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MESSAGE FROM THE PRESIDENT

It has been a matter of immense pleasure for me that the almuni of Budhantha School, Society of Ex Budhanilkantha School (SEBS), is bringing out AASTHA coinciding with the completion of 31 years of valuable service to the SEBS fraternity, community, nation and the world.



The year 2012/2013 has been a hectic one for SEBS. Pursuant to election August 11th, 2012 current executive committee has been very busy reviving some of the old programs such as Indra Memorial Inter School Art Competition, Binod Memorial Inter School Folk dance Competition and introducing some new programs such as Dental Health education and screening camp at the Budhanilkantha School, which has been widely appreciated by the students, teachers, parents and School authority. We have been able to better communicate with our members, and have been able to answer questions raised by our members in the facebook as well as sebsonline. We have been able to update the recent news and announcement section in sebsonline. We have increased the transparency by updating notice and minutes of the SEBS Executive meeting and posting it directly in the website. Thus we have begun new initiatives to further our core objectives.

We have built a stronger alumni network through social networking, various events and gathering and have intensified outreach programs starting by building a communication network with current students of Budhanilkantha through regular meetings. We have also given voice to the needs of our members. We are working hard to have members wishes and views represented.

Memorandum of understanding has been signed between Budhanilkantha Business Saving & Credit Co-operative Ltd. (BBC) and SEBS on January 12, 2013 on Operation of SEBS Support Deposit (BBC--SSD) to ensure the SEBS remains financially sustainable.

We continue to recruit new members and have reached out to older members, as we believe that the core assets of SEBS are the members themselves.

We have successfully established trust among the members. We have attempted to revitalize relation with SEBS-North America and SEBS- UK. We will next attempt to work with SEBSers in Australia. Currently, SEBS and SEBS-NA share one of the best working relationships in SEBS history where we have continuously attempted to reach out to each other in matters of mutual interest. For the first time in history of SEBS & SEBS NA, together we were able to fund exchange program between a member SEBS executive committee and a current students of BNKS as well as current alumni to bring them to US on a three weeks of cultural exchange program to help them grow their leadership and management skills. SEBS will continue to strive for better relationship with all its members regardless of their geographic locations.

I would like to take this opportunity to thank all the members and friends, Budhanilkantha School Teachers and staffs, FOBS, who have provided us continuous support and cooperation throughout the year.

Dr. Tejsu Singh Malla 248 'C' President SEBS



Singh Durbar Kathmandu, Nepal



Message

It gives me immense pleasure to know that the alumni of Budhanilkantha School, Society Of Ex-Budhanilkantha Students (SEBS) is publishing it's annual magazine AASTHA.

Ever since it's establishment SEBS as continuously organized various social activities and programs in the field of education and health like World Bank award winning Doko Dai programme, Nationwide Scholarship Program, Health camps etc., to help the people who are in need. It has not only served its alma-mater but Nepali Communities at large.

SEBS is one of the largest civil society organizations in Nepal with over 3200 members, nationwide network in all 75 districts and 44 countries around the globe and is increasing in number every years.

As I know this year, SEBS has been lead by young and energetic team. I came to know that this is the first time in history of SEBS that the "C"generation under the leadership of Dr.Tejsu Singh Malla has lead the SEBS and I am very happy to see the hardwork, dedication and work done by SEBS this year. I would like to congratulate him and his entire team for successful completation of the tenure. I hope this momentum will be continued by the next team as well.

I would also like to congratulate the editorial team of the magazine to bring out this edition of AASTHA, and wish the SEBS family all the best for it's future.

Mahashram Sharma Joint Secretary Ministry of Education and Chairperson, SMC Budhanilkantha School.



Budhanilkantha School

(Higher Secondary) P.O. Box 1018, Kathmandu, Nepal

4370249 Principal's Office



BEST WISHES

I am immensely pleased to learn that SEBS is bringing out another issue of Aastha. Furthermore, it is an honour for me to be writing this message in capacity of the first SEBSer as the Principal of Budhanilkantha School. SEBSers have been the hope of this nation since the inception of Budhanilkantha School. Time has now come for the nation to enjoy the fruits of the investment made over four decades. SEBSers have already started impacting the nation from many different angles, and I thank the editorial team of Astha for providing a window through which the world can get a glimpse of how the nation's hope is turning into a reality. This is a testimony of the people's *aastha* (faith) on the SEBS.

SEBS and Budhanilkantha School are inseparable entities. The future of the one depends on the support extended by the other. The relation has gained extra significance and depth now. The school continues to count heavily on invaluable support of its alumni.

I congratulate the editorial team for their hard work and I am certain that everyone will enjoy going through its pages.

My best wishes to the SEBS and all its members.

Keshar Khulal Principal Budhanilkantha School

17 July 2013



Society of Ex-Budhanilkantha Students – North America Est. 2001



MESSAGE FROM SEBS (NORTH AMERICA)

It is my distinct pleasure as a founding President of SEBS-North America to be an official part of AASTHA 2013. I would like to congratulate the Editorial Board Members for the invaluable contributions in bringing out this edition of "AASTHA."

Even though the official birth of SEBS-North America was in 2000 during ANA Convention in Atlanta, we can trace it to sometimes in 1994/95 when 285B Kiran Kattle started an alumni user group. 378B Lokesh Rajbhandari later helped maintain it. 418B Rajan Nepal has since 2000 maintained our website and can be credited for its current architectural design. This has been a monumental effort on his part to keep us ahead of the technology and reuniting SEBSers globally. So thank you very much to all the technical experts including interns or others who helped Rajan along the way.

SEBS-North America continues to enjoys growth in membership as USA seems to be an immigrant destination. However we still continue to serve our alma mater, SEBS and Nepal through various efforts. Successful joint effort between SEBS and SEBS-North America led to successful outcome of "Doko Dai" project 10 years ago that has benefited the country. We have continued to provide assistance to Budhanilkantha School (BNKS) by donating books to its Learning Resource Center, laying out fiber optics cable so that internet can be faster, sponsoring needy and deserving students through Nationwide Scholarship Program (NSP) as well as in BNKS itself, providing sports equipment, sponsoring current clubs and assisting visiting teachers and students in US to further their educational mission by arranging visits to various local high schools or international seminars. We have also conducted fund raisers for our own alumni member's medical needs like heart surgery or those who perished untimely. We also provide fund raising platform for other SEBSers who are serving the community like EduVison in Hetauda run by 161A Suren Shakya dai. We have also provided educational or travel loans to our own alumni in the USA and all of them have successfully repaid their loans.

For the first time in 2013 we were able to fund exchange program between a member SEBS excomm and current student of BNKS to bring them to US to help them grow their leadership and management skills. I am particularly indebted to 160A Lok Subba dai, 571A Dr. Sitaram Joshi dai, 528B Himal Karmachary bhai, 222B Balkrishna Joshi and Pragya Sitoula for their substantial financial contribution in making this possible.

Today we are able to collect money donated by any members globally through

http://www.sebsonline.org/misc/donate.aspx You can even set up a monthly recurring donation program. Organization like ours usually utilizes 95% – 100% of your donation you give directly to the cause you are contributing as we do not have expensive office to maintain and we have volunteered our time. There is no better and trustworthy organization like your own alumni organization, so I urge you all to open your wallets and help us serve our members, BNKS and society.

We still have a long way to go. We are working very closely with SEBS to have all issues of Bhanjyang and Aastha copy to be made available via our official website www.sebsonline.org. We will also be working on digitally archiving all the official group pictures of our BNKS days. However our most important project will be to update our database and we have already held discussion with school and SEBS and have laid out the preliminary draft for this effort. We will soon be exploring options for Permanent Trust Fund for BNKS in coming year as well. In US members have shown interest to fund various prizes for most improved students. Details will come soon after our Annual Reunion in New York. SEBS-North America will also be starting a free immigration clinic to help low income Nepalese and Bhu-tanese in the USA starting after July 2013.

We are very excited about our future and we hope to continue our good working relationship with SEBS and BNKS. I want to personally thank current SEBS Excomm lead by Dr. Tejsu SIngh Malla for laying out their plans and sticking to it and accomplishing every item in the list. Wishing continued success to SEBS, BNKS and publication of Aastha.

Sincerely, Kiran Sitoula 268B President, SEBS-North America



सवैभन्दा पहिले म बूढानीलकण्ठ स्कूलका सम्पूर्ण अभिभावक, फ्रेण्ड्स अफ बूढानीलकण्ठ स्कूल ९ँइद्यक्ष र आफ्नो तर्फबाट क्यअष्भतथ या भ्ह(द्यगमजबलषी पबलतजब क्तगमभलतक ९क्भ्चक्ष र आस्थाको प्रकाशन/सम्पादन टीमलाई हार्दिक बधाई ज्ञापन गर्न चाहन्छ । साथै, आस्थाको नयाँ अंकलाई हार्दिक



पछिल्लो समय नेपाली समाजमा अधिकारको फसल फस्टाउँदै गएको छ भने कर्तब्यको बीऊ मासिदै गएको छ । मौकामा चौका हान्ने र दोषजति अरुको थाप्लोमा थोपरेर पानीमाथिको ओभानो बन्ने प्रवृत्ति बढ्दै छ । एक किसिमले भन्ने हो भने नेपाली सममाज छिन्नभिन्न हुदैछ । हरेक कुरा अहिले व्यापार बनेको छ, जसरी भए पनि नाफा कमाउनैपर्ने व्यापार । यो देशमा केही हुँदैन, यसको भविष्य नै छैन भन्ने निराशावादी चिन्तन हावी हुँदै गएको छ । मूल्य ९ख्लगिभ० मासिँदै गएको छ, आस्था मर्दे गएको छ । यस्तो संवेदनशील घडीमा सेब्सले आस्थाको नयाँ संस्करणमार्फत् मूल्यको पुनस्थापना र आशाको सञ्चार गर्ने जुन प्रयास गरेको छ, त्यो सह्रानीय छ । फोब्सको आँखाले सेब्सलाई नियाल्दा मैले धेरै संभावनाहरू देखेको छु । किनभने बूढानीलकण्ठले दिएको मूल्यको चेतना यसका प्रत्येक सदस्यहरूसँग छ । उनीहरूसँग ज्ञानको सागर छ । के गर्न सकिन्छ र के गर्दा हुन्छ भन्ने जानकारी छ । केही गर्ने तत्परता र त्यसलाई पार लगाउने ताकत पनि छ । र, विश्वभर फैलिएका तीन हजार भन्दा बढी पारङ्गत सदस्यको बलियो एकता र सशक्त संगठन छ । अभाव छ त केवल त्यसलाई कार्यरुपमा उतार्ने

अहिले बूढानीलकण्ठ स्कूलको नेतृत्व सेब्स सदस्यको हातमा छ। र, अर्को महत्वपूर्ण कुरा त्यस नेतृत्वप्रति धेरैको आशा र भरोसा छ। बूढानीलकण्ठ स्कूलसँग जोडिने हरेकका लागि यो नयाँ अवसर हो– यसलाई र यसमार्फत् नेपाली समाज एवं सिंगो राष्ट्रका निम्ति केही गर्नका लागि। आशा छ, डा. तेज्सु मल्लको नेतृत्वमा रहेको सेब्सको यो कार्यसमिति र सेब्स संस्थाले यो अवसरलाई भरपुर सदुपयोग गर्ने छ। फोब्स त्यसमा हातेमालो गर्न सदा तत्पर छ। फोब्स मात्र हैन, वास्तवमा स्कूल सञ्चालक गुठी र व्यवस्थापन समितिसहित सिंगो स्कूल परिवार नै ठोस कार्ययोजनासहित साथसाथ अघि बढ्न आतुर छ।

अन्तमा फेरि एकपटक आस्थाको नयाँ संस्करण र सेब्सका सदस्यहरूको सकारात्मक सोचका निम्ति धेरै धेरै शुभकामना व्यक्त गर्दछु।

महेन्द्र विष्ट अध्यक्ष, फोब्स



ribute

Retd. Col. Hikmat Bahadur Bisht, beloved father of Mr Santosh Bisht (100A) breathed his last on Mangsir 13, 2069) in B&B hospital, Lalitpur. Mr.Bisht, 74, was suffering from septic shock, disseminated severe sepsis, multi organ failure (Renal,Cardiac), Myelodysplastic syndrome with T-Cell Lymphoma. Late Bisht, was the Aide' de Camp (ADC) of Late King Birendra Bir Bikram Shah in 1970s, while he was studying in Harvard University, USA. Late Bisht is survived by two sons (Mr Shashi Bisht and Mr Santosh Bisht) and a daughter Mrs Sangita Bahdari.

SEBSer Bijay Shrestha 8131°C' lost his father who was a victim of Road Traffic Accident. We pray the Almighty to give strength to the bereaved family in this hour of grief. May the departed soul rest in eternal peace

SEBSer Apar Chhetri (360 D) passed away last year. May his soul rest in peace.

Dr. Prabin Bikram Thapa and Er.Prabin Bikram Thapa (500B) lost their mother.

Sishir Bhattarai, 581B passed away due to sudden stroke at Asian Development Bank (Nepal Office). He had joined Budhanilkantha School in 1989 Class 7 and was a Pumorian before moving on to Gaurishankar House. Friends remember him as a great friend, and a cheerful person who was able to cheer up the entire room. He graduated from the University of Chicago and was employed at Asian Development Bank. He is survived by one son.

Brig. General (Retd.)Er.Pratap Singh Malla, teacher Budhanilkantha School passed on April 2013 in Kathmandu. He was a teacher of history. Friends, Family and Students remember him as a highly principled man who was very ethical and demanded the very best from their students. He truly enjoyed his time at BNKS and loved the students very much.

SEBSer Bishwa Dhar Tuladhar (790A) lost his dad at the age of 78.

ongratulations

The Society of Ex Budhanilkantha Students (SEBS) would like to congratulate Bibhav Acharya , Kushal Pandey,Upendras Bom, Dr. Tejsu Singh Malla (248C), Dr. Prateek Karki (300C), Ben Malla, Safina Singh(200C), Sanjaya Shrestha (300C), Shikar Bhattarai (300C), Dr.Tanka Oja, Nirmal Rajbhandari (200C), Poshan Thapa, Dev Mahato (400C) for tieing the knots. We wish you all the best for the future

Palistha Maharjan , Daughter of SEBSer Rabindra Maharjan (255B) for being the First runner up Child Icon 2012. She won the Most Charming title at Child Icon 2012

Congratulations to Suraj Gurung (525B) and Bal K. Joshi (200B) for being blessed with a girl and Baburam Niraula for being blessed with a healthy baby boy child

Congratulations to Dr. Bishwa Dawadi dai (500 B) being elected as the executive member of Nepal Medical Association. We wish you success in your tenure

Congratulations to Nepal Adrasha Nirman (Gyanendra Pandy 937A, Director) for securing Class 'A' FCAN Excellence Bronze awards

Congratulations to Mabindra Regmi (2008), founding Member of Shanti Education Initiative Nepal, for securing Kathmandu University top and conferred with the Vice Chancellors Gold Medal for the year in 2012 in Masters in Education Level. We wish him for his success and wish him all the best in his future endeavors

Congratulations to new Vice-Principals of Budhanilkantha School-- Mrs. C. Dolma and Mr. Atiram KC (622A). We would like to wish them luck and extend our full support in working for the betterment of the school, the students and the alumni.



Chief Editor Sharthak Neupane 288D Executive member, SEBS

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Cover Design Deepak Shah 212 C

Layout Design Jyohomson Dawadi, 3125 D

Dist ribution Ms. Goma Sharma, Office Secretary, SEBS

Printed At: Shiva Shakti Printers, Baghbazar, Uttam Shres tha (700A)

the editors

Alumni magazines, once considered merely news bulletins for graduates, but now have evolved into important vehicles for institutional advancement.

This magazine is a resource designed to highlight the extent and quality of human resources produced by Budhanilkantha School over the past 32 years. The featured stories and interviews cover the breadth and depth of Budhanilkantha School and its accomplished graduates.

While working with the magazine, I met many alumnit in person, by phone, or by mail or e-mail Budhanikantha now has more than 3200 living graduates- and I am convinced that each one has something wonderful to share with us So many stories and such good memories.

As alumni and staff read through the pages of the magazine, they can be provid of the sense of purpose and responsibility that Budhanilkantha is fostering in its students and the real contributions our students are making after they graduate.

The team I work with at Aastha was very dedicated and a hard working team with a goal to make the magazine the best in the history of SEBS. I wish to extend my gratitude to the SEBS executive committee and the members of the Editorial Board as they are the backbone of this endeavor. I am happy to have been involved in laying the groundwork and I can't wait to see what comes next. Please feel free to comment on any and all of the content of the magazine. Feedback is always welcome.

Sharthak Neupane

Editor

Published by: Society Of Ex-Budhanilkantha Students (SEBS) Putalisadak, Kathmandu, Nepal Tel:00-977-4411390, E-Mail: sebs@sebsonline.org Website: www.sebsonline.org







Founding President Binal Nepal (107A) is one of the most prominent figures among SEBSERs. He is the Founding President of SEBS and has served SEBS as its President from 1982-84 and 1990-92. He is the First Life member of SEBS,

Tell us something about your childhood?

I was loved by everyone and I did respect all my elders and teachers.

What is your best memory of Budhanilkantha School?

I am pleased to share with you all my SEBSERS I was the only student from my batch who never received an individual "Demerits" (a system in place to reward or punish any individual group and was announced every week during Monday assembly) throughout my school career. Till today I have maintained my status and would like to be a role model to all in every aspect.

One word that comes to your mind when you think of **Budhanilkantha School?**

Mini-Nepal: "Budhanilkantha School Unity with Diversity"

How was life immediately after leaving Budhanilkantha School?

Energetic with bright ideas and full of ambitions to making my entire dreams come true!

How did the concept of forming an alumni organization initiated? Was it your solo venture?

While we were in ASCOL as the freshener, we, the 1st batch, were exploring the ideas of having our own alumni just like GAA and once the 2nd batch of like minded brothers joined ASCOL, our collective energy evolved in giving birth to Society of Ex-Budhanilkantha Students "SEBS".

champion of establishing the SEBS Achhaya Kosh and introducing new programs such as "SEBS". Sandhya" and Free Health Camps.

For the past 3-decades he has served and led various organizations based in Nepal and Florida, USA. As the President of Florida Association of Nepali Society (FANS), he has recently signed the historic MOU between two state organizations registered in the State of Florida.



Were there any difficulties in establishing an alumni association? How did people respond initially?

As a Founder President let me take this opportunity to salute all my SEBS founders for their great effort and energy in establishing SEBS. To register our organization with the government authorities was not an issue. We did register our organization with then HMG very smoothly, but during the initial stage Budhanilkantha School headmaster and the administration were not positive towards SEBS. There was a saying that Ex-students should support the school, not school supporting the SEBS. As the year passed, school administration realized the importance of SEBS and these days we represent FOBS, School Board Governors and have major role in supporting each other.



Do you have any suggestion to fresh graduates who aspire to have a career in your field?

My humble request to all the graduates of SEBS, think twice in choosing your career. Our country needs true leaders. Together, we can inject Budhanilkantha school culture of honesty and remain financially disciplined to guide our country towards a new horizon.

SEBS has reached 31 years. How do you see SEBS then and now? How should SEBS move forward?

SEBS has dispersed around the world and it needs to act as a catalyst to give back to the school, community and the country Nepal which is always our collective pride.

Many SEBSer dream for SEBS own building.31 years of establishing SEBS and still having own building remains a dream. How do you think it can it be reality.

31 years back as the Founding President of SEBS, I did announce that our team will give priority in establishing our own building close to Naryanthan on the land where the school is situated. We did initiate the process. And now together with all our Past Presidents and General Members, we have a common dream i.e. Build our own SEBS Almuni Building.

This building will be our head office and recreation center for our members, and a net working place in support of Ex-Students, School and SEBS Global Chapters. You have been involved in a lot of social organisation in Nepal and now in USA Florida we were the President of FANS and have recently signed a MOU with FNA thus uniting the organization to "United FNA-FANS". How do you feel? What message do you want to give to the politics party of Nepal which keeps on breaking into smaller pieces?

I feel great and today as I serve in any organization as the President, I revisit my tenure as the founder president of SEBS and with the gained experience and expertise from it always guides me to be an honest social leader and always place the Nepalese Community First.

With this note, I kindly request all political leaders and parties to look in the mirror and think twice if they have done anything right in their political carrier? "Divided we fail, united we stay strong." As a leader we need to be 1st loyal to the Nepalese citizen, beloved motherland and then to the party and then ourselves.

What according to you is and should be the impact of SEBS to Budhanilkantha School and Nation?

For Budhanilkantha School- our SEBS team of expertise and excellence has proved that we are so near and dear to the school we will never let our school down. Similarly, our service and appointment and representation to school has proved we SEBSERs are always role model to the school.

For the Nation- SEBS can be the advocate to lead the message of Nation building in joining the hands of like minded organizations/community/ leaders or individuals and fix the broken system and create awareness to punish the corrupt leaders whoever places the personal interest.



Very few people have belonged to Budhanilkantha School their entire life. One of them is Mr Man Bahadur Gurung, one of the most well known SEBSer. He is from the first BNKS batch, as 157 A. He has been serving Budhanilkantha School as a teacher since 1987 and as the Head of House of Dhaulagiri House for 16 years. Most of the students know him as a friendly and caring teacher. He is also the School Football Coach and coordinator of STAR Club. He is also known for strict discipline. He served the SEBS Executive committee in 1984.

When did you join BNKS?

Although the school was established in 1972 AD, I joined school in 1973 after the formal classes started.

What were you interests during school days? Did you hold any positions while in school? My hobby was playing football and liked studying as well. I was pretty good in both of them. I was the captain of the school football team from class 6. We had started playing football with other schools by then.

How do you recall your childhood, family and environment?

I came from Tanahun as a scholarship student. My father and grandfather were 'Laures.' If I would have joined BNKS maybe I would also have joined some military forces or might have become a farmer in my village. But I didn't want to become a soldier. BNKS changed everything in me.

Do you have any particular memory about the times as a student in BNKS?

Those were the experimental days of the school so I don't have such memories. But I do remember getting caught by the then HOH, Mr. Tamod, while playing with my nine sticks in the bathroom at midnight.

Why do you think SEBSers are not involved much in the activities of SEBS?

It is definitely because of their busy schedule and maybe to some extent because of their limitations.

How do you describe BNKS?

Mini Nepal, the usual word for BNKS.

What changes do you find in the school comparing the time when you were a student and at present?

Back then as a student there was nothing as such in the school as it was in its primitive stage. Many changes have occurred and lots of facilities have been introduced. But to some extent we have not been able to utilize the facilities properly and we have much more potential than any other schools.

What does SEBS mean to you and how do you think SEBSers should move forward?

SEBS is a very large family and a vital stake holder of its alma mater. Members of SEBS should show more maturity in many aspects and should move forward.

How does it feel to be in BNKS for such a long time?

I have been in the school for 34 years and it really feels great to serve my alma mater I still feel good and strong about the school and I am not finished up with the school yet.



It hurts!

Bibek Basnet 3000D



I was in my Theory of Knowledge (TOK) class at Sussex coast college, UK. We were discussing about

the nature of history and its significance to the country. Our teacher, Maurice asked "Write about the events and personalities that has historical importance to your country." I started with 525 BC, time when Gautam Buddha was born in Nepal to the recent political reformation putting everything in nutshell.

Each student from different nationality was talking about their history with pride like I did. The teacher was going around the class. Then a friend from India said, "Buddha was born in India." I protested, "No, he is wrong. Buddha was born in Nepal." We had students from different countries like Zambia, Zimbabwe, Uganda, Tibet, England, Venezuela and Belize. Most of the students were left in despair by the two conflicting piece of information. Which one was true for them?

The nature of Theory of Knowledge that likes to question everything and view things with skepticism found one more topic to discuss upon. But for me it was hurting. When I asked the student from India why he said that he replied, "This is what I read in my course book."

I hope his attempt to cloud the minds of rest of the class went futile. The class continued. After this moment, I was physically in but couldn't concentrate for rest of the class.

The class ended in no time. I was still saying, "Buddha was born in Nepal. Trust me. Go and check in the internet." Some of them laughed and went.

I wished I could show the Indian guy, the birth place of Buddha, Lumbini then and there. This incident still provokes my thought in me and helped me to realize how much I love my country. Trust me. It hurts deep inside when people play mockery with nationality.

I love Nepal.



For anyone who follows the local music scene, particularly the growing underground offshoot, Diwas Gurung is definitely not a new name. You'll know him primarily as one of the founding members of the progressive rock outfit Ayurveda, based in the US, as well as for being the former guitarist of Nepali rock group Albatross. He is currently associated with his band, Photoreal.

A complete act

When did you join Budhanilkantha School?

I joined the school in 1992. I was from the 100 C batch.

What were your interests during your school days?

When I was younger I was very much into gymnastics club. In addition I was an avid swimmer and basketball player. However all that changed when I discovered the fun



of playing guitars. I also used to participate in story and poetry writing competition held by the English department.

Did you hold any position while in school?

I never held any official position while in school. The closest I came was when I was the president of The Guitar cafe which was a guitar club that I and my friends started.

How do you recall your childhood, family and home environment?

I had a great childhood which is filled with a lot of beautiful memories of the school. Since my mother was an English teacher at the school, I grew up within the school compound so BNKS is home to me in more ways than one.

Do you have any particular memory about the times as a student in Budhanilkantha School?

My favorite memory is when we organized the guitar fest. It was an open concert held outside the school foyer. It took a great deal of planning and preparation on our part but it all came together in a great way.

In what aspects has the education at Budhanilkantha helped you in your professional career?

English was the subject that has helped me the most in my line of work. I am forever indebted to the English department for nurturing my interests and skill in that subject.

How have been your contributions towards Budhanilkantha School and SEBS?



The best contribution I have made to the school is encouraging

the fellow juniors to follow their passion in whatever way they can. While I have had limited contact with SEBS, I make it a point to visit the school and talk to the younger students and help answer any questions they may have about pursuing a career on music.

One word that comes to you of Budhanilkantha School. Serenity

How do you rate the music classes that you received at Budhanilkantha School?

To be honest I was not a very good music student while at school but that was a result of being young and restless. My music teacher-Mr. Ram Thapa was an excellent teacher and a musician. I still regret that I was unable to make the best of the lessons.

Do you have any suggestion to fresh graduates who aspire to have a career in your field?

Perseverance and talent are two requirements to have before you can think of starting a career in the music business. As long as you have those two things good things will happen.

What according to you is and should be the impact of SEBS to Budhanilkantha School and Nation?

Encouragement and support should be the cornerstone of the philosophy of SEBS, which it already is, so things are moving in the right direction.

Door

Asis Dhakal 3129 D

Not retribution but solemn doting That took me to that jungle Of little red-bricked, tile-roofed huts that Were little Hogwarts in themselves for this little Harry potter head who hoped for swish and flick of magic around Every corners: cascades of fireworks every night lighting up the Dark velvet of the sky; a different world in itself, An enchanted realm which once you enter won't feel like Leaving; Like a witch's hut, Only without the witch here; Among the enticing aroma of lemon and what not around each bends, Running about the vast pitches, water sports and all that jazz, Life as we know it Taking form of roaring individuality And freedom, Letting us soar, At the same time warning us to be vigilant, Not to lose our heads and let our wings melt; Prepare. Take me in your arms and sing me to sleep Now that the night is long Away from you.





Surendra Shakya (161 A) is the Founding Director of EduVision Foundation, an NGO based in Hetauda. It focuses on educating underprivileged kids, as well as using technological innovation in education. Currently EduVision is focusing its work in improving education and social acceptance of children in Helpless Disable Child Rehabilitation Center (HDCRC), Helpless Child Home, Shree Shanti Deaf Children's School, and Poor Children Education Development Organization (POCEDO). Besides, EduVision is also working with eight different public and private school to organize assorted co- and extra- curricular activities. Similarly, EduVision also works with Mamaghar, a project to rehabilitate street children of Hetauda, and Human Service Home, an organization that shelters homeless adults and differently able individuals.

Surendra has served the SEBS committee as the Vice President (2008) and Vice President of SEBS-NA (2000), and had assisted the SEBS-NSP program.

JUJCOT

Where are you from?

I was born and raised in Hetauda, Makwanpur.

What were your interests in school?

Besides academics obviously, there were other interests such as arts, sports, and some hobbies, such as stamp collection club supervised by the principal Mr. Wakeman. Drama, singing, and painting also ranked high. I was considered quite good in water painting.

Is there any lasting impression left behind by BNKS on you, or in your career?

No doubt about it. School years are the formative years, and set our path for life. The lasting impression was that of us being the future nation-builders who were selected for the best education through national competitive exams. Since I was privileged to receive the best education in Nepal, I felt obliged to return the favor by working for benefit of the nation and people of Nepal, particularly the most down-trodden. What I vividly remember is that we were the cream of the crop, and we showed it in the first ever SLC appearance by securing 11 out of 14 Board toppers in 1980.

Many people seek opportunity abroad, but you were settled in USA, still you choose to come back to Nepal. Any specific reason?

I was stationed in a remote area in 1988 to help in the relief operation of people who were victims of landslide and flooding. It was a Swiss project operating in Sindhupalchok and Dolkha, and my station was a small village called Budepa, some two hours walk from Sunkoshi village. There I first had an encounter with small children asking for work in the project. I felt that I had to do something to elevate the condition of these kinds of children, and for that purpose I had to make personal progress of my own. That motivated me to seek higher education in USA, and was successful to get admitted in a community college in Texas. I was a nontraditional student by American sense. While in USA, I was overwhelmed by the progress there, and vowed to learn the secret behind such success. I spent 14 years educating myself as a student, teacher and social activist on American way of life, and gathering relevant knowledge for future reference when I return to Nepal. We could say that the first seven years were full of good impression, and then the second seven years were more of breakaway from materialistic existence. I became more interested in finding a place and mission for my life, and that search lead to some kind of spiritual experience that provided me a firm direction in life. We could say, I am here fulfilling that epiphany received in 2004 in South Dakota.



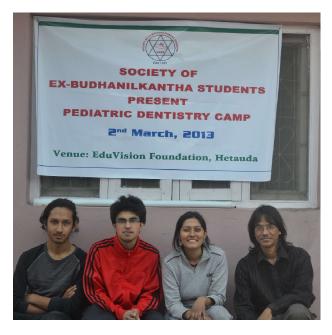
We have seen mushrooming NGO in Kathmandu, but EduVision is based in Hetauda. Any specific reason? How does it differ from other NGO working for children?

A simple step in transforming the world begins by individuals acting in their own community, doing what they can with what they have. This is a cliché but very important to implement. After returning to Nepal, working in my own birth place was my first choice. There was no other way it would work.

Digitally

Our program goes deeper and farther in helping children we support. We do not merely provide uniform, book, stationeries and school fee, etc. but we are daily involved in their education. We hold separate remedial classes every day, and provide extra-curricular activities as a means to develop other facets of their talents. One of these activities that has become our hallmark is before and afterschool community service our students perform. We started helping three homeless elderly people and after 16 months of serving them and their eventual rehabilitation, we have started our programs to help children of different orphanages, not excluding other areas of needs and other more fortunate children in schools and hostels. Non-violent teaching of Budhanilkantha School forms the backbone of our operation. We create an attractive situation, and deny participation if students break disciplinary rules, or falls short in their academic progress. We have students competing through their groups, and learning team work as well as individual responsibility/ It has had an impressive result, and our children are already socially aware, motivated individuals who follow principled life of service and sacrifice.









What was the reason behind formation of EduVision?

After returning to Nepal on February 1, 2007, I spent time reacquainting with Nepal. I was quite flabbergasted on the changes I saw and the poor standard of education in my community. I used to visit different schools and teach free periods to get a sense of development of our students and gauze their needs. I concluded that digital education could vastly improve in raising the quality of education in all parts of Nepal. So I decided to establish a computer lab for which I requested SEBSers from first batch to contribute. They responded enthusiastically. Other younger SEBSers also came forth and I was able to set up a computer lab with five brand new PC's complimented with digital software for English, science and math from Nepal, India and UK. Students from different schools were invited to use them for free and afterwards fill a small survey. They were overwhelmingly in favor of such an alternative, and were even willing to pay. This was deemed a better alternative to coaching and tuition classes that are used as the only alternative by most students and schools in Nepal.

I had contact with Lincoln School, Kathmandu and was awarded an opportunity to organize a week-long annual "Explore Nepal" trip that complements their American curriculum. I decided to organize a grade 6 exchange and interaction program in Hetauda between Lincoln School students and their peers in Hetauda from community and private schools. We chose environment as a theme. It was during this program that I met some community school students, who impressed me with their enthusiasm and independent attitude. First I started teaching them English on Saturdays for free, only to learn that many of them were domestic workers since grade one. This prompted me to seek ways to help them get better education and help them out of life of poverty. A German friend helped find sponsors in Europe. When we started this sponsorship program, we had no choice but to register a NGO to continue helping these students because transfer of foreign fund was involved.

Do you have any suggestion to fresh graduates who aspire to have a career in your field?

Those who have the necessary bent of heart will on their own find and walk this path. It is not for everyone to choose path that seeks to make priority of giving. But if you have faith in the power of giving, things will work out. What we give is what we receive. Future SEBSers can use EduVision as an example of this belief.

One word that comes to your mind when you think of Budhanilkantha School.

Excellence

Do you think SEBS Dental Health camp and screening program was fruitful?

SEBS Dental Camp was very fruitful. It brought together three generations of SEBSers, and emphasized the ties we share through air and water of Bishnumati, shelter of Shivapuri and blessings of Narayanthan. I got to meet young SEBSers who had recently graduated—Sharthak Neupane and Bishad Kafle, and by now a legendary figure, Sneedha Mainali, our most prominent sister with indefatigable energy to work for children. It strengthened my faith in SEBS and helps crystallize what potential it holds for Nepal as a force that can be a game changer.

I would like to see SEBS Medico become continuously active in organizing or participating in such medical camps all over Nepal, where active SEBSers are contributing to their communities. After Dental Camp, first Batch SEBSer Dr. Dwarika Prasad Shrestha (173A) helped us organize a skin camp, within a week of the dental camp. We can have more such camps to help improve health of children here. We have seen many outbreaks among children of these orphanages.

What does SEBS means to you, and how do you think SEBS should move forward?



I see SEBS in three tiers at the moment, those pursuing academic, those building their professional career, and those who are well-established. All three groups need some specific networking and help to help them build strong relationship and unity. The well-established could start giving back to the nation and their community in big way. I remember when I rejoined SEBS as the vice president and supported Suresh to revive almost defunct SEBS in 2008, senior SEBSers Rajesh Babu Shrestha of Mankamana Cable and Birendra Bahadur Basnet of Budda Air were enthusiastic to give support. They were also willing to pledge financial support for EduVision work. So, SEBS is like a life blood to me, even the DNA of my present status. SEBS can address the needs of those SEBSers who are in the phase of building their life, and channel the resources and expertise of those already able and willing to contribute. Annual SEBS giving back event would be something I would be interested to see, a gala event in Nepal, maybe in different cities, where SEBSers worldwide pledge support for projects SEBSers are spearheading.

What according to you is and should be the impact of SEBS to Budhanilkantha School and Nation?

Nurturing the nursery where world-beaters are produced is a very positive thing, but we must also place the education in the context of Nepal's historical pride. We have the knowledge base of thousands of years that surpass anything the West has given, yet we seem to be taught to accept superiority of Western culture, neglecting our priceless heritage from our forefathers. We seem to consider being successful if we can settle in the West, or live a Western life style right here. That is a product of inferiority complex, and a result of enslavement in the name of education. And mostly we are unaware of this deep psychological phenomenon. We have forgotten and neglected our glorious past, and fallen in a rot.

We must revive the spirit when we cared about each other, when our principal was morally guided instead of material avarice. Democratic system is not the panacea for prosperity; it is the individual moral integrity. I have observed their demands for SEBS to do more for Budhanilkantha School, and SEBSers, but that should not be at the expense of fulfilling wider social responsibility. A nation that does not care for the weakest member of its society reflects poorly in the world community. SEBS would do well to incorporate compassion in its philosophy and be an organization known for giving. It can do it if there is a right leadership since its membership transcend national boundaries and have reached the upper echelon of success and status.

Any suggestions to SEBS?

It would be best if we do not focus merely on providing more to those who have already received or confine its wings to BNKS and SEBS. It is time to get whole-heartedly into fulfilling the goals of BNKS.

SEBS can urge its members worldwide to hold at least one fundraiser in their home or office around Xmas time. Living the high consuming life style, we must also be aware that such community oriented events and sentiments rank very highly in Western culture. SEBSers could increase their own profile in their workplace or community by developing this humane attitude. One of my biggest pain in the work I am doing is to have no option to relying on foreign funding for out children's bright future. If SEBSers were to support this effort entirely through mobilization of Nepali Diasporas that would be the day I could raise my head and feel that Nepal might stand on its feet some day. It is an anathema to our historical pride that we cannot muster thoughts to become self reliant, self fund and self manage development of our country.



E LOVE OF A GAME

Breaker: We were like soldiers and him a general. He was a martinet and his very presence demanded discipline. I doubt if even King Leonidus had been so meticulous in selecting his best 300 to defend Sparta. Here, in a sword edge competition only 11 would make it through. And only the best 11 would sport the regalia- the royal-blue jersey of the school team.

It would not be an overstatement if I said football in my school is as popular as it is in Brazil. There is barely anyone who can resist it. If you asked the craziest ones about football facts, they would readily tell the names of players and coaches of different clubs and countries from their memory like a multiplication table. They made mistakes in calculating mean or standard deviation in classes but not in the statistics concerning their On the day of the final selection, I sat on the wet grass favourite teams and players. They could explain well the subtle working of player transfers and the history of feuds between clubs, coaches and players.

In my college, football is more than 'just another sport'; it is a culture. Be it watching late night Premier League fixtures, gossiping about El Classico or playing two A-side matches reverie with a loud splash of joy. I had made it. in basketball courts, football just added color to our days and made us happy.

I am just done with c ollege. But the memorable moments of football crazy atmosphere in my hostel at Budhanilkantha School still bring a smile on my face.

As a child, playing soccer after classes and on holidays was a wonderful pastime. It was right from those early days playing scrunched-up paper balls in dormitory that we dreamed of playing for school team some day. We used to watch with pride and awe when senior our 'heroes'.

Now it was our turn to be the 'heroes' and we trained hard under the coach, a short man who played a defender in his heydays.

We all woke up early in the morning for the laps and stretches, even the ones who usually slept like a hibernating bear (this should explain the craze for football we had). In the evening we had on-ball practice. The coach maintained strict discipline in these sessions as it was necessary for development of strength, skills and stamina.



Roshan Thapaliya 277 D

evaluating my performance. All the other hopefuls sitting around in the circle, I believe, were doing the same. And the more I thought the more nervous I got. 'Rahul', I heard the coach say. Well there was no doubt about him being selected- with that net-tearing shot and bullet pace. I was deep in thoughts as the sharp voice of the coach continued- 'Nirajan', 'Anurodh', 'Anup', 'Ashutosh', 'Roshan'. I resurfaced from my

We lost the first game of the tournament. Though we were disappointed, there was still hope for us. If we won the next game we would make it through to the knockout stage. And history was on our side- never had any of our school teams crashed out of group selections.

Then we conceded the goal. I watched with shock, as leverythiessenned the barten asettine this could have a management of the sentence of the sent stookalkaailedatiewlyvistointenbertanegoeseneteach sando conterente televisiti upilati con acchive generican ad que vogureios Thereats that is at the read a line and a lin ontreed the stoppage time of four minutes. Never losing'hope we'all pushed forward and our energy paid brothers played in the tournaments. They were Affi wake white and play a share white a walkingended in adviowitheatre, those final words of the coach reverberating inside my head. The supporting Wanta thuma led an band the town an equitable to ach urged us on and even the high trees around the ground seemed to sway like 'Mexican Wave', like audiences in international stadiums, rippling their support for us.

> It was nil-nil until half time and we started the second half with even more energy. We created beautiful chances but sadly could not capitalize on them.



As I stared at the disappointed faces of the audience I could see myself there- a child with bright eyes observing the game intently and savoring every seconds of the match, cursing the opponents and cheering in support of the school team. I could see it in those innocent faces-frustration, fury and grief as I had felt. To make the matter worse, we had upstaged the worst performance in the whole history by crashing out from the very first round of the tournament.

Like flights of arrow those accusing looks projectiled through the air and struck me. By the time it was all over I lay on the ground, figurative arrows sticking out from every parts of my body.

For a few days I was even embarrassed to go for supper when everyone would be at the dining hall. I was emotionally disturbed and distressed by the experience.

However my love for the sport did not diminish and I continued playing the game. After all football is not just a game of loss and defeat. This petty idea just defeats the whole principle of the game. Football is more about fun, friendship and fiesta. Take for example how the warring sides in Nigeria called a ceasefire just to watch Pele play.

Many times we are divided because of the difference in teams we support and the players we admire. Even among my friends some of us support Messi while others support Ronaldo. While some of us are Chelsea fans others ardently support Manchester United. But we are not sundered as it might be inferred from these facts.

You should have watched us playing in basketball court in the evenings. Each of us playing there had different choices and support. But there was something so common between all of us- the love for football.

(The article was also published on The Kathmandu post dated December 4, 2012)



Monitoring construction projects

Prajesh Bikram Thapa(559B) is the former President of SEBS who was unanimously elected in the Annual General Meeting of 2003-2004. He served as an SEBS executive committee member (2001-02) and Vice President (2002-2003). He is also the advisory member of SEBS committee 2012-2013. He has been a member of the Project Facilitating Committee- Sustainable "Doko Dai" Mobile Library Project (SDDMLP), a part of Development Marketplace-World Bank Grant Project,

He is the Senior Contract Engineer, at Sanjen Jalavidhyut Company Limited, Sanjen (Upper) and Sanjen Hydroelectric Projects. He has been associated in the past with Fichtner JV, Germany (Engineering Consultant for Middle Marsyangdi Hydroelectric Project, Lamjung, Nepal) and Himalayan Snax Noodles (Pvt.) Ltd where he Developed the engineering unit of the factory and the Spare Parts inventory management system.



What were your interests in school?

In the initial days, the interest was more on sports and games. Being a resident student then the interest was having fun, playing, and participating in different activities along with friends and acquaintance. At the later stage in school, a bit of interest was also directed towards overall personality development with the combination of academy, extra-curricular activities etc.

Any particular memory about the times at Budhanilkantha School?

BNKS triggers floods of nostalgic memories. Thus, having spent seven years in hostel, it is very hard to mention about only one and/or any particular memory. It was a delightful and fulfilling experience/memory I will always cherish – learning from erudite and totally dedicated teachers, amidst excellent academic facilities and ambience, elaborate sports facilities, labs and workshops, lush green campus, well-designed comfortable hostels, mess with its own bakery, expansive sports fields and facilities for all types of sports, the swimming pool, the unique well-stocked library, and the temple. Each of the above mentioned facilities has its own particular memories.



Is there any lasting impression left behind by BNKS on you, or in your career?

I am what I am because of BNKS, the Centre of Excellence. I'll always love BNKS because it gave so much to me. It's where I learned so much; it's where I met my best and lifelong friends and it's where my foundation was built. With all these reasons, but no limited to, it has definitely facilitated me so much in my life and in my career.

Do you have any suggestion to fresh graduates who aspire to have a career in your field?

Prior to aspiring a career in my field, I suggest the fresh graduates to having a basic understanding about the field. Basically, my expertise is related to ensure good control in procurement system and proper Contract Administration in construction projects. The first one is mainly related to ensure good control in procurement of the Public Entity that is transparent efficient and free of corruption using information and communications technology also as a tool for implementation through proper coordination within all Public Entities improved relations between the Government and its suppliers contractors, consultants and service providers and build an atmosphere of trust and confidence between the Public entity and the general public. It involves the development and issuance of the Standard Bidding Documents for Civil Works, Goods and Consultancy. And the later one is mainly related to execution and management of projects for timely completion, within budget without compromising in quality. Thus, it is advised to everyone who intends to have a career in my field, we can contribute in nation building with correct procurement process and proper contract administration in relation to the overall infrastructure developments.

You have started your journey as an executive member of SEBS, then Vice President and finally President of SEBS and now you still serve SEBS as a member of Advisor committee. How do you feel going through all these changes?

I always feel great to be a part of SEBS. Going through these entire changes, one thing is certain everything may change with time but your affection and love towards BNKS/SEBS remain unchanged irrespective of your position. My relationship with SEBS as a SEBSer started for the first time when I first got elected as an executive member in 2051/052 BS. Later on, I got the opportunities to serve SEBS in different capacities, including as a President and I am still serving as an advisor.

In your opinion what does SEBS lack? And how can we make better SEBS?

I don't have any particular comment on what SEBS is lacking. Instead, SEBS being a leader in alumni organization in Nepal, SEBS has a potential to do a lot in national level as well as in different regions. SEBS has one of the biggest pool of talents of professionals spread over more than 40 countries. Firstly, we should understand that its members are the powerhouse of SEBS, they are the source of guidance and in fact the source of everything. We cannot imagine of better SEBS without good coordination and harmony within members and SEBS can be no better without realization and self-motivation from its members to give back to the alma mater. This is where SEBS has a vital role. Secondly, SEBS should also focus on further development of BNKS, so that BNKS keeps producing the quality products. Once the members are motivate and consolidated then there is no limit for SEBS in order to enhance and expand sustainable programs both nationally as well as internationally.



Deciphering the codes of a revolution

Post-1990, 2007 order in focus

Sagun S. Lawoti

933A



Human history is replete with incidents of great many revolutions. Though revolutions may vary in terms of motivations, methods and time duration, they basically point to sudden, sweeping fundamental change in structures, institutions, dominant ideologies, and powers relations. The French Revolution, 1789-1799, the Russian Revolution, 1917, and the Chinese Revolution, 1927-1949, are three classic examples of revolutions which evolved through political crises in structure and situation. In the events that ensued, the old regimes were challenged by rebellious domestic forces from below and competition emanating from the international sphere.

In what Theda Skocpol reckons, social revolution involves a transformative process with two situational requisites: first, societal structural change with class upheaval, second, the case of political with social transformation. The fundamental changes in political and social structure in such a scenario mutually reinforce one another. She thus defines social revolution as "rapid, basic transformations of a society's state and class structures... accompanied and in part carried through by class-based revolts from below".

But then there are inherent distinctions in between social revolutions and other transformative actions. For instance, political revolutions only transform the state structures but not social structures. Industrial revolutions, despite transforming the social structures, may not necessarily emerge out of sudden political commotion or impact political structural changes. Revolts, despite recording success, however may not effect structural changes. The combination of thoroughgoing structural transformation and massive class upheavals sets social revolutions apart from coups, rebellions, and even political revolutions and national independence movements.

In Samuel Huntington's view, "Revolution is a rapid, fundamental, and violent domestic change in the dominant values and myths of a society, in its political institutions, social structure, leadership, and government activity and policies." With that brief in consideration, let's look through the two people's movements (1990 and 2006) in Nepal and the changes therein.

Two movements and Huntington's requisites

The Constitution 1990 restored multiparty democratic politics espoused in constitutional monarchy, freedom of association and organization, right to information, freedom of speech, and human rights as fundamental rights. It also gave rise to private enterprise among others. While the Constitution 1990 took up a liberal-democratic approach, the Interim Constitution 2007 undertook more of a social democratic undertone with policies promoting positive discrimination across the public domain, and hosts of rights concerning livelihood. The shift was evident in the declaration of a republic and secular state as well.



It is evident the two movements saw changes in political system, political leadership, certain statist laws and policies. There could be little doubt the two movements like other landmark events in Nepali history brought about certain sweeping changes in the Nepali polity. As apparent, statist paradigm shifts came by along with the two changes. But did the new order transform social structures and values dominant in the society; one of the fundamental requisites to a revolution as Huntington recommends

Take the case of Dalits as an indicator. Certain symbolic changes for the benefit of Dalits, as departure from discrimination, it is argued, have remained superficial. This implies the extent of social change is yet to uproot pre-existing structural constraints and inequalities across gender, caste, ethnic and regional lines to begin with. Many of the inherent goals of 1990 shift, transformations espoused on democratic ideals, never materialized. Democratic participation and civil liberties as envisaged by Constitution 1990 were not duly upheld. The state, per se, the elected representatives and civil servants were not explicitly accountable to the people. Despite the roadblocks, social movements such as Dalit, indigenous nationalities and women movements in the post-1990 milieu created space for substantial change. This was transpired through the newer generation who advocated for greater freedom, access and respect in the public discourse. Given the persistent feature of modern Nepali state entrapped on caste, ethnic, regional and gender-based inequality, the push for change came through, with better schooled, informed, skilled, healthier, politically active and exposed youth from rural and marginalized communities.

Besides such youths asserting for greater material reward, equality and equity, the expansive capitalistic order, and the fall of the old modes of production involving family farms, too provided a fertile ground for, as Chaitanya Mishra asserts, many micro-revolutions and mutinies at the household levels.

Conclusion

The changes reflected in Constitution 1990 and Interim Constitution 2007 no doubt embodies many changes in many respects. As a matter of fact, they did bring about changes. The country saw a new constitutional order, different institutional setups. So even if one were to concede those changes were rapid and fundamental, and a drift towards modernization, they but fell short in overcoming much of the dominant values and deep-seated myths, socio-structural relations and realities in the society.

So even when Nepal provided a mixed bag of consequential opportunities for revolution, the essence and extent of explosion was not forthcoming in breaking through the pre-existing relational conditions. Such an ambit does not suffice Huntington's prerequisite for drastic, fundamental and explosive alteration in the dominant social structure and values. The extent or the absence of revolutionary fervor can be thus measured in the failure to expand the level of political participation for the peoples at the margins.

Even otherwise, many a changes recurring in the Nepali polity owes to the new generation of youth from the marginalized groupings. The persistent call for a larger democratic share of the market economy on their part has made much difference. In that sense, the domestic change has been gradual and long-term, not rapid and violent whatsoever.

The prevalence of inequalities and exclusion, and the consequent violent upheavals in the aftermath of 1990 and 2007 changes also challenge the very claim of democratic makeover. So irrespective of positive constituents, the transformation exemplified in Constitution 1990 and Interim Constitution 2007 illustrates constraints in satisfying the entire sum total of Huntington's prerequisites.



Breaker: "My choices were fairly limited. Either I was going to be the winner; else I would lose the dinner." Prologue

People often ask me, "What's a chicken day?"

I don't know, really. It depends. It is a multifaceted term, something best experienced than explained using adjectives. Inside the school I grew up, it was a highly revered thrice-occurring weekly phenomenon. In the realm outside, it is nothing but a fancy made up word.



Anik Yadav 266D

What I do know, however, is that it meant the world to our table captain.

So big he was, the table captain, perhaps the biggest in our house. From how I saw him, I believed it would take even an adult five karate miakheri kicks to produce tad scratch on him. That size gave him an edge on all of us. It gave him authority. He entered the school's dining hall like a lion ready to nab little creatures who broke rules of his forest. Oh and nobody dared to touch edibles in his absence. The fragrant fresh fried finger chips, yellow paneer curry, gravy, boiling hot soup, uncontrollably delicious juicy brown chicken pieces floating on off the surface of steel bowl. Until the captain was seated comfortably, nobody dared touched them. For students on other tables, chicken days must have felt like national holidays. I know. We heard their cock-a-hoop stories all the time.

Yesterday, our table captain did not want to eat Rushvari. So he gave it to me. How generous of him!

4 guys in our table have not yet returned since the leave weekend. Our table captain has planned something special for tonight!

Tomorrow, despite a non-chicken day, our table captain is going to treat us. It is his birthday. Well for us, our table captain was unpredictable; our table itself no less than Hitler's bunker. We did not have birthdays and celebrations. There was no guarantee of even our legit share of *Rushvari*, let be expectations for extra. Every passing chicken day we entered that dining hall; it felt we were about to participate in the game of snakes and ladders real-time; only there were no ladders for us, just the vipers.

Once inside the dining hall, table captain performed three things. First he inspected if anything had been smuggled out of those bowls. Then he served each one of us half rations - half paneer, half rice, half yogurt, few finger chips – most everything in half. Then on his plate, table captain poured double of everything. Double of everything except chicken. For the chicken bowl and delicacies floating inside, he made us play a game. The Hunger Game. So how did the table captain institutionalise this game?

A semester ago, he planted a ladle in rice making an acute angle so the tip of ladle touched the utensil's brim. The utensil had spherical base, which on slight push, spun endlessly on the table. Like a spinning lottery trick, only with the world's weirdest rules invented by our table captain. "The game is simple." He'd said. "There is one rule that'll apply to everyone. When this utensil spins, it will rotate the ladle. When it slows and stops, the guy towards whom the ladle points in the end shall take away all the chicken."

Initially, we got all super excited. The prospect of having whole bowl of chicken drove us mad! During first month, we had a total of twelve chicken days - three every week. I got the ladle four times. My best friend got twice. The others did, too. To his chagrin, table captain got none. So the first month was the best month for us, no doubt about it. On the days I won, I guzzled as if there was no tomorrow. I fed until my teeth couldn't chew anymore meat and my tongue couldn't tell the difference between yogurt and water.

Chicken Dinner SEBS Aastha

But table captain was not some random ruler who'd give up. He was wary if the ladle game was to be like this, he might never get access to chicken. Hence new reforms emerged on the table. You could tell easily that these changes again curried favour to the captain himself. We were never part of his luxury. We were never meant to be.

During the second month, table captain called for a table meeting.

"Rules of the game have changed slightly." He announced. "The winner is now supposed to split his win with any two other table members."

We assumed table captain had learnt his lesson. After all, sharing is caring, right? Wrong. The next part of his rule gave us cancer.

"These splitters and the winner will be barred from consuming other delicacies. If you win, you win only the chicken. You lose paneer, chips, curd, sweet and things. The two other guys whom you chose to split the chicken with - they lose their goodies too. And I am not touched by this rule." He shot a cunning smile, "I can still be the winner and not split."

This went on for a while. We faced win-die situation every time the ladle spun. Meanwhile our table captain smiled with his plate ostentatiously full, intimidating us, three times every week. We couldn't complain about this to the teachers. Who in high school complains about chicken anyway?

Luckily in a hostel, there are tricks to crack everything. There are tricks to eat extra biscuits. Tricks to borrow five books with single library card. Tricks to bypass punishments. Tricks to capture better cubicles. You name it. It takes time to figure'em out. But once you have it, bingo! When words got out, boys from other tables devised a risky plan. We set up a decoy to lure the captain with the aid of what he loved most – chicken. We proposed him to do the spin and the receiver of the ladle would have to leave the table forever and go find another table. It would simultaneously reduce the table population and ensure better rations. For table captain was a math whiz, the bill got passed alacritously... Probability of ladle landing upon us was seven times greater than landing on him. But we had to take the risk somehow.

Next thing I know, table captain was pointing at me. "I can't wait to see you kicked out of this table", He said. I could not but simply comply with his scoff. Since the beginning, I was his very main target.

Eight pairs of eyes cocked on that ladle now, which spun unpredictably on the sun mica table. My choices were fairly limited. Either I was going to be the winner; else I would lose the dinner, forever. The same applied to each individual. But boy while the ladle spun, wasn't I scared beyond my wits? My whole consciousness had swollen subconscious until after that one minute silence, when the gadget finally stopped. I opened my eyes and golly, hell OMG! It was, the ladle, steadily pointing at the table captain himself! *We* had won. I had won! The table captain rose from his seat and walked out of the dining hall. We didn't hear from him for a whole semester. Even if lions are big and scary, many a time jackals get them down. Perhaps the captain forgot to account for that. There were rumours that he became captain in some other table and was taking his hegemony to extreme ends again. It didn't matter to the seven of us. We were one now; we had all the chickens for ourselves.

Epilogue

So what is a chicken day? You see, it is more than just a meal plan. As years draw, it becomes a tradition for some, or a requirement, or in some cases even an obsession. For some it becomes good time with friends, wistful memories and a way of life. This is my response. If the table captain could tell it his way, I guess it would be a different story altogether.

As to why that particular day the ladle fell on the table captain and not any of us, I heard some of our friends had rigged the gadget beforehand. I don't know how they did it. But well, in a hostel, there is a trick to crack everything.



Serving SEBS for the past 13 years



Laxman Udas Pandey (328B) has been actively serving SEBS since last 13 years. He was a member of the SEBS executive committee (1990-1991), SEBS Treasurer (1991-1992), Member Secretary (1994-1995), General Secretary (1995-96, 1996-97), NSP National Coordinator (1997-98) and later NSP Chairperson (1998-2002), SEBS NA Vice President (2002-2004), NSP team advisor (2003-2005) and SEBS NA Treasurer(2006-2014). He was also part of the 5 member SEBS-NA Team for proposal writing for Doko Dai project.

You have been continuously serving SEBS since last 13 years. From a member of executive, to Treasure, General secretary, Member secretary, Chairperson of NSP to Vice President of SEBS-NA. How do you feel?

I have been involved with SEBS ever since I left Budhanilkantha School. I always wanted to do what I could for our Alma matter. I have been involved with various activities related to SEBS and I will continue to do so in the days to come.

You have seen lot's of change in SEBS. Can you mention some of the major changes?

Like many other institutions, SEBS has its ups and downs. There are teams which are very active and do a lot and there are others which do not fulfill the commitments. I do not want pin point anyone but some of the committees should have done more than what they did. I also think that SEBS should continue its annual programs such as Binod Memorial Dance competition and Indra Pradhan Memorial Art competition. I think Gyanendra Pandey and his team did a great job uplifting the SEBS office and institutionalizing the process.

What according to you is and should be the impact of SEBS to Budhanilkantha School and Nation?

I think it's time we should start thinking about giving back to Budhanilkantha School and the nation as well. There are many SEBSERs who are in a position, financial and career wise, who could contribute to this. I think we also need to get more involved with what goes inside Budhanilkantha School and try to help different problems the school is facing.

I do not think that are many SEBS Members in the politics, I think this is something to look forward to.

What were your interests in school?

I was involved with Scouts and Social Service Clubs. I always wanted to help and contribute in any way possible.



Is there any lasting impression left behind by BNKS on you, or in your career?

I will always cherish my time in Budhanilkantha. I am what I am because of BNKS and I will be always be grateful. SEBS Network is a great asset for me.

What does SEBS means to you, and how do you think SEBS should move forward?

SEBS has been very important part of my life. I will always try to help fellow members and the organization any way possible. I think SEBS is taking the right direction and hope it continues to move forward. We also need to focus on fundraising so that the Excom can think about different programs. Monthly giving could be one of the options, where alumni can contribute regularly.

Any particular memory with SEBS?

SEBS was not just an alumni organization but a place where we used to hang out with seniors and juniors as well. We used to have a lot of parties and get together in SEBS office as well. Last minute rushes and things to do before the Final program is something that comes to my mind.

How was life immediately after leaving Budhanilkantha School?

I was originally from outside the valley, and life was definitely not as easy as it is in the school. I think being involved with SEBS in the early days helped me a lot to mix with seniors and be part of the community.

What have you chosen as a career and why?

I am currently a database administrator (IT) and this is something I enjoy doing.

Do you have any suggestion to fresh graduates who aspire to have a career in your field?

I think IT is a very broad field and if you think this is something you like to do, it is good. If you are ahead of the crowd in this information technology race, you will definitely benefit.



My time at BNKS as a teacher

After completing my A levels in 2003, I was fortunate to be offered the position of a School Leaver Teacher at BNKS. I taught for five years before coming to Stanford in September 2008 to pursue my further studies. What follows is a short account of my stay at BNKS as a teacher.



358C Dilli Raj Paudel

Why I joined BNKS?

I could cite several reasons for why I stayed at BNKS after 2003: I didn't want to continue my studies, I didn't want to go to the US, I had to look after my mother, etc. Now that I look back, there were two non obvious reasons. The first one was fear. I feared the "real world". I felt that I was underprepared for the life outside of BNKS. Inside I felt calm and confident. I knew almost everyone and most of them knew me. I felt I was somebody important. Outside I feared life wouldn't be as easy. The second reason is my "spiritual" quest. I started on a pseudo spiritual path since the sixth grade. Some people thought I was a devotee of Sai Baba. I wasn't. In any case, I was hooked to these ideals that I learned from spiritual texts which didn't match so well with the world around me. So I wanted to test out these ideals in real life. I tried to follow a path of righteousness and failed miserably. There were a few lessons learnt, but I won't delve into them in this account. I will focus more on BNKS and the lessons I learnt from its staff and students. There were other lessons learnt, especially from my family, but I won't go into them as well.

To the teachers and other staff

I found that BNKS members were much nicer as ordinary people than in their designated roles in the school. As a student, I might have disliked what the Duty Teacher or the House Master said. I might have found the teachers lacking some qualities that I expected in them. I might not have enjoyed some of your classes. But with the chance to stand in their feet, to observe the amount of time and energy they spent on the students, to understand the life they lived and to listen to their stories and words of wisdom, I started to appreciate them more. It's generally the case that you appreciate what BNKS did for you after you leave the place. You realize how much of a difference it made in your life. Needless to say, much of that difference was not made by the place itself, but by the people who were there. By the people who looked after you, supported you, cared for you and guided you through the most important years of your life. I think BNKS defines me more than Stanford or any other institution. I would like to express my sincerest gratitude to all BNKS members, specially the teachers, for helping me grow into a more pragmatic individual.

To my students

I thought I'd be a good teacher. I wanted to provide the love, care and concern the students need at all times. In fact, I wanted to be an ideal teacher. Things didn't go so well in this front when I began to feel that there were some students in my class who didn't deserve to be there and I was wasting my time and energy on them. (This is what I felt, not what I knew for sure. I didn't know if those students *actually* deserved to be there.)

My frustration spilled over onto other students too. I would like to say sorry to all 200D and 300D students who faced my wrath and my frustration. You guys were a wonderful bunch and you deserved much better from a teacher.



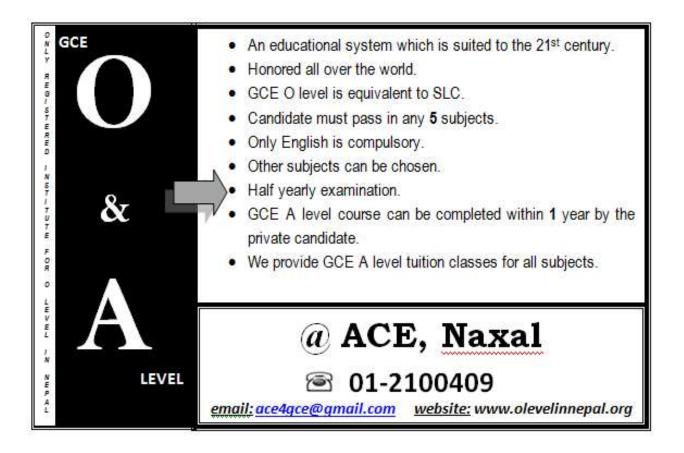
I tried to correct myself as time passed, but I don't know if I succeeded. I will let the students decide that. I haven't forgotten the rest of the students~ I just believe that I wasn't too harsh on you. I haven't forgotten the wonderful moments I spent with you.

Comments on other issues

These are my personal opinions. I request those concerned to treat them as opinions. The fact that I might disagree with some of you does not mean I don't respect you. On a different note, I will be very concise because all of these topics are sensitive and cannot be dealt in detail here.

Staff union: The staff should be able to unite for their rights, specially for their right to know. To know how they are doing and what they are lacking. To know what they can do to contribute more to the school and, at the same time, earn promotion. However, the group should work with the administration as amicably as possible.

Student Movement: The student movement following the tragic and untimely death of 959 Aditya was a wakeup call to the school. It should've achieved more than it did. The reason it failed to do so is because it took a wrong turn. The students had the chance to interact with some SMC members on the night of the incident. But they didn't utilize it well. Although they raised a few genuine issues, they quickly moved to singling out members of the staff and blaming them for this and that. On a different note, it would be nice to have the students' representation in the SMC.





FEAR OF 7:40



Prabesh 3017 D

The fear of '7:40' was like an irritating song which played on my brain; If only god knew where the pause button was.

Not that I was a guy who woke up late. However, I always ended up being late for the breakfast.

Life was easy as an ABC. We were free men- as free as birds. We flew high without the fear of falling down. At times, we defied the rules, rooted deep inside the rule book. We felt like god. However, that enigma of happiness was not going to last long. God knew it; we didn't. Time changed, wardens changed, so did the rules. At one instant, when our new wardens arrived we were blank- we were in a 'what to expect' mind.

As usual, I woke up, turned my wrist to glance at the watch, with eyes barely open, it was 7:00. Half asleep, with my faltering steps, I dragged myself down to the canteen. Slowly, the canteen approached me. I made my way through the door. "Too late, my boy", cried a long oblong figure who in no time I figured out was our new house warden. He stood there, in front of me, as solid as rock. I looked at the clock, tacked right against the wall, towards the extreme end of the room. It was 7:40.

After few futile efforts of convincing the warden I walked back to the house, with an entirely empty stomach filled with hunger.

I felt faint with hunger. At times, I felt like going on a 'hunger strike'. But, what good would it do to me? The hunger in me grew exponentially-this time not for the truth, not for the stories but for food. The rise in emotional trauma nearly made me sit on the chair to pen down my feelings. It wasn't long enough I gave it up with knowledge: the scribbled writing would do no good to satisfy my hunger.

My friends laughed at me. Truth be told, they woke after me. However, I was always slow with my work. Not that I feared speeding up my bike at a stunning speed. I always loved it slow. In aftermaths, I would have to face another day without breakfast. Ridiculous it seems but my friends almost made a definition- 'According to Jim Day equals all meal we get served in a day minus breakfast'.

It was the worst of times. Nothing seemed right without a breakfast. Missing the breakfast brought me no solace. No longer did the photons and the neutrons haunt my head (I loved physics) but '7:40' really did. It was then a fear engulfed me: a fear of '7:40'. I pretended a lot to be OK. All was in vain. It no longer was a matter of two pieces of bread and an egg (it was what I usually had in breakfast). It was something more. Now it was more of a prestige to me (probably, just to change my definition of day).

The last thing I thought before falling dead in my bed and the first thing I thought after being awake was '7:40'. I practiced waking up early. I slept before my friends. I kept an alarm, right next to the pillow. My friends tried a million times to wake me up. It was not so easy. I was a heavy sleeper. Somehow I was unable to knock on the canteen's door before 7:40. I felt low. The fear of '7:40' was like an irritating song which played on my brain; If only god knew where the pause button was.

Time flew. After endless efforts of mine gone in vain, I was still strong. One day, I slipped into the canteen's door. To my utter amazement, no wardens stood there to block my way and send me back broken hearted. I grasped a plate, took 2 pieces of bread and an egg from the bearer. Still, no man was shouting at me. I sat on the bench, poured me a glass of tea, devoured my food and walked out of the canteen.



Dr. Arun Neopane 227A, Colonel in the Nepalese Army and the Head of Pediatrics Department of Birendra Army Hospital, Chhauni, has always voiced for the betterment of SEBS. He is the founder advisor of SEBS Medicos, the medical wing of SEBS.

The Research4Life partners, on July 19, 2011, awarded him an international award in the "Access to Scientific Research Literature" global case study competition. Research4Life is the collective name for three public-private partnerships, Health Access to Research (HINARI), Access to Global Online Research in Agriculture (AGORA) and Online Access to Research in the Environment (OARE), which seek to help achieve the UN's Millennium Development Goals by providing the developing world with access to critical scientific research.

He is the Editor-in-Chief of the Journal of Nepal Paediatric Society and General Secretary of Nepal Association of Medical Editors (NAME).



Where are you from?

I am from Battisputali in Kathmandu; however my ancestral roots were from a village called Pogati, of Dolakha district.

When did you study or join BNKS?

We are the second batch of BNKS. We joined school in 1972-73.

What was your BNKS roll number and post in Budhanilkantha School such as House captain, prefect, member of the School football team etc?

Roll No—227A. Surprisingly, there were no post system in Budhanikantha School, all were leaders and all were followers that time. We only used to have a designated watch keeper system. Each week, one from our class, would be appointed for the post whose responsibility was to go ring the big electric bell after each period. And yes I was the school soccer goal keeper too.

How do you recall your childhood, family and home environment?

I come from an average Nepali middle class family. My father was an army man. I had my primary schooling from Welam Boys School, Dehradun while my father was deployed at Nepalese Embassy, Delhi. Then I came to BNKS. At that time under the Colombo Plan of British Government, education was highly subsidized. Our monthly school fee was Rs. 250. My father's income was enough to sustain it. So it was not that tough. I would like to label it as a happy go lucky childhood.





What is your best memory of BNKS? Well there are tons of them (being nostalgic). I especially remember my initial days, when we had to stitch our own school bag. We were made independent from the very first day. It was fun of course working in the group. I recall my days of 10 past 6 when Mr. Wedgewood would assign us physical work as punishment. We would toil 40 minutes every day to beautify the middle pitch. Today even when we revisit BNKS, we are reminded of our toil and sweat that we poured during our school days. Equally interesting were the gymnastic class of Miss. Lotter. Rugby matches were all time best, every time it rained Mr. Kevin Masey or Mr. David Craford White would push us on the field for the little brawl (scrum). Similarly the English songs that Mr. Mike Smith taught us so religiously, still occupies my memory. We even sing these songs on our get- together till date. The chess club of Mr. Ing, English class of Mr. John Smith, Science of Mrs SB Shrestha and Mr. Vaidya. Maths of Mr. KB Pandey, Nepali from Mr. Ratna Tamot and Sanskrit of Mr. Jeevan Wagley. Art was taught by Mr. Indra Pradhan one of the best and renowned artists of Nepal. There are so many others that I am missing. Those bunches of teachers were indeed a great gurus who taught us the real life skills. To top the list was our very humble and nice principle Mr. PJ Wakeman who is now in his eighties or nineties and lives in UK. Also the Friday movie show that worked on reelis still fresh in my memory. I remember watching 1966 soccer world cup in Assembly Hall with great enthusiasm. We were the first proper rock band in BNKS history. We had our own band called BANDS [Bhim, Arun, Narayan (late), Devendra and Santosh] where we showed off our music skills to the best use, I was its drummer and can still play the drums (even though my son is now a better drummer than me lately)!

Is there any lasting impression left behind you by BNKS on you or in your career?

Yes, of course. BNKS taught me to be independent, social, practical and managerial. Today my colleagues appreciate me for the perfectness, meticulousness and the managerial skills I own.



Boys from the 200 'A' batch working in the field. (Photo Courtesy: 227 'A')

These skills were all nurtured in the BNKS; all the basic life skills, art of surviving in any given condition and the knack of keeping everything ordered. I can speak for hours about so many lasting impressions left behind by BNKS. I can also say on behalf of the first three batches at least, that whatever and where they are excelling in life, is because of BNKS. It is not only any other school that we studied in, it is a cult that we followed.

What about politics? Should't SEBSers be active in it?

Yes definitely they should otherwise who will? But it should not be petty party politics, it should be for the nation. SEBSers should not be involved in personal gains, geography, colour, cast, creed and corruption in politics. We all have a very big heart and everyone can be accommodated inside it. We have experienced the unity in diversity in school. If only the politicians had realized this, we would have been a prosperous and developed nation by now and fulfilled the dreams that we had had while in school.



What does SEBS mean to you and how do you think SEBS should move forward?

SEBS is a great alumni network and now it has tremendous potential to do better. It has really continued to be a binding force for the ex-Budhanilkantha students; may be the next strongest bond after the family. Today you can find SEBSers in any corner of the globe. If you are a SEBSer and are in need of any help, you are just a call away from the solution, if you know what I mean. SEBS should not be a political body. If SEBS is able to carry its vision and principles on which it was founded it will be a great help to society and the country as a whole. Similarly the common field SEBSer in various professions should come ahead and open the sub-specialty chapter like SEBS-medicos. This will certainly help stronger bonding and further serving the nation.

One word that comes to your mind when you think of Budhanilkantha School.

Centre of excellence.

Do you have any suggestion to fresh graduates who aspire to have a career in your field?

Given that you are from Budhanilkantha School, it will be certainly easier to employ your managerial life skills. Needless to say, with sound academic background, you will definitely be and caring pediatrician or a good doctor and a true being. If not, you still would be the best in whatever you do, because you have been groomed in the best school of this country.

For those who are opting to go live abroad, I am in their favor to get quality education and trainings outside, but I am strictly against their quitting the country. We wouldn't appreciate their coming back when they are too old and frail to burden us further. Come back early and contribute, we need you guys, pay back the motherland what she gave you. Let's work together for our country.



ŚEBS Aastha

The Foot and The Wanderer": Aphorisms out of Seasons

(This is an impromptu piece of writing written as an exchange of thoughts with a close friend of mine, Bjørn Frode)

The tangential departure

I have learned to walk: Since then I have run. I have learned to fly: Since then I don't have to be pushed in order to move. Now I am nimble, now I fly, now I see myself and myself, now a god dances within me. [Nietzsche, in "Zarathustra"]

The Foot

This that touches the ground man stands on. This, and this alone allows man with chances of wandering, across the deep valleys, abyss, canyons, roaring and fierce rivers and the mountain summits. But is it the foot, that touches the earth and allows man to taste the fruit of immobility too? But, all this, yet again, is it really the foot that we stand on? I walk, I run, I fly: And at the end of the day, I need to rest, to walk, run and fly again. When I get weary and exhausted of my wanderings, I retreat! I never say: My feet are tired, and they need rest. My wanderings make me weary, I must rest, recuperate! My solitude reinvigorates my wanderings.

The wanderer and human morality

"The feet of the wanderer are like flowers, and all these sins are destroyed by his fatigues in wandering, therefore wanderer". You (referring to my friend Bjørn – Lok) cited. I think this is from the Hindu sacred script. where the lord Indra confines Rohit. Sins are only moral gestures. The wanderer is on the constant move, transgressing the confinements of human moralities, particularly specific to any place or traditions. Even when he gets seduced by the moral modalities of living, though obliviously to himself, the wanderings warrant the sophistication of "detachment" and "transgression"

Lok Subba (160 A)

By- the- way of experiences, the relentless wanderer! At the end of each long and radical travelling, his fatigues annihilate all the moral impingements and impressionability. Sins are born out of morals, hence, these are the entities solely for those whose feet are immovably fixed to the ground one is standing on. The wanderer's footsteps are like the hull of a swiftly sailing boat, leaving behind very transient shimmering ripples, vague and fascinating sensuality. Just like the momentarily dissipating ripples, the wanderer's feet too leave no footprints behind them at all. neither to himself nor for the others. Moralities are for those whose feet are tied fast to the ground they are standing on, and sins are born out of moralities!

The feet and coming home

Are we wanderers? : We converse long into the night. We journey through the uncharted landscapes in minds. We worry, we laugh, and we converse. Amidst all these turmoils, we conjure this enormous sense of tranquility. I suppose, it is perhaps time to redirect Blanchot, that it is not SILENCE that brings me home, but my solitude, my inner tranquility! My feet bring me home without pacing a single step.

The communion

There are places in the world where the sacred river marks the boundaries of human wanderings and the OTHER SIDE . The river that is sacred, conjoins the boundaries between the sacred and the profane. Here, at the twilight of conjoining boundaries, the profane and the sacred interfuse. To cleanse away their sins and impurities, people drench themselves in such holy waters. Through this, the profane consummates with the sacred!

But sins belong to the world of the profane! The sacred, as the instance irony, emancipates the profanity of sins and impurities. Only those who cast off the skin of impurity and human sins can cross that river of sacredness, and never return!!

Fragment I

In some communities, the light –footed woman is conceived as the blessed one. In others, the shape and size of the foot account for the centrality of woman's beauty.

But is it not true that the clumsiness of man is normally revealed when he walks? The elegance and rhythm of stepping impeded by the disorganized movements! When the alcoholrelated intoxication expresses itself, it is the feet that defy man's body through the clumsiness of his movements.

Tess' wandering

When Tess of D'Urbervilles (by Thomas Hardy), had wandered all her life, and tried all the ordeals she possibly could be put into in her entire life, she finally comes to her ultimate resting point in life. Her feet bring her to her ultimate place of inner peace, to Stonehenge. Without a shred of remorse, resentment, sorrow and fear, she murmurs, just before taking her last stroke of breath, to her beloved, who had but only brought miseries, pain and sufferings in her life, "It is as it should be, angel, I am almost glad yes, glad! This happiness could not have lasted. It was too much, I have had enough.. I am ready". And she collapses! Tess' life long wanderings her eventually terminated, but the feet are still free!! Fragment II

The fortune of man sits, when he sits. The fortune of man rises, when the man rises and moves! Therefore, the wanderer. I think these lines were written some 3000 years ago. Judging by our efficiency and capacity to adequately interpret the thoughts behind these lines even after 3 millenniums, might most likely place us and our generations 3000 years before this was written. From this point of view, he could perhaps ask about how far we have come since that time: "Civilizations have traversed time and witnessed human glories of unfathomable dimensions, but, however, "have the civilizations actually moved any step further?"



Wandering without leaving your spot The taste of wandering: The more you wander, the quicker you travel. Naturally, the more you wander, you witness and experience things that amaze you, fascinate you, shock you, threaten you, make impression on you, sadden you, elate you, torment you, grief you, stun you, excite you, exuberate you, and so on! Wanderings can take us places, geographical and most significantly, into human imaginations and minds, where we never had trodden or imagined before. The feet must be strong, just like your heart. Your mind must be empty before embarking on the journey of a wanderer. What is of least importance is that your brain is connected with your body. If you are carrying your captive "cultivated" and "encultured" defensive mind along with through such journeys and wanderings in those uncharted human landscapes and imaginations, you are likely to face experience dismay and discontent! The case of extensive physical wanderings without leaving one's own ground. Unbearable lightness of wandering Wandering and its unbearable lightness: We very often talk about things and events from distant places and times. We travel in time and talk about things as if we were there, and experiencing them as they are occurring, and as if they are presently being observed, as if having the firsthand experience. We travelled distances and distant times! But the feet are so motionless, and the wanderings are excessive!! Unbearable lightness of wandering!!

Fragment III

The foot always confuses me. Everyone says that man walks on their feet. So far I have not met anyone who has ever done so. Man walks on their head, not the feet!



Fragment IV

Illusion or deception? Up to now, no one ever knows why man has ever had the feet. But the rarest of illusions, that everyone has the feet and we see that man uses them when walking.

The Foot and The Head

In many communities, people still use headwear like caps, hats or turbans expressing a deeply seated cultural meaning. In these communities, the foot and footwear are considered impure. The human head and headwear are the antipode. They are even willing to trade their life do defend the symbolic order of the headwear or head, as in the case of dishonor and falling from grace. But it is the foot that challenges and threatens this symbolic order. In all this, our blindness is exposed every single day, that both the head and feet are inseparably connected as indispensable and integral parts of the same single human body!!!

Wandering, consciousness and intelligibility

How far can I see, if I stand by the road and look into the directions the roads are coming from and going to? Endless vehicles rush by, vanish in the distant horizons. Accidents...deaths.. injuries... on the distantly visible hazy road sections that suddenly disappear. And seemingly, the vision ends with this disappearance!!! When the eye stops calibrating vision, and visibility, the words and verbal consciousness start taking over. And once again, through the luminous flow of verbal consciousness, everything becomes intelligible, bright and clear. I have wondered time and again, how effortlessly we walk on our heads, and wander our distances without noticing that our feet are actually motionless.

Fragment V

Even if you have both feet above the ground, you will still be on the same spot of the earth. The higher your both feet are above the ground, the closer you get to the ground right under your feet!!!

The distance between the feet and the ground

The shortest distance between the ground and the body of a walking man is not between the Earth and the sole of his feet. It is between the ground that touches the feet and the centre of our forehead. The farthest distance? Perhaps no one knows!!

Closing fragment

The relentless wanderer, the incessant transgressions ...! Endlessness of possibilities, and universes of uncharted territories of human imaginations, creativity and minds! The wanderer's playground!

Tangent of inspiration _

In another moment, down went Alice after the rabbit, never once considering how in the world she was to get out again. (Lewis Carroll, in "Alice in Wonderland")



Promoting Entrepreneurship

Vidhan finished his Bachelor's degree in Business Management and Economics in 2008 from Hope College in Michigan, USA. After graduation he worked at Whittaker Associates, Inc., a market research firm.. Vidhan established a research division for Whittaker Associates in Nepal in October 2010, and Biruwa Ventures in July 2011 to support aspiring entrepreneurs fulfill their dreams of starting their own ventures. He has been an active member of SEBS.

When did you join BNKS? 1994. And passed out in 2002.

What were you interests during school days? Did you hold any positions while in school? Like most of the students of Budhanilkantha School. Playing cricket and football.

How do you recall your childhood, family and environment?

I came from Nepalgunj so most of the time in Nepalgunj I enjoyed riding my bicycle. I went out with my friends and brothers for long rides and came home late in the evening. We even went for picnics carrying things on our bicycles.

Do you have any particular memory about the times as a student in BNKS?

A lot of them. I loved the sense of house spirits and all those competitions likle dance competition and singing competition.

BNKS in one word?

Experience.

What changes do you find in the school comparing the time when you were a student and at present?

Back then as a student I felt great to be a part of BNKS. It was one of the big schools in the country and a different sense arouse in me being part of it. But now I feel that the standard of BNKS has gone down and needs to come up to certain extent. Also co education has developed. But back then teachers were more dedicated to school which lacks now.



How was life immediately after leaving school?

It was pretty much like school days. We gathered together most of the days and enjoyed and played cricket most of the days.

How did you enter into business sector?

After my graduation I found myself much interested in consulting business. I had done interns in different sectors and I found it as my interest. I got a similar job there. But after the recession I consulted my boss and thought about working the same thing here. I later established Biruwa Ventures and its going on pretty well.

Do you have any suggestions to the fresh graduates who aspire to have a career in your field?

Nepal has a lot of opportunities. It also has lots of problems. Every problem has a solution and that solution can itself become a business. Like load shedding is a problem and solution to it, inverter, can become a good business. Some people are born entrepreneur but one must learn about business through experiences.

What does SEBS mean to you?

Well it is a community and a took to bind BNKS alumni together.

Are there any particular aspects that you have been implementing in business which you initially learnt from BNKS?

Respecting people. I find the equality which existed in BNKS in my business as well. And also I don't judge people immediately and based on others saying.



consensus for fresh polls suma



Do you have any particular memory about the times in Buthanilkantha School?

It has been a long while since I had left school. In fact, it has been nearly 30 years that we got out of the school. Time really does flies as you grow old and time is considered relative. Nevertheless. I still have lot of fresh memories of my good old school days. Particularly, the precious time I had spent with my friends and teachers, learning together and growing together. Being in a residential school, we were more like a good big family, getting along with each other so well enjoying each other's company. I still recall the times when we use to have dinner together in a dining hall and my best was when chicken served, playing football in rainy days, chatting with friends after 'lights out' and of course 'ten past six', which I served for the whole term in one of the years for my foolish behavior.

Suman Merher Shrestha (533 'A') is an Architect and Planner by profession. He is licensed practicer of Nepal Engineering Council (NEC) and a member of professional associations such as Society of Nepalese Architects (SONA), Nepal Engineers' Association (NEA), Regional and Urban Planning Society of Nepal (RUPSON) and ITC Almuni.

He has had over 19 years of working experience with working various organizations. His field of interests are Architecture, Heritage Conservation, Urban and Regional Planning, Geographic Information System (GIS) & Management, Disaster Management and Project Management.

What does SEBS mean to you, and how do you think SEBS should move forward?

SEBS means a common platform for me, where all ex students of Budhanilkantha can get together for a good cause, be it service or fellowship. And I believe, SEBS is moving in a right direction, considering it's not so old history. But again, there are still lots of good things that we can do together. SEBS being a voluntary and service organization, we need a strong commitment from the part of entire alumni, to make it more effective and efficient in days to come.

What according to you is and should be the impact of SEBS to Budhanilkantha School and nation?

We as SEBS and alumni of ex Budhanilkantha students, should stand out in the society as an example of global citizens and contribute what we can from our part to the society, to the nation and to the world. As far as I am concerned, so far we have been successful in standing out in the society, as a good global citizen, if not, good human beings for sure. And I believe, this is a very positive impact we have been conveying to our society, when there is a dearth of social norms and values in recent times.

How was life immediately after leaving Budhanilkantha School?

As far as I can remember, life immediately after Budhanilkantha School was in the status of confusion. Confusion, because we were teen agers at that time and to be frank, we didn't like too much of restrictions, that we used to get at school. So, once we were out of school, it was like, we were out of restriction and we wanted to enjoy freedom for a little while. Hence, this attitude had caused hindrance in studies after school for little while. Then again, with the good foundation we had back in school, it didn't take much time to recover.

Kathmandu is a herb of disaster, what do you think of every increasing building and sky scrapers?

Kathmandu Valley is considered one of the most disaster-prone cities of the world, because of its geological conditions and lack of resilience on the part of manmade structures. The seismicity of Nepal is a product of the collision between Eurasian and Indian plates, which has also given rise to the Himalayan mountain chain. As the country lies in the high seismic prone zone, large-scale earthquakes were frequent in the country in the past and are inevitable in the future. Hence, we should be very cautious about coping with vulnerability and work on preparedness to build disaster resilient city. It is very unfortunate that we are having haphazard urban growth in recent times and top of that, many sky scrapers coming up with lack of monitoring mechanism in place on the part of concern authorities. Besides, lack of enforcement of building codes and regulations makes it more vulnerable.

How can we be aware of disaster management? Shouldn't we have regular drill regarding disaster in sensitive areas such as school and hospitals?

Since we live in the high disaster-prone zone, we all should be aware of the consequences and get prepared at all levels. Natural disasters are inevitable, but if prepared, we can reduce the number of casualties and property loss significantly. Disaster management has a sic phone namely; preparedness energency rescueses relief and recovery, which makes a function We should focus more on preparedness to help build resilient community. Regular drills in the public buildings such as schools and hospitals are one of the many forms of preparedness practices.

An architect by profession, yet you are working committee member of RPP, how did this happen? Were you always interested in politics?

As you know, I am from a political family background, but I was the last person in our family who thought would get into politics. I always hated politics until my father passed away in 2009. After my father's demise, my priorities in life changed and the circumstances compelled me to follow his legacy. But, I must admit, growing up in a political family, unknowingly I always had some kind of inclination towards it. And it didn't take much time for me to get myself adjusted in the political environment, mainly because of the platform I had due to my father. Besides, I also wanted to convey the message to the youth of today that to make a new prosperous Nepal, we, the professionals, from various fields should also be ready take the leadership in the times of need.

You had been a president of a Rotary club, any similarity between Rotary Club and SEBS? Indeed, there are lot of similarities between a Rotary Club and SEBS, both being a voluntary service organizations. Rotary Clubs are constituted with group of professional from various fields having worldwide network. Whereas, SEBS is constituted with Budhanilkantha School alumni and also having network elsewhere and still in the stage of growing. Rotary is all about 'giving' and the Rotary leadership is '...leader without authority' or '....a servant leader'. The greatest challenge is Rotary leadership is the pressure of producing positive result out of very little or nothing. In other words, Rotary leadership is the test for the '.....height of patience' and we must agree that tolerance is very important aspect of leadership. And I guess it's no different with SEBS.



17, 250 Hours

: Budhanilkantha School was, after all, more than just a place where you learn a few textbook lessons and get handed a certificate. For me and for those around me, it was an entirely different planet away from home-our planet.

Bikash Gupta

You see it happen all the time in Bollywood, that moment of separation. People gather around, hugging, shedding tears, reminiscing about the good times they've had in the past, agreeing that the days ahead without each other will be tough, impossible to face even. The strange thing is, real life isn't entirely devoid of such moments either, and once or twice, you'll find yourself in circumstances where you are so overcome with emotion and sadness that you'd probably put a Hindi film to shame. That, at least, has been the case for me now that my high-school days have come to an end, after living for two years at the same institution—17,250 hours, if one were to be mathematically accurate.

Budhanilkantha School was, after all, more than just a place where you learn a few textbook lessons and get handed a certificate. For me and for those around me, it was an entirely different planet away from home—our planet. Of course, it wasn't easy to adjust to the new environment at first. I remember shaking in trepidation on the first trip there, too scared to even imagine how I would settle in, make friends. But then it happened, and the years just flew from that point on. And now that the time has come to say goodbye, I wish we had a few more years to spend in that little cocoon we built for ourselves.

What will I miss? Everything, really. Trundling down the corridors with books in our hands and our lessons buzzing in our heads. Chattering non-stop with friends on the most random of subjects—a lot of arguments still remain inconclusive to this day, to be honest. Never again will I be part of another IT rush, or 'chicken day' rush or 'milk day' rush, and it pains me to think we won't ever get to bunk classes en masse, or indulge in Hawa Ghar talks. Even our old cubicles will be occupied by junior bhais. I'll especially miss that sensation of sheer belonging to these wonderful people, staying in late at night with them to sing while the moon illuminated our rooms through the transparent curtains, stealing Complan and Horlicks from others' lockers (and leaving them a note of apology as compensation), the outings to Narayanthan…and who could forget the Valentine Day prank we orchestrated? Although, come to think of it, the less said about that the better.

Even exams, as excruciating as they were, served up memorable experiences. There would be the rigourous, stressful hours of prepping for a test, followed by the rigourous, stressful hours of actually giving the test. You'd be hunched over your paper, one eye on the clock, hoping you would finish in time, occasionally glancing around hoping that the other examinees didn't appear too frighteningly confident, enough to make you nervous about your own work. But even through all the torture and the tension, these were the days when you would feel your learning accelerate, or at least feel like everything you were being taught in class was being forcefully driven home—a much-needed exercise of the brain.



Besides, when you have your friends around you and the opportunity to get up to all kinds of mischief, there is little exams can do to dampen spirits. Indeed, life at Budhanilkantha was a continuing stretch of novel experiences. Visits, trekking trips and picnics punctuated our yearly calendars, and each of these trips left indelible marks in all our minds, including endless games of Antakshiri and new things seen and learned. But, ultimately, we loved it best when we were back at school—our home away from home—where we could play pranks to our hearts' content, occasionally watch scary movies late at night, have long talks at the dining table every evening, conversations that usually extended through the walk back to our houses and slowed our steps

Budhanilkantha has left me a changed person. I went in a naïve, unsure young fellow, and have emerged someone more assured, more certain of who I am and what I stand for, and someone much more capable of dealing with social situations. I feel like the school has made all of us better students and better citizens of the world. In the two years that I spent there, I learned to appreciate things, and met so many amazing people. Having to leave all this behind will no doubt leave a giant gaping void in all of us, but I'm hoping all the memories will be enough to tide us over for life.

Congratulation to



on 31st year of establishment



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Empowering Local Media

Madhu Acharya, who is second generation student at BNKS (272B), is the Project Director of Internews in Nepal. Internews is an INGO whose mission is to empower local media worldwide. He is the Co-founder and Executive Director (2006-2010) of Antenna Foundation Nepal established in 2002. Antenna is a vibrant production and training outfit dedicated to public broadcasting in Nepal. He has trained over 500 radio producers, technicians and reporters in production, technical know-how and news making in the past 12 years. He was behind the Key program, conceptualization and production including Mero Jindagi Mero Bishwaspopular TV show.



Madhu spent a year at Stanford University in 2010-11 as John S. Knight Fellow exploring opportunity to establish public radio network in Nepal to address the information needs of Nepali audience living in Nepal and abroad. This initiative is currently in its pilot phase and is intended to be launched by 2014. He has served SEBS as an executive committee member in 2053, and has been involved in SEBS- Nationwide Scholarship Program since 2056.

How was your childhood and home?

I am originally from remote village of Gwalichour in Baglung district. During the 80" Gwalichour village was known community efforts for better education in the district. Every parent was encouraged to send their child to school. I was also sent to the local primary school when I was six years old to join class one. I used to go to school with my cousin brother who was staying with us at that time. Only one thing I remember about my primary school is my demand to be awarded like others who stood ranked first, second and third even though I was not one of them. I would cry and not leave the school premises until I was given awarded (for not achieving). My father was a primary school teacher at the local Bhanu Secondary School. With mustache as long as six inches, touching his neck, he was one of the strictest teachers in school. I was so afraid of my father that I rarely spoke or got in front of him. Some of my childhood memories that I still remember are breaking my hand as I got chased by a cow, threatening my family to drown myself in the river after my father spanked me for stealing money from his pockets to buy sweets and the day I left for Kathmandu with my father for my ear treatment. We walked for 3 days to reach Tansen and getting into the bus for the first time in my life. I don't have any memory of my first Kathmandu visit when I was 7 years old.

Beside studies were you involved in any extra activities? Did you hold any position while in school? (Such as house captain, prefect etc, member of school football team etc)? Honestly, I was not engaged in any of the extra activities nor did hold any positions during my school days. I was always weak in my studies and thought I would improve my studies (which I actually didn't) by avoiding being active in extra activities.

What is your best memory of Budhanilkantha School?



My first exposure to English alphabets was in class four at BNKS. All of us in D set were asked to stay behind during the first summer vacation to catch up in our English language when rests of the colleagues were enjoying their vacations. During one of our English classes, Ms Rana (I forgot her full name- can you please fill it in) brought in cup cake for each one of us in the class so that we see what 'cake" is and taste it for the first time. Every time I eat cupcake, I remember this day, first time in my life eating a cake. Some of the moments I remember from school are related to getting in trouble especially caught red handed while watching Jacky Chan movies in Narayanthan. I was scared to hell. Being weak in my school, after every exam I used to promise to myself that I will better next time but I always failed to be better. If I were to repeat the same experience once again, I would make my childhood a more enjoyable and fun.

How was life immediately after leaving Budhanilkantha School?

I did not live up to the expectations of my parents or teachers at school regarding SLC results. I felt that I was a total failure after school. I was a half-scholarship and I knew that my father sold his property to educate me at Budhanilkantha. Therefore I decided to work to continue my higher education in Kathmandu. I lived in a rented room in Kathmandu and teach at a private school in Kathmandu. It was immediately after school when I learnt to live on my own, attend an evening collage and a fulltime teacher with meager salary. I taught for five years after 2046 to support my own education and later my brothers too.

You have contributed quite a lot in Media Development. What are your major works?

My contribution to Nepal's broadcasting sector is in the area of radio programming, capacity building and strengthening of public broadcasting sector in Nepal. During my Radio Sagarmatha days, my work was much more focused on field-based, pre-produced news and current affairs programming focused on documenting stories of people living in Kathmandu valley was one of the most popular radio programs.

In 2002, with a group of like minded media professionals and radio enthusiasts we cofounded Antenna Foundation Nepal, a vibrant media production house in Kathmandu to use radio as a tool to support in peacebuilding regarding the ongoing Maoist war. Chhinophano is considered as one of the most popular Radio program in the country and helped in setting benchmarking in radio programming for many radio stations in the country.

Were there any difficulties in media sector and if so, how did you cope with them?

Once you are passionate about what you do, it is not difficult to overcome any difficulties that arise during the execution of any projects or ideas. There are indeed so many problems and hurdles in Nepal's media sector. **Ten Past Six**

Do you have any suggestion to fresh graduates who aspire to have a career in your field?

Media is a powerful tool for development. Specially in a country like Nepal, media can play a great role in informing, educating, creating awareness and become bringing in change. If you are interested in contributing back to the society, you can be in touch with many SEBSers who are in the media field and are willing to supporting you.

What according to you is and should be the impact of SEBS to Budhanilkantha School and Nation?

The most important role that SEBS can play now is to bring in expertise of SEBSers globally to draw up the vision of school for next 20 years, contribute back to the alma mater to catch up with the current digitization and educational trends. SEBS can play a role of a hub to connect the network of experts to school and create dialogue to create next generations of Nepali and global leaders. I am also willing to contribute back to school in my area of expertise.



Children surrounded the old man like flies hovering around a filament lamp. One of them rose to say, "Mr Wilkinson, you always read to us from boring books. Read us something new today, a good story."

"Good story?" The man smirked. "What does good mean anyway? Bunch of crabby school kids like you bragging in front of one another about your expensive possessions, or birthday gifts, summer family trips, and luxuries like that? That is good to you. We never even had birthday celebrations kid, no summer trips. I read you through these mad pages of fiction because this is what you like. You like listening to silly fables. I can tell you what stories real life makes. I'll tell you the story of 'ten past six'."

28 January 1975

I went to a school second to none in the country. Spread over hundreds of acres, it had everything a student could demand from life. What was strange, however, was that it was a world like Hogwarts. Tall British castle type buildings, trees as abundant as in a forest, twelve houses instead of four, labs where we performed back titrations instead of making potions, an assembly hall where the school gathered on Mondays, enough playgrounds but no Quidditch, and a huge dining hall with special reverence for chicken curry. Like I said, this was nearly a Hogwarts. Our Dumbledore was a tall slender guy with grey beard. Everyone knew him by the name Tony Wedgewood.

When Mr Wedgewood came to school, our days became shorter. Time started pacing like a rocket, for we all had to act like Neil Armstrong. The only difference was that that guy had stepped a small step on the moon and mankind leaped ahead. We, however, had to carefully watch our steps, or we could over-leap and get a suspension letter instead. Such was his regime. You break one rule, and baam! Avada kedavra.

Once as I was heading towards my house after classes, a football came rolling out of nowhere. I just could not resist the urge to kick it back to where it had come from. So I kicked. Only to be sorry. I raised my head; Mr Wedgewood was standing right in front. A satirical smile on his face told me something was wrong. Upon reaching my dorm room, I found a piece of paper signed by him waiting on my table. 'Ten past six', it read.

It surely meant trouble. But I was unsure what kind of trouble it meant. So I knocked on his door.

"Sir, I would like to know what this paper is about. It was on my table."

"This is TPS, ten past six." I noticed that satirical smile of his, again.

"I mean I don't know what it is. I saw your signature sir, so..."

"So come to the garden pitch tomorrow at 5 am in shorts and vest. And discover for yourself." "But sir, what did I do?"

"James, you kicked that ball with leather shoes on. Students are not allowed to play in formal dress. In fact I rolled the ball towards you just to test your civic consciousness. You failed," he said. "Now, I'll see you in the morning."

Come to the garden pitch tomorrow?

Garden pitch wasn't even a pitch. It was an open space with incongruous boulders and rocks. And what was 'ten past six' anyway? Quelled by sappy puzzles, I showed up the next morning shivering in the cold. Mr Wedgewood was already there. I was handed a shovel and an iron pan and instructed to fill it with rocks and sand, carry it to a hollow spot, and then level the field, repetitiously. I did it for an hour or so until it was 6:10. In Mr Wedgewood's words, I had done a 'ten past six'.



"Didn't you complain?" The children asked.

Nope. In fact I fell victim to ten past six quite a number of times, and for the silliest of reasons. The first week, it hurt. After a month or so, it became a common ritual. You never go complaining about rituals.

School is a mysterious place boy. If you're caught alone, you're doomed. If you've got company, even punishments feel like playing six-a-side football—with little fear and pain, of course. Luckily, ten past six was always group punishment. The whole dormitory rushed to the garden pitch in shorts. The fellow with whom you had chicken supper last night loaded your iron pan. The senior who broke track and field records last year was breaking rocks somewhere in the corner. The guy who did forty push-ups every morning was pushing a wheelbarrow. Your best friend was levelling too. So were your juniors. It was like playing age of empires, for real. It was later that we realised that TPS was a lesson. One that weaned us off of alarm clocks, taught us how to function as a team, and respect rules. In fact, we levelled the place so good that today, new generations of students are able to play football on it. Mr Wedgewood. What an adorable martinet he was. When he left, our days became longer again. Everybody could sense the void.

"Why did he leave then?"

It was a gloomy day. We had lined ourselves all the way from his flat to the school's main gate. I saw him on a wheelchair. People present in the radius had wet eyes, tears and flowers. He, on the other hand, had a smile on his lips, the same kind that I'd seen after I'd kicked the ball. We accompanied him down the road up to the gate. Slowly. Gradually. The sad news came after a week. Our messiah had cancer.

I remember how good it felt when we friends gathered after 'lights out' and chattered about our daily encounters.

...was walking with my formal shoes on the basketball court. Got TPS.

... ate both chicken and paneer yesterday. TPS.

...gotta wake at 5 tomorrow for occupying last bench in his class. The first was empty. And when one person finished his sentence, the dorm used to fill with laughter. I miss that. I miss everything Mr Wedgewood invented. School doesn't exist forever. A sweet despair it is. After our Dumbledore was gone, ten past six lost its charm. No fun talks. No chitchats. No daily encounters. Just the formal life.

I met many teachers. All kinds and species. Some were arrogant, some partial. Some liked to party, some maintained distance, some were more of a friend, some as severe as commander in chief. Still, each was definable. Each fell under category. But for Mr Wedgewood, I have no definitions, no adjectives at all. He was one of his kinds.

I wonder if a teacher can devote so much of himself to his profession. But again, teachers are mysterious creatures. It is hard to be one. They come in your life to be part of it. And when they leave like this, there's a void no one else can occupy. I wish my teacher comes back someday and issues us some more ten past sixes. Wherever he is, I just wish my teacher is fine. Mr Wilkinson stopped. The children were agape.



Anik Yadav 2066 D



Painting A Path

Anup Bhandari (900 B) is an artist by profession. His artwork has received top honors in some major art competitions in recent



years. He was featured in the East Texas Regional Artist Show at the Longview museum of fine art, Texas. He was the Finalist at Hunting Art Prize, Houston, TX, and was awarded 2nd Place in Owa Chito Art Competition (professional Division), Arkansas in 2009. In 2007, he donated a paintings to SEBS-NA. His permanent Collection can be found at Three work at permanent Collection Of Longview Museum Of Fine Arts.

One word that comes to your mind when you think of Budhanilkantha School?

Family

How does it feel to become an artist?

I am glad I chose to become an Artist. I am still learning different things everyday in Art. Art connects people. I like to help others through my knowledge of arts.

Were you a good artist since you joined the School? Did any art teacher at the school made an important contribution in you becoming what you are now?

When I first joined BNKS, I was not an artist at all. I liked to draw but I was not good at it. Our Art teacher was Late Mr. Indra Pradhan. I still have fresh memories of him giving us assignments on Rapid sketch. Rapid sketch means that every student of the class had to go in front and pose still for 2 minutes while the other students have to draw the pose just by using a single stroke line. Now I realize how important that was because it helps me when I do the sketch before I start my painting.

Do you have any suggestion to fresh graduates who aspire to have a career in your field?

My suggestion to fresh graduate is you have to choose your career in whatever subject that inspires you. Keep focused and work hard.

How do you recall your childhood, family and home environment?

I am originally from Hetauda. My Dad used to take me to the house of Senior Dai's from Hetauda who were already enrolled at BNKS.

Do you have any particular memory about the times in Budhanilkantha School?

After i got admission at BNKS, I came to Kathmandu with my Dad. My Dad and cousin came to drop me off at BNKS. I was very sad because I had to stay there. There were so many parents bringing their children and we had to wait in line to call our name. My guide dai(806 Hem Raj) came and pick me up. I was told that I will be in Makalu house. I particularly remember the time when I first arranged all my belongings into my locker.

Is there any lasting impression left behind by BNKS on you, or in your career?

I feel so proud to say that I was a graduate of BNKS. Without the education I got from BNKS, I wouldn't be standing at a position where I am at present. My Dad would have been so proud of me now, if he was still alive.

What does SEBS means to you, and how do you think SEBS should move forward? SEBS is like a family to me. Whenever I meet some SEBSers I get so excited and we start talking about our days at school. SEBSers should be united at all times and most importantly it is high time that we get involved in helping for betterment of Budhanilkantha School and Nepal. Keshar Khulal (804 A) is the current principal of BNKS. He has served the school for the past 20 years as a Physics teacher. He has been the Head of Nilgiri and Gaurishankar House. Before being appointed as the principal, Mr. Khulal was the Vice-Principal for six years. He was awarded the Education Day Award in 2003 by the Ministry of Education, Nepal. He has also received Tributes and Letters of appreciation from Stanford University, MIT and Dartmouth College, USA for being the most influential person in the lives of some of their students.



On new tides



When did you join Budhanilkantha School? I joined the school as a student in 1980. After my studies I came back to nepal and started teaching again in BNKS in July 1994.

What were your interest during your school days? Did you hold any position while in school? (Such as house captain, prefect etc, member of school football team etc)?

I was not much involved in other activities of the school and focused much on academics from the very beginning. I was the house prefect of Annapurna house and in A levels out of six school prefect I was one of them.

How do you recall your childhood, family and home environment?

I came from remote village of Terathum as a scholarship student. Back then the British teachers came to schools and luckily the entrance test was at my school. One student was selected from each district and I was selected

Do you have any particular memory about the times as a student in Budhanilkantha School?

There were only six houses when I joined BNKS. I passed my SLC in 1987 and continued my A levels there. We were the third batch. After I graduated from school I joined school again as a voluntary teacher. I then went to the UK for higher studies.

How have been your contributions towards Budhanilkantha School and SEBS?

All of us must have realistic expectations. As a principal I will have to work sincerely so that the school can enhance its height further. Biasness and vested interest has to be avoided.

I have plan to appoint a alumni officer at school within a year. I feel this can help for the betterment of the school as a alumni can suggest for various improvements. With the interest of an alumni, what I feel is, everything in the school will benefit. As a whole effort of alumni everyone can be hopeful for the betterment of the school. And I feel BNKS has a great alumni association.

One word that comes to you of Budhanilkantha School?

Excellence



High School Diary



The key surfaces

Roshan Thapaliya 2077 D

It was a privilege to stay in a cubicle after having spent a year in dormitory as a junior. There was never much privacy in a dormitory. The only moment of respite was late night hours when I was tucked in my bed. Those were the moments when I could truly be myself and forget everything. Nibbling biscuits secretly underneath my quilt or just lying on the bed, I used to drift into the craziest of dreams and ideas, savoring every second that ticked by. Crazy as my dreams were, I never expected them to come true. But the craziest of things do happen in real life; and they happen most mysteriously and at the oddest of instances.

That day things set off most ordinarily. It was at the start of the year. I had come to school a day earlier so that I could arrange my things in my brand new cubicle. But the circumstances were such, the door was locked. Luckily the house didi was around and I asked her for the key. She handed me one and I opened the door. I had thought of returning the key to her, but amidst all the excitement of shifting to a new cubicle and meeting friends after the summer holidays, I forgot to return it. Didi did not ask me for it either.

The discovery

The key remained forgotten till a month passed by. One of the cubicles in our house had been locked out. We tried almost everything to open it but in vain. Everyone was getting frustrated when a thought suddenly struck me. I rushed to my cubicle. I opened my locker and fished out the forgotten key from the rubble of things inside the bottom compartment. "Who knows", I thought, as I stared at the key and then rushed back.

I rarely breathed as the metal fitted perfectly in the keyhole. A twist and the whole mechanism inside the lock turned flawlessly. My friends cheered and I stared in disbelief. I stole away from the cacophony of hip hips and hurrahs. My hands shook nervously as I tried the key in some adjoining doors with the same result. The long forgotten thing was a master key! I stood wide-eyed, awed by the mere fact that the old rusty key should be in my grasp. All the doors in our school had the British locks that had been installed when the school was first built. This key could possibly open all the doors in the school. I quickly threw furtive glances towards both ends of the corridor. Then I dropped the key into my pocket punching my fist in the air. The impossible had happened!

Night time adventures

From my vantage point I could visualise the all the possibilities the possession of the master key had opened up for me. I was now restricted from nowhere, not even from the principal's office! But to keep the secret to myself was just overwhelming. So, I disclosed it to a circle of close friends. My life in school took a complete turn. We used to sneak into unsuspecting teachers' flats in the secrecy of night and steal away food from the kitchen. As there were no suspicions, we grew bolder in our adventures.



The escape

The silvery moon light shone serenely as we crept along the balcony. As usual, the key did not fail us and we were inside. We were staring at the darkness. We lit our small torches and swept the room with the pale light. We were soon busy with our search, working through heaps of paper. "I got it", whispered one of my friends. We closed into a circle. By the flimsy light the little letters at the top read, 'First Semester Examination'. We were grinning at each other overwhelmed by the finding when a hoot ruptured the tranquillity of the night air. We stood dead silent, our feet rooted to the floor. It was the warning call.

"Quick," I whispered with utmost urgency as I tucked the question paper in my pocket. We tiptoed outside as quietly as possible. Then I nimbly locked the door and retrieved the key. Light footfalls approached from the staircase. Probably a teacher or a guard! We were terrified at the prospect of getting caught. As the footsteps were heard approaching threateningly closer we did the unthinkable. We heaved up ourselves on the brick wall and jumped! I could see the pale yellow light sweeping the corridor as we plunged into the empty night air. Our landings were punctuated by three distinct thuds. Waiting no further, we picked ourselves up and made the dash of our life leaving behind the deathly silhouette of the Social Studies department, the question paper safe in my pocket!

Revelation

It was towards the end of the year when our night time adventures came to a halt. Vaidya Sir approached me and said, "Give me the key." I was jolted! Without any resentment I produced the key. As I gazed at it I no longer felt like the key was talismanic. The cursed key would probably get me expelled. Who on earth had given it to me away? I was horrified as I tried picturing the trials that lay ahead for me. My head reeled and I felt nauseated. The next day I was called to the Principal's office for an investigation. The place had never seemed so ghastly even during our secret night visits. I was disgusted even to think of how I had been betrayed.

But upon second thoughts, "Why would my friends give me away?" They could not get away by leaving me alone in the net. After all, all of us were in it together, in the adventure. Perhaps it was all just a misfortune. I could not give my friends away. My decision was made.

The crazy hope

What could be a graver mistake on a student's part than possessing a master key for an entire year and not turning it in? I would surely be expelled. At the moment, there was desperation in me, and a longing for a chance. After all, I was not a bad student. It was all because of the cursed key. However if there was any hope for me it was a just crazy hope. But crazy things do happen and they happen most mysteriously and at the oddest of instances!!!



Educating the country



Where are you from?

My hometown is Bardiya. I joined BNKS in 1977 as a scholarship student.

What were your interests while in school?

I always enjoyed getting involved with club activities and I was a member of the social service club. Besides, I was also interested in performing on the stage.

How do you recall your childhood, family and home environment?

simply overwhelmed when I had the chance to study at Budhanilkantha, which was then equipped with modern facilities.

Do you have any particular memory about the times in Budhanilkantha School?

Of course, a lot of them. Particularly the physical works we did in the school like digging pits to get merit from teachers.

What is your best memory of Budhanilkantha School?

I was the head boy of the school which is undeniably my best memory of the school. Talking with the headmaster about the school for in the nation building process. its betterment always gave me a great feeling.

What do you reckon as the impression left by BNKS on you, or in your career?

Had I not been selected to Budhanilkantha School, I wouldn't have been what I am now. All the credit goes to BNKS for making me what I am. activity through its representatives.

Mr. Mahendra Khanal is the founder principal of the Kanjiirowa National School.. He was also the principal of SOS Hermann Gmeiner School for 19 years. He was the school head boy in Budhanilkantha School.. He is a hardworking individual. He excelled at the education sector. He is considered to be a very prominent figure in the education sector of Nepal.

What does SEBS means to you, and how do you think SEBS should move forward?

For me SEBS is a wonderful umbrella and a platform for professionals from different areas of expertise to be together and work for the betterment of the society.

One word that comes to your mind when My life in Bardiya was very easy and simple. I was you think of Budhanilkantha School? Culturally diverse

How did you enter into education sector?

This wasn't an accident for sure. I wanted to help my nation.

Do you have any suggestions to fresh graduates who aspire for a career in your field?

I think the private sector in education is flourishing. It can make money and everything, and most importantly it can help

What according to you is, and should be, the impact of SEBS on Budhanilkantha School and the nation?

SEBS should have better hold in the school/s



Atiram KC was a 600 A batch SEBSer who is currently teaching the future generation of BNKS students. He was recently appointed as the Vice-Principal of the school. He previously held the post of Guidance Counselor and the Head of Byasrishi House. He is in the Mathematics Department.

When did you join BNKS? 1978 February to 1987 December

What were you interests during school days? Did you hold any positions while in school? Basically sports and reading. I enjoyed football and volleyball as they were my favourite game. I enjoyed volleyball more. In class 10 I was the school prefect and house captain of Dhaulagiri House. Also was a school prefect during my post SLC days.

How do you recall your childhood, family and environment?

Hardship, Shortage and full of dreams.

Do you have any particular memory about the times as a student in BNKS?

Being chosen as a scholar to study Bachelors abroad from my batch in UK was the best moment of my life as that was the key moment that changed my life.

Why do you think SEBSers are not involved much in the activities of SEBS?

Many of the SEBSers are struggling to settle and only recent members have time for such activities but again they are immature. Also, there are very few established SEBSers in the country. SEBSers also lack motivation to get involved in the activities of SEBS.

How do you describe BNKS?

Unique place to grow and enhance one's talent. One should be challengeful enough to achieve his/her talent. If so then BNKS is the best place.

HOME

What is your perception about BNKS journey as a student and a teacher? As a student I tried to grab most of the oppurtunities here at the school despite being a scholarship student. And as a teacher I came here as a boound teacher and I enjoyed teaching here therefore I stayed here to teach or else I would have been somewhere else.

What changes do you find in the school comparing the time when you were a student and at present?

A lot of changes. There were British teachers who were stricter and gave more time to students. They were helpful. There was no poiltics amongst the teacher as it exists now. These days they only work for rewards and only if they get something.

What according to you is and should be

the impact of SEBS to BNKS and nation? SEBS should be a body to evaluate school and help all the members of the school. It can have a direct impact to the school. BNKS was established to create future leaders and every BNKS student are capable of it. They should lead in every font and create a bigger difference in the society.

How does it feel to Be in BNKS for such a long time?

Its like being in home.







Where are you from? Rajbiraj, Saptari

What were your interests while in school?

I was not much involved in school's activity although I enjoyed literature and drama.

How do you recall your childhood, family and home environment?

I didn't have formal education as such as I kept moving with my parents. I stayed in hilly areas where there were not any facilities as such. I was pretty close to my family and was very much attached. After joining BNKS I always had homesickness. As a result I couldn't do well until grade seven.

Do you have any particular memory about the times in Budhanilkantha School?

When I was about to leave BNKS after my SLC, I realized the importance of BNKS family and what it meant to me.

What is your best memory of Budhanilkantha School?

Going with friends for trekking and camping around Shivapuri and other areas like Gorkha and many others.

Promoting the private education

Sector

Sudhir Kumar Jha (337A) is the founder director and Principal of Chelsea International Academy and Managing Director of Presidential Business School.

Sudhir has been felicitated with "Rastriya Sanskrtika Sarokar Samman 2064" which was jointly organized by Rastriya Sanskritik Manch and Rastriya Sarokar Aviyan Nepal. He also received "Nation Development Service Award - 2063" organized by Civil Voice for Peace and Development.

Sudhir has provided the venue of his school as a venue for SEBS AGM. His school also takes part in programs organized by SEBS,.

What do you reckon as the impression left by BNKS on you, or in your career?

Yeah, whatever I am today it's because of my alma mater. It is working like a catalyst in my life. The things I received from BNKS are an asset in my life—especially team work, creativity and socialization.

What does SEBS means to you, and how do you think SEBS should move forward?

It is a society and family for me. The name itself gives the confidence.

One word that comes to your mind when you think of Budhanilkantha School?

It is a foundation for my life.

Do you have any suggestion to fresh graduates who aspire to have a career in your field?

Education is the base for development of any nation. And our country needs a dramatic change in this field. For this, fresh graduates can contribute a lot. But as the country is still disturbed he/she will have to be ready for lots of resistances and hurdles.

What according to you is and should be the impact of SEBS on Budhanilkantha School and nation?

SEBSers are unable to give much time to SEBS because of their busy schedule. But if we find a leadership who can bring all the potentiality of SEBSers in one place I think it can change the country. The vision and mission on BNKSians are developed in such a way. This can somehow help our school as well.

How did you enter the education sector?



Right from the beginning I was inclined towards doing something on 🥌

my own or a team to contribute to the society in a larger scale. To make things different from others was my basic principle.

Are there any particular aspects that you have been implementing in Chelsea which you initially learned from Budhanilkantha?

A lot of them. For instance, small size classrooms for the sake of individual care of students, food facilities for everyone in Chelsea which creates a sense of equity and developing teamwork and creativity. All these are the things I learnt from Budhanilkantha.



5 clever ways you can investigate whether someone went to BNKS:

1) Notice their email ID. It might have their roll numbers in them.

2) Their taste buds are weirdly phobic towards specific food items. For instance, offer them Samosa. They won't accept your offer easily.

3) To verify, perform number 2 again with Chowmein.

4) When they are taken out for one-day visit, they crowd in front of 1 or 2 shops to buy 'food' even if there are dozens of shops around.

5) They have a tendency to overuse phrases like "last but not the least", "dear sir/ma'am this is to inform you...", "respected principal, vice-principals...", "bhai/baini" more often than required.*

*Note that they will use "bhai/baini" instead of brother/sister even while in a strictly formal English environment



SEBS Activities in brief:

August 2012

27 Shrawan 2069 (11th August 2012)

The 30th SEBS-AGM was held at Nirvana Wellness Centre, Jawalakhel, Lalitpur. The AGM elected the new executive committee under the leadership of Dr. Tejsu Singh Malla.

August 18, 2012

The SEBS advisory Committee position was filled. Bolaram Panday 904 A and Kanchan Basnet 123 B were appointed as the executive members thus completing the SEBS Executive committee. First Vice President: Bidur Raj Adhikari 171 B was nominated as the SEBS representative to FOBS for year 2012-2013, and Bidhyaman Mahatara 806 C as the National Coordinator of Nationwide Scholarship Program.

August 21, 2012

The SEBS office renovation task went in full swing as it was painted, carpeted and its repairs done. Total expenses during the process amounted to Rs. 15, 860/- which was covered by pledges and donations. Dr.Tejsu Singh Malla 248 C and Gyanedra Pandey 937 A contributed Rs. 1,500 and Rs. 6,000 respectively for the carpet, while pledges from Vidhan Rana 300 C (Rs. 10,000) and Shyam Aryal 100 B (USD \$ 100 = Rs. 8,400) will sum up a profit of Rs. 10,040 to SEBS – if collected.

August 25, 2012 (9th Bhadra 2069)

A meeting was held with the members of the Advisory Committee, and an Educational Committee was formed for SAT Preparation Classes in the SEBS office itself during the evening hours.

SEBS attended the Graduation Ceremony of 2000 D at Budhanilkantha School. The ceremony was the first of its kind in the history of Budhanilkantha School. The program was also attended by Dr. Bimal Koirala, former Chief Secretary to the Government of Nepal, Bhim Lal Gurung, Member Secretary of HSEB, Madhav Regmi, Secretary of Nepal Government, and Mahendra Bista, Chairperson of FOBS.

SEBS also attended the felicitation program organized by the alumni of Massachusetts Institute of Technology (MIT) to honor the contribution of Mr. Lal Bahadur Rana on August 25, 2012. Currently the Vice Principal of Budhanilkantha School and a mathematics teacher by profession, Mr. Rana has been in the teaching profession for 25 years.

SEBS would like to congratulate Mr. Rana on his landmark achievement and wish him all the best in the days to come.

September 2012

1st Sep 2012

SEBS and its chapter SEBS Medicos, Social Service Club and Awareness Club of Budhanilkantha School jointly organized a one day long free health camp in Tikabhairab, Lele. About 400 to 500 people received free health care along with necessary medication.

18 Bhadra 2069 (3 September 2012)

The Executive Committee officially attended and addressed BNKS about the new Ex-Com during the school assembly.

Notable changes in bank signatory: signature of the treasurer Suman Mandal was made mandatory. Signature of President Dr. Tejsu Singh Malla or the General Secretary Kaushal Raj Sapkota also established.



September 16, 2012

SEBS EX-Com bought all the remaining T-shirts to relieve Rajan Pathak from his personal liability making it an organizational liability as the event was conducted by the earlier executive committee.

September 17, 2012

SEBS attended the Nepali School Play titled "0000000?" by Ramesh Bikal, staged by the students of Budhanilkantha School.

September 22, 2012

A letter was sent to the SEBS Representative to BOT/ SMC regarding SEBS' stand in the appointment of Principal in BNKS.

28th September, 2012

SEBS Executive Committee 2012/13 and SEBS Medicos in their attempt to work on the goal of BCNL (Budhanilkantha School, Community Service, Networking and Leadership), organized a one-day long Free dental screening camp and Oral health education inside Budhanilkantha School premises.

The event benefited over 1,200 people including 954 students of Budhanilkantha School. The noble cause was targeted primarily to the students of the school, and also as a part of their health and physical education curriculum. The program was held for the first time in the history of SEBS and was highly appreciated by the students, teachers, parents and school authority.

Program Coordinator: Dr. Sneedha Mainali 136C

29th September 2012

A football match between SEBS and Budhanilkantha School teachers was held in the Middle Pitch, Budhanilkantha School. The game was attended by SEBSer from the very first batch and 2000D batch (fresh SEBSer). SEBS won the game, the final score stood 6 -5. The event was attended by about 50 SEBSer.

Program Coordinator: Mr. Samarat Raymajhi 229 C

September 30, 2012

A Career Counseling Series was held by SEBS. Ram K Rijal 708C was the speaker and he informed the students on the admissions procedure at MIT. The students of A1 and A2 liked the event and were thankful to the endeavor SEBS initiated.

Program Coordinator: Kaushal Sapkota

October 2012

October 12, 2012

SEBS attended Dashain/Tihar/Nepal Sambat/Chhath Parba greetings exchange program by FOBS at the school.

US\$200 (Rs. 17,050) raised by SEBS NA was handed over to Student For Change (SFC) for their project in establishing a library in Kalikot, in presence of Mr. Keshar Khulal, VP, HSL and Mr. Tulsi Adhikari, the Club Coordinator.

15th October 2012 (29th Aswin 2069)

SEBS organized a felicitating program for the Chief of Army Services, Gaurav Sumsher JBR, on his achievements and services to the nation. CoAS was honored with Dosalla and presented with Honorary SEBS Membership, SEBS T-Shirt and a copy of Aastha magazine.

Being a former teacher of BNKS, the Executive Committee organized a formal event followed by a networking dinner and a platform to exchange Dashain wishes.

SEBS would especially like to thank Col. Hemansu Khadka, Mr. Rakesh Vaidya and Mr. Bolaram Pandey without whom the program would not have been a success.



October-November, 2012

October 27 to Novemember 5th , 2012

SEBS-Medicos in partnership with Himalayan Family Health Care Project organized a two-day health camp in Thoche Village of Manang District which offered free medical and dental evaluation and treatment to the villager .The program was held from October 27 to November 5, 2012.

This is the first time SEBS-Medicos has partnered with Himalayan Family Health Care Project. Other Partnering Organizations of Himalayan Family Health Care beside SEBS Medicos are: Nobel Prize for peace 2011 nominee Wings of Hope, Saint Louis University School of Medicine and Patan Hospital.

Program Coordinator from SEBS: Dr. Binod Jha

<u>OCT 30 – Fri, NOV 9, 2012</u>

AMM Mission, a surgical mission, was conducted in Lahan, Nepal. The event was organized in coordination with Society of Ex-Budhanilkantha Students, SEBS, Nepal.

Novemeber10, 2012 (25th Kartik 2069)

Office Secretary Ms. Goma Sharma's salary for the month of Shrawan was cleared, which was the liability of previous SEBS Committee.

A request letter for book donation was made to SEBS by Shree Adhunik Rastriya School. The school based in Hetauda had library but insufficient books.

November 13th and 14, 2012

SEBS Deusi-Bhailo Program was organized. Almost 20 volunteers from the school were present in the occasion.

Program Coordinator: Sandeep Sada 672 C

December 2012

December 8, 2012 (23 mangsir 2069)

The 8th SEBS meeting was held. Deepak Shah 212 C and Sharthak Neupane 288 D were nominated to the post of executive members.

I.P. Memorial Art competition

9th Indra Pradhan Memorial Art Competition was successfully held on the 8th of December 2012, Saturday at Kathmandu Academy, Sano Gaucharan. The program was an on-the-spot art competition in which various schools from around the valley were invited. There were four categories.

Mickima Rai of Mangari Secondary School was the winner in Category 1,(Class 1-3), Topic- Free will, whereas Kalpana Buda (Snow Land School) and Mindu Lama (Kathmandu Academy) became 1st and 2nd runner up, respectively.

In Category 2(Grade 4-7) Topic- My dream house, Winner was Emash Rai (Mangari Secondary School) and 1st and 2nd Runner Up were Santosh Gurung (Snow Land School) and Sanjeev B.K (Valley Public School) respectively.

In Category 3(Grade 8-10) Topic- Colour of nature. Winner was Asmita Gurung (New Castle School), whereas 1st and 2nd Runner Ups were Chandra Man Gurung (Mangari Secondary School) and Resham Mahato (Valley Public School) respectively.

Pratistha Chitrakar of Malpi was winner in Category 4: A Level Topic- The New Nepal in 2050 A.D. The results of Overall Winners (School) were Mangari Secondary School (first), Snow Land (Second) and Kathmandu Academy (Third).

The I.P.Memorial interschool art competition running trophy is with the winning school i.e Mangari Secondary School and is to be collected when 10th I.P.Memorial Inter School Art Competition will be organized.

Program Coordinator: Rajesh Nepali

25 December 2012 (10 Poush 2069)

Clothes donation program was organized for the people of Biratnagar who suffered due to cold wave. The clothes were donated to Youth for Blood, an NGO based in Biratnagar, which distributed the clothes to affected people.

Rabin Chapagain and Ujwal Dhungana of Youth for Blood Kathmandu were present in the program to receive the donated clothes at a small function held at SEBS office, Putalisadak.

Program coordinator: Dr. Sneedha Mainali 136 C

January, 2013

January 1st 2013 (17 Poush 2069)



A Memorandum of Understanding was signed between **KTM Club Pvt. Ltd** and **Society of Ex Budinanilkantha Students** (SEBS). According to MOU, KTM CLUB Pvt. Ltd would issue a privilege card for SEBS members for a period of 1 year free of cost. The privilege card was issued to the SEBS members with an aim to get discount in its more than 500 outlets. This is the first time such privilege card has been introduced by SEBS with collaboration with KTM Club.

5th January 2013 (21 Poush 2069) SEBS attended the Sports days in Budhanilkantha School. 12 January 2013 (28 Poush 2069)

SEBS attended the AGM of Budhanilkantha Business Saving & Credit Co-operative Ltd. (BBC). A memorandum of understanding was made and entered between BBC and SEBS on 12 January 2013 (28 Poush 2069).

As per the MOU, BBC would operate special account under the name of BBC – SEBS Support Deposit (BBC – SSD). Through this account any SEBS members may deposit any amount under BBC – SSD as normal or fixed deposit with declaration of the portion of the interest to be contributed to SEBS. The deposit is in the name of depositor and only a portion of interest as instructed by depositor would go to SEBS.

Through this, SEBS attempts to make its organization financially stable. January 28, 2013 B&B Tour

Senior-most science students of 3000 D batch of Budhanilkantha School had a brief tour on the MRI and X-Ray section of the B&B Hospital Pvt. Ltd. as a part of their excursion trip. The trip was coordinated by SEBS. SEBS is thankful to the hospital authorities for their immense support. Program Coordinator: Dr. Tejsu Singh Malla 248 C

February 2013 February 3, 2013

SEBS received a letter from Adhunik Rastriya Higher Secondary School requesting SEBS for books for its library. SEBS decided to donate books to the school.

February 15, 2013

Attempt to search the past editions of AASTHA Magazine, "SEBS Annual Magazine" with the aim of converting it into softcopy and keeping it in SEBS online for the members to read.

March 2013 March 2, 2013

Paediatric Dental Health Camp organized on 2nd March, 2013 by SEBS at Edu Vision Foundation, Hetauda and Bal Griha. The event was organized in collaboration with Kist Medical College. Two SEBSers—Sharthak Neupane 288 D and Bishad Kafle 261 D volunteered for the event.

Program Coordinator: Dr. Sneedha Mainali 136 C

March 29, 2013

An orientation program with the students of 3000D was held by SEBS on March 29th, 2013 (16th Chaitra 2069) at LRC Hall, Budhanilkantha Students. The orientation program was held with the students of (A2 and 10+2) 3000 D Batch with an aim to educate them about the history of SEBS, importance of SEBS and encourage them to be an active SEBSer after graduation. Although the Orientation program was optional, the presence of huge number of students, especially girls, was very encouraging.

Program Coordinator:Kaushal Raj Sapkota(041 C)/ Sabril Lamichhane(205 D) /Sharthak Neupane(288 D)

April, 2013 April 4, 2013

Ten Past Six (TPS), a SEBS networking event was held on 4th April 2013, at 6:10 pm, Nirvana Fitness centre, Jawalakhel. The speaker of first TPS was Birendra Basnet 200A of Buddha Air, who talked about agriculture in Nepal and its aspect. The event saw active participant of about 35 SEBSer.

Program coordinator: Ujwal Thapa (500B) and Vidhan Rana (349C).

20 April, 2013 (9th Baishak 2070)

Vidhan Rana (349C) was welcomed in the SEBS Executive Committee. A seat in executive committee was vacant in the executive committee after Ishan Pokharel (345C) went to Canada for his further studies. Vidhan had previously worked in NSP-NA and has been regularly donating since the current ex.com took to the office. Vidhan will be actively working for SEBS with the NSP team and will also focus on improving the networking within SEBS.

Final design of SEBS T-shirt was presented by Kaushal Raj Sapkota (041C). The SEBS T-Shirt was planned to be printed and ready for sale within 2-3 months.



25th April, 2013 (11th Jestha 2070)

In response to letter from Budhanilkantha School dated 5th March,

2013 (23 Chaitra, 2069), requesting SEBS to send a representative in a sub-committee to look into legal aspects of Mr. Devendra Singh's Demand for compensation, SEBS executive committee decided to send Bolaram Pandey (904 A) as it's representative in the committee.

25th April, 2013

SEBS financially supported Society For Open Nepal – Budhanilkantha Chapter (SFON-BNKS), which is a voluntary, nonprofit organization managed independently by the senior most students (A-Level and +2) of Budhanilkantha School, which is working under the vision of Society For Open Nepal (SFON), based in California, USA. The newly formed executive committee had written to SEBS for financial contribution for organizing "Youth Media Interaction Program" with the objective to provide guidance to the present youth to allow them to understand as well as provide a channel to enter the budding media world of Nepal.

Salina Neupane is the club president, and Mr. Mohan Karki and Mr. Atiram K.C is the Club Coordinator May, 2013

May 4th 2013

Books donated to Adhunik Rastriya Higher Secondary School, Hetauda.

May 15, 2013

AASTHA Magazine "SEBS Annual Magazine" was converted to softcopy and uploaded to SEBSonline for the members to read. 5 Editions (of 1991, 1998, 2002, 2004, and 2011) were made available. The initiation was taken by SEBS and SEBS NA. Currently, we are collecting more past AASTHA magazines to add to the online archive. You can view the past editions of AASTHA Magazine at www.sebsonline.org by clicking on Aastha Magazine. **May 26, 2013**

SEBS, as per the request of Budhanilkantha School,send a representation for the sub-committee. Bolaram Pandey (904A) was nominated for the representation.

May 31, 2013

SEBS met with Principal of Budhanilkantha School, Keshar Khulal, to discuss some work SEBS were doing. The discussion ranged from the NSP Program to possibility of establishing a scholarship endowment fund by SEBS, for 10+2 and A-Level students. The funds would not be a grant but SEBS would ask the students to either pay back the fund (when they are capable of doing so), commit to teach at the school for at least one academic year, or support other students in a similar situation. This was initiated because the current executive committee believes SEBS has primary responsibility towards the school.

The discussion also involved the possibility of creating a suitable environment for ex-students to come back to the school to teach and contribute to the school's development. Having more alumni as teachers can lead the school in a positive direction as the alumni has a much stronger relationship with the school than other teachers. SEBS requested possibility of establishing an Alumni Office inside the school, in coordination with SEBS to improve the school's connection with the alumni network. The school could provide a room to set up this office while SEBS can fully or partially pay the person's salary. This person will be involved in activities like networking with alumni members, conducting programs, updating SEBS about matters at the school, identifying areas where alumni can engage in the school, and conducting fund raising campaigns.

SEBS Complex and land for complex was also discussed and Dr. Malla requested the principal to revisit proposal regarding the land inside Budhanilkantha School premise. This idea had been pitched officially to the school back in 1993 and again in 2001. At one point the school verbally committed to providing SEBS around 20 Ropanis of land to build a complex in the Garden Pitch area. The complex could serve as the primary administrative office for SEBS and also host SEBS programs. As the road leading to the school is going through some major renovation - which will reduce the travel time to the school drastically - this may be a good time to think about it.

<u>June, 23, 2013</u>

Binod Memorial Inter School Folk Dance Competition was held on June 23, 2013 at Budhanilkantha School. Mr. Kamal Rai, Mr. Karun Thapa(300A), and Mrs. Chandrakala Rana were the Judge of the program, and Dr. Kamal Khadka (brother of late Binod Khadka was the chief guest). The prize for best male dancer was awarded to John Gurung of Kanjirowa School and that for best female dancer was awarded to Asmita K.C. of Manjari Secondary School. The second runner up trophy was awarded to Manjari Secondary School with 217 pts. The first runner up trophy was awarded to School with 218pts. Mount Glory School was the winner of Binod Memorial Inter School Folk Dance Competition with 240pts.

The Binod Memorial Inter School Folk Dance Competition running trophy is currently with Mount Glory School and the trophy is to be collected from the school when next Binod Memorial Inter School Folk Dance Competition will be organized.

<u>June 15, 2013</u>

SEBS attended the Farewell program and welcome ceremony of 3000D batch. 61 graduates showed their interest in taking life membership of SEBS. Around 140 SEBS T-Shirt were distributed to 3000D batch students free of cost. June 2013

For the first time in the history of SEBS & SEBS NA, together we were able to fund an exchange program for a member of SEBS executive committee (Dr. Sneedha Mainali 136 C) and a senior student of BNKS (current alumni) to bring them to US on a three weeks of cultural exchange program to foster their leadership and management skills.

July 2013

16 July 2013

SEBS made financial contribution to Nepal Junior/Youth Red Cross Circle, Budhanilkantha School, for a health camp on 27 July 2013.



SEBS Advisory Committee2012-2013

Principal of Budhanilkantha School (BNKS) the de-facto member: Mr. N. P. Sharma

FOBS RepresentativeEr. Dol Prasad Chapaign

BNKS Teacher Representative Keshar Khulal VP,HSL

Immediate Past President Suresh Acharya 139 C

Past SEBS Presidents (2):Gyanedra Pandey 937 A Prajesh Bikram Thapa 559 B

General Members (2): Sagun Lawoti 933 ABijay Babu Shiwakoti 355 C

Currents SEBS President (Member Secretary of the Committee) Dr. Tejsu Singh Malla 248 C





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hvitee	Mr. Dhruba Raj Lamichane Non- Teaching Staffs' Representative, BNKS	Senior student Representative:	
		Sailendra Bista 3019	
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