अस्तित्वमा आइपरेका समस्याको समाधान गरी सारा नेपाली र तिम्रो आत्मीय शुभ चिन्तक सागर पौड्यालको मुहारमा शान्ति ल्याइदिन अनुरोध गर्न चाहन्छु । हामी ठूला माछाको विचमा बसेर तिम्रो प्रतिक्षामा हुनेछौं ।

उही तिम्रो अनुयायी
सागर पौड्याल
कक्षा ९ "ग"



पुस्तक समीक्षा

पुस्तकको नाम : तीन घुम्ती (उपन्यास)
लेखक : विश्वेश्वरप्रसाद कोइराला
प्रकाशक : साभा प्रकाशन



यस उपन्यासकी मुख्य पात्र इन्द्रमाया हो । उसले जीवनमा लिएको तीनवटा निर्णयको बारेमा यो उपन्यास लेखिएको छ । उसले लिएका तीनवटा निर्णयलाई आधार मानेर उपन्यासकारले यो उपन्यासको नाम "तीन घुम्ती" राखेका छन् ।

इन्द्रमाया राजमहलसँग सम्बन्ध भएकी एउटी साधारण परिवारकी छोरी थिई । ऊ आफ्नो सहपाठी युवक, पिताम्बरलाई प्रेम गर्थी । उसले म पिताम्बरसँग विवाह गर्छु भनेर माता पितालाई भनी । पिताम्बर पहाडको बाहुन थियो र राजनीतिक पार्टीको मान्छे थियो । त्यसैले इन्द्रमायाका माता पिताले उसको र पिताम्बरको विहे गर्न चाहेनन् ।

तर ऊ पिताम्बरसँग भागेर गई र दुवैले विवाह गरे । यो उसको पहिलो निर्णय थियो । पिताम्बरका साथीहरु धेरै जसो उसका घरमा आउँथे र इन्द्रमाया पनि उनीहरूसँग घुलमिलेकी थिई । एकरात श्रीमान् श्रीमती सुत्ने समयमा सन्तानबारे कुरा गर्न लागे । तर थकित भएकाले पिताम्बर सुतिहाल्यो । इन्द्रमायालाई चाहिँ निद्रा लागेन र पल्टि रही । मध्यरातमा सिपाहीहरु आएर पिताम्बरका साथै उसका सबै साथीहरुलाई पनि बन्दी बनाएको कुरा उसले थाहा पाई । केही दिनपछि खान केही नभई बूढीआमाले दिएको अलिकति चिउरा तरकारी खाँदै गरेको बेला रमेश उसको घरमा आइपुग्यो । रमेश पिताम्बरको घनिष्ठ मित्र थियो र ऊ रमेशलाई देवर भन्थी । सबै आशा मरिसकेको बेलामा रमेशको आगमनले उसमा पुनःज्यान आयो । रमेशले पिताम्बर पनि केही समयमा छुट्टेने कुरा उसलाई भन्यो । ऊ सधैं पिताम्बरका लागि रमेशको हातबाट केही पठाउँथी । पिताम्बरको अनुपस्थितिमा रमेशले उसलाई धेरै माया गर्थे र आफ्नो मनको कुरा उसलाई भने पनि उसले यस प्रस्तावलाई स्वीकारिन् । उनीहरु एकदम निकट थिए; यही निकटताकेबीचमा उनीहरुमा यौन सम्बन्ध हुन पुग्यो र इन्द्रमाया गर्भवती भई । उसले रमेशको प्रस्ताव स्वीकार्नु उसको दोस्रो निर्णय थियो । केही महिना पछि पिताम्बर जेलबाट छुट्यो । छुटेर घर पुग्दा घरमा कोही थिएन । इन्द्रमाया बच्चा जन्माउन अस्पतालमा थिई । उसले छोरी पाई । पिताम्बर पनि त्यहाँ पुग्यो तर ऊ जस्ताको

तस्तै ढोकामा उभिएर इन्द्रमायालाई हेरिरह्यो । अस्पतालको शुल्क कसैले तिरिसके पछि ऊ सरासर घर गयो । केही दिनपछि इन्द्रमाया र छोरी रमा घर गए । पिताम्बरले रमा इन्द्रमाया र रमेशको सम्बन्धको फल हो भन्ने कुरा थाहा पायो । ऊ रमालाई पटककै मन पराउँदैरह्यो । पिताम्बरको मनमा इन्द्रमायाप्रति प्रेम भए पनि रमा घरमा रहनुजेल उसले इन्द्रमायालाई स्वीकार गर्न मानेन । अन्त्यमा लाचार भएर इन्द्रमायाले गृह त्याग गरी । आफ्नो छोरीलाई शिक्षा दिन उसले अनेकौं कष्ट गरी । यसरी गृह त्याग गर्नु उसको तेस्रो निर्णय थियो । उसले अनेकौं दुःख कष्ट गरेर आफ्नी छोरीलाई हुर्काई । पछि इन्द्रमाया ४५ वर्षकी बूढी भएपछि रमा एकरात एक युवकसँग उसको घरमा प्रवेश गरी । उसले छोरीलाई हेरी । ठिक्क यही उमेरमा पिताम्बरकहाँ गएका दिनहरु उसलाई याद आयो । युवकले मुस्कुराएर इन्द्रमायाको आशीर्वाद माग्यो । इन्द्रमायालाई त्यो युवक रमेश जस्तै लाग्यो र उसले दुवैलाई भाग्यमानी भए भनेर आशीर्वाद दिई ।

यसरी उपन्यासमा कोइरालाले इन्द्रमायाले जीवनमा लिएका तीनवटा निर्णयलाई "तीनघुम्ती" नाम दिएर उपन्यास तयार पारी समाजको वास्तविकतालाई भल्काएका छन् ।

आशुतोष भट्ट
कक्षा १० 'ख'

Questions on Supercars

- Which is the latest Lamborghini?
= Egoista Concept
- Which engine does Ferrari 458 Italia have?
= Mid v8
- Where was Audi founded?
= Germany
- Where is Porsche made?
= Stuttgart, Germany
- Who founded Bugatti Company?
= Ettore Bugatti
- What is the third fastest car of the world?
= Koenigsegg Agera R
- What is the most expensive car of the world?
= Lamborghini Veneno
- What is the price of Lamborghini Reventon?
= 1.6 million dollars
- How many Ferrari Enzos were made?
= 50
- When was Aston Martin founded?
= 1913

- Srijan Luitel
Class: 7 'B'

When I was one

When I was one
I had just begun
When I was two
I was nearly new
When I was three
I was hardly me.
When I was four
I was not much more
When I was five
I was just alive
But now I am six, I'm as clever as C lever
So I think I'll be six now forever and ever.



- Khushi Shrestha
Class: 5 'C'

गजल

कति टाढा भाग्यौ तिमी अलि छेउ बसे हुन्थ्यो
जन्मौ जन्म बस्ने गरी यो मुटुमा पसे हुन्थ्यो ।

धेरै माया लाग्छ तिम्रो तिम्रै निम्ति बाँचेको छु
अरु सारा संसार भुली अँडगालोमा कसे हुन्थ्यो ।

तिमी टाढा भएपछि एकलोपनमा डुबेको छु
सदा हेर्न पाउनेगरी तारा बनी बसे हुन्थ्यो ।

तिम्रो हुन्छु भन्दाभन्दै जीवनको छेउ पुगेको छु
एकैछिनलाई आँखा चिम्ली मेरो प्रेममा फसे हुन्थ्यो ।
जन्मौ जन्म बस्ने गरी यो मुटुमा पसे हुन्थ्यो ..

- सन्देश चापागाई, ए२ लेभल



ठूलो भएपछि

हरि : तिमी ठूलो भएपछि के बन्छौ ?
राम : बुढा

छोटो कपडा

प्रेमी : यस्तो छोटो लुगा लगाएर
हिँडदा तिम्रो बुबाले गाली गर्नुहुन्न ?
प्रेमिका : अँह, गर्नु हुन्न, उहाँ त खुसी हुनुहुन्छ, लुगा किन्ने पैसा
जोगियो भनेर
प्रेमी : अनि ममीले त गाली गर्नुहुन्छ होला नि !
प्रेमिका : ममीले थाहा पाउनु भयो भने त मार्नुहुन्छ, किनकि यो
ममीको कपडा हो ।

बाँध्न पाउँदैन

आमा : छोरी, आखिर किन तिमी एयरहोस्टेज नै बन्न चाहन्छ्यौ
जबकि त्यो भन्दा कमाइ हुने कैयौँ पैसा छन् ?
छोरी : आमा, यो सोच्नुहोस् कि सबै ठाँउमा केटालाई बेल्टले
बाँधेर राख्न पाउँदैन ।

नत्र

लोग्ने : ए बुढी ! नुहाउन पानी तता त, नत्र.....!
स्वास्नी : नत्र के गर्छौ ?
लोग्ने : नत्र चिसै पानीले नुहाउँछु ।

विवाहपछि

हरि : यार, श्याम त विवाहपछि लखपति भयो ।
साथी : कस्तो भाग्यमानी रहेछ ?
हरि : के भाग्यमानी हुनु नि ! विवाहपूर्व त ऊ करोडपति
थियो ।

रड नम्बर

साथी १ : आज मैले रेखा थापासँग गफ गरौं
साथी २ : के भनी त उसले ?
साथी १ : रड नम्बर भनेर फोन काटिदिई ।
- रोहन भण्डारी, ७'ख'

स्टन्ट देखाउँछस् ?

एउटा बूढो मान्छे पहिलो पटक प्लेन चढ्न लागेछ र चार
सिते प्लेनको टिकट पाएछ । पाइलोटले प्लेन उडाउन प्ले
न माथि तानिसक्दा त्यो बूढाले पाइलोटलाई एक भापड दिँदै
भनेछ, पहिलो पटक प्लेन चढेको कस्तो डर लागिराछ, अझ तँ
स्टन्ट देखाउँछस् ?

- इशान पन्थी, ८ 'ख'

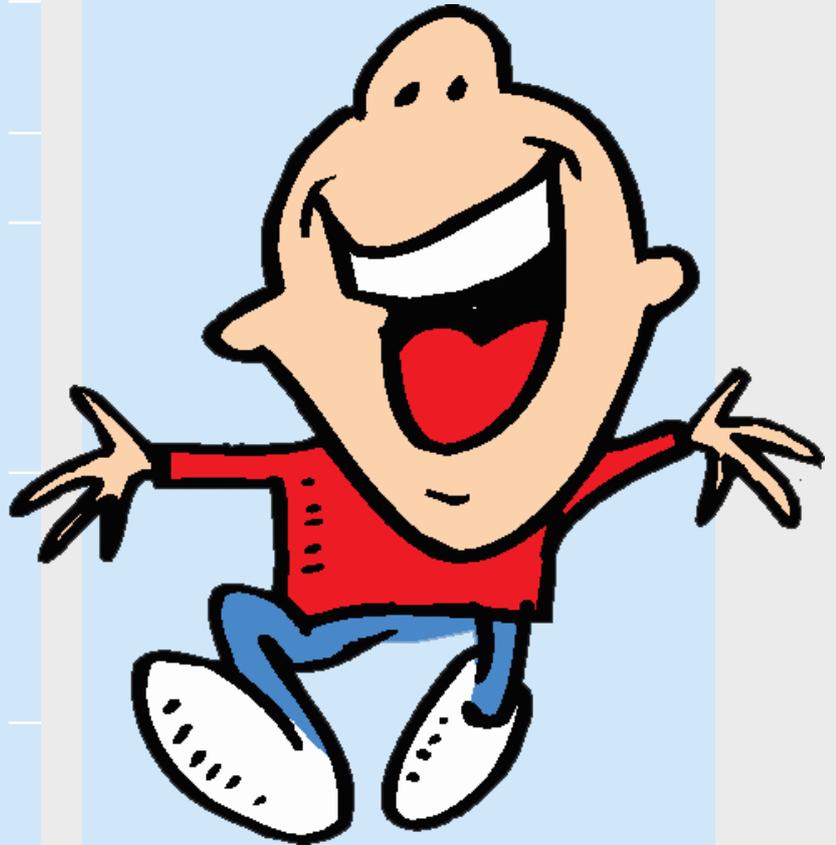
बन्चरो छ ?

एउटा केटा र एउटी केटी बेन्चमा बसिराखेका थिए ।
केटा : पेन छ ?
केटी : छैन ।

(१० मिनेट पछि)
केटा : पेन छ ?
केटी : छैन ।

(१० मिनेट पछि)
केटा : पेन छ ?
केटी : खाली "पेन छ ?", "पेन छ ?" भनेर सोच्छ ! अब सो
धिस् भने बन्चरोले हान्छु ।

(१० मिनेट पछि)
केटा : बन्चरो छ ?
केटी : छैन ।
केटा : त्यसोभा' पेन छ ?





STUDENTS' ARTICLES

Follow Your Dreams

A dream does not remain a dream
 It can be changed in to reality
 Only when one has the capacity
 Of beauty through hardships
 Dreams should never be made quiet
 Nor it should be quenched
 Otherwise your journey of success
 Will definitely have an end
 Always believe in yourself
 And forget all the rest
 In order to achieve your dreams
 As well as take the best
 Don't walk away from the struggle
 After taking just a single pace
 Or else your journey of success
 Will thus remain fruitless
 So forget all the melancholies
 And try to work hard forever
 If you really want to sail the ship of success
 And reach till its harbor.

- Rajshree Nepal
 Class: 10 'A'

Yesterday, today and tomorrow

Yesterday, I was just a little boy,
 Doing things I wanted to do in my small cradle,
 Babbling, sobbing and trotting the new world,
 Which I always wanted to be in.
 Later, I grew up little by little,
 Discovering the values and secrets of life,
 Getting the void in my mind filled up,
 With those miserable and pleasurable things in life.
 Now, I'm bigger than I'd ever thought,
 Dreaming the day, getting there in the horizon,
 Stumbling yet continuing my journey of life,
 To that level of struggle never attempted before.
 Tomorrow, I'll grow even bigger, better and stronger,
 Making my dream come true in front of me,
 No matter how much pain I'm gonna endure,
 For the world that prospers as I perish.

- Prabin Sapkota, AS Level

Why is that you cry?

When clouds of pain loom in the sky
 When shadows of shades flickers by
 When a tear finds its way to the eye
 When fears keep the loneliness alive
 I try and console my heart
 Why is that you cry? I ask
 This is only what life imparts
 These deep silences within
 Have been handed out to all by time
 Everyone's story has a little sorrow
 Everyone's share has a little sunshine
 No need for water in your eyes
 Every moment can be a new life
 Why do you let them pass you by?
 Oh heart, Why is that you cry?
 Oh heart, Why is that you cry?



- Narottam Shah, A2 Level

Just for fun

Doctor: One who heals your ills by pills and kills by the bills.
 School: A place where father pays and son plays.
 Divorce: Future tense of marriage.
 E.T.C.: A sign to make others believe that you know more than you actually do
 Atom Bomb: An invention to end all invention.
 Boss: A person who is early when you are late and late when you are early.
 Father: A banker provided by nature.
 Dictionary: A place where success comes before work.

- Niyam Acharya
 Class: 6 'B'

Interesting Facts

1. In a year over 1000 birds die from smashing into windows.
2. Ants stretch when they wake up in the morning.
3. The world's oldest piece of chewing gum is 9000 years old.
4. In the White house there are 13,092 knives, forks and spoons.
5. Honeybees have hair on their eyes.
6. There are over 52.6 million dogs in the U.S.
7. The world's youngest parents were 8 and 9 years old and lived in China in 1910.
8. About 3000 years ago, most Egyptians died at the age of 30.
9. A Giraffe can go without water longer than a Camel can.
10. It is impossible to sneeze with two eyes open at the same time.
11. A Saudi Arabian woman can get a divorce if her husband doesn't give her a coffee.
12. In England, the speaker of the house is not allowed to speak.
13. There is not a single river in Saudi Arabia.
14. Before dying a Kingfisher sings a song.
15. Ancient Egyptians slept on pillow made of stone.



- Bipin Parajuli, 9 'A'



Atheism & World Peace (Awareness of religious harm)

Atheism refers to the absence of belief in the existence of god or gods. An atheist is a person who denies or disbelieves the existence of a supreme being or beings. Atheists are people who support a scientific way of thinking. In comparison, religious beliefs lack substantive evidence. According to some – most of them atheists, religious people are less happy than people who believe in god.

According to famous atheist, Edgar Allan Poe, religion has simply evolved out of fraud, fear, greed, imagination, and poetry. Atheists believe that a prayer can only do so much for a person. They believe that science is the answer.

It is argued that religion teaches you to accept what is given to you and not to question it. Religion is considered to deprive humans of their rights, especially members of the lesbian, gay, bisexual, and transgender (LGBT) community. It is considered a sin in many religions to have a different sexual orientation. As a result, the LGBT people are brutally executed. So, should we teach the youth that LGBT is a sin and a problem when there are greater problems to be taken care of, such as poverty and famine?

Religion has caused much disruption and distortion in the world. Such examples are the conflicts in Northern Ireland between Catholics and Protestants, and religious conflicts in Sri Lanka resulting in a great number of deaths. Hence, religion clearly can be a great source of destruction.

It is ironic that religion teaches peace, yet religious people are unable to achieve it. There are many child abuse (pedophilia) cases that involve Catholic priests themselves, who claim to be "holy." In addition, there are many cases of infants being killed as they are considered to be related to the "demon." Thus, if religion causes so much harm, churches and other religious organizations should be taxed. The Catholic Church alone, for example, is able to clear out the national debt if its real estate is taxed.

In addition, why should we live by the rules just because they were written in a book that is considered to be holy?

Examples of some Biblical passages:

- "I do not permit a woman to teach or to have authority over a man. She must be quiet." (1 Timothy, 2:12)
- "Happy those who seize your children and smash them against a rock." (Psalm 137:9)

Example of some quotes from the Quran:

- "Wives have the same rights as the husbands have on them in accordance with the generally known principles
Of course, men are a degree above them in status" (Sura 228:2)
- "The share of the male shall be twice that of a female . . ." (Maududi, vol. 1, p. 311)"

Clearly, such examples show that religion promotes violence and discrimination of women. In addition, in this developing era, women's rights has been one of the most highlighted topics.

If we believe in afterlife, that our soul will rest for eternity, and the possibility of rebirth, why are we in a hurry to achieve things? If we are going to live forever, everything will be achieved one way or another.

Therefore, the theory of rebirth was invented to make people feel like their life is worth living, but the reality is that once we die, we just die; we just disappear. We will not be punished for our sins. We will not spend our life in hell just because of a sin. All sins will be forgiven. After all, we will not even exist anymore

Hence, should we believe in god just because it is written in a book? And why should we believe in something that we lack evidence of?

You can worship a rock, but don't throw it at others and expect them to do the same.

- Hemanta Hemdung, A2 Level



पुतली

फुर्रफुर्र पुतली
आँगनमा आई
नाचदानाचै पुतली
सवैलाई हँसाई ।

राम्रो लाग्छ हेर्दा
रङ्गीचङ्गी पुतली
समाऊँ समाऊँ लाग्छ मलाई
त्यो पुतली ।

हेरूँ हेरूँ लाग्छ मलाई
सानी पुतली
बाबा मलाई समाई दिनुस्
त्यो पुतली
आमा मलाई समाई दिनुस्
त्यो पुतली ।

- सुरनी पौडेल, ३'क'

म त माण्डिर्न

नबुभाई पाठ पढाउने
परीक्षामा फेल गराउने
गाली मात्र गर्नेलाई
म त गुरु माण्डिर्न
भुक्न जान्दिर्न ।

हाम्रो कुरा नसुन्ने
गल्तीलाई पनि सही भन्ने
मनपरी गर्नेलाई
म त आदर गर्दिर्न
भेट्दा पनि बोल्दिर्न ।

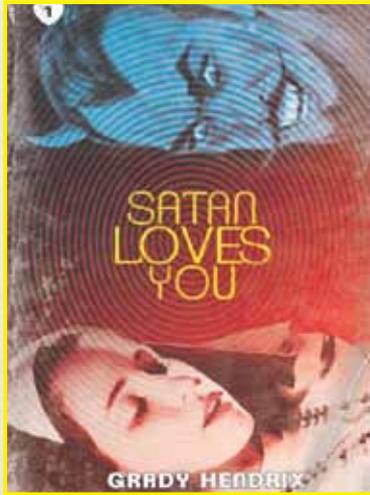
सधैं गाली गर्नेलाई
तँ भनी हेप्नेलाई
पाजी भनी होच्याउनेलाई
सधैं मुख देख्नेलाई
म त भनेको माण्डिर्न
कहिल्यै पनि डराउँदिर्न ।

हातमा लौरो बोक्नेलाई
पाइपले हान्नेलाई
सधैं निरास पार्नेलाई
म त कहिल्यै चिन्दिर्न
असल गुरु माण्डिर्न ।

- सुवी कँडेल, ७ 'क'



Satan Loves You



Author: Grady Hendrix
Genre: Fantasy Fiction

Hell is on stake and Satan is well...not himself. With a title that smells of controversy "Satan loves you" by Grady Hendrix is as intriguing as it promises to be. Defying all the religious

stereotypes the book shows both the residence of hell and heaven in a new and different light.

"Satan loves you" is nothing if not one of those rare books which with all the jests and banter end up influencing our views sub-consciously. In this particular case it is not that this book influences conversion into Satanism but it does manage to change our view on the absolute concept of angels and devils or good and bad. It is a recommendable read for those who can digest all the ridicule and take satires. The book in itself is a big metaphor with Satan, the fallen archangel, prince of lies on its centre. Unlike the popular views about Satan representing pure and only evil what the Beelzebub represents here is the good present in evil whereas the angels in heaven represent pride and vanity that accompanies monopoly. It is full of blame-it-on-Satan parts. "Once an evil always an evil" concept has damned

Satan's eternal life who we can't help but pity. This is the waking call for all those prejudices we held on bad. The author cleverly uses humor both as armor and arm ultimately making a point. On the other hand the absurdity which is the base of humor (for instance Satan being summoned to court represented by Nero, the roman emperor is downright absurd) looks irrelevant. The cunning Satan returns with absurd plot and manages to save hell but much of the ending is vague left to reader's imagination.

It puts all those books with its goodie-two-shoes ideology on good and bad to shame and I would daresay it's worth the time for ones whose view are not bias on religious doctrines. One may even come to love Satan, as shown in the book, the way he presumably loves us.

- Elena Pradhan, A2 Level

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Flowing pearls