

CHELSEA WAVELENGTH

A Complete Educational Magazine

August - November 2014

Year 4, Issue 2

The Youth

• Chelsea is My Second Home

• Letter to Buddha

• Globalization of Education

From the Principal / Founder Director

On the outset, I would like to express to all the readers that this issue has been published with an updated and more of a refined form with additional pages and a new layout.

Chelseans as always have a track record that I feel cannot be matched. This is no mere accident but is the result of the combined efforts of teachers and students alike. Our caring and supportive educational environment will ensure that our students thrive and reach all of their educational as well as professional goals.

With a full populace of around only 220 plus students in the A - Level, our small yet comfortable and affable school campus premises fosters a close knit community where students get to know each other's potentialities and are well supported by our staff and teachers.

In addition, students have the opportunities to form close friendships and maintain a peer support structure that continues for rest of their lives. We are proud of the multi-cultural ethos in our school that stems from the embracement and acceptance of all students who come from a wide range of



Sudhir K. Jha

ethnic backgrounds, lifestyles and beliefs from different parts of our nation.

I can assure that your child will receive the finest education available anywhere and will benefit for a lifetime from the school's experience. Chelsea school's history and legacy of academic success continues to support our school's focus in preparing students for university and beyond. Our annual standardized achievement results continue to demonstrate that Chelsea is one of the top-achieving academic schools in the Country. Each year our graduates return and share with us how well Chelsea staff and school prepared them for post-secondary scholarships.

Having celebrated our "Decade

of Excellence", Chelsea is one of the foremost high schools in Nepal and a leading academic centre for students wishing additional rigor and challenge in their studies. Every year our graduates receive a multitude of scholarships and access to some of the most prestigious universities in Nepal and around the world.

The pride, dedication and hard work that our students place on their educational goals is not only the secret to their high school success but also the secret to their future successes.

Not just A - Level students achieves all these awards of excellence but our school students are also coming up with flying colors, whether it's in their academics or in ECA's. In the recent SLC results, out of our 58 students who appeared in the examination, 30 students got distinctions and 28 students got First Divisions. I give my hearty congratulations. I give my sincere and best wishes to the A2 Students for their up-coming October & November 2014 Board Examination.

Happy & Prosperous Dashain & Tihar.

From the Editor

What a beginning to a new session! It's only been around three months and Chelsea has already seen one of the grandest Teachers Day, an exhilarating Welcome Party and a great Futsal tournament. Let's see what more surprises 2014 have in store for us.

This issue of wavelength is very special for us as it is the First Magazine that we have worked as Editors-in-Chief. It is a matter of great pride to be selected as one. It would not have been a success without the selfless efforts and encouragement of the members of the editorial team and the management and students of the school and college. We hope this much-awaited issue is an enjoyable and worthwhile read and we promise to bring about better and intriguing changes in the upcoming issues. So stay in-tune!

Editorial Team

Chief Patron: Mr. Sudhir Kumar Jha

Chief Editors: Diwas Poudel, Sanskriti Timseena

College Section: Ashutosh Mani Tripathi, Bidhya Bista, Bishal Kafle, Mokshya Pradhan, Ruchit Shrestha, Sambhavi Singh, Suraj Bhatta, Srijan Baral, Raman Kadariya, Ashutosh Bhatta, Awaran Nepal, Yashaswi Sahi

School Section: Bedant Lohani, Mani Pratap Singh, Ojashwini Shah, Samun Singh Bista, Sumana Lamichhane

Faculty: Mr. Prakash Poudel, Mrs. Smita Poudel, Mr. Rishav Dev Khanal, Mr. Bhanu Gautam, Mrs. Bhawani Khadka, Mrs. Manju Sigdel, Mrs. Veena Chaurasia, Mr. Gopal Dutta Joshi

Advisors:

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

Technical Support:

Ms. Shristi Shakya
Ms. Ashmita Maharjan
Ms. Janaki Parajuli

Front Cover Photograph:

Abhaya Khadka, A2-Level

Back Cover Photograph:

Shailika Nakarmi, A2-Level

Layout Design:

Jeetu Gurung and Abritti Media

For further information, please contact:

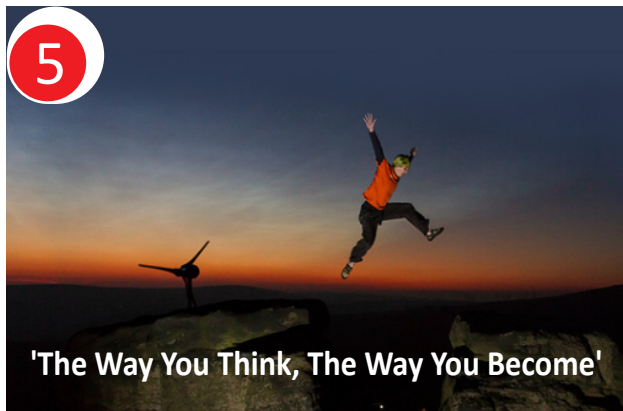
Chelsea International Academy (School and GCE A Level College),

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

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

CONTENTS

Others



'Chelsea is
My Second
Home'

Salute
"The Unstoppable"



Globalization of
Education in the
Nepali Context



31
The Day
Awaits



शीर्षक

पेज नं.

कहिल्यै नबिसने रात	3
मेरो देश नेपाल	4
मेरो प्यारो देश	4
Life after Death	14
Falling in love with a Monster	15
About Buddha	15
Life on Mars	16
Four Ashrams	24
A P-Word	28
World's Largest Human National Flag	29
Extravaganza Thoughts	30
मेरो शैक्षिक भ्रमण	34
बुद्धिमान् गँगटो र घमण्डी भ्यागुतो	34
औषधी	34
सामान्य ज्ञान	34
ह्यारी स्टाइल्स	35
'आमा'	35
'पल्पसा क्याफे'	35
जीवन काँडा कि फुल	36
मेरो लक्ष्य	36
'साइको'	37
ऊ	37
सिर्जनात्मक शिक्षामा शिक्षकको भूमिका	37
मिल्ने साथीसँग भगडा पर्दा	38
मेरी आमा	38
हाम्रो नेपालमा	38
प्रकृति	38
पानी	38
पानी	39
मेरो गाउँ	39
आमा	39
लामो कलम	40
मिस कल	40
कागती र केरा	40
नर्सरी	40
बेस्टफ्रेंड	40
भाइ	40
प्यारो चेल्सी	40
'आमा'	40
गरिब जनताको धनी नेता	40
साथी	40

Teachers' day

An event was organised by the students of Chelsea to mark the auspicious occasion of teachers' day. Various entertaining and refreshing programmes ranging from dance, drama, skits, riddles, individual acts and award ceremony were presented. The teaching as well as non-teaching staff were given tokens of appreciation as a memoir of the annual event and the efforts made by the students was highly appreciated by all. All in all, it was a day worth remembering.

A Warm Welcome to the New Batch

The welcome party was organised overlapping with the teachers' day celebration. Many acts and dances were prepared on behalf of our fellow juniors. Our vibrant and active juniors too had surprisingly delightful performances at stake for us. All of us were dressed casually and everyone looked stunning and beautiful in their non-formal attires. The main attraction of the event was the dance party at the end of the formal event. As for those who didn't attend the programme that day, all I have to say is that they really did miss great food and joyful moments!

Student's Article

Exciting Incident: Goal!

Adhiraj Regmi, AS-Level

Acquiring high passion in football, I never failed to show my ardent love towards the sport that glittered each of my moments. Not only had it entertained me, it was the medium through which I could divert my mind from distress, pain and affliction. I remember the day when I and my friends revolted when we were forbidden to play football within the premises of school.

This decision was beyond our wildest dream. Activities were not aforethought but parcel of land our school owned was insufficient for 200 of us to adjust which invited these problems.

You might be wondering what's so interesting in it? It led us to perform 40 minutes presentation which aimed to slander the management in their weakness to provide us a field to play. The show in the assembly sounded sarcastic as designed. Importance of football, advantages of sports in health, pathetic situation of sports in

Nepal, need of sports for youth were the major ideas of the demonstration. Students in the assembly outburst into round of applause, meanwhile teachers also couldn't stop acknowledging us. All the football freaks and withstander of the decision were delighted by the response of the crowd.

Quite often, the story got the happy ending. Management turned their decision down permitting the students to play. From this, I concluded that 'Nothing great was ever achieved without enthusiasm.'



कविता

मेरो देश नेपाल

आश्रिती श्रेष्ठ

कक्षा : ४ 'च'

मेरो देश नेपाल छ शान्त विशाल
ठुला अग्ला पहाड छन् यहाँ मनोहर भरना ।
गौतम बुद्ध जन्मे यहाँ भृकुटीको देश
धेरै थरी भेषभूषा, अनेकतामा एक ।
जलम्रोतको धनी देश उही हाम्रो नेपाल
जताततै मठमन्दिर पशुपति छ विशाल ।

पोखराको तालैताल, अनेकथरी गुफा
सुन्दा पनि आनन्द लामै आफ्नै देशका कुरा ।
फेवातालको आँगनीमा माछापुच्छ्रे छाँया
जति कुरा गरे पनि आफ्नै देशको माया ।
प्यारो मेरो देश मातृभूमि मेरो
पूर्वपश्चिम मेचीकाली आफ्नै सेरोफेरो ।

मेरो प्यारो देश

समीक्षा भट्ट

कक्षा : ५ 'क'

हिमाल, पहाड र तराई मिली
बनेको छ मेरो देश
सुन्दर, शान्त र विशाल छ मेरो देश
सगरमाथा उच्च शिर पछि मेरो देशमा
डाँफे अनि मुनालहरु नाच्छन् आफ्नै भेषमा
रङ्गीचङ्गी गुराँसहरु फुल्छन् उच्च लेकमा
अन्न भण्डार प्रशस्तै छन् तराईका भेकमा ।

भृकुटी र सीताहरु जन्मे यही देशमा
जनक र गौतम बुद्ध हुर्के यही देशमा
मोती जस्तै टल्केका छन् यहाँ
हिमालचुली
जात जाति भाषा भाषी
बस्छन् मिलीजुली
प्रशस्तै छन् जङ्गल अनि
नदी नाला पनि
यै हो मेरो प्यारो देश
सबै चिजमा धनी ।

SOMETHING TO THINK ABOUT

Mr. Jeetu Gurung

Chief Academic Admin. Officer

GCE - A Level



What lies behind us and what lies before us are small matters compared to what lies within us.

– Ralph Waldo Emerson

'THE WAY YOU THINK, THE WAY YOU BECOME'

This write - up is an offshoot of the WILL, DETERMINATION, PERSISTENCE and an INCREDIBLE SELF BELIEVE of my two students who are the BEST of the BEST SON's of the world.

The happiest people on this earth are those who have the most interesting thoughts. As you think, so you become. One is verily the product of one's thinking. If our mind is ingrained with the idea of success, success will automatically come to us. Sooner or later, the person who wins is the person who believes he or she can. Success is within every one's reach, whatever be our physical, social, educational or economic limitations is.

In fact, many have risen to fame and become great, over coming their drawbacks. Did you know that Franklin D. Roosevelt got himself elected four terms in successions as President of the United States of America despite being a cripple? Thomas Alva Edison, the greatest of all inventors was stone deaf. The world famous pianist and composer, Beethoven was totally deaf. Winston Churchill who led England from near defeat to glorious victory by his oratory was a pathetic stammer at one time.

Success has to be earned and it demands sustained diligence and sacrifice. One's attitude determines one's future. You need only the desire to change and the desire to forge ahead. And then if you proceed in a logical manner you will surely

succeed. The weakest creature, by concentrating his power on a single object, can accomplish something, whereas the strongest by dispersing his powers over many things, may fail to achieve anything.

We have to live for something, have a purpose and keep that purpose in view; drifting like a helpless, helmless vessel, can never be true to life. Work is one key to happiness. *"We live in deeds and not in years, in thought and not in breaths, in feelings and not in figures on the dial, we should count time by heartthrobs". He, who lives most, thinks most, feels the noblest and acts the best.*

"The pleasantest things in the world are pleasant thoughts and the great art in life is to have as many of them as possible."

Success springs from the mind. I

personally believe that ideas rule the world and thoughts rule our life. It's our mind, which moulds our destiny. If we probe in depth, we will find that the so-called mind is nothing but a bundle of thoughts. Emerson, the great thinker and writer says, *"Life consists in what a man is thinking of all day."*

Success invariably starts with your will power. Think you can and you will win. In truth, it is all in the state of mind. Life's battles do not always go with the strong or faster man but sooner or later the man who wins is the man who thinks and believes he can. Positive thinking and power of self-confidence promote super strong will power to emerge triumphant.

To think a thing impossible is to make it so. Now, if you want to scale the Everest and you are ever at rest, then you will certainly not make it. Courage spells victory and timidity defeat. Be bold, dare and do. Stand up to life and play the man; you can if you will but think you can. He fails alone who feebly creeps; he wins who dares the hero's march. *"BE THOU a HERO" like Master RP and KD (AS - Level).*



Poem



A Warm Nest

Rishav Dev Khanal

*Guidance Counselor/ Teacher
GCE - A Level*

Chelsea: a Warm Nest
Chelsea, a serene and calm garden,
Where thousands of flowers bloom,
In the glory of the person and the nation,
Hundreds of fellows wisely groomed,

Chelsea, a common home, a warm nest,
For the nestlings from all over the state
It teaches, and trains, and makes them face
The challenges with their wit and abreast

Chelsea, a good forum, for discussion for all,
The teachers, the students, everyone else,
Whether in library, in the ground, or in the class,
The place is meant to learn at any case.

Chelsea, a family of a heterogeneous,
Though all are for varieties, of needs,
They maintain and live in harmony,
That makes a friendship of good deeds

Yes, Chelsea has become a warm nest,
For those who have flown our National Flag and
played a tune of National Anthem in the space,

Become a student counselor, or good a scholar, in
the USA, UK and other parts of the world.

We Highly Appreciate the following organizations for Contributing and Supporting the 1st Inter School Teacher's Futsal Tournament by sponsoring with Cash and Kind, that was held on 16th Chatira "2070"

Name of Sponsors	Address	Contact Number	Mode
Zen Media	Putalisadak	4168197/ 9851093665	Cash
Nabil Bank	Baneshwor		Cash
Sanjita Overseas Trading Pvt. Ltd	New Road	4223411	Cash
Supply Solutions	Sanepa	5531724	Cash
Usha Edu-care Products	Baneshwor	9803431897	Cash
Hare Krishna Food & Vegetable Shop	Kalimati		Cash
Kushal Scientific	Lalitpur	5534629	Cash
Namaste Tent House	Baneshwor	5524254	Cash
S.R Catering & Dhumbbarahi Swimming Pool	Dhumbbarahi	9851076974	Cash
Image Lane	Jayabageshwori	4483719	Cash
Dinesh Chamena Griha	Baneshwor	9841505799	Cash
Saathi Hardware	Baneshwor	4481092	Cash
Valley Sports	Bhaktapur	9851043968	Materials
Abritti Media	Kalikasthan	4425267	Materials
Dai Pacific Uniform Suppliers	Dillibazaar	4428967	Materials
Kala Kriti	Teku	4267356	Materials

Sports Department, Chelsea International Academy

'Chelsea is My second home'

Kshitij Raj Lohani

Alumni-Chelsea International Academy
Currently in North Eastern University, USA

How does it feel to receive the National Youth Award given by Government of Nepal?

Awesome! I have not even thought about it. Neither I did my project for it. When I completed my Krinjal Project, everyone used to congratulate me individually but I feel more happy now to receive congratulation from the whole nation.

Among many youth leaders of our nation, whom do you admire the most?

There are no such people but I am close with Gagan Thapa as I have been talking and known to him since earlier period. I do like the ideology of Baburam Bhattarai. But I like APJ Abdul Kalam as a leader.

What was your aim when you were a small kid?

My aim in life was never same. It used to change frequently. Among many of my aims, one of the main aims was being a sportsman either a cricketer or a footballer.

What suggestion would you give to one who wants to be as you?

I would kindly suggest them not to be as me. Neither one can be like me nor I can be as anyone else. Yes, there are some paths that I had followed and the works that I have done but being like me is not possible at all. One can be as himself/herself, the way he/she is the best.

Is it possible to go parallel with studies and the things that are driven by our passion?

Exactly! One needs to take one thing along the path in which he/she wants to gather expertise and try all other things that they want. Like memory power and engineering are the fields that I want to get expertise in, I have been working for it since my childhood. Other things that I do while moving along my life, is to focus and remain fully occupied. If I want to dance, then I try it. It is not sure that I will be a good dancer but I will try it.

Every Citizens of our Nation are proud about your success story in sending our National Flag and playing the complete tune of our National Anthem in the space. How do you feel about it?

Its a feeling which I think no one express it, but I believe one can only feel it deep down in our heart. I can only express my gratitude to all the Nepalese that everything is possible in life provided we better stop blabbering and start working.

How much effort, money and time did you invest in this project, as you lovingly call it "Krinjal Project"?

I did not invest a single penny for my project. The only thing that I invested was my time of seven months and my knowledge. I collected damaged camera and GPS and repaired it to work as per my plan. I made a custom software as per the plan and need of the project. The only investment



required was for Helium gas which was also provided by my University. Thanks to my University.

Family plays a great role behind a successful person. Was your family providing you with all the support?

Yes! My family had been supporting me in each and every steps. With my often changing aims too, my family was always there with me. When I said I will be footballer, they bought me a football and when I said I will be cricketer, they provided me with Bat and ball. While doing Krinjal Project, my family was not aware about it. They received message about it, later on when news was made public. But though I was far away from them in US, their support and love was always with me and that's what provided me with ignition to move towards my success.

At the end, talking about your love for Chelsea. After landing in Nepal, you directly came to Chelsea. What is the reason behind it?

Speaking frankly, Chelsea is like a second home to me. I used to spend more time in Chelsea rather than my own home. But nowadays I feel that it has turned out as a High School. In the days when I was studying here, it was no less than home. I even used to take bath in Chelsea, spend hours sleeping in Swastik Garden and there are so many good memories with Chelsea. With the great teachers and friendly administration, it was fun to be here in my high school days and that's why it brings me to Chelsea as soon as I land in Nepal.

Globalization of Education in the Nepali Context

Dr. Shanta Dixit

This paper is divided into two parts. The first part deals with the different models of globalization, the second part picks up one of these models and provides suggestions as to what kind of education at the school level would best deliver global citizens in Nepal.

There can be at least three understandings of what we mean by "globalization of education". The first model describes how the Western model of education is exported to South Asia without consideration given to the context and requirement of the recipient countries. The second model is the model that makes the

curriculum so that the curriculum is best suited to the developmental stages as well as the interests of the students. Finally, the importance of teacher preparation is underscored. Besides what has been addressed in this paper, much more needs to be done in order to make successful globalization attempt in our education sector, however, these are not considered at present the scope of this paper.

Part One

"Globalisation in Education" can be understood in three ways:

- I. Firstly, globalisation in the educational sphere can be understood as the spread of

to the East has been going on for centuries, and for South Asia, it was most prominent in the British education that was brought to India, with varying degrees of sophistication depending on who the students were, and where they were coming from. The "white sahibs" and "brown sahibs" received the best of what Britain knew. However, education for the general public in the rural India was neglected, and there seems to have been a plan to provide education to the urban underclass in order to prepare it as industrial labour and nothing more. The British legacy of not providing quality education for the majority of the people has heralded the current situation, where still not enough is being done to bridge the gap between the educational haves and the have nots in India and in the other former colonies of South Asia. To be fair to the British, however, it has not been long since the concept of compulsory and free education has been applied in the United Kingdom itself. Thus, export of education did happen, but only a limited few benefited from it.

Globalisation when understood as a positive trend can be said to have benefited the mass public when the best practices of education developed in the west – Whether in materials, teacher training, classroom size, stimulating textbooks, et al – are available at the mass level in South Asia and elsewhere in the developing world.

- II. The rise of great Western educational institutions to a globalised level to the extent that they attract students (at the central campus or in affiliates all over the world) from all over the developing world at the cost of existing and future institutions in the South – can also be given the thematic title of 'globalisation in education'. There is presently a trend in Western countries (led by the US, and including the UK and Australia) to 'market' their educational institutions as a way of generating national income as well as catching the most promising students from all over the world.

It is the United States which most prominently attracts the best and the brightest from the world over, with the provision of generous scholarships. This



host countries of North America and Europe find talents the world-wide and provides them with the opportunity for education as well as jobs. In this model, developing countries lose their best and brightest to the West. The third model, and the one that is discussed here, one that recognizes the strengths of the Western model, tries to understand it, and import it to our world while ensuring that it suits our conditions and culture.

The second part elaborates the kind of education that would best make global citizens for Nepal. There are also three parts to this part of the paper. First is the proper understanding of the work of different education theorists. Secondly, the need to work on the

Western-developed notions of education to the rest of the world, especially the developing world. This can be seen as a positive trend, because this kind of education is based on a philosophy of rationality and knowledge appropriate to modernising times. But there must be an attempt to inculcate this form of education within local communities of the South, and while doing so to adapt and adopt local elements and mores. A Western education imparted in, say, Nepal, must bring in the original values but also infiltrate such pedagogy with local contexts and understandings. The export of Western education

may even be initiated by philanthropic ideals, but the end result is that the US receives the creamy layer of quality students from all over the world, to ultimately join its workforce as well. Bill Gates, an individual who should have by now become a global citizen became a mere partisan American when he recently wrote that ...if the US is to continue to keep a competitive edge as the world's most powerful economy, then America must make it attractive for students from all over the world to get an education in the best of American institutions, and then to get jobs in the US. Bill Gates is saying, in essence, that the international students in America spend the best part of their lives to working for the benefit of the United States. This epitomises the attitude that drives this particular aspect of globalization in education.

There is no doubt about the importance of the hallowed Western institutions, but it is important for the countries of the South to start developing their own centres of educational excellence as a response. This is the only response to the 'globalisation' of Western educational institutions, which is to develop one's own institutions. Unfortunately, this does not seem to be happening. Judged by the number of the Top 100

Universities in the world, in 2006, India, a country that houses about one sixth of the of the world's population, has only two world-class universities. With less than one third the population of India, the US has 30 of the world's best 100 universities.

III. The third definition of "globalization of education" is the kind which would see the developing world in better stead – the incorporation of the best practices of education from around the world, and most importantly from what we know as 'Western' schools and universities, into our own. In this kind of globalizing trend, Third World countries and communities are able to develop great schools, colleges and universities by emulating the best philosophical basis and implementation of the standards of the global leaders in education, while also providing local context and understandings. This is of utmost importance, because such national and local institutions in the Southern countries will be able to cater to a much, much larger category of local students, who then will be able to contribute to the advancement of their own societies rather than be 'exported' to the service of other societies. In

taking the best of global education, it is firstly important to make no compromises on standards of learning and pedagogy, and then attempt to make that education as inclusive as possible so that excluded communities also have access to the education. However, the danger will be the downgrading of educational standards as a means to cater to all (rather than upgrading mass education to provide quality to the maximum), which then would fail to deliver the kind of education societies need as catalytic sparks to the engine of change and transformation. It must not be misunderstood that a child-centered and meaningful education for children are necessary expensive. There will be expenses involved, but if the country is to prioritize and plan for the future, it does need to provide acceptable minimum standards to all schools in Nepal. The best way to see this to happen is by creating an education system that makes students grounded to their own community, have a good sense of self esteem, and learn age-appropriate skills that will help them negotiate their present lives better even as they are learning the traditional academic skills.

HAPPY

DASHAIN & TIHAR

2071

Patan Book Shop

Save books for next Generation

Patan Dhoka, Lalipur

Ph : 555256

Mob : 9851105778

E-mail : patanbookshop@yahoo.com

GCE A-Level Books are also available

Supply Solutions Pvt. Ltd.
Uniform & Accessories Supplier



A complete one stop solution!



An authorised uniform & accessory supplier for:

- Shuvatar School
- St. Xavier's School
- Chelsea International Academy
- Imperial World School
- Fulbari Montessori Pokhara

Address:
Sanepa, Lalitpur
Tel no. : 4212111, 5531724

Part Two

While Globalization of Education is a worldwide trend that touches all levels of education, this paper will now focus on a curriculum model at the school level that has the potential of bringing out the best in Nepalis, and allow them the skills to develop themselves as well as their community. Globalization of education in the Nepali context and for the purpose of this paper, will be seen to be introducing the best practices of global school education to the Nepali context, and ensuring that these best practices are available and utilised not only at elite private institutions but equally in government schools which cater to the mass population. Only when the best practices of school education from the most advanced Western countries are introduced and adapted at the Nepali national level, in government schools, can we say that the country has taken advantage of “globalization of education” under this particular definition.

Putting the theorist into perspective

Teaching and learning will not take place in a child-centered and effective manner unless some ground rules are made. It will be impossible to develop a good system of education in this globalized context without taking into account the contribution of education philosophers and psychologists that have for more than a century been concerned with the way children learn and have tried to develop models that work. Listed below are the contributions of four individuals and a big body of research that needs to be taken into be studied seriously before designing the education systems.

1. Jean Piaget (1896-1980): A Swiss Biologist, and then, among many other things, a developmental psychologist, brought about a revolution in the way children were viewed. His meticulous research on children allowed him to show that children are very different from adults in the way they think and articulate their thoughts. He was able to show four different stages that an individual goes through. Educators must keep in mind these developmental stages and make proper provisions depending on whether the students are pre-schoolers, in primary school or in secondary school. Their chronological age, among

other things, decides the kind of curriculum and projects that will be most meaningful for them.

2. Erik Erikson (1902-1994): A German ego-psychologist, who later worked in the United States, developed the eight stages, very closely linked with age, that people go through. There are four childhood stages, three adult stages, and one adolescent stage. Every individual faces psychosocial crisis during these stages of his/her life, and the personality development depends on how these tensions are resolved in each stage. The tension between initiative vs. guilt, industry vs. inferiority, and, ego-identity vs. role confusion need to be resolved so that the virtues outweigh the negative feelings. Only with proper resolution of the internal conflict with the help of a significant other (mother, family, teachers, friends) will the individual become a successful adult.
3. Lev Vygotsky(1896-1934): A Russian psychologist developed the theory of the “zone of proximal development” (ZPD). The zone of proximal development is the difference between what a student can do by him/herself and what he/she can do with assistance from a more experienced adult or peer. Vygotsky’s students later called the ZPD “scaffolding”, the support provided to a beginner that can be removed once the skill is mastered. Vygotsky placed great emphasis on the fact that learning cannot take place in isolation and has to be inextricably linked to the society, and people learn with guidance from a more capable individual (whether it be a peer or adults) that is able to work a little above his/her own level.
4. Howard Gardner (1943-): US born scholar, Howard Gardner propounded the theory of Multiple Intelligence, which has recently revolutionized the classrooms of the developed countries. Gardner has been able, with his research, to show that people have multiplicity of talents (or intelligence), and the trend in rewarding people with logico-mathematical (math and logic), and verbal-linguistic (language) skills has sidelined a major portion of people who have other intelligences. If all human beings are going to be given

the opportunity to contribute to society by taking up the very many different roles that people in society need to take, then their multiple intelligences have to be taken into consideration. Human beings are not blank slates to be written upon, and their intelligence is not genetically determined. A newborn has unlimited potential, it is the nurture that will give him/her the opportunity to realize the potential. Gardner says that the opportunity to develop their multiplicity of intelligences allows people to contribute to making this world a better place.

5. Brain Development (1980’s -): Bain imagery and research arising from it has shown that the human brain has unlimited potential, and that it is not nature (genetics), but nurture (environment) that determines how successfully people do in their lives. The learning for children peaks between the ages of three to ten, and continues throughout life. Thus, it is important for adults to stimulate the child’s brain so that every child is capable to do well in life. The brain determines what kind of curriculum is best suited for the child. In the pre-school years, the child’s language skills are being developed, and the curriculum must foster proper language development. As the children are able to communicate well with development of language skills, they are able to grow socially and emotionally as well. It is much later, when they become 8-10 years old that their ability for logical thinking develops, and it is then that mathematics should be introduced in any serious way. Finally, the brain, the most vital organ in our body, and the most complex of structures, needs constant nurturing. Stress is detrimental to the development of the brain, and to successful learning.

Using the wealth of knowledge that is in the public domain, an educational philosophy called the “development interaction approach” has been developed and is being practiced in different parts of the world. The development interaction approach takes into cognizance the “developmental” stages of the student as relates to their cognitive, as well as social, emotional and physical growth, and ensures that they “interact” with others, (community, peers, adults,)

as they learn. It is this interactive and age-appropriate learning that, at the present, is shown to be very successful if proper implementation is assured.

The focus of this paper is in providing ideas on developing an education system at the school level. This writer believes that a well grounded school level education is a pre-requisite for a proper college level as well as for professional education. Thus, globalization of education starts at the pre-school, primary school and high-school level.

Focus of the Curriculum

The curriculum, best if built around the themes of social studies, has to take into consideration the development stages of students, and provide them with the opportunity to interact with their family and local community as they go through the learning process.

Students in pre-school age are egocentric and they can not think beyond their own immediate needs. This is also the time when their language and social skills are developing more rapidly than their logical skills. Therefore, the curriculum must address their need to learn about themselves and about people and places that are important to them.

As students enter primary school, they are in the “concrete operational stage” as defined by Piaget. This means that they need to learn by interacting with concrete objects in order to understand the concepts. They cannot hypothesize and learn at the theoretical level, paper and pencil mathematics are often parroted by these students without understanding. Thus, primary school educations must give students ample opportunities to learn by doing. This is the age where students, if treated well will become industrious, and if not, will have low self esteem and will feel inferior. This feeling of defeat creates a lot of drop-outs and takes young people to the trap of non-productive lives.

In middle school, students are more able to understand concepts that are taught theoretically. They must, of course, continue to learn by doing, but they can now handle more theories. Mathematics, sciences and logical thinking can be taught successfully. They also have the power to empathize with others, and the curriculum should provide these opportunities too. This is the time to let them read biographies of great people, develop ambitions,

and work on refining their multiplicity of skills.

Students in high school are adolescents. They are undergoing a crisis of ego-identity versus role confusion. It is during this time that students need to feel that they belong to a community, work for a cause, and try and help change lives of others for the better. Besides their academic work, which will now more and more be dictated by a centralized curriculum, these students must be allowed to develop their passions and feel successful. Projects like each one teach one, clean-up campaigns, taking care of the old in the community can be left to these able bodied and eager youth.

After completing high school, students often go into professional colleges. These professional / vocational institutions have to continue to give them skills they need for their trade so that they are able to sell themselves in the job market. Students who have an academic degree, but no skill are not absorbed in the job market. And, it is the examples of students who have the degree, but no jobs that give a bad reputation to our educational system. Together with the degree students must get the opportunity to have mastered their skills so that they are good at whatever they were supposed to have learnt to do. It is not enough to learn physical education or sewing from a book. These skills must be practiced, and so must the skills of being a journalist, a writer, an economist or a researcher.

Only when students are groomed to exercise reason, respect and responsibility along with their academic growth they feel that they are capable, active and contributing members of their community. Capable people have a good sense of themselves and they have the capacity to live together in groups and share their ideas and thoughts with others and make the process of learning and community building a common goal for all.

What kinds of Teachers?

It is the quality of teachers in the classroom that determine how well the students do now as well as in the future. How seriously education is being taken in any country can be determined by the investment the country makes in creating teachers. These include the factors that influence the hiring of teachers and the opportunities for per-service and

in-service training. It also includes the support system that is provided so that the teacher is able to maximize the use of his/her skills and knowledge in working with students both inside and outside the classroom.

A teacher is generally expected to have a good grasp of the content he/she considers himself/herself to be an expert in. The teacher training programs must not focus on providing the content knowledge to teachers. This they must come with. The best trainings are those that help the teacher to understand the child, the multi-faceted issues and crisis children face at different ages, and the predictable and exceptional responses to circumstances. Teachers must be provided with training on teaching techniques, classroom management, and to decipher the curriculum to develop meaningful lesson plans, and to assess students in a continuous basis.

Teachers are facilitators, not knowledge banks. Students learn best when the teachers allow them to construct knowledge through interaction with the environment. Teachers must evaluate students on a daily basis, and use the data received in the evaluations to inform his/her teaching. Teachers must be taught to move away from evaluations that only guide them to make major decisions such as promotion to the next grade. They must use evaluations on a regular basis to inform their own teaching and to work on the Zone of Proximal Development of the children. This will help them develop the necessary scaffolds to help each individual student at his/her own level.

A teacher must work together with parents so that all expectations are clear, and everyone can work to achieving set attainable goals. The teacher is always a role model and gives all children a fair chance. There is no corporal punishment, and use of violence in schools.

In order for the teacher to work well, all the rights and privileges owed to the teacher must be afforded to him/her. The teacher must be respected by the school administration so that the teacher can then respect the students.

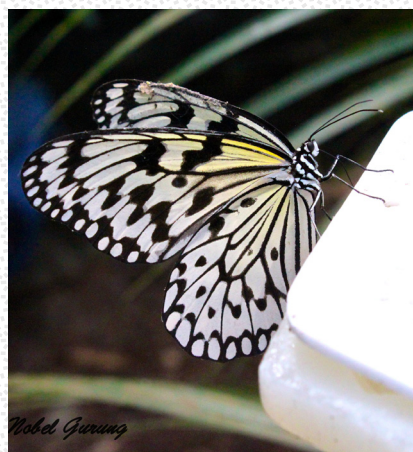
Only then will the choices provided to students be commensurate with the needs of the job market wither locally or internationally, and globalization of education will have taken place.

My Snaps

Mokshya Pradhan & Nobel Gurung, A2-Level

When I get my hands on my camera, the memory card that it holds gets full.

The battery gets exhausted. Clicks! Snaps! Shots! And then I get my collection – precious accounts of times spent by me, be it with my family or my dogs or even, the nature itself. Here I have placed upon some of my and one of my friend's time spent in watching the birds.



Glimpses at Chelsea



Intra College Futsal Tournament - 2014



Winner - Intra College Futsal Tournament - 2014



⚡ Fund Raising by 'Social Service Club' students by washing cars for the Annual Event 'Spread a Smile' - 2014 ⚡



Program Director inaugurating Teachers' Day Celebration - 2014



⚡ Students performing in Teachers' Day Celebration - 2014 ⚡



Life after Death

The afterlife has always been a topic of great intrigue for us humans. Does our existence cease after death, or do we continue living even after our physical demise? Does an alternative spiritual world exist or is death an all-consuming void? These questions have popped up several times during my lifetime, and it looks like I'm finally about to find out the answers to my questions.

As I lie on my death bed, I ponder not about the state of my relatives; they've been preparing for this eventuality for several months, and they should be able to cope with my demise. Rather, my mind has become fixated on Albus Dumbledore's quote, "Death is but the next great adventure." And as the last dregs of life leave my pale, frail body, I feel a certain sense of enlightenment; the answer to mankind's greatest mystery, now but a fraction of a second away from me.

At first, I see nothing but darkness. I panic; I do not want to be alone in this state of nothingness until the end of time. Like a fish out of water, my body begins to flail around in the darkness, hoping to bump into something. And as sudden as a lightning bolt, my body stops flailing, because the unimaginable has just happened; light has penetrated this vast sea of darkness. Like a moth drawn to a lamp, my body moves, of its own volition, towards the light. Somewhere along the trip I realize I'm flying towards the light. But as the light draws nearer, I find myself hesitating, unsure of what to expect on the other side. Belatedly, I realize I'm still moving towards the light. Fear creeps in as I find myself unable to stop my movements. I cover my eyes to protect them from the light as I enter the small gap in the vast expanse of nothingness.

I slowly try to open my eyes, and then immediately shut them. After spending what feels like a hundred years in the darkness, my eyes can't handle the delightful rays of sunlight. Eventually, I do open my eyes, and what I see leaves me feeling surprised and euphoric at the same time. I see a beautiful garden, filled with all kinds of flowers and trees, spreading as far as the eye can see. I look up to see a clear, cloudless sky, in the most beautiful shade of blue I remember seeing in my whole life! As I walk around the garden, the euphoric feeling further increases. My eyes keep roaming around

Short story writing competition- 1st

Avash Byanjankar, AS-Level

the garden, resting fleetingly on a truly beautiful red rose, which is giving off the most pleasant fragrance I remember smelling. I sit down on the grass and close my eyes, focus on the extremely peaceful vibes this place is giving off, and begin meditating. And it is while I'm meditating that I make another discovery; I can sense everything! I can feel each and every living object in the garden, and the feeling I get in this state is beyond anything I've ever felt; heavenly would be an understatement to describe this feeling.

I open my eyes and for the hundredth time, I find myself feeling surprised; an extremely beautiful woman has somehow appeared before me. "You must probably be wondering who I am, Krish", the woman begins, her voice's so beautiful it seems she is singing some angelic hymn, "I am Maya, the messenger of the divine. In case you're wondering what all of this", she pauses, and gestures at the surroundings with her hands. "This is a paradise, generated by your soul. It is the most pure desire your soul feels, and here it has taken physical form. I'm just here to tell you that you have a visitor. You might want to turn around!" Maya winks at me and, as if she was never there in the first place, disappears from my line of sight. A gentle cough startles me and I turn around and see someone I never expected to see; my wife.

With eyes as blue as the sky above, wavy brown hair that reaches up to her waist and a smile that lights up everything in sight, my wife Jamie is as beautiful as the day I first saw her. Giggling at my gob smacked form, she comes up to me and embraces me tightly. A thousand emotions fly through me at the moment, the most prominent emotion being love. This is what I so sorely missed during the last ten years of my mortal life, the embrace of someone who loves me unconditionally. And as I bask in this moment, wishing it would never end, I find myself recalling Dumbledore's words. 'The next great adventure indeed!' If a god did exist, he would probably be fatherly smiling at the scene below.

Student Article

Importance of Education

Soni Kushwaha, 9C

Education is the process of learning at school, college or university. It is also called formal education. Education is an individual's private property. Gold, silver and diamond may be precious but education is priceless.

Education is the preparation for life. Life is better when a person is educated. It makes a person civilized. It helps develop one's personality. It brings awareness and teaches us responsibilities. It helps to strengthen our conscience. Educated people are self-dependent.

Education removes conservatism and makes a man broad-minded, and improves his life. Education is important



for the development of the country. It provides the country with the required skilled human resources such as engineers, doctors, clerks, administrators and many more.

Education promotes national unity. Educated people understand that national unity is essential for the country. They sacrifice their selfishness for the national development. Nation is their first priority.

Falling in love with a Monster

I was running all the way, panting, all soaked up. The wind was howling, the clouds roared, the roads were blocked by the broken trees. The road; some years back, was full with busy people was deserted today. I felt like I was left alone to weep, with shattered dreams and scars all over me. I stopped only when I reached the park when I first saw him. I could remember his every detail; his words, his voice, his expression, his eyes, his hair; everything clearly was on my mind.

"Get away from me." He growled when I was staring at him. I was amazed by that creature's beauty. "Step back or I will shoot you." He was pointing something at me. He was trembling. I knew he was scared but yet his black eyes sparkled. All these years my family said to me that the humans were monsters but that day when I saw him, I could think of nothing else but him. Those Himalayas meant nothing before his white teeth, his slim hands, black hair, red cheeks and stunning body. How could any creature be as beautiful as humans? I wanted to hide him away from this world. I wanted to be with him forever. I wanted to touch his skin.

I slowly walked towards him. A disturbing sound came from the thing he was holding. A shooting pain in my arm stopped me. "What did you do?" I spoke for the first time. He seemed surprised; probably he didn't expect me to speak his language. He said nothing but walked backwards still pointing that thing at me. Behind was a park bench, he collided with that and tumbled to the ground. He was grunting with the pain, clutching his knee. I was surprised to see the red fluid oozing out of his knee; I guessed that was what they called blood. I went near him, helped him sit on the bench and wiped the fluid.

"You are marvelous." I whispered. He looked at me as if he heard a mistake. "What? You...." his words were interrupted by laser attack. I

Short story writing competition- 2nd

Arpan Ghimire, AS-Level

could see the human detector laser approaching us. "There is last one left" I could hear the voice of my father. I knew they meant him, I knew he was in trouble. And the love my heart bore for him was the reason why I took him and ran, ran to the spaceship and took off.

"What are you doing? Where are we going? Wait...." He cried as I was driving the ship. "We are going to save you. The green eyed ones are after you" I said.

"You are going to kill me, aren't you?" he asked.

"No, I am not." I said looking at him.

"And why would that be?" he said and I could see that he no longer feared.

"Because I.... I like you" I said, not knowing whether it was right thing to do or not.

"Really?" He approached me.

"Then can you do one thing for me?" he whispered, gently catching my hands.

"Yes" I spoke with the excitement that I felt inside. I could not believe that he was so gentle to me, and I would not spare a chance to impress him.

"Take me to the moon." He said. "And do not invite your friends. Ok dear?" I was delighted to hear him. My imaginations were out of this world and I obeyed his every command.

Days passed by and so did weeks and months. The bond between us grew stronger. I felt like I was the happiest one in this whole universe. My planet's people always hated humans and claimed that all they did was to destroy us. But then I realized that all are not the same. The human whom my planet's people claimed was a monster was now my true friend, a loyal partner and a precious one to me.

One morning he called me to his secret room. He said he had a surprise. I felt a relief that he remembered my birthday. The room was dark. He closed door behind me. The blue lights were turned on. One heart of me was scared and the other was delighted to see my family in front of me. They were saying something. I thought they tried to say 'hi'. I went near them smiling, but soon it faded away as I saw their feet nailed to the floor. "What is this?" I turned and asked.

He grinned "they are the last ones left, dear, like I am. They should have thought before they destroyed all we had. "

"You were the ones who started the fight" I said projecting my anger.

"No, not me, neither my love did. You shouldn't have murdered my love and my family." he said half crying, half mocking. "You were a fool dear. I do appreciate your love but you all will die. YOU GREEN EYED MONSTERS. The fight ends here today. Humans started it and let the human finish. You all die and I win."

Tears rolled down my cheeks. I realized all the experiment he did over me was to destroy me and my kinds. I looked at his fair skin then at mine rough green skin. We were never meant to be together. "Take this remote dear. Press it and they shall die making it easier for me to KILL YOU." he said laughing. I knew I had no escape out of this. We green eyed ones realized that the energy would cause a pain to him, a pain that leads to death. I pressed the button, stream of tears flowing down my cheeks. The pain seized him. I knew he was going to die. I knew he could not resist the pain and that's what happened to all humans. And I knew I won.

But today standing at this park, all alone, recalling that moment, when my life's love and my family were dying before my eyes, I regret the biggest mistake I made in my life and it was falling in love with a monster.

About Buddha

Mohit Bajgain, 4D

Lumbini is the birth place of Gautam Buddha. It is a sacred place for both Hindus and Buddhists from

all around the world. It lies in Rupandehi district of Terai region. The Ashoka pillar, Mayadevi temple and Pushkari pond are among the important features of the area. Lumbini is a symbol of peace in the world. It has also been listed in the World Heritage Site since 1997 AD.

Life on Mars

Little did I know, there would be life on Mars, and I, of all human beings, would get to experience it. I was 14 when I landed on Mars with my dad (an astronaut). He did not have any right to take me to Mars but as I was as small as mouse (am still now), I slid inside one of his pockets. We landed on Mars on 19th July, 2012. I had a small polythene wrapped around my head (which was of course filled with oxygen). My dad looked awesome in his spacesuit. Well, we landed and as we walked on it felt as if we were flying. My dad started doing his scientific research. Usually, I watch when he does his work but at that time I was overexcited to explore the new place.

Back on Earth, I thought everything was too huge for me, I felt kind of like Stuart Little. But here everything was perfect. My dad was doing his work rigorously, so I started to wander myself. I was jumping up and down as high as I could. I was having so much fun. But, everything was red over here which I wondered why. Leaving my query, I ran here and there but it was not as fun without shouting. I returned to the spaceship. Dad had made lunch inside spaceship, it was an artificial lunch but tasty. My dad told me that could go home after he finished some of his works.

So, I again wandered but, this time I felt someone watching me. Then I heard a movement behind a red rock. I went over. There was a green creature who was shivering. Back on Earth I had learned sign language so I used it to communicate stating "Who are you?" That creature ran and I followed him. Then he came to a big steel gate. There was a building which was medium in size made with something fluid just like jelly but it was not red. It was changing its colour. I knocked at the door. An old creature with green clothes and a star belt on his waist opened the door. I was all confused. The most astonishing thing of all was he said something in some kind of machine and the machine told me to get inside. I was in a dilemma. Half of me wanted to run and half of me wanted to go inside.

Short story writing competition- 3rd

Anurupa Shree Dhamala, AS-Level

I decided to run back to dad but as I looked behind I was surrounded by those creatures. I had no other choice but to go inside. Inside the jelly like building, everything was different, it was far more advanced than any laboratory on Earth. In the building the creatures were making clothes, something in a cup and many other things.

They made me sit on something like cushion. They told me they were the creatures of Mars called 'Katoprix'. They told me they had been living there for 10,000 years of their time. They had seen many people coming and going but never had they seen a kid like me. They were nice. They prepared a feast for me with their best food called Capacio. It was very good and tasty. At last, we toasted. The toast was in a cylindrical glass made of ruby and was filled with red drink which they told me was water of Mars.

As the time went by I missed my dad, so I asked a Katoprix with a star belt if I could go back. He told me I could but with one ritual done – the giving of belt. At first I did not understand. Later they told me that everyone here is given a moon belt, the president/head is given a star belt and so on. Well, they gave me a crescent moon belt and told me that it was the first belt of crescent. After that, they bid me farewell. I went back to the spaceship. My dad was inside it. He glanced upon me and told me that it was time to go back now. When we were going back to earth, I told him about my adventure and showed the belt to him. To my utter surprise, he said, "It was a nice dream, darling." I felt upset because he did not believe me. Maybe he thought I had brought the belt from Earth. But I knew it was true. And someday, I am going back to Mars and live the rest of my life with my Katoprix friends.

Some good thoughts

1. If you are not willing to learn, no one can help you! If you are determined to learn no one can stop you!
2. If you can't be a pencil to write someone's happiness, then try to be a nice eraser to remove their sadness.
3. Good things come to those who work continuously and never give up.
4. Time is more precious than gold so never waste a minute thinking of anyone you don't like.

Amazing Facts

Aastha Pandey 9 'C'

1. A Blue Whale's tongue is heavier than a grown up elephant.
2. A Kangaroo cant jump backwards.
3. A humming bird can fly backwards .
4. Albatross can sleep while flying.

Poem

Aadarsha Shahi, AS-Level

Do you know that who is teacher
They have a special feature
They are students' touch light
Required by students for guide

Teacher is like a burning candle
Who are always ready handle
Students toward fruitful destination
So they are our assimilation

Teachers are an educational light
Who make students' life bright
From them we get a lots of guideline
To solve problem that we find

So, understand that teacher is an ideal source
To strength our educational force
So, students should give them respect
To be known as the man of perfect

Again, understand that teacher is an ideal lake
Where there are a lot of ideas to take
So, to float on it make a good link
If you cannot you will sink

Writing for the Wavelength

Mani Pratap Singh, 9 'A'

The Wavelength thrives delicate hands and aspiring young minds to achieve an ideal craft in the platform of writing. So, with a pen and piece of paper in hand, creativity being explored in the brain, many articles are written by students with an aim of it being published in the magazine. Writing to wavelength is an aspiration that brings determination in the students. This kind of determination may not even come while preparing for exams.

Wavelength is not only a 40-page magazine, it is the whole world of students' ambitions and a stage to prove oneself. Many articles come up which have qualitative literature, comparable with that of authors.

Continuously the students flip the pages expecting their name in some corner, assuming that their article had surpassed hundreds of other articles. They have a hope that all the receivers read their articles. Sometimes, an unexpected picture can come up to the delight of the students. This makes the students happy. Sometimes the article may not come up, which disheartens the students.

Wavelength is not only about writing, it is also about art and skill. It is all about developing the skill of writing; it is also an art which nurtures the hidden author in the person. It helps making a better future ahead when in the world, there will be no job left to be done, writing will become our source of income. Wavelength ignites critical thinking in the students. Wavelength is all about creation and perfection.

The power of wavelength is so strong that it makes the students powerful enough to write. Sometimes the teachers get astonished reading articles that they never see in the exercise books. Wavelength is a treasure of articles. Wavelength gives all the readers an inspiration to write themselves.

Many articles that don't come up in the magazine bring disbelief in the students. Wavelength never fails to get published, so shouldn't the flow of articles. The students shouldn't get anguished instead they should become more confident with their writing and create lots of new articles with innovative thoughts. Wavelength is all about the student's space of filling their ideas and skill of writing. So, dear friends keep on creating text with your ideas.



School Life

Prasiddhi Joshi, 9 'C'

Life is all about learning. School life is a preparation to face the challenges that the bigger school called world will offer us once we are out of the schools. Schools, therefore, have great influence upon us. They shape our character, our mental attitude, and design the basic principles of life.

For many of us, the days spent in our school are the happiest and the best days of our life. The very memory of school days fill our minds with nostalgic memories of happy days from past years.

Can you think of a place, where one meets children from different backgrounds, temperaments, some mischievous, some bright, some really talented? It can only be a school.

The challenge of discovering for ourselves the magic of science in the laboratories, learning the skills of programming, making cartoons, dancing to our tune, make us feel like a magician.

Could there be a better fairy land than a school which makes it possible for us to create all this? Cool, where one makes friends, one plays, learns and grows. Such a place can only be a school.

School life is all about learning new things and enjoying. So, let's all enjoy our school life to develop our sense of character, mental attitude and to maintain our educational background.



हाम्रा सेवाहरू:

बोडिङ्ग स्कूल, सरकारी स्कूल, कलेज लेबलका सबै पुस्तकहरू सुलभ मूल्यमा पाइन्छ ।
घाँसिक, मेडिकल, Computer Engineering तथा Out knowledge को पुस्तकहरू पाइन्छ ।
Music Item, Gift Item, Sports Item तथा स्टेशनरी सुपथ मूल्यमा पाइन्छ ।

अभिषेक बुक्स एण्ड स्टेशनरी



मध्य बानेश्वर (रत्नराज्य स्कूल अगाडि)

फोन नं.: ८८६२२८८

1st Chelsea Inter School Road Race Competition -2071

Chelsea Sports Department organized the 1st Chelsea Inter School Road Race-2071 on 28th Bhadra, 2071 on the occasion of the 50th Baal Diwas. The event was an open event for both girls and boys from various schools of Kathmandu Valley. The boys' event concluded successfully. The girls' event had to be postponed due to a technical problem and will be conducted very soon.

The race was started by Our Respected Principal and Founder Director - Mr. Sudhir Kumar Jha and the Chief Guest for the event Mr. Baikuntha Manandhar. A total of 241 boys from 33 schools participated in the event. The total distance to be covered was 4.3 kms. The winners in the boys' category were:

1. 1st - Ajit Kumar Yadav – Nepal APF School, Kirtipur
2. 2nd – Manoj Karki – Sainik Awashiya Maha Vidhyalaya, Bhaktapur
3. 3rd – Suresh Thapa Magar – East Pole School, Kathmandu

The event concluded with the prize distribution and felicitation ceremony.



Achievements



35th Rastriya Shiksha Tatha Antarrastriya Sacharta Diwas.
Best Admin. Staff – Minita Joshi



Master Mohit Ghimire - Class 5 'C' - 2nd Runner Up of RIBS (Rododendron Int'l High School) Inter School MS-Paint Greeting Card Designing Competition 2014



Winners of Junior & Senior category of YHBS Inter School Spelling Competition - 2014

Fourth Everest Valleywide Invitational Inter-School Spelling Contest – 2071

Ms. Niya Manandhar- Class IX, Master Bedant Lohani – Class IX, Master Amit Sharma – Class VIII and Master Abiral Koirala – Class IX represented Chelsea International Academy in the Fourth Everest Invitational Inter School Spelling Contest organized by Everest English School, Bhaktapur. A total of 13 schools from Kathmandu Valley participated in the event which was held from 15th to 25th Bhadra,



2071. All 13 schools were divided in three groups through a lucky draw for the preliminary round. Out of the 13 schools, 6 schools proceeded for the semifinals and 4 schools for the main finals. Chelsea International Academy advanced to the semifinals and the finals as the group topper and ultimately emerged as the Champions. We all are very proud of the achievement. Congratulations!



Chelsea has Made My Life

Mr. Dal Bahadur Thapa Magar
Senior Supervisor

When did you join Chelsea?

I joined Chelsea in July 2005, at that time Chelsea was just six months old.

What you used to do or how was your life before you joined Chelsea?

I was just SLC passed out and I was only 20 years old. I was looking for a job and I found a news article about Chelsea International Academy in our National daily The Kantipur Newspaper, and I applied for the post.

From which position did you start your journey in Chelsea and also tell us something about your current position?

I started from the position of a security guard. Now I am the Senior Supervisor of this Institution. Chelsea has made my life to reach in this position. It took a lot of effort to come to this position. The work of Senior Supervisor is a very tough job. You have to be in a system and there is a huge responsibility in this position. So you have to be very sincere and dedicated with work as I have always been trying to maintain that. However, our management is like my gaurdians. I think i won't find such a friendly management in our entire country.

What changes have you found in Chelsea from the time you joined this Institution?

There has been a drastic change in Chelsea since I have joined. Those days Chelsea was in its initial phase. It had only two blocks but now it has twenty two blocks. It is more systematic. Now, Chelsea is one of the top School and A-level Institutions in the country.

How is your experience in Chelsea?

It is really wonderful. The staffs are very friendly and co-operative. They will always support me whenever I need them. Since my parents are no more I feel Chelsea has been my one and only home. Each and every staff of this Institution is my family member. Although, most of my friends have gone abroad in search of job but I decided to stay in my country and do something for here in my own country.



What are your future plans?

I have already worked for ten years in Chelsea and will be working for more five to ten years. Then have plan to return to my village i.e. Bhumlichowk VDC, Gorkha. Then I will start agriculture and cattle rearing and fully focus in organic farming for sustainable development of the whole community . I also want to contribute something for the development of my village school.

If you would or had to bring any changes in Chelsea, what would it be?

I would focus in improving the infrastructure of this institution since the big number of blocks is creating problems in the administration and it is also creating unnecessary expenses than needed and reduce the more over staffing.

Finally, would you like to tell something to today's youth?

I would like to request today's youth to do something for the nation because they are the only future of the country and the country needs them. From my own experience I have learned a big lesson that if have patience, dedication and a habit to work hard then any is possible in any one's life. If one wills and dedicates his desire to something substantial provided he / she gets an appropriate opportunity and a platform or an Institution like Chelsea, anything can be achieved in life. Chelsea gave me a comfortable environment where I was able to manage my work along with my studies. Right now I am in the final year of my Master's Degree. Good Luck.

Interviewed by
Raman Kadariya , AS - Level

Salute

"The Unstoppable"

Rhishav Poudel, AS-Level



"We are all different. There is no such thing as a standard or run-of-the-mill human being, but we share the same human spirit".

"WHEN one's expectations are reduced to zero, one really appreciates everything one does have".

—Stephen Hawking

Bandipur Tour

Bidushi Pyakurel, X 'A'



INTRODUCTION:

The grade ten students of our school were taken to Bandipur and Lamjung for educational cum recreational purposes. We, 65 students along with our 11 teachers went for the tour. The whole purpose of our tour was to visit these places including many other important places and gain knowledge about them.

This tour was 3 days long. We left for Bandipur on 30th Baisakh, stayed there that night and left for Lamjung the next day (31st Baisakh). We stayed at Lamjung that night and the very next day we returned to Kathmandu.

OBJECTIVES:

For our educational tour, we were guided by following objectives:

1. To study about historical and cultural importance of Bandipur and Kaulepani.
2. To know about the life style, economic activities and culture of the people there.
3. To observe natural beauty and scenery.
4. To study about the scope of tourism.

5. To know and experience about home stay tourism.
6. To study about the Hydropower Projects, and
7. To know about the present condition of the area.

METHODOLOGY:

To fulfill our objectives we used the following primary sources of data collection method.

- Interview
- Direct observation

THE TOUR ACTIVITIES:

Day 1:

On the first day of the tour, all the 65 students along with our 11 teachers were gathered in the school at 6 o'clock. After being divided into groups and being briefed up about the tour, we left our school in tourist buses and headed towards our first destination, Bandipur. Leaving the busy valley at about 10 o'clock, we reached Bandipur (Hotel) at about 3 o'clock where we were not just welcomed with the warm smiles of the hotel staff but also by the beautiful scenery and the natural beauty of Bandipur. After freshening

up, we went to tour Bandipur. We saw the Helipad, the breathtaking view of the whole area from the top, the Martyr's memorial, the 'Teen Dhara', the Notre Dium School and many other places. We walked around the area and had a close view of the place. We finally returned to our hotels tired but satisfied, at about 7 o'clock. After taking some rest, we took our dinner. After diner, we played the guitar, sang songs, danced and had lots of fun. We enjoyed the cool breeze in the garden and after enjoying ourselves we went back to our rooms to sleep.

Day 2:

We were woken up early by our teachers because we had to go for a hike that morning. After being gathered in the garden, we started our hike to the Peepal tree (the famous tree at the hill top). It took us about an hour to reach there and we were spellbound by the amazing view we saw from that height. It took us an hour more to return to our hotel. Upon returning to the hotel, we had our breakfast, packed our things and left for Lamjung. We hiked our way to 'Siddha cave' (the

second longest cave of Nepal) and then went to the main highway. We got in our buses and headed to Lamjung. We reached the Lamjung Durbar square at about 4 o'clock and walked for about 30 minutes to reach 'Kaulepani'. There, we were welcomed by the residents of that place in a humble way. They sang songs to welcome us, put tika on our foreheads and gave us flowers as a symbol of being welcomed to their family. We were escorted to the community hall where we were briefed up about the whole place and offered their traditional food. The residents even put sacred string round necks as a symbol of safety. After the meal, the residents danced and sang for us and made us join them. Later, we were taken to our home stay houses, where we had dinner and slept.

Day 3:

We woke up early in the morning, packed our stuff and had our breakfast before leaving. We then walked around the place and enjoyed the beautiful scenes and environment. After gathering in the community hall again, it was time to say 'Good-bye'. We were given farewell in the traditional 'Kaulepani' style which included them singing songs, putting tika on our foreheads, putting 'doshalla' on our necks and giving us 'Sel-rotis'. We walked all the way to Besi sahar, down the hills for about 2 hours. After we reached Besi Sahar, we rested for some time and then headed to Madhya Marshyangdi Hydropower Project in our buses. We saw the various machines and equipments used for the production for electricity. Then we left for Kathmandu. We reached our school at 5 o'clock and that was the end of our extravagant, memorable, amazing and fun trip.

EXPERIENCE THAT I GAINED:

From the tour I did not just get to learn about the culture and lifestyle of Bandipur and Lamjung but I also got to learn a lot about many new things. Not only did I enjoy the beautiful places we visited and the way we were welcomed and bid farewell, I enjoyed the whole trip. I did not just learn about educational things but I gained a memory that I would not forget for the rest of my life. Being bonded to my friends and teachers, talking to new people and learning many things from them, being able to admire the natural and cultural beauty of Nepal, getting to know about various lifestyles and cultures and enjoying as a team/family were the most valuable things I gained from the trip.

The warm and friendly behavior that we received from the residents of Kaulepani gave me a reality check. I came to know that even though the villagers were less educated and less facilitated than us, the people from the city, they had something that made them special. They were humble and they treated each and every people that came to their place as their family members. They did not just help to conserve our rich culture and tradition but they also helped to create an impression to the tourists from all around the globe about the well-mannered people of Nepal.



"A Visit to Prisoners Assistance Nepal." Parents in Prison

Ram Kailash Thakur

AS-Level

Have you ever imagined living without your parents? I haven't. But there are many children who survive without their parents and live in a miserable condition. There are many children whose parents have committed crime and some of them are innocent too; and are kept in prison. For children whose parents are in prison "Prisoners Assistance Nepal (PAN)" is always there to help them.

The field trip on Friday to Sankhu really touched my heart for those children who are deprived of parenthood and even suffer the deeds that their parents have done. I, even being a college student have not lived without them. But the children whose parents are not with them since many years, are not able to live as a normal children who will be the future of the nation. This hinders the children as well as our nation too. Let us imagine how they have been living without good food, a better society and a healthy life in the prison.

When I reached to PAN I saw children whose age was mostly below three years with a number around sixty of them. This was my first experience to observe such situation in my life. It put me in a deep thought; if I

was in that situation, how would be my life at present. It is sure that I would not be a successful student as today studying A level.

I am grateful to Indira Ranamagar who is the founder of PAN from the core of my heart for providing basic needs and human rights to prisoners and their children. In addition, they were working to transform prisons into places that would help prisoners to build a worldwide future. It has been offering variety of support program, housing for rescued children and aid for struggling families in various communities. This organization also provides facility of school known as "Jhunkiri". This organization has also rescued nearly 390 children. It has been providing day care centre for small children in prisons who are too young to leave their parents; as well as education and literacy programs in the Kathmandu Women's Central Jail.

At last I am grateful to this college and its management for giving me chance to learn and have some experience which prevails in our country. And I hope that such field will be again held in upcoming days of higher study to enhance our level of study and critical thinking which let us know about the present, where we could provide a helping hand.

The Youth

Bhanu Timseena

Associate Professor in Anthropology
Central Department of Sociology/Anthropology T.U.
(Parent of Ms. Sanskriti Timseena's (A2-Level)

Characterization

Human being passes through some important stages in their life from birth to death. The life of human beings is divided into infant or childhood, youth and old age. The indispensable characteristics of human being is a process of learning which never ends throughout life. The process of learning is divided into four stages by the sociologists. The four stages are oral stage anal stage oedipal stage and adolescence stage. The first stage begins from the very time of birth where a baby communicates through sounds about his/her comfort and discomfort (crying is the means of communicating parents) the second or anal stage begins simultaneously but the toilet training is important where parents teach them to use toilet and body cleaning. Now the baby learns many more words to speak (this stage likely meets the age of 1 to 3 years). After four or five years of age the baby enters into oedipal stage which is really critical time. Oedipal stage ends proximately at sixteen years. This stage enters the human being into formal school, formal friendship out of family members, enters the formal institutions and requires a heavy training in all aspects of life, this stage also called a youth or teen age. Finally the fourth stage is adolescence stage, which lasts for whole life sometimes this stage also has been divided into two adult and old age. All these stages are the life calendar of human being. The youth is the time of life in between child and adulthood.

All these stages of human life have universal importance and are observed in all cultures. In Nepali society the child enters into youth after reaching to sixteen years of age, from where one can obtain the citizenship thus the state

recognizes the legal status, after eighteen years the youth can cast his/her vote for local political bodies, constitution assembly and parliament. According to election act 2007 of Nepal, a youth can stand for any political bodies as a candidate after 25 years of age. All these legal statuses are associated with age, maturity and responsibilities expected by the society from the youth. The age of sixteen year is a milestone of human being from where all social, cultural and legal recognition are achieved.

Social Importance of Youth

Every society has some expectation from the youth. The youth are considered as active human resources of the nation which primarily involve in education economics, politics and cultural affairs. According to Hindu religious philosophy, it is not much different from the sociological division of age; the human life is divided into four main parts called Ashrams (stages or positions according to age) these Ashrams are associated with age and role of an individual.

The four Ashrams are:

Brahmacharya, Grihastha, Banaprastha and Shanyash.

Brahmacharya

Grihastha

Banaprastha

Shanyash



Brahmacharya

Brahmacharya (8 to 16 or 20 years of age or the age of schooling): an individual is considered as infant or child till he/she reaches to eight years of age. After eight years the ego is supposed to go to the school traditionally called Gurukul (a school for the students away from the home). The Brahmacharya Ashram ends when the student is graduated in education. The time of graduation lasts for eight to twelve years. This is the time begins from youth hood.

The second Ashram is Grihastha where a person required to make independent economic earnings, arrange resources for family members, take care of elderly persons in the family and show up him/herself an active and responsible caretaker of the household. The third is Vanaprastha (going to the forest). This ashram is good for elderly persons to gain education and academic enhancement getting assembled with sages and wise persons away from home. Vanaprastha is a symbolic term of leaving home or the household economic responsibilities. It is also training and shifting responsibilities from elder to younger generation. In this stage a person carries out many more social and philanthropic services, makes a pilgrimage for the salvation, which is a source of





Grihastha



Banaprastha



Shanyash

knowledge also and can produce many literatures based on the experiences and also teaches to others. The final stage is Shanyash, means getting liberty and salvation from the life. This stage removes all social and cultural relations (consanguine and affine) with the family members, so that the elderly persons can enjoy a freedom and peace of life, being freed from family responsibilities.

Grihastha is an important stage, which lies in the youth stage and approaches the adult hood. Grihastha Ashram is more important in human life. The Brahmacharya initiates the education training and skill development and follows the Grihastha means taking care of the family, economic earnings to sustain the household, taking care of the parents those who are already in Vanaprastha. Vanaprastha means leaving home, means leaving major household responsibilities and depending to the descendants. Forest denotes away from home, where elderly persons can spend relax time living with wise and educated persons without any mental burden of the family. After all the elderly people go to ShanyashAshram and usually do not come back to home. If the Sanyashi comes to his/her original home back are treated as a general person of a sage society rather than a family member. It is why the youth are important persons in our society that they learn new things to live in a competitive world through socialization. The traditional society helped to socialize the youth via different Ashrams. All Ashrams are equally important to understand the duty and responsibilities of a family, society and nation, because an individual need to act differently in different Ashrams. So the youth or Brahmacharya and Grihastha Ashrama are the heart of the life calendar. Keeping in view of the importance of youth stage it is also called the "Youth Culture". Youth culture is different from other

age groups. Youth have distinctive fashions, interests, tastes, music and clothes. Similarly youth behave distinctively since they have special social relationship, friendship rather than family members. Youth accept challenges rather than compromise in course of career development and have distinct way of personality characters. There is no class caste and ethnicity among the youth throughout the world.

Youth and Decision Making

The youth culture is recognized globally in all types of culture society and groups, thus the United Nations has declared August 12 the International Youth Day. This recognition is because of the fact that the age based definition of culture in all society bears a particular expectation and outcomes from the youth. The youth stage is a right time to take a bold and right decision for the days to come in the life. The education, employment, establishment of family, leadership in all aspect of life and success and failure of a person in the struggle for survival depends on the appropriation in decision making of a youth. The crucial part of time for the youth is selection of friendship, peer group, selection of either work or leisure, attachment or detachment with the family etc. The youth are advised to make an amicable attachment with the family along with affiliation with peer groups, think patiently about the future and make a bold decision to get success in a good mission, attempt to put the footsteps in a safe place, get success.



Role of Youth in the Development of a Nation

The future and vision of a country is in the hand and mind of our young people. They should be given enormous opportunities to exercise their talents otherwise they will be spoiled. The youth stage is like elastic or a spring. They have a lot of potentialities to discover and dream. They have a power to transform the nation into prosperous condition.

Youth are considered as driving forces of a nation's development. In each sector of the society the youth are equally important. The youth can contribute in all aspects of development of society and nation. Youth are main assets of any country and even they are the assets of the whole world. Where there is no youth population, the development of a nation sets back. The example is of the post war situation of Vietnam during 1970's decade, where majority of the youth were killed in the war and Vietnam welcomed youth human resources from the neighboring country. Youth are the property of a nation, who can make the nation most prosperous in all aspects of human concern. In education health, economic development, and political leadership youth contribute immeasurably. The time ever is in the control of youth. A youth can be a good teacher, a good scientist, a good medical doctor, engineer, development planner, sportsperson, businessperson, a good lawmaker, law implementer and so many things. All aforementioned fields are open for the youth and one can choose one or more fields as a career. Neither the child nor old aged person can get success in the career development, so the youth stage is a right time to ripe any fruits of achievements in life. If one is successful in one of the careers that is more than enough to contribute in the development of a country. It is thus time for the youth to think about self-contribution for the betterment of the family, society, and nation and for the whole human beings.

Vivid Experience

Pranai Moktan

Chief Academic Admin. Officer

It has been more than two decades or precisely a quarter of a century that I have spent serving in this noble profession. Before I became a part of Chelsea International Academy, I have worked in two reputed institutions in the valley. Over the time I worked in these institutions, I have learned of taking responsibility for my own work and not just waiting for the next instruction. Moreover, I learnt to be organized.

I have had the opportunity



to serve at Chelsea International Academy since 2006 AD. Over the past nine years at Chelsea, I have worked with different responsibilities and duties and I have never undertaken it as part of my job. In fact, I have taken each day as a challenge and fulfilled my duties and responsibilities with complete dedication and with utmost passion.

As the Chief Administrator and Academic Officer, I need to handle various responsibilities inside and outside the institution. A great deal of my time is spent in communicating with the parents/guardians, students, supervising the non-teaching and administrative staffs, planning for future goals of the institution, maintaining cordial relations with various educational institutions of the valley and communicating with government and private educational organizations and ensure that all the tasks are perfectly accomplished.

My post demands my punctuality and reliability – qualities I believe I have further enhanced here at Chelsea. Chelsea has made me learn even more about the importance of effective team work skills especially through my superiors and my subordinates. I have certainly further polished my skills in interacting with others. I have been better equipped to understand that my own and co-workers opinions are valuable and important for accomplishing the goals of our workplace.

Chelsea has shown complete trust and has given me independence in my work. It has given me the privilege to attend various workshops which I feel have provided me with the theory behind what to do in various situations, while my work experience gave me the experience and know how to go into situations with confidence. Chelsea certainly gave me an opportunity to further polish my managerial and communicative skills, as well as making me much more aware of day to day administrative and academic responsibilities and of course build my inner strength further to work under pressure something that I learnt working and communicating with people from various walks of life.

While at Chelsea, I have highly been privileged to receive an honor on the occasion of International Literacy Day and National Education Day from DEO, Kathmandu, as recognition for my contribution and commitment in the field of education.

Today, it gives me immense happiness and pride to see myself still going on strongly with the same vigor, zeal and energy as before. It also gives more strength when I know that I have been responsible to produce the best in students together with the team.

As we all know that, there is always a room for improvements, I plan to look for further harness my work experience to help me develop my skills and responsibilities.



Soni Kushwaha, 9C

Once in a school, there were teachers and students. Introduction took place between them:

Teacher: Ram(Student), which family are you from?

Ram: Sir, I am from animal family.

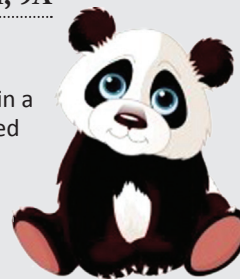
Teacher: What? Why do you say so?

Ram: Because my father calls me donkey, my mother calls me monkey and my grandmother calls me Doggy.

Ishan Panthi, 9A

Panda

A panda came in a cafe and ordered some food. he ate and then shot the waiter and was ready to go. Then the manager came and said: " Why did you do that?" "I'm a panda, see my meaning in the dictionary", the Panda said and left. The manager saw the meaning of Panda in the dictionary. Panda: A vertebrate animal. Eats shoots and leaves.



Son: Dad, can you sign your name without opening your eyes?

Dad: Yes, Why not?

Son: Good, then please sign my report card with your eyes closed.

Once a man was talking to god and asked one question.

Man: What is century for you?

God: one second.

Man: And what is a billion dollar for you?

God: One dollar

Man: So, please give me one dollar.

God : Wait for a second.

First Intra College Chelsea Poster Making Competition - 2014

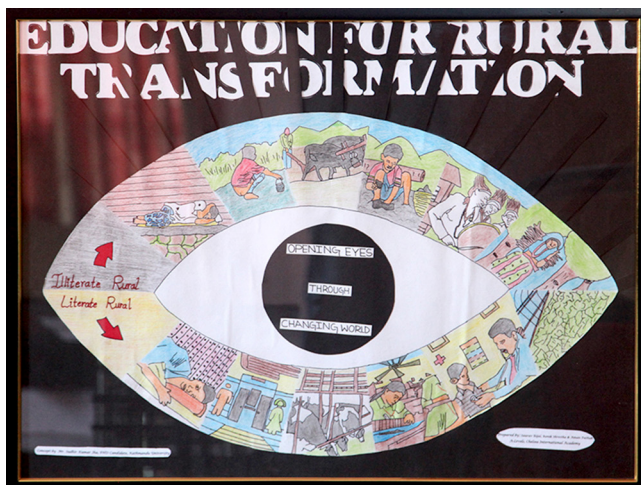
Broad Theme: "Education for Rural Transformation"



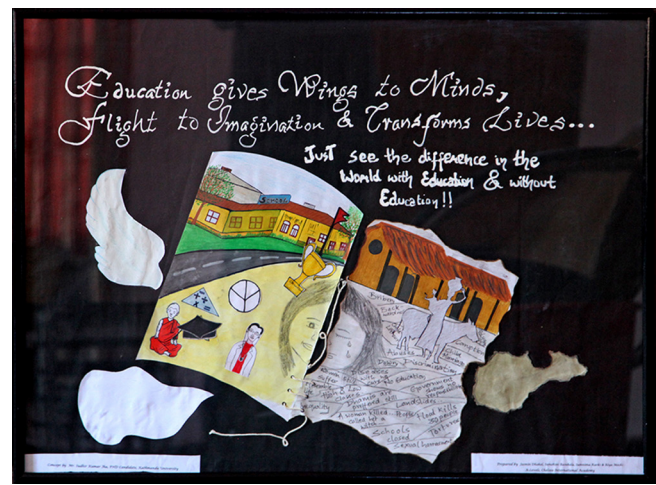
First - Kinsha Shrestha, Sanskriti Timseena, Vishakha Gautam & Mariyum Karki



Second - Pradeepta Adhikari, Bipasana Uprety, Meenakshi Bassi & Tanuja Luitel



Third - Saurav Rijal, Ronik Shrestha & Aman Pathak



Fourth - Jasmin Dhakal, Sumohini Basukala, Sumnima Karki & Riya Mechi



Fifth - Aishwarya Khatiwada, Riya Tamang & Savita Khatri



Sixth - Nobel Gurung, Nayan Neupane, Saugat Sharma & Suraj Bhatta

Experience at first NEPMUN

Diwas Poudel, A2-Level

"All the delegates supporting the motion raised by Delegate of Morocco, raise your placards", said the chair of human rights council in NEPMUN.

NEPMUN, the first ever held international Model United Nations Conference in Nepal. Despite the fact that I was attending the MUN conference for the very first time, every single delegate from different nations would have been feeling the same just like me, a bit nervous with lots of excitement.

The place where all the people around you are a representatives of different nations of the World and the thing what they say and decide are being implemented in those respective nations as well. It is the moment when you need to literally think about every single word that you speak else it may act as hitting axe on own leg. The moment when you cannot regard yourself or a group as 'I' or 'We'. That was the moment

Model United Nations is the simulation of United Nations where different delegates represents different nations and present out the position of their nation on the agenda present in the house. They discuss about needs to be done in order to solve the existing problem of the world.

One of our agendas from Human Rights Council were "The Question of LGBT rights". There are many nations around the world which policies are against the LGBT rights. It mostly redirects to the Muslim nations like UAE, Saudi Arabia, Ethiopia, Bangladesh, Morocco etc whose laws clearly disagree same sex relationship and also penalizes the convict.

On declaration of Human Rights, UN has clearly stated that each and every human is equal and have right of freedom. In this scenario, Arab nations were in problematic situation about what to say. As they are one of the members of UNO and not adopting the declaration made by UN.

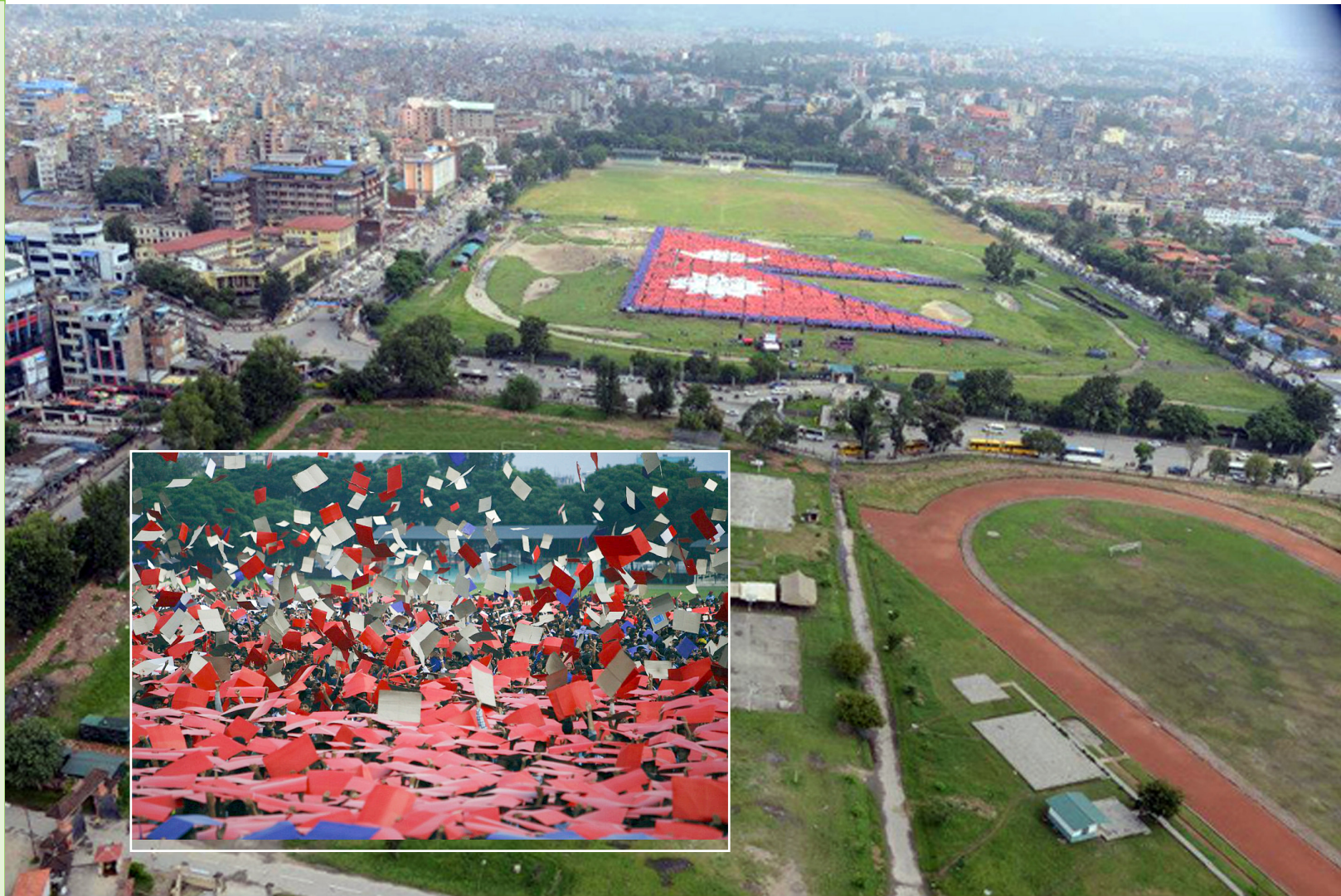
I was also representing one of the Muslim nation i.e. Morocco. But we need to raise voice so that other nations supporting LGBT rights won't dominate us. This kind of feeling raise automatically whenever they be in this kind of situation. We formed allies of the nations opposing the LGBT rights, prepared our resolutions and presented it to the house. Though our resolution didn't passed, and house came with a decision of providing LGBT rights in all nations, it was great experience. Nevertheless, such conference and seminars develops a great attitude and better social relationship in a student and must be attended by every students to their betterment.

A P-Word

Sankriti Timseena, A2-Level

1. Paper. Plastic. Pizza.
Our century, all we care about is to satisfy our ever-expanding gluttony. Money, the only paper we know. No books or crossword puzzles or love letters. Everything is plastic—wood, shoes, clothes, toothbrush, feelings, conversations, wood, plastic. Pizza, chips, coke, pizza, his body almost as overflowing and obese as his money-hungry mind.
2. Pace. Packed. Poor.
Alarm, bathroom, kitchen, breakfast, bus, work, phone, boss, paper, home, bed, alarm, bathroom, kitchen, breakfast—when did the goldfish die? Ten, twenty, fifty, ten thousand. 20 per cent savings, shavings. Purse, full. Bank statements, credit cards, shares, interest rates. Hands, counters, coffee shops, leaves, windows, grasslands, eyes, heartbeats, empty. Green, undone. We're all painted in pink and gold.
3. Pigs. Poetry. Puns.
Trees, clouds, rivers, bears, shores, tigers, hens, snails, whales, wails. Leaves leave. Puff puff.
4. Punk. Pearls. Purr.
This. No, not that. Rules rule. 'Normal'. Stop, walk, run, crawl, stop. 'Evil', punk, wrong, evil, air. 1 out of 10. 1 out of 100. 1 out of a million. 2 out of 7 billion. Scattered like pearls in an endless ocean, stars in the universe, cats in a desert. Unheard.
5. Perks. Point. Purr. Pizza.
Paper. Pride. Prize. Paper. Pink. Pizza. Porn. Punk. Pot. Pigs. Pizza. Plastic. Paper. Pervert. Packed. Point. Pink. Pun. Pace. Pro. Puff. Paper. Poetry. Pizza. Plastic. Plastic. Paper. Pearls. Punk. Pizza. Puff. Pot. Pot. Pizza. Paper. Pun. Pigs. Plastic. Paper. Paper. Paper.
6. Period.





World's Largest Human National Flag

Diwas paudel, A2-Level

Whether it was for making Prashant Tamang, an Indian Idol or for the mass revolution to remove the king from throne, Nepalese have always shown their unity in diversity. When it is the betterment of the nation and to make Nepal known to whole world, Nepalese have never stepped back. Same scenario was observed on 23rd August, 2014 at Tudhikhel.

An event organized by Human Value for Peace and Prosperity to make an attempt for Guinness World Record of World's Largest Human National Flag. Earlier, this record was set by Pakistan which included 28,957 participants and was achieved by Punjab Youth Festival 2014.

It was a historic event in Nepal which united people around the valley for making a world record. Despite it was raining earlier in the morning, people didn't stay inside their home, though it was filthy and muddy ground, people stood over there raising their placards high; realizing the fact that it will increase our nation's fame in a global level.



Proud to be a Chelsea

Our own alumni, Kshitij Raj Lohani Dai, was there to motivate people holding placards. His inspiring words were motivating people to make a better pattern of our flag and stand there for more than 3 hours without any complaints. Songs reflecting our nationality was being played to inspire people.

Number of people gathered over

there was more than 35000 thousand as per sources of HVPP. Criteria was completed to make a world record and after few shots from Helicopter the event was completed. We have made a national record a world's largest human national flag. Now let's wait for the announcement by Guinness World Records that we have accomplished the attempt of World's Largest Human National Flag.

Extravaganza Thoughts 'An Annual Event of Chelsea'



Mokshya Pradhan, A2-Level

"It's finally tomorrow." This was my initial thought as I got to know about our tour to Nagarkot – the final day of Extravaganza, the day for which every Chelsean awaits. I was excited and glad to be part of it. On the other hand, I was down as well. I had a mixed feeling, for the extravaganza was getting over but my anticipation won over it.

"What shall I wear..." – a big question for teenagers of this time like me. I was quite unsure about what to wear on the final day. The climatic condition of Nagarkot was an unknown matter for me. I chose an outfit with an hour of thinking - a gray-two-piece top and a pair of dirty wash jeans.

"It's finally today", my excitedly fixed alarm went off to wake me up in the early morning. I was very happy and excited. I could not wait any longer to be at the college premises. I kept asking my mom for the time to depart, at least for a hundred times full of excitement indeed.

At the finale, I was going to perform a song – "My Heart will

Go on" by Celine Dion, one of the songs from the 'Most Played' playlist on my phone. As a result, nervousness built up in me just as I stepped on the grounds of Chelsea. I was startled, and undecided.

Bus 1. I boarded in. As our journey started, excitement reached to a next level. Dance, music, hum, melody and joy: never to be forgotten in my life. "When will we be there?" "Are we there yet?" So many thoughts in my mind flashed.

10 Kilometers for Nagarkot – I saw a destination stone. "Only 10 Kilometers and I will be at Nagarkot." I was on cloud nine.

"Fssh..." the bus stopped. How exciting? I could not have been happier. I was smiling. No! I was laughing. I was giving my biggest grin. You should have seen my face. It was a marvelous ecstasy.

We danced. We sang. We laughed. We played. We enjoyed. We made the most of it. All Chelseans loved it! I loved it! Now I miss that time so much. It was the best day of my life at Chelsea. Thank goodness, the memories have been captured in my camera and my BRAIN.

The Day Awaits

Mani Pratap Singh, 9 'A'

Due to the performance of our cricketers in the field, Nepal is famous. ICC introduced a new format a few years back, the T20 for developing countries like Nepal. This idea has brought some positive changes. Nepal performed very well in the T20 World Cup in Bangladesh. A little of the net run rate of the home side surpassed Nepal, else Nepal would have played with the cricketing giants in the Super 10. Excellent all round performance became a factor for cricketing greats to compliment Nepali cricket.

The Nepali government, being impressed by our players' performance has now given attention to the development of infrastructure of cricket. Well, the Nepalese have been playing good in the sub-continental pitches. But the day is not far when Nepal will be playing on the surface like of Perth. Although Nepal has played in such pitches, we lack experience. Nepalese batting is good, but the batting has to be boosted. As it will be very difficult to play on pitches

where the ball races away from you or bounces to your head. Our batting must be given a lot of attention. Talking about bowling, our squad is balanced. Our bowlers Gauchan and Kami have been bowling well in the international arenas. Our national team coach Pubudu Dassanayake and team captain Paras Khadka have been leading us across huge milestones.

After some months Nepal will be playing the Division 2 tournament. Hopefully, if we win, we will qualify to the Top list of Test playing teams. All the Nepalese await the day when Nepal will do so. Tournaments inside the country have enhanced cricket in Nepal. The recently started domestic tournament 'Nepal Premier League' shows the development of cricket in Nepal. The day is near when Nepal will be playing their first test match and being victorious like Australia and India. Yes, now we can dream of any

achievements related to Nepali cricket because the sky is the limit.



Dream

Khushi Giri, 8 'C'

Oh! Its so fun
Fresh and Clean air
Calm and Cool Breeze
Blue Sky, white fluffy cloud
With a charm of sunset all around

Look at the flying bird
Oh! Yes that's me
Flying peacefully
SLAM! Mom closes the door
Suddenly, I woke up
Alas! It was a dream

CAT

I am a cat
Who is very fat
Sitting at a mat
And looking at a Rat.

I want you to wear a hat
And play a bat
But I can't
Because, I am a Cat.

AMAZING FACTS

A gold fish has a memory span of three seconds

- An average human eats eight spiders in their lifetime at night
- Shrimps are actually born male then they become females as they mature
- An ostrich's eye is actually bigger than its brain
- The sentence "the quick brown fox jumps over the lazy dog" uses every letter in the English language.
- The blue whales heart is as big as a car and Its tongue is as long as an elephant
- A typical lead pencil can draw a line that is 35 miles long.
- If a human being is struck by lightning, his/her skin is heated approximately 28000 c which is hotter than the surface of the sun.
- There are approximately 20000 kinds of tomatoes found all over the world.
- Every time you sneeze, your heart stops a second.



Activities of Chelsea



Junior Boys, Girls and Senior Girls Hostel Picnic.



6th Chelsea Scout Dikchya Ceremony.



200th Bhanu Jayanti Celebration.



Class 10 Educational Trip to Bandipur and Kaulepaani (Lamjung).



Chelsea Eco-Club - Garage Sale.



Class III and IV teachers - Capacity Development Training.



Class VI students during paddy plantation at Bhaktapur.



Class VIII Scout Camping at Kakani.



Chelsea Student members of FOZ (Friends of Zoo), attending Animal Feeding Session in Central Zoo, Jawalakhel, Lalitpur.



Teachers attending ISA Workshop - Embedding Global Dimension into Teaching and Learning.



Students of Class VII in a Workshop on Human rights organized by Youth Human Rights International.



Scout Students during voluntary service.

मेरो शैक्षिक भ्रमण

सुप्रिया शर्मा

कक्षा: १० 'ग', रोल.नं. २४

शैक्षिक भ्रमण भनेको त्यस्तो भ्रमण हो, जसबाट हामीले शिक्षा प्राप्त गर्न सक्छौं। जुन ठाउँमा घुम्न जान्छौं, त्यो ठाउँको कला, संस्कृति तथा मानिसहरूको रहनसहन आदिका बारेमा हामी बुझ्न र शिक्षा हासिल गर्न सक्छौं। शैक्षिक भ्रमणबाट रमाइलोका साथसाथै शिक्षा पनि हासिल हुन्छ। यस्तो भ्रमणबाट हामी धेरै कुराहरू सिक्न सक्छौं।

म मेरो शैक्षिक भ्रमणको लागि बन्दीपुर र लम्जुङ गएको थिएँ। यो भ्रमण मेरो विद्यालयले आयोजना गरेको थियो। हामी कक्षा १० का ६८ विद्यार्थी र ११ जना शिक्षक, शिक्षिका गएका



थियौं। यस भ्रमणबाट मैले धेरै कुरा सिक्न र बुझ्न पाएँ। पहिले हामी बन्दीपुरमा गयौं। हाम्रो भ्रमण जम्मा ३ दिनको थियो। हामीले एक रात बन्दीपुरमै बितायौं। बन्दीपुरमा निकै रमाइलो भयो। त्यहाँ हामीले विभिन्न ठाउँको अवलोकन गर्दै, घुम्दै रमाइलो गर्थौं। त्यहाँ हामी निकै हिँड्यौं। बन्दीपुरमा हामी हाम्रो एक गुरुको विद्यालयमा पनि गयौं। त्यो विद्यालय निकै राम्रो थियो। हामी अर्को दिन त्यहाँ रहेको एक गुफामा पनि गयौं। त्यो सिद्ध गुफाभित्र अनौठा किसिमका ढुङ्गा र अनौठो बनावट थियो। त्यहाँ अँध्यारो थियो; हामी टर्च बालेर घुमेका थियौं। घुमेपछि हामी लम्जुङको लागि हिँड्यौं। लम्जुङ जाने बाटो निकै रमाइलो थियो।

लम्जुङ हामी राती पुग्यौं। त्यहाँका मानिसहरूले हाम्रो निकै राम्ररी स्वागत गर्नुभयो। हाम्रो लागि भनेर त्यहाँ नृत्य कार्यक्रमको आयोजना गरिएको थियो राती। त्यहाँका मानिसले हामीलाई आफ्नो कला र संस्कृतिको बारेमा भन्नुभयो। त्यहाँ हामी 'होमस्टे' मा बस्यौं। त्यहाँ रहेका मानिसहरूको घरमा बस्यौं हामी। त्यहाँका मानिसहरू निकै मिलनसार र राम्रा थिए। म बसेको घरका दिदीहरू साझै सहयोगी थिए। हामीले त्यहाँ मीठो खाना र राम्रो बास पायौं। अर्को दिन त्यहाँबाट हिँड्नुपर्ने भएकाले हामी छिट्टै उठ्यौं। बिहान पनि हाम्रो बिदाइको लागि निकै बन्दोबस्त गरिएको थियो। उनीहरूको चलन अनुसार बिदाइ गर्दा रातो नभएर सेतो टीका लगाइदिने चलन रहेछ। हामीलाई सेतो टीका र खादा लगाइदिएर उनीहरूले हाम्रो बिदाइ गरे।

त्यहाँबाट हामी हिँडेर बसमा पुग्यौं अनि काठमाडौँका लागि प्रस्थान गर्थौं। त्यहाँको सुन्दर वातावरण मलाई साझै मन पथ्यो। त्यहाँको कला र संस्कृति पनि निकै राम्रो लाग्यो। यस भ्रमणबाट मैले धेरै कुरा सिक्न पाएँ।



बुद्धिमान् गँगटो र घमण्डी भ्यागुतो

शुभाशिश उप्रेती

कक्षा : ३ 'जी'

एकादेशमा एउटा नदी थियो। त्यो नदी हिमालबाट पहाड र बेंसी हुँदै बगेको थियो। नदीको किनारमा एउटा गँगटो र भ्यागुतो बस्थे। गँगटो बुद्धिमान् थियो भने भ्यागुतो घमण्डी।

वर्षायामको दिन थियो। आकाशमा कालो बादल मडारिइरहेको थियो। गँगटोले आकाशतिर हेर्‍यो। उसले राती ठुलो पानी पर्ने र नदीमा बाढी आउने अनुमान गर्‍यो। ऊ बिस्तारै नदीको किनारभन्दा अलि माथि गयो। ऊ बाढीबाट बच्न हिँडिरहेको थियो। उसले बाटोमा भ्यागुतोलाई भेट्यो। उसले भ्यागुतोलाई भन्यो, “ए भाइ ! आज ठुलो पानी पर्न लागेको छ। पानी परेपछि बाढी आउँछ र हामीलाई बगाउँछ। हाम्रो ज्यान जान सक्छ। त्यसैले हामी आज राती पर माटोको ढिस्कोमा गएर बसौं।” गँगटोको यो कुरा भ्यागुताले बेवास्ता गर्दै भन्यो, “हेर, पानीदेखि कति डराएको ! तिमी गए जाऊ, म त जान्छु।” भ्यागुतो जान नमानेपछि गँगटो एक्लै गयो। राती ठुलो पानी पथ्यो। नदीमा बाढी आएर भ्यागुतोलाई बगायो। भोलिपल्ट घाम लाग्यो। नदीमा पानी घटेपछि गँगटो नदीतिर गयो। भ्यागुतो नदी किनारामा मरेको भेटियो। यस कथाबाट हामीले के शिक्षा लिन सक्छौं भने अरुको कुरा सुन्ने र मनन गर्ने बानी बसाल्नु पर्छ। भ्यागुतोले गँगटोको कुरा मानेन र ज्यान गुमायो। तर गँगटो बुद्धिमान् थियो। ऊ अवस्था हेरी काम गर्‍यो त्यसैले बाँच्न सफल भयो। हामीले पनि अरुको कुरा सुन्ने गर्नुपर्छ। घमण्डी बन्नु हुँदैन।

चुदकिला

औषधी

साक्षी शर्मा

कक्षा : १० 'ख', रोल नं: ११

डाक्टर : तिम्रो साथीको मृत्यु भयो।

राम : ला, होर ?

डाक्टर : हो ! हामीले जाँचु अगाडि नै उसको मृत्यु भएको थियो।

राम : मलाई थाहा छ, उसलाई के भएको थियो भनेर।

डाक्टर : ल भन, तिम्रो साथीलाई के भएको थियो ?

राम : खै, के भन्नु र डाक्टर। साथीले हिजो राति मेरो पेटमा मुसा खेल्दै छ भन्ने कुरा गर्‍यो। मैले त्यही भएर मुसा मार्ने औषधी दिएको थिएँ। अब खै, कसरी पो साथी मर्‍यो।

सामान्य ज्ञान

१. भीमसेन थापाको पालामा नेपाललाई कति जिल्लामा विभाजन गरिएको थियो ?

उत्तर: ३९

२. नेपाली भाषाले राष्ट्रभाषाको मान्यता कहिले प्राप्त गर्‍यो ?

उत्तर: वि.सं. २०१५



जीवनी

सुमना लामिछाने

कक्षा : १० 'ग'

ह्यारी स्टाइल्स

ह्यारी स्टाइल्स अहिलेका बहुचर्चित गायक हुन्। उनी 'वान डिरेक्सन्' नामक साङ्गीतिक समूहका सदस्य हुन्। उनको सन् १९९६ फरवरी १ का दिन इङ्ल्यान्डको वर्सेस्टरशायरमा भएको थियो। एने कक्स र डेस स्टाइलका पुत्रका रूपमा जन्मिएका ह्यारी कान्छा छोरा हुन्। जेमा स्टाइल्स उनकी दिदी हुन्। आफू सात वर्षको हुँदा मातापिताको सम्बन्ध विच्छेद भएपछि उनी, उनकी दिदी र आमा चेसाएर नामक ठाउँमा बसाई सरेका थिए। ह्यारीले त्यहीँ आफ्नो शिक्षा आर्जन गरे र त्यहीँ हुर्किए।

ह्यारी स्टाइल्स सानैदेखि सङ्गीततर्फ आकर्षित थिए। उनका पिताले काम गर्ने बेला गीत बजाउँथे र उनी त्यही गीत सुन्दै आफ्नो दिन बिताउँथे। उनी 'द बिटल्स' र एल्भिस प्रेस्लीलाई आफ्नो प्रेरणाको मुख्य स्रोत मान्थे। ह्यारी उनीहरूको गीत सुन् एकदमै रुचाउँथे। उनी आफ्नो विद्यालयका साथीहरूसित मिलेर गीत गाउने गर्थे। विद्यालयमा पढ्दा उनी 'द हवाईट एस्किमोस्' नामक साङ्गीतिक समूहका मुख्य गायक थिए। त्यो समूहले साङ्गीतिक प्रतियोगिता पनि जितेको थियो। पढ्ने र गीत गाउने बाहेक उनी "म्यानडेभिल बेकरी" मा काम पनि गर्थे।

आफ्नो परिवारले प्रेरणा दिएपछि ह्यारी 'एक्स फ्याक्टर' समूहमा गए। तेस्रो चरणमा सफल हुन नसकेपछि निर्णायकहरूले उनलाई ४ जना अरु केटाहरूसित एउटा समूहमा राखिदिए। तब सिर्जना भयो 'वान डिरेक्सन्' को। उनीहरू सफलताको सिँटी चढ्दै गए। त्यस शृङ्खलामा उनीहरू तृतीय भए र त्यसपछि उनीहरूले धेरै गीतहरू लेखे र बजारमा निकाले। अहिलेसम्म उनीहरूले ४ वटा साङ्गीतिक एल्बम निकालेका छन् र ती सबैले चर्चाको शिखर चुमेका छन्।

कविता

'आमा'

स्नेहा पराजुली

कक्षा : ९ 'क', रोल नं. २६

आमा ! तिमी हौ यो संसारकी परी
तिमी बिना म बाँचू कसरी ?
तिमीलाई म गर्छु माया
तिमी नै हौ मेरो जीवनको छाँया ।

तिमीबिना म बस्न सकिदैन
तिमी नभए म बाँच्न सकिदैन
तिमी हौ ज्ञानकी नदी
तिमी नै हौ ज्ञानकी सरस्वती ।

ए मेरी प्रिय आमा ! म तिमी राख्नेछु नाम
समाजमा तिमी हुनेछ शान
आमा ! प्यारी आमा! तिमी छौ महान्
म तिमीलाई गर्व हुने गर्नेछु ठुला ठुला काम ।



पुस्तक समीक्षा

मुस्कान श्रेष्ठ

कक्षा : १० 'ग'

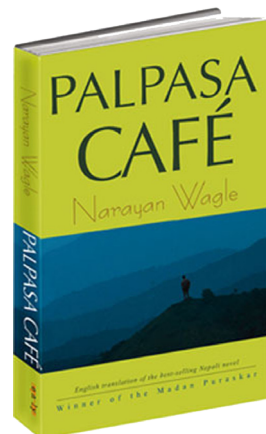
'पल्पसा क्याफे'

कथाकार : नारायण वाग्ले
कथाका पात्रहरू : दृश्य/पल्पसा,
पल्पसाकी
हजुरआमा, सिद्धान्त,
लोप्साड

मैले यो पुस्तक मेरो गत सालको दशैँको बिदामा पढेको थिएँ। यस कथामा नारायण वाग्लेले नेपाली समाज र राजनीतिको चित्रण गरेका छन्। यस कथाले मलाई सुरुमा उत्साहित बनाउँदै गयो भने अन्तिमतिर नेपाली समाज र नेपालको अवस्थाले रुवाउँदै गयो।

यो एक सत्य घटना हो, जसमा कैयौँ मानिसहरूले आफ्ना नजिकका मानिस गुमाए। कथा दृश्य र पल्पसाको भेटबाट सुरु हुन्छ। समयसँगै उनीहरू दुई जना नजिकिँदै जान्छन्। तर माओवादीले देशमा हाहाकार मच्चाइरहेकाले दुई जनाको मेल कहिल्यै हुँदैन। त्यही बेला शाही परिवारको हत्याकाण्ड भएकाले देशमा हाहाकार मच्चिएको थियो। यही सिलसिलामा पल्पसाको मृत्यु हुन्छ। यसरी आफ्नै प्रेमीकाको मृत्यु भएको कारण दृश्यले एक पहाडमा 'पल्पसा' नामको क्याफे खोल्ने निर्णय गर्छन्। यही कुरालाई लेखकले पुस्तकको नाम 'पल्पसा क्याफे' दिएका छन्।

ढुढापाकादेखि युवा सबैले कमसेकम पढ्ने पर्ने पुस्तक हो यो। पढ्नका लागि केही हुनुको साथसाथै निकै ज्ञान पनि आर्जन गर्न सकिन्छ यसबाट। 'पल्पसा क्याफे' एक पढ्न योग्य पुस्तक हो।



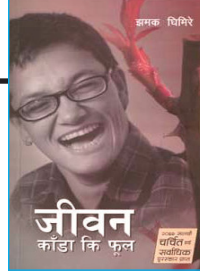
पुस्तक समीक्षा

जीवन काँडा कि फुल

आदर्श पाण्डे

कक्षा : १० 'क', रोल नं: २

'जीवन काँडा कि फुल' भ्रमक धिमिरेद्वारा लिखित एक आत्मकथा हो। यो एक शक्तिशाली सिर्जना हो। उनको आत्म कथामा उनले जीवनभर भोगेका दुःखका बारेमा प्रस्तुत गरेकी छन्। यस जीवन काँडा कि फुल पुस्तकमा भ्रमकको लेख उत्कृष्ट छ। भावना, विचार र दर्शनको यो एक उत्कृष्ट नमुना हो। यसभित्र सारा विकार बढार्ने आँधी छ। अबका दिनमा नेपाली साहित्यका शोधकर्ता तथा समालोचकहरूका लागि मात्र होइन समाजका लागि समेत यो जीवनकथा विशाल क्षेत्र बनेको छ। भ्रमकको आत्मकथाले एक प्रेरणा मिलेको छ। यो पुस्तक सारै सरल र मीठो शैलीमा लेखिएको छ। म सबैलाई यो पुस्तक पढ्न अनुरोध गर्दछु।



निबन्ध

मेरो लक्ष्य

सुरभि पौडेल

कक्षा : ४ 'घ', रोल नं: २३

मेरो नाम सुरभि पौडेल हो। म चेल्सी इन्टरनेसनल एकेडेमीमा कक्षा चारमा पढ्छु। म आफ्नो मान्य गुरु, आमाबुबालाई माया र आदर गर्छु। उहाँहरूले पनि धेरै माया गर्नुहुन्छ। म एक असल र ज्ञानी विद्यार्थी हुँ। मलाई पढ्न, लेख्न नाच्न र गाउन पनि मनपर्छ। मलाई चित्रकला पनि मनपर्छ। मलाई भविष्यमा गएर सामाजिक काम गर्ने रुचि छ। म समाजमा असल र राम्रो उदाहरण योग्य मानिस बन्नेछु। म देशमा भएका नराम्रा कुरालाई हटाउनेछु र नेपाल आमालाई सधैं खुसी र सुखी बनाउनेछु।

सिर्जनात्मक लेखन

नाम: सौरभ शाह

कक्षा : १० 'ख', रोल नं:

कहिल्यै नबिसर्ने रात

दिन सामान्य बितेको थियो। घरमा धेरै जना मान्छेहरू पनि थिए, लगभग ९ जना थिए घरमा। राती हामी सबै खाना खाएर एकछिन रमाइलो गरिरहेका थियौं। मलाई अल्छी लागेर 'सुत्न जान्छु' भन्दै आफ्नो कोठामा गएर सुत्तौं। ओछ्यानमा पल्टेको ३० मिनेट नहुँदै अचानक हाम्रो घरको मुल ढोका बेस्सरी कसैले ढक्ढक्यायो। घरका सबैजना मान्छे अचम्म भए। यति राती को आएको होला भनेर सोच्न थालें। हाम्रो घरको वरिपरि मान्छेहरू दौडेको र कुराकानी गरेको आवाज पनि सुनियो। ढोका ढक्ढक भएको आवाज आइरहेको थियो। हाम्रो



घरमा काम गर्नेले ढोका खोलिदियो। अचानक दस-बाह्र जना जति मान्छे बन्दुक लिएर हाम्रो घरभित्र छिरे। हामी सबैजना डरले थुरथुर भइसकेका थियौं। मेरो आठ वर्षको उमेरले पनि जीवनमा किताब, सिनेमा, आदिमा मात्र बन्दुक देखेको थियो तर त्यो

दिन साँच्चिकै बन्दुक देखेर म एकदमै डराएको थिएँ। हामी सबैजनालाई एकै ठाउँमा भेला हुने आदेश एकजना बन्दुक बोकेको मान्छेले दिए। मेरो बाबालाई एक जना मान्छेले बन्दुक ताक्यो। हामी सबैजना एक-एक गरेर घरबाट बाहिर निस्कियो। तीन-चार जना मान्छेहरू हामीसँग बसिरहेका थिए, तीमध्ये एकजना मान्छेले मेरो बाबामाथि बन्दुक ताकिरहेको थियो। मेरी आमा रोएको आवाज सुनेकाले पनि आँखाबाट मेरो पनि आँशु झरिरहेको थियो। लगभग १ घण्टापछि आठ जना मान्छेले हाम्रो घरबाट थुप्रै सामान गरगहना, कपडा आदि लिएर बाहिर आए। ती सामानहरूमध्ये त्यहाँ टिभी पनि रहेछ। मलाई "टिभी नलैजानु" भनी भन्नु मन थियो तर डरले भन्न सकिनँ। ती मानिसहरूमध्ये नाइकेले मेरो बुबालाई थर्काइ रहेको थियो। तिनीहरूले मलाई अपहरण गरेर लैजान आँटेका थिए। मलाई मेरो हात समातेर तान्न पनि खोजेका थिए। मेरा आमा-बुबा र दिदीले रोईरोई तिनीहरूलाई मलाई छोडिदिन बिन्ती गरे। सबै जना म रोएको देखेर तिनीहरूलाई सायद दया लाग्यो र मलाई छोडिदिए। मेरी आमाले हात जोड्दै तिनीहरूलाई धन्यवाद दिनुभयो। तिनीहरू त्यो लुटेको सामान बोकेर गाउँबाहिर जाने बाटोतिर हिँडे। जाँदाजाँदै तिनीहरूले बन्दुक पनि फायर गरेर गए। बन्दुक पनि फायर गरेको आवाज साह्रै चर्को थियो। आमाले मलाई आफ्नो काखीमा च्यापेर आफैसँग राखी रहनुभयो। हामी सबै घरभित्र गएर ओछ्यानमा पल्टियो तर निद्रा सायद कसैलाई पनि आएन। भोलिपल्ट बल्ल थाहा भयो ती मान्छेहरू आतङ्ककारी पो रहेछन्। यसरी त्यो रातलाई मेरो मन, मुटु र दिमागले कहिल्यै बिसर्न सक्दैन।

‘साइको’

प्रज्ज्वल भट्टराई

कक्षा : १० ‘क’

एल्फेड हिच्ककद्वारा निर्माण गरिएको ‘साइको’ सन् १९६० मा बनाइएको चलचित्र हो । यो चलचित्र २० औं शताब्दीको अङ्ग्रेजी चलचित्रहरूमध्ये उत्कृष्ट चलचित्र मानिएको छ । ‘थ्रिलर’ क्षेत्रको फिल्महरूको सुरुको चलचित्र मानिएको यस चलचित्र १ घण्टा ५७ मिनेटको छ । सुरुमा ‘मिला भरन’ भन्ने पात्रको बारेमा छ । मिला अमेरिकाको क्यालिफोर्नियामा एउटा सानो अफिसमा काम गरिरहेकी हुन्छन् । उनको विवाह भएको थिएन तर उनी एउटा केटालाई मन पराउँथिन् । उनको जीवन राम्रैसँग चलिरहेको थियो । तब एकदिन उनको अफिसमा एक व्यक्ति आयो र आफ्नो हाकिमलाई दिनु भनेर ४०,००० डलर उनलाई



दियो । उनलाई लोभ र तृष्णाले सतायो र उनी त्यो पैसा लिएर त्यस सहरबाट भागेर सहरबाहिर गइन् । रात पथ्यो र उनी ‘बेट्स मोटेल’ नामक एक होटलमा आइपुगिन् । त्यहीँ उनको नोरम्यानसँग भेट हुन्छ । नोरम्यानसँगको कुराकानीका आधारमा त्यो होटल उसको हो र त्यहाँ नोरम्यान र उसकी आमा बस्ने कुरा थाहा पाइन् । खानपिन दिएर र सुत्ने कोठा मिलालाई देखाएर नोरम्यान आफ्नो घर गयो । मिलाबाहेक अरु कोही पनि त्यस होटलमा बसेका थिएनन् । उनी सुत्न लागेकी हुन्छन् तब उनको हत्या हुन्छ । कसले, किन हत्या गर्‍यो त्यो हामीलाई केही थाहा हुँदैन । यो त यस चलचित्रको पहिलो घण्टा मात्र हो । जब मिला र पैसा दुवै हराउँछन्, तब उनकी दिदी र हाकिम उनलाई खोज्न जान्छन् र त्यस होटलमा पुग्छन् । म कथाको धेरैकुरा भन्न चाहन्न किनभने पहिल्यै पुरै कथा थाहा पाएपछि फिल्मको रमाइलो नै हराउँछ । जे भए पनि यो फिल्म एउटा नहेरी नहुने फिल्म हो र म सबैलाई हेर्न सुभाब दिन्छु ।

ऊ

विदुषी प्याकुरेल

कक्षा : १० ‘क’

ऊ सधैं मेरो घर नजिकको पसलको पिँडीमा बसिरहन्थ्यो । मलाई उसको नाम त थाहा थिएन तर यति थाहा थियो कि उसको यस संसारमा आफ्नो भन्ने कोही थिएन । हेर्दा १२/१३ वर्षको देखिने ऊ न त विद्यालय जान्थ्यो न त घर नै । उसको घर पनि थिएन होला सायद । हरेक बिहान जब म विद्यालय गई रहेको हुन्थेँ, म उसलाई त्यो पिँडीमा टोलाएर बसिरहेको देख्दथेँ र फेरि घर फर्कँदा पनि उसलाई त्यहीँ नै



बसिरहेको देख्दथेँ । ऊ न कसैसँग बोल्थ्यो न कहाँ कतै डुल्थ्यो, उसको बारेमा कसैलाई केही थाहा थिएन । उसलाई हेर्दा लाग्थ्यो कि यसले जीवनमा धेरै पीडा सहेको छ । उसको नजरले केही खोजिरहेको जस्तो लाग्दथ्यो । ऊ कसैले पनि दिएको लिँदैनथ्यो । कसैको मद्दत माग्दैनथ्यो । के खाएर बाँच्छ्यो कुनै ? ऊ च्यातिएको लुगा लाउँथ्यो । ऊ सफा पनि थिएन तर उसमा मानौं केही शक्ति थियो जसले हरेक व्यक्तिको ध्यान ऊप्रति केन्द्रित हुन्थ्यो ।

एकदिन विद्यालय जाँदै गर्दा मैले त्यो पिँडी हेर्ने तर ऊ थिएन । त्यहाँ बेलुका देखिन्छ कि भनी सोचेँ तर बेलुका पनि देखिनँ उसलाई । हुनत ऊ न त मेरो साथी थियो न आफन्त नै, तर पनि मलाई ऊ नभएको अति खल्लो लाग्यो । उसको चिन्ता लाग्यो । म मात्रै नभएर मेरो घरछेउका छिमेकीले समेत ऊ नभएको कुरा गरे र चिन्ता पनि देखाए ।

आज त्यो घटना घटेको ५ वर्ष भइसक्यो तर पनि मलाई अबसम्म उसको मलिन अनुहार याद छ । अहिले पनि जब कहिले ऊजस्ता मान्छे देख्छु, मेरो मनमा अनेक प्रश्न आउँछन् ।

ऊ कहाँबाट आएको थियो ?

ऊ कहाँ गयो ?

उसको कथा के थियो ?

ऊ को थियो ?

विचार

सिर्जनात्मक शिक्षामा शिक्षकको भूमिका

शिक्षिका : स्वयंप्रभा घिमिरे

विद्यालय त्यो प्रयोगशाला हो, जहाँ शैक्षिक गतिविधि र अन्य क्रियाकलापको माध्यमबाट विद्यार्थीहरूलाई सीप र ज्ञान दिँदै सिर्जनशील बनाइन्छ । यसका लागि शिक्षकको भूमिका बहुआयामिक रहन्छ । सिर्जनात्मक विधि र प्रकृयाले शिक्षाको सैद्धान्तिक ज्ञान र व्यवहारिकताको प्रयोगलाई उपयोग गर्न सक्ने बनाई विद्यार्थीलाई सिर्जनशील बन्न उत्प्रेरणा जगाउने कार्यमा शिक्षकको भूमिका महत्त्वपूर्ण रहेको पाइन्छ ।

त्यसैले सिर्जना, शिक्षकको ज्ञान, सीप, दक्षता, शक्ति र सफलता समेत हो । सिर्जनात्मक शिक्षाको माध्यमबाट शिक्षकले सामाजिक लक्ष्य प्राप्त हुने गरी विद्यार्थी तयार पार्नुमा नै विद्यालयको समेत सफलता गाँसिएको हुन्छ ।

चुटकिला

दिपर्सन सिंह

कक्षा : ८ 'घ', रोल नं: ४



एउटा गाउँमा कहिल्यै पनि गाडी नचढेको हरि भन्ने मानिस थियो । त्यस मान्छेलाई सबै जना गाउँलेहरूले मिलेर गाडीमा हालेछन् । ड्राइभरले उकालोमा गेयर हानेको देखेछ । पोखरामा पुगे पछि सबैजना गाउँलेहरू खाना खान ओर्लेछन् त्यो हरि ओर्लेनछ । उसले त्यो गेयर उखेलेर ड्राइभर बस्ने सिटमा राखेछ । अनि ड्राइभर गाडी चलाउन आएछ र छक्क पर्दै भनेछ - यो कसले गरेको है ? त्यो हरिले भनेछ, तपाईंले हल्लाउँदा हल्लाउँदा उखेल्न सक्नुभएन, त्यही भएर मैले उखेलिदिएँ ।

मनोवाद

मिल्ने साथीसँग भगडा पर्दा

ओजस्विनी शाह

कक्षा : ९ 'क', रोल नं: १७

स्थान : घरको सुत्ने कोठा

समय : रातीको ९:०० बजे

पात्र : ओजस्विनी

(आफ्नो मिल्ने साथीसँग भगडा परेर, ओजस्विनी भगडाको कारण सम्झी नसुतेर टोलाएर सोचिरहेकी छिन्)

आज मलाई के भएको होला ? मैले नै साथीसँग निहुँ खोजे भैं बोलेकी हुँ । विचरा ! उसले कापी त मागेकी थिई । मै हुँ, आफ्नो क्रोध सीमामा बाँध्न नसक्ने तर मलाई पनि लेख्ने समयमा कापी माग्यो र भन्नु खोसेर लग्यो भने त अति नै रिस उठ्छ । रिसाउनुको साटो बरु सम्झाएको भए आज भगडा त पर्दैन थियो होला । (टाउकोमा हात राख्दै) उसले नि बुझ्नु पर्ने हो ऊ पनि भनकनै रिसाइहाली । त्यो देखेर मलाई नि रिस उठिहाल्यो (हात बजाउँदै) तर यो भगडा सानो कुराका लागि भएको हो । यसको हल निकाल्ने पछि नत्र हाम्रो मित्रतामा दाग लाग्छ ।

(घडी हेर्दै) लौ, सुत्ने समय नि भइसकेको रहेछ । अब जे भयो, भोलि बरु गएर म आफैं कुरा गर्छु र माफी माग्नु परे पनि माग्छु । मिल्ने साथी हो, कुरा त बुझिहाल्छे होला । (जुरुक्क उठेर बत्ती निभाई सुत्छे) ।

कविता

मेरी आमा

प्राशम लम्साल

कक्षा : २ 'घ'

मेरी आमा सारै राम्री
जून भन्दा प्यारी
फकाउँदै पढाउँछिन्
आहा ! कति प्यारी

मेरी आमा सारै राम्री
फुल भन्दा प्यारी
मिटो मिठो खान दिन्छिन्
आहा ! कति प्यारी ।

मेरी आमा सारै राम्री
ममताकी रानी
राम्रो हेरचाह गर्छिन्
आहा ! कति ज्ञानी ।

हाम्रो नेपालमा

अनुप शर्मा

कक्षा : १० 'ग'

ईश्वरले बनाएका सर्वश्रेष्ठ प्राणी
ऊ नै त हो विद्याको खानी
जहिल्यै अरुको उपदेश मानी
मानव नै हो सबै भन्दा ज्ञानी ।
अज्ञको सही उपयोग गरी
अरुको मदत गर्न अघि सरी
जस्तो फरक माने पनि धर्म
एक अर्काको सहयोग गर्ने उसको कर्म ।
मनाई विभिन्न चाड पर्व
गरिरहन्छ आफ्नो संस्कृतिमा गर्व
एक अर्काको ठाउँमा गई खुसी मनाई
जीवन सार्थक बनाउने नै हो मानवको भनाइ ।
गरी बुद्धको अर्तिको पालना
सोच्दछ मानव सबैको कामना
अरुको सुखमा खुशी भई बजाउँछ बाजा
मानव नै हो सामाजिक राजा ।

कविता



प्रकृति

नृपेश शर्मा

कक्षा : १० 'क'

सडकमा जति बत्ती बले पनि
आकाशको जूनलाई नकार्न सकिँदैन
बगैँचामा हजारौं फुल फुले पनि
आफ्ना नयनलाई गुलाबबाट हटाउन सकिँदैन ।

मनमा जति पीडा भए पनि
प्रकृतिको दृश्यले आनन्द तुल्याउँछ
निधारबाट जति पसिना बगे पनि
चिसो बतासले शितलता तुल्याउँछ ।

सोधी हेर माछालाई
सागरको महत्त्व
जति फोहोर भए पनि
बाँच्न सक्दैनन् त्यसबिना एक क्षण पनि ।

कस्तो अचम्म ! यो प्रकृतिको नियम
बुझ्न गाह्रो भयो मलाई
मनमा प्रश्नहरू लिएर
सोध्छु म कसलाई ?

यो प्रकृति हो मेरो जीवनको सहारा
यसबिना म बाँच्न सकिँदैन होला यहाँ
प्रकृतिको संरक्षण गर्नु मेरो कर्तव्य हो
यो त सबै मानिसको दायित्व नै हो ।

प्रकृति आवश्यक छ हाम्रो पछिल्लो पिढीलाई
यसको जथाभावी प्रयोग रोकौं भोलि आफ्ना सन्तानका लागि
यसको जथाभावी प्रयोगले धिक्कारेछन् हाम्रा सन्ततिले
यसको विनाश रोकौं देशको उन्नतिको लागि ।

पानी

इरोश बैद्य

कक्षा : ६ 'क'

पानी नै हो प्राणी को जिन्दगी
कसैलाई चाहिने खाने पानी
कसैलाई चाहिने पिउने पानी
प्रशस्त पानी पिउने राम्रो बानी ।
सफा गर्न पनि पानी चाहिने
रुख बोट बिरुवाबाट पानी पाइने
जति धेरै जोगाउँछौं हामी वन र रुख
त्यति नै धेरै पाइन्छ पानीबाट सुख ।

कविता

पानी

अक्षता प्रधान

कक्षा : ६ 'च'

पानी कति जाती पानी
कस्तो राम्रो तिमी बानी ।
सबको प्यास मेटाउने
अन्नबाली उब्जाउने ।
भेदभाव गर्दैनौ
जातपात भन्दैनौ ।
लेक र बैसी बन्दछौ
भरना भई भर्दछौ ।
पानी हाम्रो जीवन हो
सबको पानी समान हो ।
संरक्षण यसको गरौं है
दूषित यसलाई नपारौं है ।

मेरो गाउँ

आर्शिषा न्यौपाने

कक्षा : ६

सिन्धुपालचोकमा पर्छ त्यो ठाउँ
ठोकरपा हो मेरो गाउँको नाउँ ।
रुख छ पीपलको तुलो
मनपर्छ मलाई त्यो कुलो ।
माछा मारी खाने
कतै घुम्न जाने ।
भन्थिन् मेरी दिदी
खिर खाने ?
तल हेरे चिन्डे त
माथि गोगने,
ठोकरपाको कुरै बेग्लै
मने रमाउने ।
कैले खेल्यो बारीमा
कैले गोगनेमा ।
ठाउँ छ धेरै घुम्न तर
रमाइलो हिमाल हेर्दमा ।

आमा

दक्षिता रायमाझी

कक्षा : ४ 'ड'

आमाको गाली माया हुन्छ
आमाको माया प्यारो
जन्म दिने आमा तिमी
माया दिने तिमी ।
आमा तिमी जन्मले
संसार देख्न पाएँ
आमा मेरो पाठशाला
आमा मेरो धर्ती ।



सन्जिता थापा

कक्षा : १० 'ख', रोल नं : १०

एकादेशमा कराई र प्रेसरकुकर एकदमै मिल्ने साथी हुन्छन् । एक दिन उनीहरूको
झगडा हुन्छ ।

प्रेसरकुकर : कराई, तिमी त कस्तो काली छौ है ।

कराई : म काली भए पनि के भयो र ! तिमीले मलाई खाली सिट्टी बजाइ
रहन्छौ ।

जानकारी

आशीर्वाद गौतम

कक्षा : १० 'ग', रोल नं : ५

सत्य तथ्यहरू :

१. विश्वको सबैभन्दा अग्लो सतहमा पर्ने ताल बोलिभिया देशमा पर्छ ।
२. आइसल्याण्ड एक मात्र देश हो जसमा सैनिकहरू पाइँदैनन् ।
३. विश्वमा सबै भन्दा बढी समुन्द्री डाँकु भएको देश सोमालिया हो ।
४. विश्वको सबैभन्दा ठुलो क्यासिनो अमेरिकाको लास भेगासमा पाइन्छ ।
५. आजको दिनसम्मका सबैभन्दा बढी दिमाग प्रयोग गरेका व्यक्ति आइन्स्टाइनलाई मानिन्छ ।
६. विश्वको सबैभन्दा अद्भुत युरोपको 'ब्लाक सी' हो जसमा हामी मानिसहरू सजिलै तैरिन सक्छौं ।
७. युरोप दोस्रो सानो महादेश भए पनि यहाँ विश्वको नै सबैभन्दा बढी समूह किनार छ ।
८. हामी मानिसहरूले एक रातको निद्रामा लगभग ४०० वटा सपनाहरू देख्छौं, जुन कि त आजको दिनमा
सम्भ्रएका कुराहरू हुन्छन् अथवा भोलि अर्थात् आउने दिनहरूमा भोगिने कुराहरू हुन्छन् ।
९. हामी मानिसले भोलि हुने कुराको सपनामा देखेको भल्कोलाई सम्झन सक्दैनौं ।
१०. हामीले हाँक्यौं गर्दा आँखा खोल्न सक्दैनौं र यदि आँखा बन्द भएन भने हाम्रो आँखा भर्नसक्छ ।



अनौठा सत्य कुरा

अन्नी देवकोटा

कक्षा : १० 'क', रोल नं : ५

- साङ्गलाको टाउको काटियो भने पनि
त्यस साङ्गला ९ दिनसम्म बाँच्छ ।
- एक बच्चालाई जन्म दिँदा आमालाई ७
वटा हड्डी भाँचिएको बराबर दुःख हुन्छ ।
- छेपारोको पुच्छर काट्यो भने पनि पुच्छर
आउँदछ ।
- एउटा केरा खानाले भात खाएको बराबर
क्यालोरी दिन्छ ।
- मैन्टोस चकलेट र कोक सँगै खायो भने
मान्छेको शरीरलाई अचानक हानि गर्न
सक्छ ।
- संसारमा यस्ता पनि व्यक्ति छन् जसको
१ शरीर र दुई टाउको छन् ।
- कुनै कुकुर यति साना हुन्छन् कि
तिनलाई पकेटमा हालेर हिँड्न मिल्छ ।
- व्यक्तिले एक चोटि
हाँस्यु गर्दा उसको
दिमागका धेरै
कोषको नाश
हुन्छ ।
- मानिस धेरै
हाँसाले उसको
शरीरको कोष
बढ्छ ।



चुदकिला

सुयोग बस्नेत

कक्षा : ३ 'छ', रोल नं : २०

एकादेशमा ३ जना केटा थिए । अनि एउटाले
भनेछ -हाम्रो गाउँमा यति जाडो छ कि दुईवटा सिरक
ओढ्नुपर्छ ।

अनि अर्कोले भनेछ- हाम्रो गाउँमा यति जाडो छ
कि भैसीले दुधको सट्टा दही दिन्छ ?

स्वीकृति तिमिलिना

कक्षा : ४, 'घ'

बाबु अफिस जान हतार गर्दै जुता लगाउन आफ्नो
मोजा खोज्दै थिए । त्यत्तिकैमा उसको छोराले सोध्यो-
छोरा : बुबा ताजमहल कहाँ छ ?

बुबा : मलाई अहिले अफिस जान हतार छ छोरा ।
घरको सबै कुरा तेरी आमालाई थाहा छ, उसैले कतै
लुकाए राखेकी होला ।

प्रनिल सुन्दर श्रेष्ठ

कक्षा : ३ 'क'

एउटा गाउँमा एकजना मानिस घुम्न आएछ । उसले
बाटो बिराएछ । हिँड्दा हिँड्दै उसले अर्को बटुवालाई
भेटेछ । उसले सोधेछ, दाइ ! यो बाटो कहाँ जान्छ ?
बटुवा : खोइ, दिनभरि त यहीँ हुन्छ । रात परेपछि
कता जान्छ, थाहा छैन ।



चुडकिला

लिन्जल चिपालु

कक्षा : ९ 'ग'

लामो कलम

(एक जना भकभकाएर बोल्ने मान्छे पसल गएछ ।)
मान्छे : दाइ ! ककककककलम छ ?
साउजी : कलम त छ तर त्यति लामो चाहिँ छैन ।

मिस कल

एक जना कन्जुस बुढीको घरमा आगलागी भएछ ।
बुढी : ए, बुढा ! घरमा आगो लागी राखेको छ, छिटो
दमकल बोलाई फोन गर न !
बुढा : मैले दमकललाई मिस कल दिइसकेँ, अब
एकैछिनमा तिनीहरूले फोन गर्छन् होला ।

कागती र केरा

(कागती र केराको बिच कुरा भइराखेको हुन्छ ।)
केरा : तिमीलाई मान्छेहरूले काटेर निचोर्दा दुख्दैन ?
कागती : (रिसाउँदै) तिमीलाई चाहिँ मान्छेहरूले नाङ्गै
पार्दा लाज लाग्दैन ?

विभूषण राई

कक्षा : ४ 'च'

नर्सरी

एकदिन सानी नानी आफ्ना बुबासँग नर्सरीतिर जान्छे ।
उसको बुबाले उनलाई नर्सरीको बारेमा बताउँछन् ।
बाबा : छोरी, त्यो नर्सरी हो । तिमी घुम्न जान्छौ ?
छोरी : (अचम्म मान्दै) यो नर्सरी हो भने एल.के.जी. र
यु.के.जी. चाहिँ कहाँ छ बाबा ?

अनमोल रानाभाट

कक्षा : ३ 'छ', रोल नं: २

बेस्टफ्रेंड

कुनामा बसेर छोरा रोइरहेको देखेर बाउले नजिकै गएर
सोधेछन्, बाबु : किन रोएको ? के भयो मेरो छोरोलाई ?
छोरो : (धुक्छाउँदै) नाई भन्दैन !
बाबु : (फकाउँदै) अस्ति हामी बाबु र छोरा बेस्टफ्रेंड
बनेको होइन ? बेस्टफ्रेंडलाई भन्न के भो र ? भन न ।
छोरा : हेर्न यार, तेरी स्वास्नीलाई आइसक्रिम किन्दिनु
न भनेको त दुई चड्कन पो हानी यार !

कविता

‘आमा’

प्रेम्ना अर्याल

कक्षा : १० 'ग'



नौ महिना गर्भमा राखी जन्माथौ तिमीले,
अनेक दुःखःकष्ट सहेर हुर्काथौ तिमीले ।
सुखको बेलामा साथ दियो तिमीले,
दुःखको बेलामा हात दियो तिमीले ।
कसरी व्यक्त गरूँ मेरो भावना
कोही पनि नआओस् हाम्रो यो अटुट सम्बन्धमा ।
तिमी नै हो मेरो प्रेरणा, मेरो जीवनदाता,
धन्य छु म तिमीले मेरो जीवनमा जेजे गरेकोमा
तिम्रो अर्ती र मान्यतालाई पालना गर्छु हरबखत,
जुनीजुनी रहोस् तिम्रो र मेरो साथ ।
मुस्कान रहिरहोस् तिम्रो त्यो हैसिलो मुहारमा ।
तिम्रो मुटुमा रहिरहोस् म प्रतिको माया ।

भाइ

नाम: सरबी महत

कक्षा : २ 'घ', रोल नं:

मेरो सानो भाइ
फेरि रुन थालेछ ।
जान्ने स्कुल भन्दै
सानो भोला फालेछ ॥
दौडेर गएँ म
हेर्न मेरो भाइलाई ।
भाइ रोएको देखी
माया लाग्यो मलाई ॥
सम्झाउँदै भनैँ मैले
जाऊ भाइ स्कुल ।
सानो कोपिला तिमी
बनुपर्छ सुन्दर फुल ॥

प्यारो चेल्सी

नाम: सरबी महत

कक्षा : २ 'घ'

मेरो स्कुल चेल्सी
मलाई अति प्यारो,
बहिनीलाई भने
जान कति गारो ।
पढ्न, लेख्न, खेल्न
मलाई मन पर्छ,
छुट्टी भए पनि
जान मन लाग्छ ।
राम्रोसँग पढेर
ठुलो मान्छे बन्छु,
बहिनीलाई हेरी
स्कुल जाऊ भन्छु ।

गरिब जनताको धनी नेता

वेदान्त लोहनी

कक्षा : ९ 'क'

सबैतिर छ रमभ्रम, भन्छन् गयो अकाल
आयो चुनाव, के अब बन्छ नयाँ नेपाल?
नेताहरू सबैतिर गाडीमा जान्छन् साइरन बजाई बजाई
अनि जनतालाई उल्लु बनाई भन्छन् भोट चाहिँ मलाई ।
बाटोमा हेर जताततै सबैले दुःख पा' छन्
संसदमा भने मन्त्रीले टेबुल मुनि घुस खा' छन् ।
संसदमा हुने बैठकलाई सधैं काटीकाटी
जान्छन् ती घुस्याहा नेताहरू गर्न रमाइलो पार्टी ।
कुसी छ अगाडि, जनता छन् पछाडि
गरिब सुत्छन् बाटोमा भने नेता चढ्छन् गाडी ।
भन्छन् सबलाई हटाउँछु म गरिबी
तर सोचेर हेर्दा भने गरिबलाई हटाउने छ प्रविधि ।
अब यो समयमा छन् सबै नेता धनी
तर हाम्रो देशको राज्यकोषमा के छ तनि?
सबैतिर त छ नि रमभ्रम र बन्यो नयाँ नेपाल
नयाँ त नयाँ तर, कहाँ छ त नयाँ नेपाल !

साथी

प्रकृत ढकाल

कक्षा : १० 'क'



हृदयको सबै भन्दा माथि
बसिरहेको हुन्छ हाम्रो प्यारो साथी
बाँकी सबै कुरा पछि छाडी
हाम्रो निम्ति मरिमेट्ने र प्राण दाउमा राख्ने साथी
दुःखमा हात र सुखमा साथ
आफूप्रति आफ्नै विश्वास उडे पनि,
थमाउने हुन्छ उसको काँध ।
जति सुनाए पनि व्याख्या गरे पनि सकिँदैन उसको गाथा
साथीको निम्ति मरिमेट्ने, गरिँदैन ऐया, आत्मा !
अरु सबैभन्दा माथि
हुन्छ हाम्रो प्यारो साथी

चेल्सी इन्टरनेसनल एकेडेमी
नयाँ बानेश्वर, काठमाडौं
नेपाल ।

आदरणीय भगवान् बुद्ध !

मलाई बच्चेदेखि तपाईंको शान्तिपूर्ण र स्वच्छ व्यक्तित्वले आकर्षित गर्दै आएको छ । जब म गुम्बाहरूमा जान्छु तब ती 'ॐ' माने पदमे हुँ जस्ता मन्त्रहरू सुन्दा तपाईंको उपदेशहरूको याद आउँछ जसले मलाई धेरै नै प्रभावित पारेको छ । तपाईंले गरेको परिश्रम, त्याग र महान् कामहरू सुन्दा हृदयलाई नै आनन्द मिलेको अनुभूति हुन्छ । यसरी नै तपाईंको व्यक्तित्वले मेरो भित्री मन जित्न सफल भएको छ । आज म तपाईंलाई तपाईंले छाडेको विश्वको स्थितिका बारेमा केही लेख्ने चेष्टा गरिरहेकी छु । आशा छ, मेरो अन्तरआत्माबाट निस्केको यो आवाज यहाँ समक्ष पुगेछ ।

धेरै वर्ष अगाडि नेपाल भन्ने सुन्दर देशको लुम्बिनी अञ्चलमा पर्ने कपिलवस्तु नामक राज्यमा रानी मायादेवीको कोखबाट एक सुन्दर बालकको जन्म भयो । त्यो सुन्दर बालक तपाईं नै हुनुहुन्थ्यो । राजकुमारको आनन्दमय जीवन बाँचिरहेको बेला जीवन र जीवनमा पाइने कष्टबारे अनेकौँ प्रश्नले तपाईंलाई घेरि थाल्यो । आफ्नो सन्तान, परिवार र राजगद्दीकै त्याग गरी तपाईंले जङ्गलमा कयौँ दिन एक रुखमुनि ध्यान गरी विश्वलाई जीवन र जीवनमा पाइने दुःख वा कष्टका बारेमा उत्तर दिनु भएको थियो । तपाईंले तपस्या गरी आफैँमा उज्यालो प्राप्त गर्नु भएको थियो । त्यसपछि तपाईंलाई एसियाको तारा मान्न थालियो, जहाँ तपाईंले पुरा विश्वलाई नै शान्तिको सन्देश दिनुभएको थियो । तपाईंलाई भगवान्को रूपमा पुज्नु थालियो ।

अहिले तपाईंले यो संसार छोडेर गएपछि तपाईंलाई एसियामा भगवान्को रूपमा पुज्छन् । बुद्ध धर्म मान्ने लाखौँ मानिसहरूले शान्तिको सन्देशलाई पुजिरहेका छन् । तपाईंले यो विश्वमा शान्तिको प्रकाश छरेर जानुभयो । तर अहिले त्यो उज्यालोपनलाई अशान्ति, हिंसा र नराम्रा कामहरूको कालो बादलले अँध्यारोमा परिवर्तन गरिदिएको छ । विश्वमा चोरी, हिंसा, हत्या, बलात्कार, मारपिट आदि जस्ता अनैतिक कामहरू भइरहेका छन् । तपाईं जन्मेको माटो नेपालमा पनि अशान्तिको कालो बादलले शान्तिको उज्यालोमाथि राज गरेको छ । माओवादी द्वन्द्वका कारण केही समयअघि हाम्रो देशमा पनि ठुलो भाँडभैँलो मच्चेको थियो । नत बाटोमा मानिसहरूको चहलपहल देखिन्थ्यो नत विद्यालय जाने गाडीको चहलपहल । देशमा रगत रगतको नदी बगिरहेको थियो । कयौँले आफ्ना आमाबुवा, छोराछोरी, दाजुभाइ दिदीबहिनी, लोभेस्वास्नी गुमाएका थिए । हरेक दिन चोरी, डकैती, लुटपाट, बलात्कार हत्याका सामाचार सुनु परेको हुन्थ्यो । घरबाट बाहिर निस्कन पनि फर्केर आउने, नआउने डर हुन्थ्यो । विश्वमै शान्ति फैलाउने बुद्धको जन्म भएको माटोमा यस्तो द्वन्द्व कसरी सम्भव भयो ? यसैले पुष्टि गर्छु, हामीमा अब त्यो शान्तिका सन्देशहरूको मान्यता हराइसकेको छ भनेर । यसरी एउटा मानवले अर्को मानवलाई कसरी दुःख दिन सकेको होला ? नेपालमा मात्र नभएर विश्वमा नै अहिले फेरि पनि युद्ध हुन थालेको छ । तपाईंले पनि अहिले विश्वको हालत देखी नै राख्नु भएको छ होला । यो देखेर तपाईंलाई पक्कै पनि धेरै दुःख लागेको होला ।

कुरा युद्धको मात्र होइन, सांस्कृतिक अतिक्रमण र आध्यात्मिक हिंसाको पनि हो । तपाईंको जन्मस्थल लुम्बिनीमा अशोक स्तम्भले पनि यही पुष्टि गर्दछ । यसरी तपाईं नेपाली भएको पनि पुष्टि हुन्छ । त्यसैले नेपालका लागि तपाईं नै हाम्रो पहिचान हो । हामीलाई गौतम बुद्ध जन्मेका देशका बासिन्दाहरू भनी विश्वमा चिनिन्छ । तर हाम्रो छिमेकी देश भारतले भने बुद्ध नेपालमा नभई भारतमा जन्मेको भनी साबित गर्न खोजिरहेको छ । यही क्रममा उनीहरूले लुम्बिनी जस्तै हुबहु लुम्बिनी भारतमा बनाइसकेका छन् । भारतका धार्मिक पुस्तकहरूमा पनि यही पुष्टि गरिएको पाइन्छ । भारतमा विद्यालयहरूमा पढाउने पुस्तकहरूमा समेत भारतलाई नै बुद्धको जन्मस्थान भनिएको छ । अझ भारतले टिभीमा समेत बुद्ध भारतमा जन्मेको भनेर भुटा-भुटा सिरियलहरू देखाएको छ । भारत नेपालभन्दा राजनीतिक दृष्टिले शक्तिशाली भएकै कारण नेपालले अहिलेसम्म केही गर्न सफल भएको छैन । तर यस्तो गरेर भारतले गर्न खोजेको चाँहि के होला ? विद्यार्थीहरूलाई भुटा शिक्षा दिनका साथ-साथै विश्वलाई नै बुद्धको जन्मस्थान भारत नै हो भनी साबित गर्ने प्रयास गरिरहेका छन् उनीहरू । नेपालका नेताहरूले यो रोक्नुपर्ने हो, तर आफैँ नै भ्रष्टाचार र घुसको बाटोमा गएपछि यस आध्यात्मिक हिंसालाई कसले रोक्ला ? यी नेताहरूलाई केही सद्बुद्धि दिनुहोस् भनी म भित्रदेखि आग्रह गर्दछु । यसरी एउटा छिमेकी देशले नै सांस्कृतिक दृष्टिले हामीप्रति आक्रमण गरिरहेको छ । तपाईंको पहिचान बजारमा सुन चाँदी बिकेभैँ विश्वमा बिकिरहेको छ । पहिचान त तपाईंको नेपाली नै थियो, हो र हुनेछ । भारतले साँचो कुरालाई जति बदल्न प्रयत्न गरे पनि सत्य त सदैव सत्य नै रहनेछ । तर यही कुराले गर्दा आएको यी दुई छिमेकी देशहरू बीचको द्वन्द्वलाई म देख्न सकिदैन । आखिर यो विश्वका सबै मानिसहरूलाई तपाईंले उत्तिकै माया गर्नुहुन्छ ।

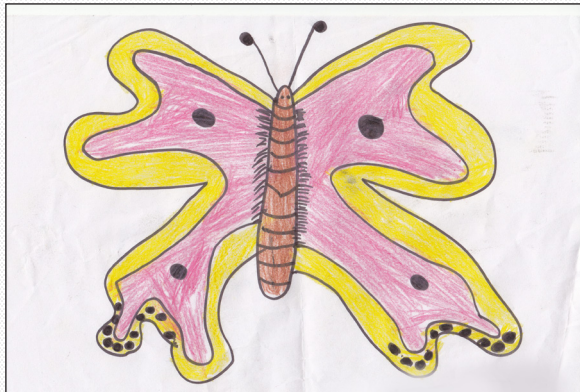
तपाईं यो विश्वलाई छोडेर गएपछि विश्वमा धेरै परिवर्तन भएको छ । बुद्ध हरेक मानिसको शुद्ध मनमा हुनुहुन्छ तर यति बेला मानिसको त्यो शुद्ध मनलाई अशान्ति, असत्यता, हिंसा, लोभ, घमण्ड जस्ता कुराहरूले अशुद्ध बनाइदिएको छ । यस संसारको स्थितिको सुधारका लागि एक पटक फेरि मानवकै रूपमा जन्मेर भए पनि यस संसारमा छाएको अशान्ति र हिंसाको ठुलो कालो बादललाई हटाई फेरि शान्ति फैलाउन आग्रह गर्दछु । विश्वमा अहिंसाको सन्देश ल्याउन तपाईंले धेरै त्याग गर्नु भएको थियो । अहिले तपाईंको यही त्याग माथि ठूलो प्रश्न चिन्ह लागेको छ । यही प्रश्न चिन्ह हटाउन विश्वलाई अहिंसाको बाटो फेरि पनि देखाउन तपाईंले केही न केही गर्नुहुन्छ भन्ने मलाई आशा अबै पनि छ र विश्वास तथा भरोसा पनि छ । अन्तमा यहाँका राजनैतिक नेता लगायत सम्पूर्ण व्यक्तिहरूमा सद्बुद्धि, विवेक एवम् सद्विचार दिनुहोस् । यो धर्तीलाई पुनः एकपटक बुद्धमय बनाइदिनुहोस् भनेर मेरा केही शब्दहरू यही पुरा गर्दछु ।

आज्ञाकारी शिष्य,

नीया मानन्धर

कक्षा-९, चेल्सी इन्टरनेसनल एकेडेमी

Students' Art Works



Krishna Adhikari, 4 'E'



Shounak Pokharel, 4 'A'



Reshika Adhikari, 3 'E'



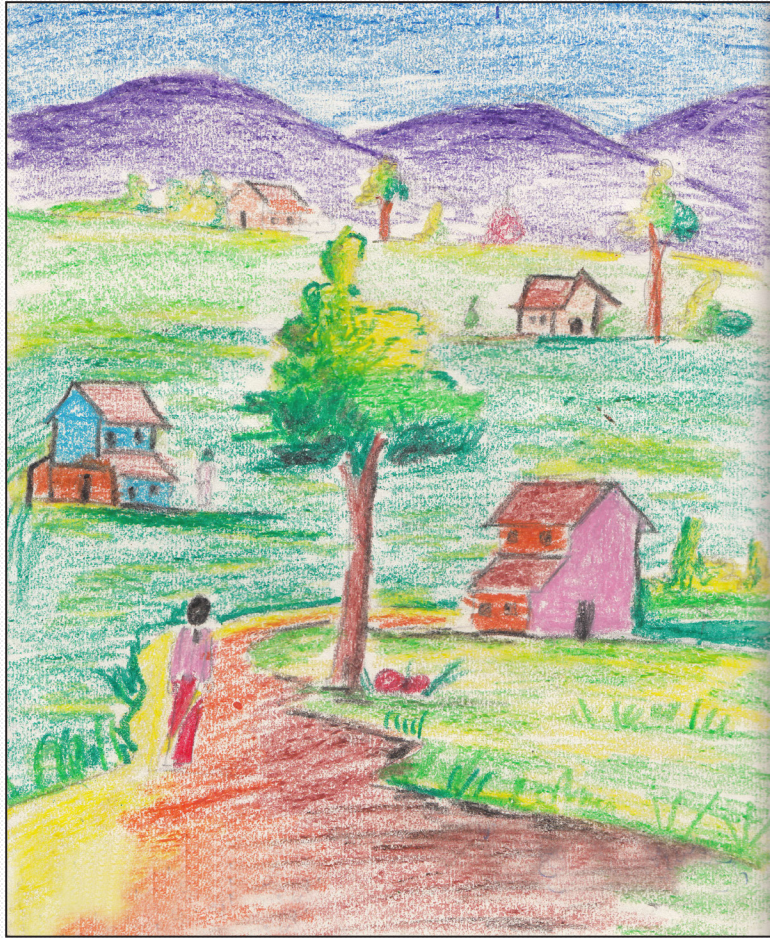
Riya Pokharel, 3 'D'



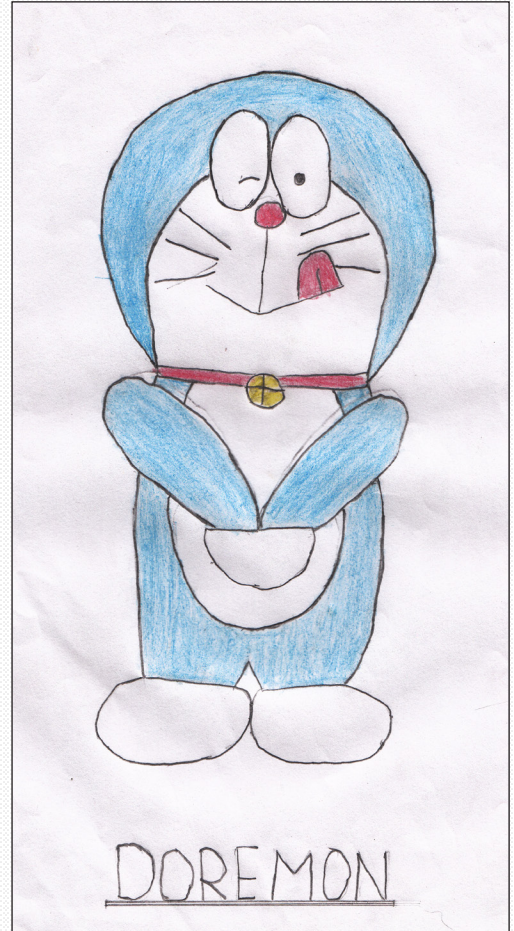
Subani Singh Karki, 4 'A'



Sayuri, 3 'A'



Subani Singh Karki, 4 'A'



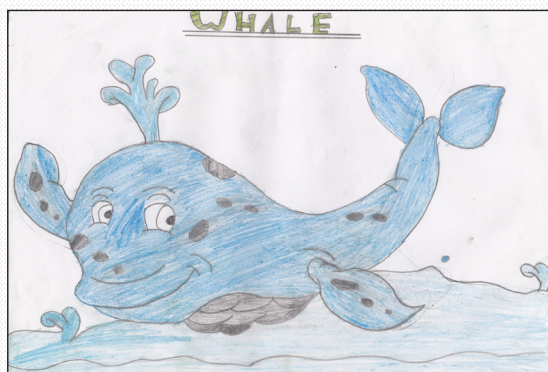
Priyash Shrestha, 3 'E'



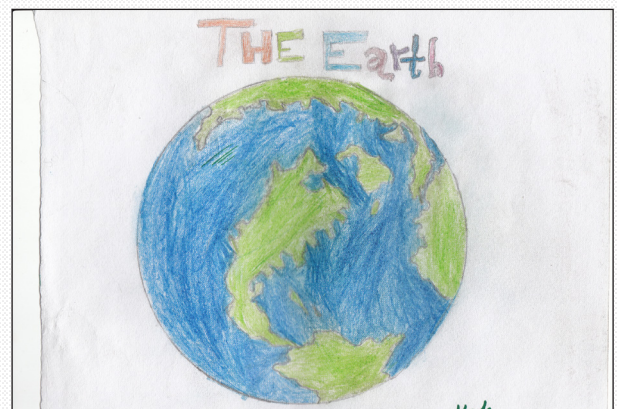
Manash Lamichhane, 4 'C'



Sandesh Gautam, 4 'F'



Rayana Shah, 3 'D'



Swayam Subedi, 4 'A'



Pure Shades of Color