

Chelsea Wavelength

November 2013 - March 2014

Year 3, Issue 4



Creativity Abound



Sudhir K. Jha

Greetings to all parents and students. With the every batch of students both from the school and the college comes up in flying colors, it gives me immense satisfaction & pleasure that the students of Chelsea have already made an impact not only in the field of academics but also in co-curricular, cultural as well as sports activities.

I am also very much proud of the entire team, students, teaching, administrative members and of course

From the Principal/Founder Director

our alumnae for making Chelsea as one of the best Institution of the country which is going to venture in the **"Tenth Year of Excellence"** with its many success stories. Saying this, even though the school is approaching in its tenth year of excellence, we all as a team are with the same vigor and energy as it was in the infancy stage. We feel we have chartered an independent course since the session 2005 A.D. and earned a reputation and credibility that takes decades for any institutions to establish. We, the management, the teaching faculty, the administrative staff and the students, who form a complete team, have to form the traditions and culture of the school. I am sure that the future students will not only live up to these traditions of the school but also excel in every field to make this school "The only Center of Excellence".

Our main objective is to help all the students develop the necessary skills and realize their potential to excel. As the Principal of the School, I congratulate the faculty and staff for the standards the school has already

achieved in its march from inception to what it is today.

Once again the Pre-Primary to A-Level Students are all packed full of energy, fun and students are exemplifying the Chelsea's "Sports Meet 2070" core value of excellence. Not only did students excel in their efforts, they also excelled in their attitude and attendance. During all the pre-heats for final selection the points have been often nail-bitingly close and the students rose to the challenge to try and sway the numbers by participating in as many events as possible to be a part of this final event.

As the year draws to a close, it is a time to reflect on the past year and plan for the new. May this New Year 2014 be the forerunner of joy and prosperity. As the holy occasion of Christmas ends with leaving here the atmosphere filled with the spirit of merriment and love, here's hoping this New Year brings your way, bright sparkles of contentment, that stay with you through the days ahead.

Best Wishes and Prosperous New year 2014.

From the Editor

Another year has come to an end—time really does fly. Looking back at everything that we accomplished in 2013, it can undoubtedly be said that it was yet another memorable year in the life of Chelsea International Academy. We welcomed a new batch of students, and they have already become part of the Chelsea family. We have also bid farewell to our seniors and wish them all the very best for their continuing journey.

The students of both the school and college sections participated in numerous competitions and programs, glimpses of which can be seen on the pages of this magazine. The achievements of our seniors, juniors, teachers, and faculty members make us proud to call ourselves the students of Chelsea. One thing that remains constant is the level of enthusiasm and dedication with which each and every person related to this institution approaches any task, small or large.

The editorial team of Chelsea Wavelength is happy to welcome its new members. Hopefully, they will gain valuable experience that will help them in the future—and this is no less important—have lots of fun doing what they do. As the chief editors of this magazine, we thank everybody whose efforts and contributions have made its publication possible.

2013 was, indeed, a good year. Let's hope that 2014 will bring along even more surprises, optimism, and inspiration. We want to wish everyone a merry Christmas, a happy Loshar, and a very happy New Year!

Angela Sharma – A2 Level, **Elena Pradhan** – A2 Level

Editorial Team

Chief Patron: Mr. Sudhir Kumar Jha

Chief Editors: Elena Pradhan, Angela Sharma

College Section: Arun Timilsina, Ashish Guragain, Binod Bhandari, Gopal Chitaur, Ishu Upreti, Nanu Shrestha, Pawan Pathak, Rubina Pradhan, Samprada Chapagain, Sandesh Chapagain, Sushant Karki, Zenith Bhurtel, Diwas Paudel, Ruchit Shrestha, Sanskriti Timseena, Bidhya Bista, Ashutosh Mani Tripathi, Sambhavi Singh, Suraj Bhatta, Srijan Baral.

School Section: Anup Gelal, Ashutosh Bhatta, Awaran Nepal, Bedhant Lohani, Isha Mandal, Kshitiz Ghimire, Mani Pratap Singh, Monila Shrestha, Ojashwini Shah, Priyesh Lohani, Rishi Jha, Samun Singh Bista, Suman Lamichhane, Yashaswi Sahi, Zeeshan Khan

Faculty: Mrs. Bhawani Khadka, Mrs. Manju Sigdel, Mrs. Veena Chaurasia, Mr. Prakash Poudel, Mrs. Smita Poudel

Advisors:

Mr. Pranai Moktan
Mr. Rajesh Adhikari
Mr. Jeetu Gurung

Front Cover Photograph:

This photo was awarded for "The most creative shot in 'My Snapshot Photograph Exhibition cum Contest 2013'".
Participant's Name: Zainab Arshi - LKG 'A'
Parents Name: Dr. Firoz A. Siddiqui and Zoya Siddiqui

Back Cover Photograph:

Gopal Chitaur, A2 Level

Layout Design:

Abritti Media with Gopal Chitaur

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

Inter School Design Competition – 2070

"The Inter-School Greeting Card design competition" was organized by Edu-com and hosted by Chelsea International Academy. The competition was held in Chelsea International Academy on 11th Ashoj, 2070. Sixteen schools of the valley participated in the program. The program was mainly focused for students to enhance their computer skills. Ms-Paint was used by the students to design greeting card on the topic "Dashain and Tihar".

Mr. Sudhir Kumar Jha, Principal /Founder Director of Chelsea Int'l Academy was the Guest of honour.

Principals, teachers and parents from various schools attended the program. The winner of the competition was Gillete Int'l Boarding H. S. School. Mr. Himal Shrestha, the Microsoft World Champion was also honoured by Edu-com for his wonderful achievement.

The main architect of the competition was the Computer Department of Chelsea Int'l Academy. The Computer Department worked very hard for success of the program under the leadership of Mr. Sanjiv K. Mishra, H.O.D.

2nd British Council A-Level Meet 2013 (December 10 - 14)



The British Council had organized "2nd British Council A-Level College Meet 2013" from December 10th-14th. Chelsea students participated in Futsal, Chess and Track and Field Events.

In Futsal, Chelsea lifted the trophy by defeating Graded English Medium School (GEMS), ACE Institute of Management, Buddhanilkantha School and Little Angels in the finals.

The players of the Futsal Team were:

1. Nabin B. K. – A2 Level
2. Bibek Maharjan – A2 Level
3. Zenith Bhurtel – A2 Level
4. Dhiren Malla – A2 Level
5. Rohan Parajuli – A2 Level

6. Birat Shrestha – A2 Level
7. Milan Regmi – AS level
8. Swornim Rasaily – AS Level
9. Prabesh Karki – AS Level

Coach: Mr. Rajan Neupane
Manager: Mr. Roshan Rai

In Chess, Mr. Arun Timilsina secured the Bronze Medal.

In Track and Field Events, Milan Regmi secured the first position in long jump. In the 400m race, Bibek Maharjan secured the third position and in 4x100m relay, Bibek Maharjan, Milan Regmi, Zenith Bhurtel and Swornim Rasaily secured the Second Position.

Hostel EXPO-2013

Senior Boys Hostel planned a special event just before a month long vacation of AS level begun and the A2 students appeared their board examination. In this event named 'HOSTEL EXPO-2013', every room in the hostel was decorated to present their unique theme. Some were decorated to provide knowledge, like 'Inspirational room' and 'IT room' whereas some were there simply for enjoyment, like 'The Haunted Room'.

Starting from the main gate of the hostel, one could see the hardship and united effort of hostel members to make the event successful. Just in front of the main door a big title, 'HOSTEL-BOYS', stood written using colored pebbles. One could see the unity of the hostel members simply by looking at the big group photo hanging at the main door. One could know that some of the members have extra-ordinary talents by going through the list of achievements painted on a chart paper and hanged along with the group photo.

Stair walls were full with past memories. Photographs snapped during Birthday parties, Hostel-camping, Holi and many other events that reflected togetherness were pasted all over the walls. Moreover, wall photo captions were chosen to make the photos seem funny and interesting. Hardly any visitors did not smile looking at those photographs. These photographs did reflect the actual pleasure of hostel life.

No efforts of hostel members to make this event a grand hit went in vain. The credit to this success goes to our Head parent, Mr. Jeetu Gurung who supported his children in every step of this event management. It would almost be impossible to conduct this event without his companionship and support. United effort of hostel members actually made the visitors cheerful and the hostel proud.

An interview with Mr. C.B. Chhetri

✦ Ruchit Shrestha, AS Level



I have worked as the head of the music department in Radio Nepal for around 9 years, before some 20 years. Today, I work for Chelsea and Lincoln school.

How long have you been in the institution now?

Well, in Chelsea International, I happen to be a member from its very beginnings. And, in Lincoln school, I have taught music, for almost 27 years now.

So, a 27 year long teaching career, how would you describe this period of your life?

Well, it has been absolutely delightful, all these years. I feel extremely happy spending my time with the kids. And, especially when they play beautifully, there is a different feeling inside me. I feel so satisfied. Actually, no words can explain the feel inside you when you find you find your student performing so wonderfully, at such small ages.

You have come up with some brilliant students till today. How do you inspire them in music?

I have gone through a lot of hardships and obstacles in my quest of knowledge and I definitely don't want that to happen to my students. So, I teach them what is beneficial, skipping the non-beneficial parts. Moreover, you need to understand the child's psychology when you are teaching.

Mr. C.B. Chhetri, a self-taught musician, has been involved in Chelsea International Academy for more than 8 years, is also the head of the musical department in the school level. He has, so far been able to produce real talents in music. He continues to serve as a guide and an idol of musical arts in the institution today.

When was your first involvement in music?

I began my musical life when I was a boy, probably of 13. It was a Harmonica, and it still, today, stands out as one of my favourite musical instrument. A professional was teaching my brother how to play the instrument, so I tried to simulate how he played. That is how I started playing. The teacher never taught me though.

Who, in your life, enshrouded with music, do you think is the most influential tutor?

I never took any formal classes of music in my entire life. I never had an instructor or a teacher. I didn't have the luxury of being taught. I watched my brother play, and tried to imitate him. Today, I stand as a self-taught musician.

Was there any particular celebrity or a person in your life who inspired or motivated your musical drive?

I, actually, got into music because of a local musician. I don't remember the name although. He played Guitar and Mandolin, which really established the base of my interest in music. He played in local ceremonies in the community.

When was the first time you ever played in a live show?

Well, it is quite a story, the first time I played in a programme. There was a member absent in my brother's group once. This created a huge crisis before the performance. My brother had seen me imitating him with the instruments, so, he suggested the teacher that I could fill in. So, there I was on the stage and noting that I had had no trainings at all, the teacher was flabbergasted with my performance.

In the musical scenario what differences do you note now from back in your times?

Well, back in those days, people could hardly afford the musical instruments, and also these instruments weren't easily available. But, despite this availability, I somehow end up thinking that the music those days was a class apart from what is being composed today.

So, how has your professional career been till today?

A visit to Lalboji, Kailali

✦ Aditya Khadka, 7 'C'

Here in Kathmandu, we mostly find nuclear families. Most people prefer living in nuclear families because demands can be fulfilled easily in small families. We can also find some joint families in Kathmandu where there might be eight to 15 members.

But, during my trip to far-western Nepal, I discovered something really strange. There is a village called Lalboji in Kailali district where families are made up of at least 20 members. People in the village have always lived in such large families. But the thing that amazed me most

was the family of 58-year-old Rangeelal Dogura Chaudhary. His family had 68 members, and he was the barghar (leader) of that family.

It was a very hot day. The moment I went into the house, I was taken aback. It did not even look like a house, but a big community. There was a crowd of people inside the house. I never thought I would see something like that. I spent my whole day roaming around and thought of doing a small research the next day.

In the morning, I went for a walk. After returning, I got myself a pen and a note book, and went to the kitchen

first. I found that they use very large utensils there. I needed to put in a lot of effort to lift a panyu. I was more shocked to learn that only two women cooked for their big family. I saw rice being cooked in a large bucket. The women said around 80 kg of rice was required daily to cook rice on a daily basis. I couldn't help asking about the other cooking materials as well. They said they needed around two kg of chilies, two kg of salt, two litres of oil and 20 to 25 kg of potato. They also had many animals at their home. There were 35 buffaloes, more than 120 goats and sheep, and a



few ox and hogs.

It is hard to live in big family. Their needs and demands cannot be fulfilled easily but they are hard working and supportive. I couldn't help noticing that even though they are leading a difficult life, they enjoy every moment of it and live happily.

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

Continued from previous issue...

NEED FOR TECHNICAL AND VOCATIONAL EDUCATION

Sustained socio-economic development is not possible by mere capital investment unless it is reinforced with proper supply of adequately trained skilled workers, scientific and technical manpower. Rapid economic growth demands a mixture of skilled workers, tradesmen, technicians, technologists, engineers, and research and development scientists trained in areas linked with national development requirements and needs of the economy. The factors that influence the composition of the work force are the level of skills and technology needed in the system, socio-economic conditions, and scope of industrialization and availability of natural resources. A well-planned education and training system is therefore, essential for economic development of a country. Unfortunately, there has been a greater increase in facilities for general education as compared to technical education over the years in Nepal. The number of graduates without technical qualifications looking for employment in the white collar sectors has gone beyond the absorption capacity. As a result, there is rampant unemployment among the educated youth. The prevailing law and order situation can at least partly be attributed to this ever-swelling mass of unemployed, frustrated educated youth. There is also a heavy dropout at various stages. This needs to be taken care by redesigning the education and training system allowing multiple options for education and providing opportunities for youth to prepare them for the world of work. Furthermore, there is undue pressure on higher education institutions simply for the reason that



✦ Prof. Dr. Tanka Nath Sharma

Dean, School of Education
Kathmandu University

school-leavers are unable to get employment. This situation calls for a multi-pronged strategy in education to address this situation. While concerted efforts are to be made to raise academic standards and arrest the drop-out rate, there is, however, a dire need to relate education to the world of work.

The socio-economic and education situation described above demands immediate reform to redirect country's education and training system and make more meaningful for society and individual. A consciously planned and designed education and training system that is guided by country's social, economic, political and cultural realities is an immediate need. Nepal can not afford to invest in an ineffective education system that produces masses of "unsuccessful" youths. When students fail or drop out of school, their chances of obtaining employment which will sustain a comfortable lifestyle drastically declines. Education policy makers and educators must address the needs of students prior to when student elect to drop out of school. Technical and vocational education option offer areas of interest to students. Lack of interest is a major consideration to the drop out or cause of failure. But the major challenge for planners and

educators is when, for whom and how such occupational preparation option to be provided and what financial, curricular, human resources and technological implications are to be considered.

This will require a need responsive technical and vocational education at each exit levels of school education targeting for gainful employment with a possibility continuing their education if they desire. In a democratic society, each individual should have a right to choose a career of their choice and clear vocational pathways with multiple options to prepare, move and advance in that career. Similarly, post-secondary and university education should also have connections with occupations on demand in addition to academic requirements of the discipline or subject area.

Therefore, technical and vocational education in Nepal should be developed aiming at preparing qualified, skillful and competitive workforce at various levels having employment and earning potential needed for the national and international employment market and for the overall development of a country. In the context of Nepal's main development strategy of poverty reduction of Tenth Plan, Technical education and vocational training is also considered to be a major contributor to the individual's economic well being and Country's socio-economic development. International studies also have proved that socioeconomic returns to technical education and vocational training are high, as long as education and training is cost effective and linked with job opportunities (Middleton, 1997; Ziderman; 1997). A research conducted by the World Bank on the causes of East Asian economic miracle growth highlighted the crucial importance of investment

in human capital as a basis of sustained economic development. By investing most of their resources in human capital base, and providing suitable incentives for the growth of private tertiary education, East Asian countries also witnessed a spectacular growth and diversification in higher education (Schweitzer, 1994). Nepal may learn lesson from these countries increasing investment in human capital development linking with the economic development strategies of the country. Human capital development efforts should be complementary to the economic development, because skill development alone does not create employment for young people.

In the Nepalese context, the problem of low quality of basic education compounded by the high repetition and dropout rates has implication on competent and competitive workforce preparation. Low quality general education constrains trainability, adaptability and productivity of the workforce. Training in specific skill is more effective when trainees have strong literacy, numeracy and problem solving skills.

CURRENT STATUS

At present, technical and vocational education is offered through the following approaches:

To a minimum extent, it is offered through the general secondary schools with a simple purpose of providing students a general orientation of various vocational areas. The curriculum of the general secondary schools now consists of only one subject (a weight age of about 14%) as the vocational subject. Instruction of the vocational subject is classroom-based and the practical component is almost absent.

Besides the Ministry of Education, other ministries such as of Labor, Women and Social Welfare, Industries, Communications, Tourism, and Water Resources are also involved in providing vocational training. The training programs offered by these ministries are related to their respective functions.

Several national as well as international non-governmental organizations (NGOs) and private organizations are also involved in organizing technical and vocational training programs.

Tribhuvan University, through its technical institutions, produces skilled technicians at the post-secondary education level. These

institutions offer programs equivalent to bachelor's degree and proficiency certificate. Besides, the Institute of Engineering has recently started master's degree programs in urban planning, structure and mechanical engineering. The other four institutes running various technical degree and diploma courses are Institutes of Agriculture and Animal Sciences, Forestry, Medicine, and Science and Technology. Higher level technical education is also initiated by Kathamandu University and private institutions affiliated with Pokhara and Purbanchal University.

Under the Council for Technical Education and Vocational Training (CTEVT) system, there are currently eleven technical schools offering technical SLC programs, three polytechnic schools (from SLC intake three years intensive learning takes place and diploma certificate is awarded to the successful students), two Village Training Center for Development (VTCD, Under this mechanism, very short term training programs are offered through mobile and locally established centers. The training programs are built in with the partnership of local authorities and other concerns. The programs are organized through social mobilization so that people feel that they own the training programs).

CTEVT with the help of Department of Education has initiated technical and vocational training programs within general schools by utilizing the facilities and resources of these schools. These programs are called ANNEX schools offering technical and vocational education programs for disadvantaged out-of-school youths. Currently, there are 25 such schools in operation in different parts of the country.

Besides its own TEVT institutions CTEVT granted affiliation to 110 TSLC level private training institutes, 36 polytechnic institutes and 27 short-term training institutes (CTEVT, 2005).

Besides running its own institutions, CTEVT grants affiliation and recognition and conducts standardized skill tests and examination to certify the skills learned through formal, informal and non-formal means. It is also involved in developing skill standards, developing, revising and standardizing the curricula, developing text-books and conducting research activities. It also helps the private sector to grow as technical and vocational training provider. So far it has accredited

institutions in health, construction and other technical areas.

Considering the importance of public partnership in skill development for enhancing national productivity and poverty reduction, FNCCI came up with an idea or concept of establishing the "Trade Schools" in the year 2003. An agreement was signed in and necessary arrangement has been made between Government, CTEVT, and FNCCI in 060/1219. As agreed by both the parties, five Trade Schools are established in Damak, Nuwakot, Taulihawa, Surkhet and Kanchanpur. These schools are in operation and have started conducting employment oriented training to the unemployed youths of the districts.

The TEVT sector comprises a range of government and private training providers. Overall, there are no more than 50,000 trainees per year from all training providers in both public and the private sector (CTEVT, 2005). Major government general training providers are the Ministry of industry, Commerce and Supplies, the Department of Labor and Employment Promotion and institutions of CTEVT. These institutions respectively train approximately 16,000, 7,500 and 7,500 trainees per annum with the outstanding 40% delivered by private providers (MOF, 2003). The percentage share of trainees in these institutions is respectively thirty, fifteen and fifteen.

Many government institutions other than CTEVT are sectorally focused in that they provide training for a given economic sector (e.g. tourism and agriculture). Those that are general training providers specialize in different types and levels of training. The Department of Labor and Employment Promotion for example focuses on skilled labor for the formal sector whilst CTEVT technical schools largely train for technician levels (TSLC) or Diploma levels in polytechnics. The location of training also varies. The Ministry of Industry, Commerce and Supplies provides training in all 75 districts whereas the Department of Labor and Employment Promotion provides training in 16 districts. CTEVT technical schools are located in 18 districts. The geographical coverage exceeds to 48 districts with affiliated and annex schools.

Available information (CTEVT, 2005; CTEVT, 2006; ILO 2001) revealed that access to technical education and vocational skills training is limited, especially for

the poor, women, Dalits, and disadvantaged, and the quality of such education and training is variable and often not linked to market needs. Overall, existing institutions lack the capacity to fully serve the needs of market oriented technical education and vocational skill training. It has been realized that new measures are required to substantially increase the number of people who acquire sound technological knowledgebase and skills that lead to incomes and productivity. Strengthening technical education and training sub-sector to deliver more relevant and market-oriented education and training is one of such measures.

CURRENT ISSUES AND CHALLENGES

In a competitive labor market, the quality, efficiency and relevancy of program offerings must be of paramount interest to all technical and vocational institutions or programs. How best to address the question of quality, relevancy and efficiency in technical education and vocational training to maximize the employment potential of their graduates should be the main goal of technical schools/institutions. However, TEVT system in Nepal is facing several issues and challenges, which require immediate attention. Some of the issues and challenges Nepalese TEVT is facing are as follows:

POOR ACCESS TO TRAINING

With no more than 50,000 places available for training each year (from one week training to 3 years of education programs), there are fewer training places available than the potential demand. The majority of out-of-school youths do not have access to skill development provisions because of restrictive criteria 10th grade pass. Similarly, poor and disadvantaged, because of their lower educational achievement, are less likely to be selected. Limited geographical coverage of training provision is also a cause for poor access. The key issues associated here is: what policies, system, structure in education is needed to make education and training accessible based on people's abilities, interest and convenience?

TRAINING IRRELEVANCY

The TEVT system is largely supply driven and focused on

delivering and assessing the content of standardized curriculum. The low job placement rates of graduates suggest courses offered by training providers fail overall to satisfy employers' expectations and individual's employment or self-employment needs. This situation arises mainly because of the absence of occupational and labor market information system that provides regular signaling on occupations on demand or decline. Similarly, Availability of research-based information in technical education and skill training is limited.

Inadequate linkages between educational institutions and labor market partners have also led to a lack of mutual cooperation. Consequently, educational institutions are not always fully aware of the needs of employers nor are they able to fully explore ways employers can help such as through on job training.

The key issues are: How TEVT programs can satisfy the employment needs of the graduates and skill needs of employers? How TEVT can contribute to the improvement of national economy and be instrumental in reducing poverty? How TEVT can become responsive to the changing needs of national and international labor market?

LOW QUALITY OF TRAINING

The low quality of training is another factor contributing to the poor performance of TEVT in Nepal. Many instructors especially those in private institutions do not possess training in instructional techniques. Instructors also do not have extensive industrial experience and technical expertise. Inadequate physical facilities, training materials and inadequate hands on learning opportunities are some of the constraints of quality skill training. Inadequate funding, poor coordination, poor linkages and connections with the world of work, lack of relevance of curriculum to job market requirements and career progression, inadequate textual materials for students' use, inadequate and properly trained faculty and professionals, poor capacity of institutional planning and development of TEVT, centralized management and poor governance are prominent problems contributing to poor quality of Nepalese TEVT.

A national credential framework based on a standard classification of occupations is also lacking for the certification and its articulation both in horizontal and vertical level. The key issue is how to ensure quality of the skilled workforce being prepared through various approaches?

LACK OF TRANSITIONAL SUPPORT

Many education and training institutions focus solely on training rather than the outcomes of education and training. This can often lead to training for training's sake. Post-training support or transitional support is particularly critical in education and training for self-employment as it is important to provide post training services such as micro credit and counseling. Also important is the advisement, selection and placement of students/trainees in appropriate education and training program. Employability skills including entrepreneurial skills which are important to promote employment potentials of the graduates is ignored in the curricula. Similarly, there are special groups such as the physically impaired who have special needs in the learning process who require special assistance are not receiving such services. A failure to coordinate amongst service providers results in poor employment outcomes. Key issues are how real workers can be recruited in the skill training establishment? What mechanism and structure should be in place in smoothening transition from education to work?

INEFFECTIVE COORDINATION AMONG PROVIDERS

Skill development initiatives in Nepal is fragmented and uncoordinated leading to duplication of efforts and inefficient use of resources. Various government agencies NGOs and INGOs involved in skill development are conducting their programs in a piecemeal approach without national co-ordination. Poor coordination among training providers is related to the lack of capacity, lack of resources, lack of a national mechanism and most importantly, for the need for a co-operative environment. A national coordination system accepted by all the major players of TEVT appears to an urgent need. The key issue is how networking, collaboration and

coordination among education and training providers be established and made effective?

INADEQUATE ATTENTION ON BASIC LEVEL SKILL TRAINING

Most TEVT programs are skewed towards the higher-level education and less focused on the development of basic level skilled workforce. School dropouts and youths from poorer families have very limited access to TEVT because of the restrictive criteria of class ten pass. Many disadvantaged children leave school before completing grade ten. Programs aimed at producing basic level skilled workers and artisans are lacking. Currently, there is no organized system of providing skill training for more than 80% of the labor force having education of grade ten or below. An arrangement of skill education provision starting from the basic level to higher level with options of horizontal and vertical mobility leading to upward career and capacity enhancement is still missing. Key issue is how basic skill training organized to broaden the access to workers to enhance their work skills and employment potentials?

INADEQUATE AND INEFFICIENT FUNDING

The system is constrained with inadequate funding from the government. Only about 1.5% of the education budget is allocated to TEVT development. Lack of resources for consistent and continuous development has been hindering planned development of technical education and skill training. On the one hand the government allocation is too small, on the other hand the resource flow from various other sources such as other sectoral ministries, international support are intermittent and lack consistency. The key issue is how technical and vocational education finances to enhance efficiency and affordability of disadvantaged population?

CENTRALIZED OPERATION AND POOR MANAGEMENT

Public TEVT providers and institutions are poorly managed and waste their time in bureaucratic processes paying very little attention in development and improvement

initiatives. Centralized decision making has crippled the institutional dynamism, responsiveness, efficient operation and accountability. Wide scope of TEVT responsibility and centralized operation, undesirable over politicization among the employees has restrained CTEVT to carry out all the responsibility given by the Act of Parliament. The key issue is how technical and vocational institutions enjoy institutional autonomy at the local level and respond to the immediate skill needs of the labor market?

DISINTEGRATION OF TEVT AND GENERAL EDUCATION

Technical education and vocational training programs are disintegrated having different stream. General education has not been linked with the labor market and economic needs of the country. The curriculum is disconnected with the requirements of the world of work. Vocational or occupational orientation is lacking in general education. Similarly, Technical and vocational education do not have strong linkage with the academic education. In one hand graduates of general/academic streams are finding difficulty in finding jobs, the TEVT graduates are finding difficulty to further up their education on the other. Key issues are: How technical and vocational is integrated with the general education to prepare skilled needed for the labor market? How to enhance connection between education and the world of work?

LESSON LEARNED

Technical education and training always and invariably has to serve at least two purposes: (1) employment/earning and career development needs of the individual trainee, and (2) employers' need to improve performance and productivity of the firm for competitive advantage through the supply of appropriately trained work force (Sharma, 2003). Thus the primary relation in TEVT of whichever type, with whichever content, at whichever occupational skills level is always is the one between trainee and employer or employment market. It has to link education and employment system, it need to build bridges between unemployment and employment, it has to improve performance and productivity within the employment system, it has to

facilitate vertical and horizontal mobility of the workforce, and it also can pave the way of disadvantaged groups of the society. In order to bring these assumptions of TEVT in reality, there has to be strong linkages between training providers and the labour market partners (employers).

Lessons from the past TEVT experiences indicate that there has to be heavy investment and emphasis on vocational or basic skill training for the youth, women and the disadvantaged. Such training programs have to have provisions of employable skills that are immediately useable in the local or other markets, including in overseas markets as a goal. Past experiences have also shown that training alone is insufficient to gain self-employment. A holistic approach needs to be adopted that combines TNA, selection of the appropriate trainees, delivery of quality education and training linked to employment demand and post-training support services. There has to be technical education and vocational programs at each exit level of general education and a nationally accepted qualification framework allowing TEVT graduates to progress in career and to pursue higher levels of education and training.

WAY FORWARD

The main strategy of the new policy initiative will have to be directed toward qualitative improvement and quantitative expansion with emphasis on strengthening and consolidation of the existing technical and vocational educational provisions. By improving the quality of technical education and enhancing the employability of TEVT graduates, Nepal would be moving from a static, supply-driven system to a demand-driven system, capable of responding efficiently to the labor market needs. Besides this, a modest quantitative expansion along with the introduction of new technologies to meet the growing demand for technical manpower at the middle and advanced level has to be taken into consideration. Literature in TEVT consistently has expressed its concerns that TEVT sector in Nepal should direct its activities toward poverty reduction, specially targeting to improve employment and earning needs of the disadvantaged youths and adults with limited schooling or no schooling.

to be continued...

An experience that will be cherished forever!

Dr. Navin Sharma told his own story of success despite all odds.

✍ Angela Sharma, A2 Level

Three renowned personalities were invited to Chelsea International Academy on September 30, 2013, as part of a program dedicated to inspiring students and boosting their morale. When I informed my parents about the program they were so excited to attend too but as they were outside the capital, they remarked me as saying your generations are lucky that you got a chance to study in such institution where such programs are valued to be organized, we till now at this age haven't got a chance to attend any of its kind. The program especially benefited the seniors, who might find themselves in need of a little encouragement with the examinations approaching faster than anyone could wish they would. Following Swami Chandresh's lecture on spirituality, Dr. Navin Sharma was introduced to the audience, which comprised high school pupils, teachers, and the administrative staff. After receiving a token of appreciation from the Principal, Founder Director Mr. Sudhir Kumar Jha, Dr. Sharma began his exuberant speech on the importance of inspiration, motivation, dreaming high, and self-improvement.

Dr. Navin Sharma is a professor at the NAME Institute for Medical Education located in Kathmandu, and having taught more than 30,000 students in the course of a career that spans about 20 years, Dr. Sharma arguably knows firsthand, what separates the truly motivated from those just trying to get by. According to him, no-one should ever resign to tread the path of life choices that seems to have been laid out for them automatically. In fact, dreaming big -- and sometimes even outlandish -- dreams is what helped such charismatic people as Steve Jobs, Bill Gates, and Ganesh Thapa to become great. Citing the example of Sir Edmund Hillary, Dr. Navin Sharma spoke about the importance of understanding that a person's dreams are greater than the abilities that he or she possesses: Sir Edmund became the first human ever to climb Mt. Everest not because he had been absolutely sure that he could do it, but because he had dreamed of doing it.

Another remarkable instance occurred during Dr. Sharma's speech when he asked the audience to close their eyes and remember the dearest people in their lives; he asked them to take a moment to realize that they were in this world due to a divine reason, and to promise themselves that they would leave it only when they succeeded in changing in. "I will do my best and not worry about the rest!" Exclaimed Dr. Navin Sharma enthusiastically, and everybody repeated those words after him.

Dr. Sharma went on to discuss why some people do great things while others do not. The reason, in his words, is that those who make huge accomplishments continue to view the world as a child does, never ceasing to ask questions, never allowing themselves to get tired, never caring about superficial differences between people, and most importantly, playing until they win. The problem lies in the simple fact that people's dreams become exponentially smaller as they grow older, and so does their capacity for creativity.

The question of how to choose what to study, one that most of the students who were present at the program will have to answer within a couple of years, was also addressed by Dr. Sharma in his speech. He said that the



scope is not something that should be paid much attention to when deciding on what one is going to study or the field in which one is going to build a career, as it is the people who create scope.

More practical advice came from Dr. Sharma as he urged every member of the audience to do three things, the first being to write down their goals and to magnify what they think they need 100 times. Secondly, he asked everybody to always remember to visualize their dreams, as it is of utmost importance to do so: Only after visualizing what they want can people find out if their goals really attract them. Finally, he asked everyone to write down how they were going to achieve the set goals because people only begin noticing things they need when they have a target. Dr. Sharma also warned that habits can wreak havoc on any person's plans; therefore, it is important to modify one's habits, at the same time learning to accept failure gracefully.

Next, Dr. Navin Sharma asked the audience to tell him via a show of hand how important they thought facilities, hard work, and talent were. Contrary to what many people present there thought, Dr. Sharma said that hard work actually meant very little -- what others see as hard work should be fun for the person doing it, and hard work is merely something that a person has not learned how to do properly yet. Furthermore, motivation triumphs over hard work. Talent and facilities also becomes pale in comparison with motivation, and to illustrate this, Dr. Sharma told his own story of success despite all odds. Although his S.L.C. percentage was around 51%, Navin Sharma proved that he was genuinely motivated to become a doctor after he topped the M.B.B.S. examinations with a percentage of 81 and managing to maintain the highest difference between the first and second positions of 6%, a record that Dr. Sharma still holds.

It was amazing to see how energetic and enthusiastic Dr. Navin Sharma was as he delivered his speech. His expressions, body language, the way he spoke, and the memorable anecdotes, jokes, and examples that embellished his speech did not leave a single person bored or distracted. The ending was as powerful as the beginning as Dr. Sharma gave the audience some final suggestions: "Don't feel inferior. Compete. Improve yourself. Yes, you can lose your way, but never get discouraged. Be motivated." Everybody burst into applause and cheering as Dr. Navin Sharma yelled out, "The match is not over; I will play until I win!" The cheering continued long after Dr. Sharma introduced the next speaker, Dr. Chintamani Yogi.

Dr. Chintamani Yogi

✦ Elena Pradhan, A2 Level

Dr. Chintamani Yogi was the last speaker to address the crowd and was successful to deliver a beautiful speech that made everyone in the audience question their morals. Dr. Yogi, who is the founding Principal of Hindu Vidhyapith School hence very familiar to teen psychology was quickly able to grasp the undeviated attention of the audience with his melodious voice in Sara Swatibandana. After expressing his gratitude to the founder Principal of Chelsea International Academy, Mr. Sudhir Kumar Jha, for his hospitality, Dr. Yogi started his speech on morality.

Dr. Yogi who has written 15 books on peace and humanitarian values had lots to share on morality but kept it relevant talking about the Dashain festival.

Dr Yogi tactfully addressed the issues such as importance of correct



timing for everything and necessity of virtue of politeness in the youth. With all the seriousness alike, he kept the audience at the edge of their seats with a humorous touch. He urged the privileged students to be involved in community service and emphasize on helping orphan children. Dr. Yogi who has written 15 books on peace and humanitarian values had lots to share on morality but kept it relevant, talking about the nearing Dashain festival. He

recited quotes from religious books and explained the values behind all the rituals of the festival that we fail to understand today. He was very poignant about the disrespect of the parents by the children. He gave heart-wrenching examples of 13-year old killing his family and other teenagers killing preschoolers. He expressed strong disapproval to such inhumane and barbaric acts. Dr. Yogi who has repeatedly been invited to prestigious institutions like Cambridge University and Oxford Youth Society for Peace was very humble and down to earth with his relatable thoughts. Having spent his childhood in hardships he proved to be wise beyond his years. He also touched the issue of importance of spirituality in a youth. Dr. Yogi wanted students to be respectful and confident towards their teachers.

Till the very end Dr Chintamani Yogi was able to get all his messages on morality across to the students of Chelsea International Academy in an interactive manner. He was not hesitant to sing a verse relevant to the issue keeping the children entertained. He ended his speech advising the students to live a healthy life and a final song on nationality which resulted in generous applause from the students in gratitude.

The secret artist

I knew a girl who liked to draw
She drew pictures that nobody saw
She was most artistic late at night
In the bathroom, out of sight
She kept a secret no one knew
She didn't tell a soul, and her gallery a grew
Her drawings were different, no paper or pen
But needed a bandage now and again
We stood by the river under the stars
She rolled up her sleeves and showed me her scars
She felt embarrassed and looked down at her shoe
Then I rolled up my sleeves and whispered
I draw too

Isha Mandal, X 'B'



Preaching of Swami Chandresh (Guru Dev)

✦ Ashutosh Mani Tripathi, AS Level

Swami Chandresh Guru Ji is socially and religiously highly devoted spirit who has spent his 22 years meditating in the hills of Shivapuri in Kathmandu. He was born in India and came to Nepal on 1968 AD. He has a vast understanding over human life and has preached many to help them emerge as better soul.

IN HIS OWN WORDS.

In my speech I would like to conclude about the spirituality and reality of the human lives. Starting from Gayatri Mantra the path of education can be attained. Education is the guidance of life which comes from the peak of the mountain and marches to the soul to never stop the flow of existence. I believe that everyone has a potentiality and can accomplish great things by believing themselves. Everyone is great in their own respective place even the animals, men or materials. Their existence plays a vital role in our life. Even a small seed has potentialities to grow into a big and strong tree. Education helps our potentialities to manifest. The Vedas, Puranas and Upanishads must be read and is an important source of our civilization which is better and reliable than today's modern means of education. The traditional education system links us spiritually and has helped to grow within our potentialities. This land is a land of great sages and monks so we must not lead our lives with machines. We must believe in ourselves than the machines and the money because the day we are going to leave this planet we won't take anything with us. Neither the money nor the machines but our wisdom and spirit are always going to be with us. So we must maintain vital enthusiasm between us to achieve our goal.

These must be the purposes of a human being:

- **Physical fitness:** Our whole body depends upon our physical fitness. Even our spirit, senses and learning spirit depends upon it. So we must



To live with Dharma Spiritual Extraction is needed. For Spiritual Extraction Self building is needed and for it thus Dharma is needed.

try to maintain it being fit and fine. We can manifest our true potentiality only when we have a fit body. Therefore physical fitness helps us to work for our country and maintain its economy for nation building.

- **Sensual and mental awareness:** From awareness we have the lead over the enthusiasm that we are working upon. It helps us for the concentration and mind focus. So to work for the sake of goodness sensual awareness is needed. To be ready our mental behavior must work perfect by.
- **Intellectual Perception:** It means the opinion over the books, knowledge and wisdom. As our mind acts like a magnet we must think as stronger to be stronger. And strength rests upon us if we are able to maintain our intelligence as well as our build up.
- **Spiritual Knowledge:** The greater world is always hidden so we must

be able to dig and acknowledge it. We must be able to see the spiritual light waiting before us so that we can help ourselves.

These can be acquired by meditation and yoga. Therefore we can learn the self control and enlighten ourselves to be better us. There are three essential factors to fulfill our lives.

Dharma	Spiritual Extraction	Self Building
--------	----------------------	---------------

To live with Dharma Spiritual Extraction is needed. For Spiritual Extraction Self building is needed and for it thus Dharma is needed. These factors resemble each other and help to light our soul with a lamp.

Hence these help us to gain mental consciousness and joy so that we can lead our life with creativity and enlightenment.

To enrich us with peace the Gayatri Mantra has been invented by our Purohitas. The percept of Gayatri Mantra describes about three thoughts. Om is dedicated to lord. Bhū means land, Bhuvā means distant path and Swaha refers to spirit in meditation.

He also believes in transformation between us to make a better us and a better world.

Hence by acknowledging these factors we can come up with the nature's static and dynamic phenomenon and lead our lives in a better path.

GLIMPSES

AT CHELSEA



Scout hiking at Tokha.



School outing at Godavari.



Proud to be a part of Chelsea Scout Teachers' Troop.



Junior football team during a practice session.



Chelsea School Futsal Team.



Vying for the first position in Tourism Olympiad, Budhanilkantha School.



Chelsea Scout members in Malaysia Scout Jamboree.



Overall College Winner of A-Level Convention at Budhanilkantha School.



Mr. Rajesh Adhikari felicitated by former Prime Minister Mr. Madhav Kumar Nepal for his contribution in Library Campaign.



Winner of Best Cinematography in St. Xaviers 25th year Silver Jubilee, Film Festival.



Friendly Volleyball match between Chelsea students and Durga Bhawani Adarsha Community School (Pokhara).



Swimming time for little Chelseans!

GLIMPSES

AT CHELSEA



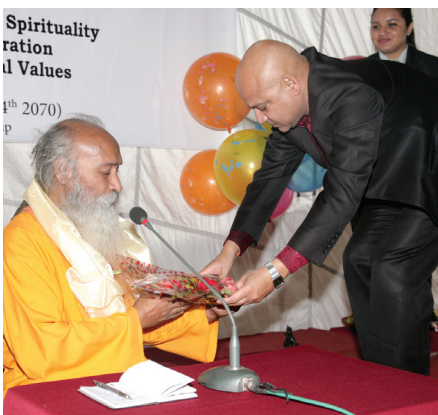
Principal/Founder Director Mr. Sudhir Kumar Jha felicitating Dr. Chintamai Yogi for his speech on moral values.



Mrs. Bhawani Rana from FNCCI being honoured during the Library Campaign.



Principal/Founder Director Mr. Sudhir Kumar Jha with Magsaysay Award Winner Mr. Mahabir Pun and Former Minister of Science & Technology Mr. Ganesh Shah.



Principal/Founder Director Mr. Sudhir Kumar Jha felicitating Swami Chandresh (Gurudev) for his speech on spirituality.



Nepal Scout Chief Commissioner Shree Ram Lamichhane being felicitated by the Principal/Founder Director Mr. Sudhir Kumar Jha on the 5th Scout Dikshya Ceremony..



Principal/Founder Director Mr. Sudhir Kumar Jha felicitating Dr. Nabin Sharma for his speech on Inspiration



Managing Director, Mrs. Pramita Bista with Mr. Mark Bartholomew and Mr. Richard.



Prof. Govinda Narayan Jay:Poo being felicitated by the Principal/Founder Director Mr. Sudhir Kumar Jha on the 5th Scout Dikshya Ceremony.



Dr. Rajendra Kumar Rangoan being felicitated by Principal/Founder Director Mr. Sudhir Kumar Jha on the 5th Scout Dikshya Ceremony.



Mrs. Ram Badan Joshi (Nepal Scout Counselor Chairperson) being felicitated by Principal/Founder Director Mr. Sudhir Kumar Jha on the 5th Scout Dikshya Ceremony..



A tribute to Nelson Mandela by Chairman of Chelsea Mr. Anand Aditya.



2nd British Council A-Level Meet 2013, track and field event.

STUDENTS' POEMS

Man and Women

Man is strong , women is beautiful
Man is great in action , women is survivor
Man talks to convince , women to persuade
Man has a rugged heart , women has soft heart
Man thinks , women feels
Man is a being of justice , women is a mercy
Man rules the world , women rules the man

Sakar Raut, 6 F

Relationship

Students are students
Who are future of the day
Teachers are teachers
Who are god for today
Parents are parents
Who loves us everyday
Sisters are sisters
Who support us in every steps
Friends are friends
Who share in every case

Brikshya Subedi, 7 'D'

Mother's Heart

A mother whose boy had gone
Leaving her to test his future alone
Where has the love for mother been lost?
Is money mother's ultimate cost?

Her love more vast than the ocean
Her care greater than God's portion
But where has our respect been gone?
Is desire and wealth better than her dawn?

The mother who sacrifices herself for the son
And feeds with a hope to lead him past the mourn
A person whose place lies greater above all
Should she be left in the conquest for the wealth's call?

Let's try to preserve her in the kingdom of love,
Making the place better than the heaven above
The life given to us by our mother's hand
Utilizing it to develop the nation's land

A creature greater than the creation
Lies there the mistress of the nation
Hoping that her children succeed
And enrich them to the lead

A desire to preserve our mother's heart
Leading the spirit to protect and enrich her cart
A dream to put her in the heaven's part
And put a change with a dream to forecast

Ashutosh Mani Tripathi, AS level

Where are you god?

Hmm , today I am searching
for you.
I asked my mother , asked my
father.
"Where is he ?" I asked.
God is in the heart of people.
I searched my soul.
But , oh god ! where are you?

Hmm , I searched again ,
This time in my mind.
If god is in our soul ,
"why do people lies?"
Ok , so you may be not there
But , then , oh god ! where
are you?

Ok , I went to the temple .
I saw a person stealing a
purse
And running away.
The lady cried.
She cried , cried and cried,
But , then , oh god ! where
are you?

I went to the road ,
To see if you could come,
And saw , a man cheating
a shopkeeper.
The shopkeeper cried.
But, then , oh god! Where are
you?

Then again, I went on a shop.
Read a newspaper , crime
everywhere.
Every pages , I read only
violence.
Oh god where are you?

So , many criminal incidents,
So , much violence
So , many problems
So , much difficulty
Please god come here.
Please god come back.....

Mani Pratap Singh, 8 'B'



Fingers

✦ Sanskriti Timseena, AS Level

I remember the days when you sat me down in front of the mirror to comb my long flyaway tresses of hair and smoothed the cowlicks with your long slender fingers. They ran through my hair like wild dogs through the woods leaving only the pleasant smell, so wonderfully welcome to me, of olive oil—probably meant for cooking. I was eleven when I decided that I was too old and smart to have my mother do my hair for me anymore though I wasn't and apparently still am not, looking at the state my hair is now.

It's funny how rarely we notice the part our vulnerable fingers play in our lives and how important they really are. And it's an awfully strange word, too, don't you think? 'Fingers' reminds me of French fries and freshly baked apple pies. When your fist is clenched, they serve as self-defense, otherwise they are elegant and they best satisfy the purpose of beauty, at least I think so. When in doubt, they intertwine, making the head bow down

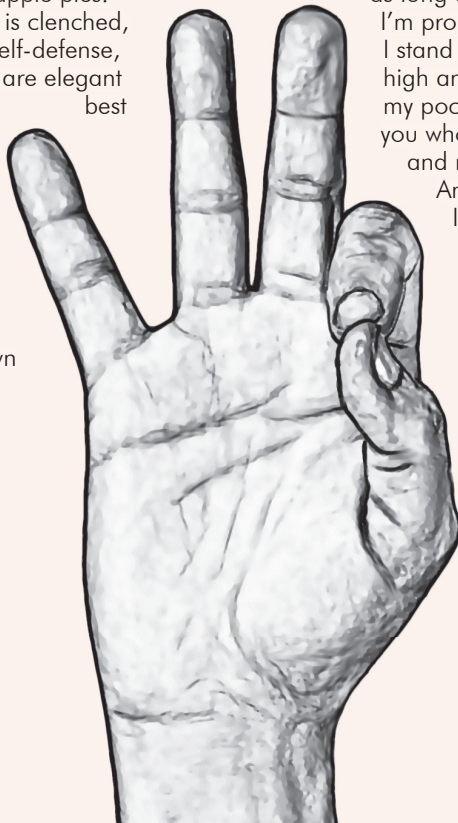
and teleporting the divine to our souls.

Fingers make this philosophical world tangible and real. For me, they're all I have to play with, be it on the frets of my guitar or when I'm scribbling or doodling to clear my head of all the non-sensible thoughts that so frequently occupy me.

When it comes to you, however, it is a thoroughly different story. They come of use while eating fish and chicken. And I love licking them clean as much as I love your cooking. But I don't particularly like it when mine are challenged by yours at 'who's the better cook', mine definitely aren't.

Many can do without fingers. I cannot, I am no hero and I need mine like I need you and will probably need them as long as I live. And I'm proud to say that I stand with my head high and fingers in my pocket for it is you who made me and my fingers.

And they're all I have to dig out the spears I so frequently drive into your poor heart.



Riddles

What goes up but never goes down?

- **your age**

What occurs once in a minute, twice in a moment and never in a thousand year?

- **M**

What kind of stone are never found in a ocean?

- **dry**

What building has the most stories?

- **Library**

What vehicle is spelled the same backwards and forwards?

- **race car**

If you drop a red hat in the sea, what does it become?

- **wet**

A true fact

Professor : What is evil?

Student : Sir I will explain you but before that you should answer my question. "Does cold exist?"

Professor : yes.

Student : "You are wrong sir . There is nothing as cold . it is a complete absence of heat.

Student : Sir I will ask you another question. "Does darkness exists?"

Professor : yes.

Student : " you are again wrong sir . there is nothing like darkness . it is complete absence of light ." sir , according to physics we can study light and heat but not darkness and cold . similarly sir evil does not exists .

Actually it is the complete absence of faith , love and true faith in god .

The student was – Albert Einstein

Shubhangi Khanal, 6 E

MY LOVE

The day I dreamt of u
The moment I thought of u
Dazzling towards the bright lit sky
Dizzling just to give it a try

A feeling of care and devotion in the heart
Just to make u one of my heaven's part
A mystery of love emerged in the soul
But will it take me to be a part of the creation's scroll

A big burden being submerged through the cart
A chastity of love spread from the start
A creation of zeal intending the wound to heal
But the love's appeal too charming to mark me it's feel

They that the love is blind
But it is one of my spiritual kind
The virtue to take her as my single part
And enrich myself into her heavenly cart

A place better than creator's creation
A mark stronger to any abbreviation
Lies my heart departed to her soul
Making it my carts intimate goal

Has love love given me the dare to care
Well I am having a heaven's share
Dreaming to be in a sight so rare
Justified by my words the love I dare

In the dreams I came too far
To relate in the heaven's jar
Lost in love for her in it's bar
Heading to be as her wonderful star

As it is I'm quitting to life
And being a path for my desire's thrive
Adoring the beauty of my affections hive
Well be it my feelings that dive

Feeling the love beneath my heart
Adding her soul in the motion's chart
It is my desire to create a new start
And surpass the goal to join her as my lovely part

Ashutosh Mani Tripathi, AS level



Dream

What's our dream?
Is our dream all
about dreaming?
We want big cars,
big houses and big
rings
but actually we
don't have any big
dreams
We live quite
comfortably even if
we don't dream no
one says anything



We've completely forgotten about our childhood when
we had a lot of dreams
But now what are we? A bunch of students whose
dreams are gone and have no time to breathe
School, house and PC room is all we have, we live the
same life and have to become the no. 1

Who made us a study machine?
Its either the number '1' or the failure. Adults made the
frame and we fall into it
We think about it simply but we even stand up against
our closest friends
For us, its like a double spy between dreams and reality

Who is that we've dreamt of? Who is that we see in the
mirror?
We want to eat and have fun, tear away our uniforms
but in reality, there's no other topic except studying
Even if we are scared, we can't quit it, knowing we are
getting ready for our school,
without soul and without dreams
We live our life and get captured in other's dream

Is that our dream all about?
Is that our life all about?

Preshika Thapa, Class 10 'B'

Never Ending Wishes

Those tiny eyes and comfortable hands
In the cozy beds, lying in the precious land
Non-treacherous, restful and zestful
With a decent smile, similar as an angel's

Starts its beautiful life, without resembling worries
Suavely and lovingly enjoys with families
Very gradually everything changes and alters
In the beginning who used to be so jovial now lingers

Is worried, tensed towards the life and becomes feeble
The entire wishes are now just imaginary and seems unable
Everything changes with it, as time being sluttish
But still, never give up wishes

Isha Mandal, Class 10 'B'

About My Mother

A mother is someone special who will always be ready to help us. She is the most important person in our lives. She knows everything about us and helps us in our problems. When she smiles, it remains in our hearts. Without our motherland, our lives can't go on. She is of great importance to us. She loves us very much though we can't see it. She keeps reminding us that we should be safe and careful. I love my mother.

– Upasana Rayamajhi, 3 'B'



The Wolf and the Shepherd

A wolf once set eyes on a flock of sheep that was guarded by a shepherd. The shepherd carefully eyed the wolf in case he decided to pounce on the sheep. But this wolf was rather different than other wolves, the shepherd noticed. Far from making efforts to carry off a vulnerable lamb, he actually seemed to be helping the shepherd take care of the sheep. In due course of time, the shepherd completely ignored the wickedness of the wolf. One day, the shepherd had to go on an urgent work. Since there was no one else around whom he could trust, he left his flock in the wolf's care. The shepherd returned after some time and found out that the wolf had made off with several of his precious sheep. He hung his head in grief. He knew he had only his own stupidity to blame for the loss.

MORAL: The evil are generally incorrigible.

– Seshank Rai, 3 'A'



Earthquake Warning Signs

Some people claim that we can predict an earthquake by spotting changes in some animals' behavior in the days before an earthquake.

- Hens stop laying eggs.
- Bees leave their hives.
- Dogs bark and whine excessively.
- Mass migration of toads to safer ground.

– Dakshyata Rayamajhi, 3 'G'



Light of my life

I was crawling on a harsh ground
With the dimness of my memories in my mind
Was living my life with a showy smile
But my heart was full of unpredictable fright

I found my soul raped by someone
The parts of my body were cut one by one
My heart was shattered here and there
Asking me for mercy dusk to dawn

I used to see the world with wetty eyes
Thinking about a ray of light in my life
Tired my best to come out of the darkness
But nasty memories always blocked my fight

Suddenly I felt a beam of light falling on my eyesight
It helped me to wake up from my tragic life
The warmth of the light was so pleasant
That helped me to dry up my wetty eyes

I captured that light and made it the bulb of my life
The light worked as the laser and provided me all pleasure
My life is under the power of its control
And it helps me to hold my anger rather than roll

This light is really a precious diamond of my life
Who care, fights, shouts and cries for my pride
It regathered the pieces of my heart again
And recreated it in a new way which is fully out of pain

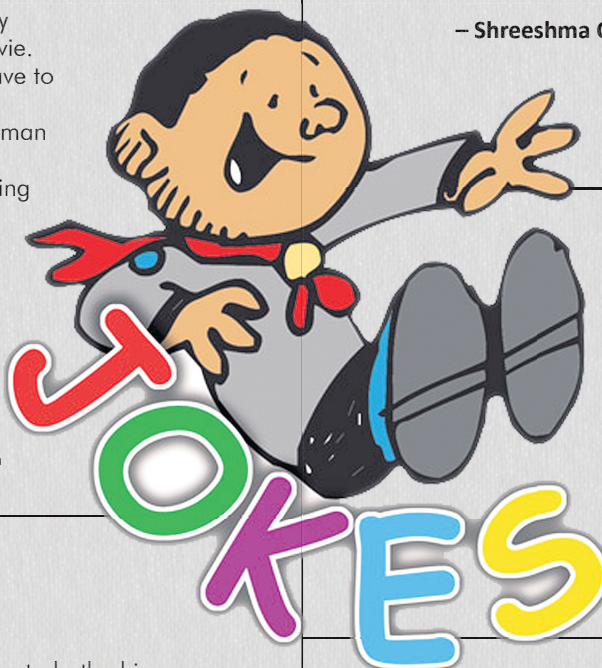
My light is the four chambers of my heart
Whose presence makes my long days very short
I love my light more than my own life
And want to rest under its warmth till my last breathe

Shikha Sharma, Teacher

STUDENTS' JOKES

Mom: Why are you crying Dolly?
Dolly: I have hurt my finger.
Mom: When did that happen?
Dolly: Half an hour ago.
Mom: Then why are you crying now?
Dolly: Because I only saw you now!
Interviewer: What is your qualification?
Sardarji: PhD
Interviewer: What do you mean by PhD?
Sardarji: Passed High school with Difficulty
Chakru had come to town to watch a movie.
Chakru: Oh! There goes the last bus. I have to walk.
(It was late at night and suddenly a policeman stopped him.)
Policeman: Stop there! Where are you going at this hour?
Chakru: I had come to watch a movie.
Policeman (in a harsh voice): You have to come with me to the station.
Chakru: But... but...
(They soon reach the police station.)
Policeman: You may go now. I was afraid to walk in the dark alone.

– Yogesh Gupta, 3 'E'



Beggar to a Businessman
Beggar: Businessman, can you give me Rs 20 to have some food?
Businessman: I don't have Rs 20.
Beggar: Then can you give me Rs 10 to have tea?
Businessman: I don't have Rs 10 either.
Beggar: Then take my plate, you are poorer than me!
Ha! Ha!

– Shreeshma Chapagain, 3 'A'

Jokes
Maths teacher: Why are you doing your work on the floor?
Student: Because you told me to do it without using table.
(No name)

– Sumi Kandel, 4 'B'

A letter from a teacher to a parents:

Dear Parents,
Peter doesn't smell good in class, please try to bathe him.

Parents replying :

Dear Teacher,
Peter is not a rose, don't smell him, teach him.

– Sabina Pun, 8 'A'

Once, a person called the police and said,
'Three people are being burnt here! ' In return, the policeman asked him, 'Where?'
The person replied, 'In Pashupatinath!'

– Ackchhyat Ghimire, 3 'C'

General Knowledge

Which is the longest word?
pneumonoultramicroscopicsilicovolcanoconiosis
According to the Bible, who is the first girl born in the world?
Haawa
What was the last film of Charlie Chaplin?
City Life
Which device is used to measure body's pressure?
Sphygmomanometer
Who is the shortest person in the world at present?
Chandra Bahadur Dangi

– Sumi Kandel, 4 'B'

Quiz Corner

1. Which is the world's largest aircraft?
2. Which is the national airline of Russia?
3. Who is the only footballer, apart from Lionel Messi to win three consecutive Ballon D'or Awards?
4. Which is the world's largest Delta?
5. What is the lifespan of a dragonfly?
6. Which is the only arthropoda that can survive a nuclear attack?
7. Except Russia, which country lies both in Asia and Europe?
8. Who is the present CEO of Microsoft Corporation?
9. What is the fear of long words called?

Answers:.

1. Antonov AN 255, 2. Aerofloat, 3. Micheal Platini, 4. Sundar Ban Delta, 5. 24 hours, 6. Cockroach, 7. Turkey, 8. Steaven A. Dallmen, 9. Hippopotomonstrosesquippedaliophobia

– Awaran Nepal, 10 'A'

On Holidays

We all love holidays. While preparing our lessons, attending school and doing homework, we sometimes feel tired and bored. Holidays bring joy and rest. My pets are very happy on holidays for they can play with me all day long. My mother is also happy because she has more time during holidays to bring joy to us. They are like sunny mornings that follow cold nights.

– Sashwot Gajurel, 3 'C'



Friendship

Friendship is love
Between two people,
It is a single soul
In two bodies.

Friends are the people
Who are there
Where we are,
We should share our
News very happily.

No need for sorry
Between two friends;
They are very precious
In our lives.

– Akrishta Ale, 3 'A'



Proverbs

- Time and tide wait for none.
- A friend in need is a friend indeed.
- Tit for tat.
- A rolling stone gathers no mass.
- Failures are pillars of success.
- Brevity is the soul of wit.
- Man does not live by bread alone.
- Old is gold.
- One hand makes many lights.
- The pen is mightier than the sword.

– Prapti Adhikari, 4 'D'

Dear Mummy

Clear as the morning sky,
Gentle as the summer breeze,
Warm as the sunny day
Sweet as honey
O' dear sweet mummy!

You keep me all alive
'Cause you know I am naïve
Every wish of mine
Brings in the nest
'Cause you know me the best.

Sweet as honey
I love you dear mummy!

– Anna Lama, 3 'D'



Riddles

Why is maths so unhappy?
Because it has many problems.

Why does a cow give milk?
Because she doesn't know how to sell.

Why do we drink water?
Because we cannot eat it.

What has teeth but cannot bite?
A comb.

Why do we buy clothes?
Because we cannot get it for free.

– Nitya Giri, 4 'C'

बुद्धको देश नेपाल

फैलएको छ विश्वमा बुद्धको कान्ति
बुद्ध जन्मेको देश नेपालमा छैन अहिले शान्ति
हेर्दैछिन् नेपाल आमा शान्ति आउने आशामा
सधैँभरि कति बस्ने डर र त्रासमा ।

आजैदेखि हामीले देशमा युद्ध गर्न छाडौं
सीताको माइती घर नेपाललाई स्वर्ग जस्तै पार्ौं
आजैदेखि नै सबै जुटौं शान्ति ल्याउन लाई
नगरौं यस्तो नराम्रो काम दुःख पाउनलाई ।

बिगेको मति

लाली क्रिम के हो त्यस्तो गनाउने सेन्ट
आधा जिउमा लुगै छैन फाटेको छ पेन्ट
एउटा कानमा टप र मुन्द्रा नाकमा दल्छन् पिठो
म्याक्सी माथि पाइन्ट भिर्छन् ठिठी हो कि ठिटो ।

बुवाको नाम ड्याड भयो आमालाई मम्मी
डार्लिङ अरे बेबी अरे के को भन्थे स्वामी
जेठाजु र ससुराको मानै छैन कति
नेपालीलाई के भको यो बिग्निसक्यो मति ।

आश्विन अधिकारी, ९ 'ग'

बाल अधिकार

बाल अधिकार भन्ने त ऐन कानुनमै सीमित भो
यो अधिकार कुन बालकले खे कहाँ पायो ।

लाखौं बालक सडकमा सुत्छन् भोकभोकै
खान लाउन नपाएर रुन्छन् सुँकसुँक ।

पढ्ने लेख्ने उमेरमा गर्छन् काम मजदुरी
बाल्यकालमै व्यहोर्नुपर्ने यो कस्तो मजबुरी ?

“बाल अधिकार” भन्दै गर्छन् नेता चर्का चर्का नारा
थिनीप्रति जिम्मेवारी अनि कसको अभिभारा ??

हामी बालक भन्नु नै देशका कर्णधार
सुनिश्चित गरौं हाम्रो बाल अधिकार ।

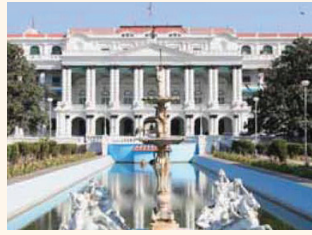
शाम्भवी निरौला, १० 'क'

राजनीतिक मन्दिर ठानी दिल्ली धाउछन् नेता
जनता सधैँ रोई बस्छन् नेपालमा यता
नेपालमा ठाक्कठुक्क दिल्ली पुग्छ कुरा
दिल्लीवाला नेपाल बसी चलाउँछन् छुरा

आफ्नो घरको झगडा आफ्नै बसी मिलाऊ
देशको माया लाग्छ भने विकास गरी देखाऊ
ठिलो हुन लाग्यो अब एकतामा जुट
हामी जनता साथ दिन्छौ तिमी अघि बढ ।

सृष्टि ठाकुर, ९ 'क'

सिंहदरबार



घुसले अन्धा भएका नेताहरूले
भरिएको दरबार
काम लिएर गयो भने त्यहाँ
हुन्छ पैसाको कारोबार
द्वन्द्वमा बेपत्ता भएकाहरूको
अझै छैन खबर
अहिले सम्म के काम गर्दै
बसेको छ सिंह दरबार ?

संविधान बनाउने कुरै छैन
काम गर्ने हैन
मन्त्रीहरूले भरिएको त्यो दरबारले
जनता खुशी पार्ने भएन
अत्यन्त विकट दुर्गम ठाउँमा
यसको नजर गएन
सुखी शान्त समृद्ध नेपाल
किन दरबारले सहेन ?

भ्रष्टाचारले भुँडी फुलाउनेहरू
दिनभर जुँगा चलाउनेहरू
जनता झुलाउनेहरूको दरबार
कहिले जान्छ होला तिनको
गरिब जनता माथि नजर ।

बिपिन पराजुली, ९ 'क'

बालकको लक्ष्य

म हुँ एक बालक
जो विश्वलाई हेर्नेछु ।

म हुँ एक वीर नेपाली
जो देशको लागि लड्नेछु ।

म हुँ एक खेलाडी
जो विश्वकप खेल्नेछु ।

म हुँ एक चित्रकार
जो कापीलाई रंगाउनेछु ।

म हुँ एक डाक्टर
जो बिरामीलाई हेर्नेछु ।

साथी भाइ बटुलेर
मोज मस्ती गर्नेछु ।

आर्यन के.सी., ८ 'घ'

हामी एक हौं

केटाकेटी हौं हामी कलिला फुलेर ज्ञान छर्नेछौं
देशकै लागि बाँच्नेछौं देशकै लागि मर्नेछौं ।

हावा र पानी स्वच्छ छ अझै राम्रो पार्नेछौं
संसारले पुग्ने गरेको बुद्धको दिव्य प्रकाश चम्काउनेछौं
असंख्य थुंगा फूलका उनेको सुन्दर फूल देखेका छौं
संसारलाई माया सिकाउने पवित्र पाठशाला गएकै छौं ।

विश्वमा शान्ति फैलाउने प्रतिज्ञा हामी गर्नेछौं
देशकै लागि बाँच्नेछौं देशकै लागि मर्नेछौं ।

पृथ्वीमा हाम्रो कसैले टेक्न पाएन
प्राणको बाजी लगायौं हामीलाई हेप्न पाएन
माटाको माया नगरे नेपाली कहाँ रहनेछौं ?
नेपालको नाम चम्काउन जीवन्त अर्पण गर्नेछौं
देशकै लागि बाँच्नेछौं देशकै लागि मर्नेछौं ।

केटाकेटी हौं हामी कलिला फुलेर ज्ञान छर्नेछौं
देशकै लागि बाँच्नेछौं देशकै लागि मर्नेछौं ।

संजल नेपाल, ८ 'घ'

कलम

कलम तिमी नै हो विद्यार्थीको साथी
तिमीले नै हामीलाई पुन्याउँछौं माथि
शिक्षालाई मानिन्छ भविष्यको ज्योति
तिमीले नै बनाउछौ मान्छे विवेकी
कलम बिनाको शिक्षा हुन्छ अधुरो
मानवताको ज्योति हुन्न मधुरो
अँध्यारोमा उज्यालोको दीप चम्काउने
सत्यको बाटोमा सधैँ लम्काउने ।

कृतिका वस्ती, ७ 'ग'

हावा चलिरहेछ

हावा चलिरहेछ पानी परिरहेछ
जानु पर्छ पर्छ मैले रुक्नु हुँदैन ।

उडी उडी पहाडको टुप्पो भन्छ टल्की
चढी चढी बस मेरो श्रीपेचको कल्की
उदनु पर्छ पर्छ मैले झुक्नु हुँदैन
जानु पर्छ पर्छ मैले रुक्नु हुँदैन ।

फूल भन्छ आफूलाई फोइफोइ फूल
सुगन्धको यान चढी पर पर डुल
फुक्नु पर्छ पर्छ मैले लुक्नु हुँदैन
जानु पर्छ पर्छ मैले रुक्नु हुँदैन ।

सूर्य भन्छ म झैँ होऊ चन्द्र भन्छ छोऊ
हिमालको छाती भन्छ कालो मैला धोऊ
जिन्दगी हो जिउनुबाट चुक्नु हुँदैन
जानु पर्छ पर्छ मैले रुक्नु हुँदैन ।

ओशन दाहाल, ३ 'क'

व्यक्ति परिचय

नाम : खेम राज खत्री
उमेर : ४० वर्ष
पेशा : ठेला, रिक्सा चलाउने

खेमराज खत्री गोंगबुमा बसोबास गर्दै आएका एक व्यक्ति हुन्। एउटा कान नसुन्ने हुनाले उनीसँग कुरा गर्न कठिन हुन्छ। उनी एक गरिब व्यक्ति हुन् र आफ्नो परिवार पाल्न ठेला, रिक्सामा सामान ओसारने काम गर्छन्।

अहिले उनको परिवारमा उनी र उनकी पत्नी मात्र छन्। आफ्नो परिवारमा उनी मात्र कमाउँछन् र आफ्नो जीवन चलाउन उनलाई साह्रै मुस्किल पर्छ।

सात वर्ष अगाडि उनको परिवारमा उनको छोरो पनि थियो। आफू जति गरिब भएपनि उनले आनो छोराको शिक्षा दिए। आफू भरिया भए पनि आफ्नो छोराको जीवनमा केही र आनन्दित जीवन बाँच्न भन्ने आशा उनमा थियो। आफ्नो छोरा राजुलाई उनले आफ्नो ज्ञान भन्दा बढी माया गर्थे।

सात वर्ष अगाडिको कुरा हो। सधैं जस्तो खेमराज त्यो दिन पनि आफ्नो रिक्सा लिएर समान ओसारने हिँडे। त्यो दिन शिवरात्रि भएका हुनाले उनकी श्रीमती राजुलाई घरमा एकलै छोडेर पूजा गर्न गईन्।

शिवरात्रिको दिनमा अरु बच्चाहरुले बाटो छेकेको देखेर राजुलाई पनि रहर लाग्यो। अलिकति भएपनि पैसा पाइन्छ कि भनी ऊ एउटा डोरी लिएर बाटो छेक्न

गयो। डोरी आफ्नो कमरमा र बिजुलीको पोलमा बाँधेर ऊ बाटो छेक्न बस्यो।

बाटो छेक्दा एउटा ट्यांकर आयो। ट्यांकर चालकले उसलाई बाटो छाड्न भन्यो। तर राजुले पैसा नदिए बाटो नछाड्ने भन्यो। अलिकति पैसा पनि नदिएर चालक राजुसँग किचकिच गर्न थाल्यो। चालक को कन्सरी तात्थ्यो र राजुले बाटो छेके पनि उसले गाडी हाँक्यो तर दुर्भाग्यवस त्यो डोरी उसको कमरमा र पोलमा बाँधिएकोले राजु तानिएर गाडीको चक्का मुनि पन्यो र उसको मृत्यु भयो। उतिखेर त्यहाँ भिड भयो। सर्वसाधारण आक्रोसित भएर चलकलाई पिटे र ट्यांकर पनि जलाईदिए।

यो खबर खेमराजले थाहा पाउने बित्तिकै उनमा आकाश खसेजस्तै भयो। व्रत बसेकी राजुकी आमाले यो खबर सुन्ना साथ बेहोस भइन्। छोराको जिवनमा केही बनाउने आशा त्यही ट्यांकरका कारण चकनाचुर भयो। त्यही जाबो पैसाका लागि छोरा गुमाउन परेकाले उनीहरु बौलएजस्तै भए।

जब खेमले अहिले शिवरात्रीमा अरु बच्चाले बाटो छेकेको देख्छन् उनको आड सिरिङ्ग भएर आउँछ र उनी डाँको छाडेर रुन थाल्छन्।

उनको छोरा राजुले भन्थ्यो, “नाआतिनुस बाबा, म ठूलो भएपछि, तपाईंले भारी बोक्नु पर्दैन, है। यही कुरा सम्झी उनी रुदै बस्छन्।

सन्देश ज्ञवाली, १० ‘क’

मेरो मिल्ने साथी

मलाई आज पनि याद छ त्यो दिन जुन दिन मैले आफ्नो सबै भन्दा मिल्ने साथीलाई भेटेको थिएँ। उसको नाम प्रयास थियो। यस विद्यालयमा ऊ मेरो पहिलो साथी थियो। उसले नै मलाई मेरो सबै काममा सहयोग गर्ने गर्थ्यो। कक्षामा पनि हामी सँगै बस्ने गर्थ्यौं। मेरो सुखमा ऊ मसँगै रमाउने गर्थ्यो भने दुःखमा मसँगै रुने गर्थ्यो। हामी दुवैको मित्रता अरु कुनै सम्बन्ध भन्दा माथि थियो।

तर आज सबै कुरा परिवर्तन भैसकेको छ। ऊ अहिले अस्पतालमा छ। ऊ आफ्नो अन्तिम सास गनिरहेको छ। अहिले रूँदा रूँदा मेरो दुवै आँखा सुनिएका छन्। यस समय मैले र प्रयासले सँगै बिताएका आठ वर्षमा भएका रमाइला र दुःखद प्रतिलिपिहरु आँखाहरुका सामु झल्किरहेका छन्। त्यतिबेला नै डाक्टरसापले मेरो नाम बोलउनुभयो र भन्नुभयो बिरामी म सँग भेट्न चाहन्छ। यो सुन्नासाथ म कुद्दै प्रयास भएको ठाउँमा गएँ। उसको आँखा पनि आँशुले भरिएका थिए। उसले बिस्तारै मेरो हात समात्थ्यो र भन्थ्यो, “सधैं खुशी रहनु, सम्झने छु”। यति, मात्र भन्दै उसले आँखाले दुवै आँखा बन्द गर्‍यो। यी कुरा सुन्ना साथ म त्यस ठाउँमा जमेको जस्तै भएँ। न त म केही बोल्न सकिरहेको थिएँ न त केही सुन्न सकिरहेको थिएँ। मलाई कहिले नछाड्ने वाचा गरेको मेरो प्यारो मित्रले आज मलाई छाडेर गयो। ऊ बिना म निकै एकलो भएको छु। उसँग यस जन्ममा मसँग बस्न सकिनँ तर आशा गर्दछु कि आर्को जन्ममा हामी अवश्य भेट्ने छौं र यस्तै मित्र बनेछौं।

स्नेहा सिंह, १० ‘क’

चुटकिला

(गणेश र हरि फिल्म हेर्नको लागि फिल्म हलमा जान्छन्, फिल्म सुरु हुन्छ।)

फिल्ममा बाघ दौडेर भाग्न खोज्छ)

गणेश : किन डराएको तिमी? यो फिल्म त हो नि !

हरि : हामीलाई पो थाहा छ कि यो फिल्म हो भनेर तर बाघलाई के थाहा ? ऊ दौडदै हामी तिर आयो भने !

परिचय तामांग, ८ ‘क’

(छोरा र बुवा एकआपसमा कुराकानी गर्दै थिए)

छोरा : बुवा, मलाई पाँच रुपैयाँ दिनुहोस न।

बुवा : किन चाहियो तँलाई पाँच रुपैयाँ ?

छोरा : गरिबलाई दिन।

बुवा : खै कहाँ छ गरिब ?

छोरा : ऊ, त्यहाँ पर बरफ बेच्दै छ।

दिपेस्सन् सिंह, ७ ‘ख’

एक दिन एउटा मान्छेले रामलाई फेक कल गर्छ र भन्छ : मान्छे : हेलो, तपाईंको घरमा फ्रिज छ ?

राम : छ।

मान्छे : चलिरा'छ ?

राम : चलिरा'छ

मान्छे : समातेर राख्नुस नत्र भने भागेर जान्छ।

(रामले रिसाएर फोन राखिदिन्छ)

(त्यसपछि त्यो मान्छेले रामलाई फेरि फोन गर्छ)

मान्छे : हेलो, फ्रिज छ ?

राम : (रिसाएर) छैन।

मान्छे : मैले तपाईंलाई भनेको होइन समातेर राख्नु भनेर....?

बुवा : छोरा तिमिलाई गर्मी भयो भने के गर्छौ ?

छोरा : फ्यानको अगाडि बस्छु।

बुवा : तैपनि गर्मी भयो भने ?

छोरा : फ्यान अन गर्छु।

निया मानन्धर, ८ ‘ग’

मेरो देश नेपाल

प्राकृतिक सुन्दरताको धनी मेरो देश नेपाल
छ अति नै सुन्दर शान्त र विशाल
हिमाल, पहाड र तराईमा विभाजन गरिएको
छ नौलाख प्रीति र माया मानिसमा छरिएको ।

शान्तिका अग्रदूत गौतम बुद्धको यो सुन्दर जन्मभूमि
सबैजना यहाँको सुन्दरता अँगाल्छन् घुमीघुमी
नेवार, क्षत्री बाहुन, गुरुङ आदिको यो समस्त देश
लगाउँछन् नेपाली जाति आ-आफ्नै भेष ।

नेपालमानै छ विश्वको सबैभन्दा अग्लो चुचुरो सगरमाथा
ताजा छन् अझै वीर गोर्खालीले इतिहासमा रचेका थुप्रै गौरवगाथा
छन् उत्तरमा चाँदीझैँ टल्कने सुन्दर हिमाल
जन्मे यहाँ भानुभक्त आचार्य गोपाल प्रसाद रिमाल ।

डाँफे मुनाल कोइली गाउँछन् सुरिलो भाकामा गीत
चाहन्छन् सबैले यहाँको प्रकृतिसँग लगाउन मित
हिन्दु, मुस्लिम, क्रिश्चियन, बुद्धिस्ट सबै हुन् हाम्रै प्रिय साथी
त्यसैले कसैलाई भेदभाव नगरी देशलाई बढाउनुपर्छ धेरै माथि ।

आश्मा थापा, १० क

नेपाल

मेरो देशको नाम हो नेपाल
जुन छ कला संस्कृतिमा धेरै विशाल
हिमाल, पहाड, तराई
मेरो देशमा कोही छैन पराई

हिउले भरिएको हिमाल
रुखले भरिएको पहाड
धानले भरिएको तराई
मेरो देशमा कोही छैन पराई

जब घाम लाग्छ यो सुन्दर ठाउँमा
खुसियाली छाउँछ यो गाउँमा
सपनाको मुहान हो मेरो देश
यो देशमा धेरै छ भूषा भेष

हिमाल, पहाड, तराई
मेरो देशमा कोही छैन पराई

आशांषा अधिकारी, ७ 'घ'

नेपाल

विविध भाषा, धर्म, संस्कृति र रहनसहनले बनेको देश नेपाल
तराई, पहाड, हिमाल र उपत्यका जस्ता भौगोलिक स्वरूपले बनेको देश नेपाल
हरियो वन नेपालको धन भन्ने उखान चर्चित देश नेपाल
सगरमाथाको सर्वोच्च शिखरले विश्वमा चिनिने देश नेपाल
धार्मिक मठ, मन्दिर, कला र संस्कृतिले सजिएको दरबार भएको देश नेपाल
मेरो प्यारो देश नेपाल ।

शिशिरा दाहाल, ८ 'क'

मेरो देश

नेपाल मेरो राष्ट्र हो, हो मेरो स्वाभिमान
छ यसप्रति मेरो आस्था, गौरव र सान
सुन्दर बगैँचाको फूलझैँ फुलेको मेरो देश नेपाल
छ यो अत्यन्तै सुन्दर, शान्त र विशाल ।

सगरमाथाको घुम्तो ओढी मुस्कुराईरहेछ मेरो देश
प्राकृतिक सुन्दरताले भरिपूर्ण एक रमणीय परिवेश
आदर्श नारी सीताले जन्म लिइन् यहाँकै पवित्र साँझमा
शान्तिका आग्रदूत बुद्धले छरे शान्तिसन्देश हामि माझमा ।

कलकल बग्ने सुनकोशीले आत्मियता हामी बीच छर्दछिन्
नेपाली भूमिले नौलाख प्रीति हामीलाई गर्दछिन्
सांस्कृतिक र धार्मिक विविधताले सजिएको यो सुन्दर फूलबारी
जन्मिन् भृकुटी यसै पवित्र थलो मा एक आदर्श नारी ।

धर्मभक्तजस्ता वीर सहिदको रगतले लतपतिएको मेरो वीरभूमि
विश्वको माझ सानो भएता पनि स्वतन्त्र छ यो शान्तिभूमि
वीर गोर्खालीका छन् यहाँ धेरै वीरका गौरव गाथा
हिमाली, पहाडी र मधेसी बीचमा छ एक अटुट नाता ।

महिमा गौतम, १० 'क'

शान्तिको देश

हाम्रो शान्तिको देशमा आज के भइरहेको छ
जता हेर्नो उतै आगो दन्किरहेको छ ।

फिल्गंगा समेत पर्न नदिएको देशमा के भइरहेको छ
दाजु भाई को प्रतिस्पर्धामा आगो सल्किरहेको छ ।

किन बुझ्न नसकेको होला कसले यस्तो गराइरहेको छ
शान्तिको उपदेश छर्ने देशमा हिंसाको उपदेश छरिरहेको छ
आज भोलि किन हो सूर्यले ताप दिने छोडेको झैँ लागेको छ
जसले देश बनाउनु पर्ने हो उसले नै भत्काइरहेको छ ।

को हो राम्रो के हो अझै बुझ्न सकिएको छैन
देशको स्थिति यस्तो देख्दा चित्त दुख्छा छैन भन्न सकिँदैन
संवैधान २०६९ मा बन्छ भनेको २०७० आइसक्यो
चुनाव जेष्ठमा हुन्छ भनेको मंसिरमा पो भयो ।

कोही भन्छन् हामीलाई मधेशी संविधान किन बनायो
कोही भन्छन् हामीलाई मधेसी चुनावको मिति किन तोक्यो
कोही भन्छन् बन्द गरे फल प्राप्त हुन्छ
कोही भन्छन् हिंसा नगरे फल प्राप्त हुदैन ।

यस्ता कुराले चित्त नदुखेको त हैन
यही हो नयाँ नेपाल भनेको त हैन

नृपेश शर्मा, ९ 'क'

(गणेश र हरि फिल्म हेर्नको लागि फिल्म
हलमा जान्छन्, फिल्म सुरु हुन्छ ।
फिल्ममा बाघ दौडेर भान्न खोज्छ)
गणेश : किन डराएको तिमी? यो फिल्म
त हो नि.
हरि : हामीलाई पो छ कि यो फिल्म हो भनेर
तर बाघलाई के छ ? ऊ दौडदै
हामी तिर आयो भने !

प्रियंका तामांग, ८ 'क'



(एउटा महाकनजूस बुढोको घरमा एक दिन
आगो लागेछ)
बुढी : (हतारिदै) ए बुढा ! दमकलाई फो
न गरेर छिटो बोलाउनुहोस् न ।
बुढा : पख न, नकरा ! अहिले भर्खर मै
ले मिस कल गरेको थिए, उतै बाट फोन
आउला नि ।

प्रतिक लुईटेल, ७ 'ग'

अनौठा कुरा

१. वाल्ट डिज्नीले सन् १९३७ मा संवादसहितको पहिलो कार्टुन सिनेमा "स्नो ह्वाइट एण्ड द सेभेन ड्वाफ्स" बनाएका थिए ।
२. सुनको सुद्धता क्यारेटमा नापिन्छ । २४ क्यारेटको सुनलाई सबैभन्दा सुद्ध मानिन्छ ।
३. फोटोकापी मेसिनको आविष्कार चेस्टर एफ कर्ल्सन नामका अमेरिकीले गरेका हुन् ।
४. दन्त रोग संसारमा सबैभन्दा धेरै मानिसलाई लाग्ने रोग हो ।
५. पिचर प्लान्ट अनौठो वनस्पति हो। यसले किराफट्याइलाई आहारा बनाउँछ । यो अष्ट्रेलिया र अमेरिकाको धापिलो जमिनमा पाईन्छ ।
६. सुगा मात्र एउटा यस्तो प्राणी हो जसले अल्छी लागेपछि हामी मानिस जस्तै हाड गर्छ ।
७. ओस्ट्रिच चराको अण्डा उसको आफ्नो दिमाग भन्दा ठुलो हुन्छ ।
८. उल्लु चरा मात्र यस्तो प्राणी हो जसले आफ्नो टाउको घुमाउन सक्छ ।
९. 'टाइटानिक' यस्तो चलचित्र हो जसलाई बनाउन असली 'टाइटानिक' जहाज बनाउन लागेको खर्चभन्दा दुगुना खर्च लागेको थियो ।
१०. मह यस्तो वस्तु हो जुन कुहिँदैन ।

प्रकृत ढकाल, ९ 'क'

सबै साथी

कलम एउटा मिल्ने साथी
कापी अर्को साथी
किताब धेरै मिल्ने साथी
बस्छ झोलासाथि ।

झोलाभिन्न अरु धेरै
इरेजर र पेन्सिल साथी
ज्योमेटी र टिफिनबट्टा
झनै मिल्ने साथी ।

स्कूल पोसाक, जुता, मोजा
सबै मेरा साथी
टाई, पेटी केटाकेटी
कति धेरै साथी ।

भुल्न हुन्न सबै साथी
उत्तिकै छन् प्यारा
सबै साथी उस्तैउस्तै
खेल्लु हराबरा ।

सन्दिश खोजु श्रेष्ठ, ७ 'ग'

चुट्किला

एक दिन श्यामले रेल देखेछ ।

श्याम : राम ! तिमीले कहिल्यै रेल देखेका छौ ?

राम : छैन ।

श्याम : रेल त कालो हुन्छ, धेरै लामो हुन्छ र माथिबाट धुँवा निस्कन्छ

राम : ए , हो र !

अनि कुनै दिन पछि रामको घर नजिकै रेल आएछ । रेलबाट एउटा मान्छे चुरोट पिउँदै निस्कन्छ, राती थियो, त्यो मान्छे अग्लो थियो र कालो कोट लगाएको थियो । रामले त्यो मान्छेलाई देखेपछि रेल भन्ठान्यो र राम त्यस मान्छेको माथि चढ्यो ।

राम : आहा ! रेलमा त कस्तो मजा आउँछ आहा !

मान्छे : पागल भएको हो? किन मेरो कुम माथि चढेको ?

राम : आहा ! रेल त बोल्दो पनि रहेछ ।

तिशा श्रेष्ठ, ५ 'व'

केही आधुनिक शब्दार्थ

चुरोट : कलियुगको अगरबत्ती

भुँडी : कहिल्यै नभरिने भकारी

मुसा : गणेशको पानीजहाज

काठमाडौँ : फोहोरको सहर

नेता : घुसको पोको

पुलिस थाना : चोरको ससुराली

राँगो : यमराजको R15

शिवजी : गाँजाको भरिया

वकिल : झगडा गराएबापत पैसा कमाउने

चोर : पुलिसलाई काम दिलाउने

डाडु : श्रीमतीको हतियार

सृजन सुबेदी, १० क

