

आस्था

A SEBS annual publication



Aastha

Society of Ex-Budhanilkantha Students

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and
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**Society of Ex-Budhanilkantha Students
(SEBS)**

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Message from the President of Society of Ex-Budhanilkantha Students

It brings me great pleasure to express my gratitude to all the contributors through AASTHA, annual publication of Society of Ex-Budhanilkantha Society (SEBS).

My direct involvement in SEBS has been for about eighteen months; first as a co-opted member for six months during the Presidency of Gyanendra Raj Pandey 937A - a reverent brother who has always been a source of support and guidance, and second as the President of SEBS for a year.

I had always believed that SEBSers have immense potential and the ability to contribute in every sector imaginable. Individually all the members are excelling in their respective career. Collectively also, as an alumni organization, we successfully accomplished various proposed activities this year. I admit, we were pushing the envelope on a number of occasions but it further consolidated my belief on SEBS's capability. It was made possible by an overwhelming interest and dedication of members from around the world to contribute for the development of SEBS and Budhanilkantha School.

SEBS is evolving as it gets older, bigger, and stronger. To incorporate all the members in its activities, it has now constituted batch initiatives, namely SEBS - The Ninth Batch Initiative (SNBI) and Chapters, namely SEBS - North America whose final working guidelines are in the process of being finalized. A lot of credit goes to Gyanendra Raj Pandey 937A and Kiran Sitaula 268B for being the pioneers. We all admire their tireless effort and dedication.

We are also grateful to Rajan Nepal 418B and Ujjwal Thapa 552B for incessantly administering our website www.sebsonline.org. The website has now become a source of information as well as a common forum for interaction, encouragement, and recognition of members.

On behalf of the Executive Committee, I would like to seize this opportunity to thank all the Members, Mr. N. P. Sharma, BNKS Principal and the Senior Management Committee, Mr. V. K. Vaidya, the Liaison Officer for SEBS, Mr. G. S. L. Kakshapati, FOBS Chairperson and the Executive Members for their cooperation and assurance all along. Your support has been very invaluable. I hope we, the incumbent Executive Members, were able to accomplish the responsibilities we assumed and wish the forthcoming team all the best for a glorious tenure.

I want to thank Hemraj Bhandari 806B, the coordinator for making this publication possible.

I firmly believe that the best days are ahead of us. Let us all be a part of it.

Suraj Dahal 203B
President
SEBS



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Principal's Office

Principal's Message

I am very pleased to know that SEBS is bringing out a new issue of AASTHA, which I feel is a symbol of growing unity amongst its members. SEBS has now come a long way from its inception and I am delighted to see the organization moving in a very positive direction. I feel, it has now consolidated its position as one of the prestigious social organizations and has mobilized its members around the world to attain its cherished goals.

Several members of SEBS inside and outside the country have devoted a lot of their time and energy, apart from monetary contributions, to help the school and I would like to express my sincere thanks to them all.

Let all of us who have benefited from Budhanilkantha School either directly or indirectly-continue working in unity for the progress and prosperity of SEBS, school and the nation in the years to come.

Narayan Prashad Sharma
Principal
Budhanilkantha School
2nd August, 2002



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SEBS editorial

AASTHA is a Nepali word which literally means belief, dependence and respect. This annual magazine of the Society of Ex-Budhanilkantha Students (SEBS) was shrouded AASTHA due to the organization's belief of fostering fraternity and respect for each other's strengths and abilities. Promoting a sense of fraternity among the ex-students of the school is one of the major purposes behind the establishment of SEBS.

Not only among its members but in society as a whole SEBS has been successful in giving a difference by organizing various social and entertainment activities. SEBS is steadily growing to become one of the leading organizations of the country by putting genuine efforts to attain its noble goals.

This issue of AASTHA basically highlights and reports the activities of the organization held throughout the year and provides a forum for the ex-students to express themselves on a wide array of issues.

It may aptly be stated here this issue of AASTHA has slightly made a shift. Whereas earlier issues were more focused on SEBS activities, this issue deals slightly broader issues. Your suggestions and contributions are always a welcome to make this annual publication more interactive and thought-provoking.

We would like to extend our sincere thanks to all the advertisers for providing their invaluable support in producing this magazine. And we would like to sincerely thank Sunita Shrestha and Mohan Kumar Giri of AJ Wild Institute and Bharat Mainali, Sanju Bajracharya of UCSP and UCSP family for their warm logistic support much needed for the magazine.

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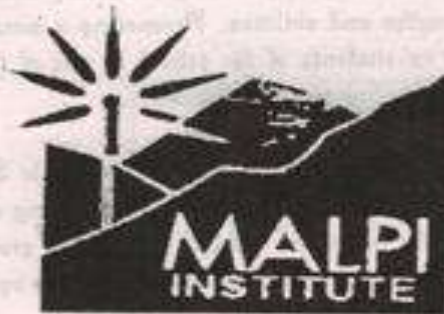
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BUDHANILKANTHA: TIME TO BENEFIT FROM ITS ALUMNI

-Shyam K.C.

The Sebsonian Tradition

Despite its sinusoidal growth pattern over the last two decades, SEBS breathes. And breathes healthily, thanks to hundreds of members from 100A to 100C who have helped institutionalize SEBS through their hard work. Amongst all of them, let me pay my respect to two Sebsters right away. Bharat Rai and Hemraj Bahndari. What does a third batcher have in common with a seventeenth? Well, one proposed the name for this annual publication back in 1985 while the other is reviving Aastha in difficult periods, I believe after a gap of about four years. The Sebsonian tradition of innovation, teamwork, commitment, revival, and keeping aastha on each other in difficult times, continues.

SEBS for Budhanilkantha

My question here however is: has Budhanilkantha benefited from this Sebsonian tradition, a tradition it helped build through educating each Sebster for seven plus years?

I begin by recalling the seminar *Budhanilkantha School: Problems and Prospects* that Sebsters organized back in 1994 just prior to handing over of Budhanilkantha to a complete Nepali management. Attended by many stakeholders of Budhanilkantha including former board chairmen, board members, parents, school teachers and Sebsters, this seminar had ended with a univocal note, uttered in the words of Andrew J Wild, "The NGO- Society of Ex-Budhanilkantha Students- SEBS- can have a very constructive and determining role for Budhanilkantha's future."

Been almost ten years since that Assembly Hall declaration, and Budhanilkantha argues, and rightly so, that it is not the school that should be helping its alumni, but the other way round. There is no argument on it although it is a different matter that SEBS did not get any help from its alma mater even for establishing the organization. That was 1982. Twenty

years, we have grown. Despite excellent relations with the school authorities and frequent help, SEBS has not yet found a place in the Budhanilkantha Charter either.

Let us keep aside history for now, however, and learn from it. The question of utmost importance is: What can be done to help our alma mater at a time of difficulty? When there are being budget cuts? There are being growing criticisms from within and outside the institution? How can SEBS and Budhanilkantha gain enough confidence on each other? Rather what will make Budhanilkantha have more confidence on its former students, so that it can tap the tremendous potential lying in its 2000 odd former students, many of whom have begun serving actively in public and private sectors and organizations in and outside Nepal. With the course of time, they will be playing a more creative role in various responsible positions in the world society.

The task of mobilizing its former students may not be as difficult as we think it is. Most successful world institutions do run with significant support from the alumni with active alumni-alma mater relations. Learning from them, I am proposing here a straightforward three-point activity for Budhanilkantha to start reaping benefits from its alumni:

- (i) First, Budhanilkantha open an Office of Alumni Relations under the direct supervision of the Principal, with at least one senior level staff working as the coordinator, may be quarter to half time. The aim of the office will be to connect Sebsters with the school, and keep them informed with what is going on in their alma mater on a regular basis. The Office of Alumni Relations will thus serve as a bridge between the alumni and alma mater.
- (ii) Second, update the last directory of its members prepared by SEBS. At present Budhanilkantha possibly does not have sufficient information about its alumni, which is increasing at the rate of 100 per year.
- (iii) Third, start asking for support at

various levels (for example, Rs 100- 500- 1000 -10000) from the alumni after 10 years of leaving their alma mater. This implies that a student, who graduates in the year 2002, will start receiving requests for support from the year 2012. Of course the support proposal has to be worked out in detail.

Revival of Aastha

With the rapid growth and access of Internet, communicating former students may not be as costly and time consuming. Let Budhanilkantha try this out, and see what will be generated. We might begin with a mere sum of Rs 5000 a year, but we will set a formal beginning. If we do not set the trend now, it could be too late.

SEBS has begun making contributions in its own ways, like the solar panel for a house by Sanjeev Shah, 9th batch students and the books to the library by Sebsers in North America. But if more is to be gained, my point is Budhanilkantha must make the initiative. A more formal and a more systematic one. Let us revive once again the aastha that bridges SEBS with its alma mater. For the good of SEBS, for the good of Budhanilkantha and for the good of the community we live in.

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GLOBALIZATION:

THE FREE SOCIO-ECONOMIC AND ENVIRONMENTAL COST

-Abhishek Sharma

Globalisation, a significant global phenomenon of the twentieth century and is set to continue in the twenty first century. Several definitions have been attributed to the concept of globalisation. According to McGrew (1992), globalisation is the growing interdependence between the nations of the world as they are drawn into the global economy. Pearce (1993) suggests that it is a 'process in which economic markets, technologies and communications gradually exhibit global characteristics, and less 'national' or 'local' ones.

Globalisation has been perceived as presenting the nations of the world with new opportunities. Thanks to the World Trade Organisation's (WTO) rulings of 'trade liberalisation', goods and services can be moved and sold more freely across international frontiers. The distance between North & South and East & West is seen to be slowly diminishing and the Internet has provided us with new opportunities for exchanging ideas, thoughts and information. However, a closer look manifests a different picture altogether. It is gradually becoming clear that globalisation presents many forms of deliberate exclusion of the poor and the weak, an ongoing and sometimes brutal disrespect for the environment and a sweeping disregard for existing cultural values and social and political institutions.

This report will assess the extent to which globalisation has contributed to the negative impacts on a global scale and focuses primarily on the 'causal-link' between the activities and environmental damage. The social and economic aspects of the impacts cannot be viewed as separate entities since both are intrinsically linked to the environment. The report takes a closer look at examples from South-East Asia discusses the free trade policies and its possible future implications in the context of Nepal.

According to Anita Roddick, a chief environmental activist, the current global economic system - underpinned and perpetu-

ated by globalisation, actively discourages social justice and sustainable development. It is being planned and managed for the benefit of the elite, at the expense of the world's poor, their culture, communities and their environment.

Over the past decade, since globalisation gathered momentum, 60 countries have become steadily poor, 80 countries have income lower than they were previously and there is an ever-widening gap between the rich and the poor. However, the governments, the policymakers and especially businesses largely ignore these issues. The hard-hitting protest against the World Trade Organisation (WTO) in December 1999 had 700 NGOs and between 40,000 and 60,000 people taking part. Amongst human right activists, indigenous people and farmers, environmentalists were also conspicuous by their presence. The WTO is perceived as a blind government, which, whilst recognising profits and loss, fail to take the elements of human rights and the environment into consideration. This has been most notable in South-East Asia and Africa.

Between 1985 and 1995, most countries in SE Asia witnessed their GNP grow between 6 and 10% per annum - a process sometimes described as a 'fast-track capitalism'. In Thailand, the full liberalisation of its financial sector resulted in billions of dollars worth of foreign investment. This led to a boom in banking, building and advanced industries such as automobiles. However, according to Walden Bello, a chief environmental economist in Bangkok, 'that capital never found its way into the domestic manufacturing sector or agriculture'. The government and policy-makers of the host country, increasingly influenced by the role of multinationals - perceived to be the quickest route towards economic renewal - continued to starve the domestic sectors of the necessary capital investment. Hence, large-scale inequalities between the domestic and foreign sectors became particularly prevalent.

Employment in agriculture fell from 3 million to 2 million and many farmers declared themselves bankrupt. Additionally, high inflation, brought about by the depreciation of the currency forced many people to live on the poverty line. These consequences have echoed in countries such as Malaysia and Indonesia as well. Policymakers began to react to this new situation by the development of 'rapid economic recovery'. As a result, spending of social services and health fell by 10% and 6% respectively. The income distribution among groups worsened during globalisation, with People in banking and investment sector became wealthier than ever before, whilst those in the middle-income group continued a downward spiral towards poverty.

The social impacts of growing unemployment have now begun to reflect upon the environment, as there has been a substantial increase in city people who migrate back to the countryside and put pressure on agricultural land. According to the World Bank, lands, which have been traditionally farmed organically, have been subjected to significant aggressive application of inorganic fertilisers and insecticides in order to increase production. These in turn have led to the pollution of freshwater resources and other significant environmental impacts. Hence, the negative impacts have been attributed not only at socio-economic but spread at ecological levels too. This has cast a serious doubt to the so-called advantages of enforced globalisation and trade liberalisation in the developing countries.

As Nepal prepares its entry in the free world market and thus gets submerged in the globalisation network, it is imperative for the Nepalese government to bear in mind the implications in other South-East Asian countries prior to giving the green signal for investments from the multinationals. Policymakers are fully aware of Nepal's abundant natural and water resources - capable of attracting foreign investment, new technology and manpower to explore and exploit the potentials, thus giving her a competitive edge to go enter the global market. However, the question of whether such resources will be exploited in a sustainable manner and to what extent it will benefit the nation's poor should be of utmost importance in the minds of the policymakers. There have been instances in South American countries such as Belize, where the multinationals, whilst investing in

the tourism sector ruthlessly exploited the local natural resources of the nation, pocketed the large profits generated themselves, leaving behind a legacy of pollution of marine resources by the hotels and resorts, thus having a negative impacts on the locals dependant upon their natural resources for their livelihood. Will the same scenario be replicated in Nepal as well, where the multinationals, seeking raw materials for industrial products exploit and deplete the countries natural resources, which forms the livelihood of the ordinary Nepalese in an unsustainable manner? The obvious benefit of globalisation - faster economic growth of the country, higher living standards and new opportunities for those precious few in the large income bracket, already leading comfortable lives, will be futile if the poor are excluded and their plight remain unchanged.

Hence policy instruments, which encompass broad social objectives need to be implemented, if globalisation is to succeed at a national level - measured in terms of poverty reduction. This should be the case for all countries in the South Asian region. Policymakers should focus more on the needs and benefits of the world citizens and the environment rather than just striving for high economic goals.

Best wishes to SEBS on entering its 20 years of foundation

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SELF-DISCIPLINE VS. SELF ESTEEM

Kasturba

Bringing up children can be a very challenging task especially if the children are to be groomed as considerate, cultured and successful individuals. Both self-discipline and self-esteem are two fundamental qualities that are needed to sharpen life skills. Between the two, in my opinion, it is the latter that is a more valuable gift parents can give their children.

Self-esteem is the worth or estimate of value of oneself. It is a package of beliefs that one carries around his head that one has accepted to be the truth about oneself. Likewise, self-discipline is training of one's own mind and character to produce self-control habits of obedience and alike.

The reason for my thinking that self-esteem is the greatest gift parents can present their children is because self-esteem involves having a positive attitude about oneself. It is when one loves himself, when one is comfortable with himself that he can reach out to others, be a loving person, look at things from a good perspective, and thus go ahead in life. High self-esteem teaches children to believe in themselves and in their potential, accept themselves as they are, plan, decide to study, play and look at things positively. Children with high self-esteem are optimists, they learn to accept life as it comes, load no guilt and hence also learn the rules of conduct and discipline responsibly. For instance, the famous American President Franklin Delano Roosevelt learnt the lessons of self-esteem when he was of a tender age. His mother was a woman with a strong character who taught her son to love himself and never to doubt his capabilities. At the height of success, he was struck down by a terrible illness which could have left him crippled and feeling hopeless about himself. But he arose above that and led his country victoriously in war times. The answer of course lay in his amazing love and belief in himself.

In the same manner, self-discipline is also

another important present that parents can gift their children. But discipline alone may not guarantee happiness and success in life. In some strict families, the children are very disciplined with an excellent conduct of behavior. The important thing lies however in getting to know whether they are self-disciplined because they feel it is the right way to be or purely because of fear of punishment and scoldings. If fear is the basic building block of self-discipline then the approach cannot be singled out as the best way to teach a child the lessons of discipline. Self-discipline shrouded in a cloud of fear and fright is an unhealthy practice. Children should be told what is right, what is wrong, what is expected of them and should be given choices. In this way, they learn to make wise decisions and also to decide that they have to learn to be self-disciplined. Teaching discipline is very pertinent provided it is done in the right manner. It need not necessarily be backed up by unnecessary fright because fear only paralyzes humans and children are no exception. Self-discipline along with ample opportunity to speak and open up, try new things, to grow emotionally, academically and psychologically may be a good answer to raising well-behaved, well-disciplined children with a balanced personality. For example, the school where my friend did her schooling from had strict codes of conduct and some used to be very unreasonable. When she was in Grade 3, she would be with my books all the time. Even as an eight-year-old she would get up at four in the morning just thinking that she had to really study all the time to get good marks. Behind it hid the sad story that she was studying mainly because they would be judged by their academic performance and if they fared poorly in studies, the punishments could be very severe. This kind of practice teaches children self-discipline but does it teach them to love themselves, I doubt it. I thus believe that it is self-esteem that teaches children to be happy, to learn to love themselves, gives them hope, teach them to value discipline, learn to exercise control over

impulses and thus helps them to be individuals with stronger character with enough self-discipline.

In conclusion, it can be inferred that though both self-discipline and self-esteem are very important qualities that parents can imbibe in their children, it is self-esteem that should be emphasized upon for it is the foundation of a strong character.

Best wishes
to
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on entering its
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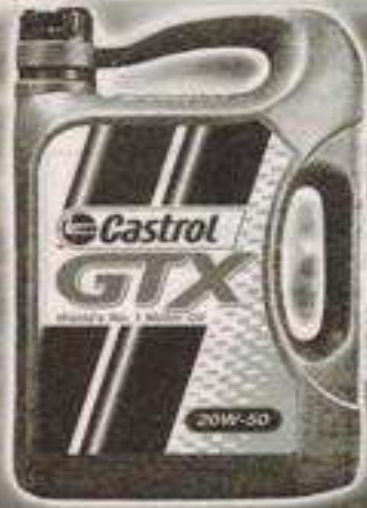
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बुझानीलकण्ठ राष्ट्रको एकमात्र राष्ट्रिय स्कूल भएकोले यसमा शक्ति, विम्वेकारी अन्वय पनि बढी छ । राष्ट्रको शैक्षणी विकासको लागि, तर बुझानीलकण्ठ स्कूल एकमात्र सामाजिक परिवर्तनको माध्यम हुन सकेन । बुझानीलकण्ठ जसो दुई चार सय संस्थाहरू भन्ने नेपाली सामाजिक संरचनालाई कति बुझियो, पारदर्शी र जसो जनतासम्म सञ्चालन भनाउन सकियो । बाह्र कुनै बुझानीलकण्ठको विद्यार्थी परिचयका प्रमुख वा प्राविधिक नएर आफ्नो स्थानीय छात्रोमा नएर उक्तलाई त्यसैमा सीमित गरिनु विशेष गरी उन्माथ सामाजिक बन्दैज भनाईन्छ । समाज जसै पनि पुरातनवादी भएकोले आवश्यक माथमा परिवर्तनपूवी हुन सकेको छैन ।

सर्वांगीण शिक्षा प्रणाली लागू गैरासकेपछि पनि अपेक्षित परिवर्तनहरू किन हुन सकेनन् ?

शिक्षाले आफ्नो आफ्नै समाजमा परिवर्तन ल्याउँदैन । यो कसबद्ध रूपमा हुने कुरा हो । परिवर्तनहरू उनैलेख रूपमा नहुनुमा प्रथम त सामाजिक संरचना, दोस्रो राजनीतिकरण र तेस्रो जसले कार्यवाहीमा लभएको र यसको मूल्यांकन गनुनाले हो । हामीले ३२ बटा शीघ्र कार्यवाही शिक्षा त जसो पनि तर हाको देशमा को शिक्षा स्थिति यहाँ नह भिनाउन, हात फोहर पार्ने वा मुसा भिनाउन तयार छ त ? दुःखसाथ भन्नुपर्छ कि यहाँ नेतृत्वको कदर हुने संस्कृतिको विकास हुन सकेन । दोस्रो, राजनीति जसो तत्वेति परिस्थिति तह सम्म यहाँ सक्रियता छ कि, कसबाट मुक्ति पाउन पायो छ ? त्यसैले पनि यहाँ अपेक्षित सामाजिक परिवर्तनहरू लभएका हुन । यहाँ शिक्षाको उपयोग के कसरी गर्ने साराउने भन्दा कुनै कथाउने कुराले महत्त्व राख्छ । तेस्रो, यहाँ विभिन्न परिवर्तनकारी कार्यक्रमहरू जाउँछन्, तर तिनीहरू कार्यन्वयन भएका छैनन्, लागूको पनि मूल्यांकन भएको छैन । जब कार्यन्वयन र मूल्यांकन हुँदैन भने कसरी सामाजिक परिवर्तनको आशा गर्ने ?

कति शिक्षा गुणवत्ताक जसपर धो छ ?

हाको के भाई बुझायक शिक्षा भन्ने ? प्रोवाधारी किताब भोकाउने कि राखी शिक्षा दिने ? यहाँ बुझायक शिक्षा भनेको बर्खाको तारी मात्र हो । हाको पाठ्यपुस्तक एकदम हाल भएकोले पनि बुझायक शिक्षा कथाउन सकेको हो । यसमा पनि सामाजिक स्थिति, सरकारी नीति, अनुभव नहुने समस्याले पनि हुन सकेको हो ।

कति शिक्षा विधिले, गुणवत्ताक शिक्षा ल्याएको हो कि ?

यहाँ शिक्षा विधि भन्नाले, तपाईंले दैनिक पढ-कहाँहरू दिने व्यवस्था, बालिक क्लास पढाई कथा बर्खाको माध्यममा भन्नुभएको होला । यो जसो व्यवस्थापनलाई जिम्मा दिइएको छ । तर व्यवस्थापन पक्ष यो गर्न सफल भएको छैन । जे बच्चीन अर्बको शिक्षा विधिले यी कुराहरू समावेश गर्ने अधि बढेकाले यी कुराहरू समाधान होला भने आशा गर्न सकिन्छ ।

ग्रामीण परिवेश, अर्थिक रिवाति पनि त मुख्य कारण हैनन् ?

अन्वय पनि हो तर तिनी स्कूलहरू जहाँ पनि छन् र बुझायक शिक्षा दिँदाको कुरा । यसमा जनसहभागिता, अति आवश्यक छ । यसमा पनि अझ महत्त्वपूर्ण कुरा के छ भने विद्यार्थीको क्षमता बुझ्नु कम प्रयास गर्ने शिक्षा तर्पेबाट र अधिभावकहरू चाँहि किन माथरले नबुझाएको भनेर बस्ने परिपाटी पनिआएको छ । शिक्षकहरूले अधिभावकको र अधिधन्यको शिक्षाको मुछ ठामले बाँकीने भन्दाको क्षमता बढ्नुको सङ्घ भन सदाको तिर प्रकोपिताका हुन्छ । जसो एकमात्रका बुझिनासी, बुझनकठ त हुँदैनन् ती । त्यसैले यी दुई समूह अतिर सरसज्जा गर्ने हो भने त अन्वय पनि अधिकांश सरकारी विद्यालयको शैक्षिक स्तर बढ्ने थियो ।

अर्थिक वैसा परेको वख जेठ दुईको सारका राजकाजमा के लभनुपर्छ ?

नेपालमा शिक्षा क्षेत्रको व्यापक सुदृढीकरण, र विस्तारको आवश्यकता छ । यसमा १०+२ को अवधारणा अपनाउनु राखी हो । तर एकतर्फी प्रविष्टता तह सरकारी शैक्षिक सस्थाका कथाकत राख्नु र बर्खाउनु १०+२ कथाहरू शैक्षिक इकाइलाई विनु कतिको उचित हो ? यो साराउर ठगी हो । प्रत्येक नेपाली विद्यार्थीको जसले शिक्षा र शौकाको लागि दुई तह माथे एक रोज्नु पर्नो । बुझानीलकण्ठमै हामी १०+२ र 'ए-लेभल' कथा सञ्चालन गढाएको छ । यो के हो ? हाकोको साराजसो जनताको अधिमाना छापी नहाली भन्ने बेरो भनाई हो ।

शैक्षिक क्षेत्रमा कसो कमाउरीका कारण के हुन्छ त ?

शैक्षिक क्षेत्रमा कसो कमाउरीका कारणहरू चाँहि प्रथम त सुदृढीको अधिबन्ने हो । हाका नेता शैक्षिकहरूले यसको सधै कुरा गर्नुन् तर कसिने कार्यन्वयन नदैनन् र गर्न पनि दिँदैनन् । दोस्रो, नीति-निर्माण सफल माध्यममा तयार हुन्छन् देशको अधिधन्य कथाता गरेर । प्रजातन्त्रमा एउटा धन वा बर्खा सलमा पुरै देश उचितोले भन्ने होइन । तेस्रो, योग्यताको कदर भएन । बर्खाको कार्यवाहीतन्त्र, राजनीतिक कार्यकर्ताको भार र विदेशी प्रभावले यहाँ निर्णायक भूमिका खेल्नुभएन । चौथो, शिक्षाका सञ्चालन तहकारी स्थितिमा छ यसको कुनै ठेग नीति, रिवातिदेश नै छैन ।

साराका राजकाजहरू के वैसा लएको छ ?

वर्तमानमा दक्षिणका समाजहरू सुनिश्चित भएन त न सकिन । तैपनि यसका समाधानको लागि प्रथमतः शिक्षा बढियो । पुरा नेतृत्ववर्ग शैक्षिक शिक्षाका मात्र केन्द्रित छ र चुनावका बेला जनताको समाजहरूको शरीकर देखाउछ, चुनावपछि सलम । मुख्य कुरा के भने छोटो समयमै देशमा जर्पपूर्ण परिवर्तन गर्न सकिन्छ भन्ने विश्वासका साथ व्यवस्थापन पक्षलाई सुदृढ बनाउनु पर्नो । शैक्षिक संस्थाहरूको अधिधन्य स्वावलम्बन शैक्षिक प्रशासन सम्म परिवर्तन ल्याउनु पर्ने आवश्यकता रहेको छ । प्रशासनमा कार्यवाहीलाई हावी भएन विनुभएन । यी बर्खाको कार्यवाहीतन्त्रलाई सुदृढ्याउनु पर्नो र एउटा ठेग शिक्षा-निर्देशमा लोन्नाउनुपर्नो । शिक्षामा अधिभावक र शिक्षाकारको मान्यताबन्धन भन्नुपर्नो ।

साम्मान जनसहभागिता विवेक पक्षमा गैरासकेको अन्वयमा शैक्षिक क्षेत्रको अन्वयमा कसरी वैसाउनुपर्छ ?

म पत्तुपरीलोचित त होइन । तर यदि यो कथापार, गैरनिश्चयतापना, चाहे परिवारीक वा सलगत, कथाकत रिहायो भने हामी नेपालीको अधिधन्य सञ्चालन सम्म कमाउरीका छ । हाको सलगत सामाजिक संरचनाका सञ्चालनकारी परिवर्तन ल्याउन शिक्षामा परिवर्तन हुन आवश्यक छ । तर यो हुनलाई घटीमा पनि दस, पन्ध्र वर्ष लाग्छ, एकैपटक सम्भव छैन । तर यसको लागि सलगत दूरदर्शी सोचाईको आवश्यकता पर्छ ।

अन्वयमा, तपाईंको कसो साराउने ?

हाको यो निस्सर्गिरी साराउनेमा, विकास चाँहिएको छ । यो बढिने सम्पूर्ण रूपमा नेतृत्ववर्गका छ र जसो घरी हाको नेतृत्ववर्गमा राखी सोच बुझि माउनेछ र त्यो किन चाँहि जाओन् । बर्खा महत्त्वपूर्ण कुरा हालका बुझायक विदेशी नसकनको पछि नगरेर, केही शीघ्रबुद्ध गरेर मात्र विदेशी तल अनुसरण गर्नु । सधै सामाजिक सेवा प्रति उनीहरू क्षमताकर्षित होउन् भन्ने हाको कथना छ ।

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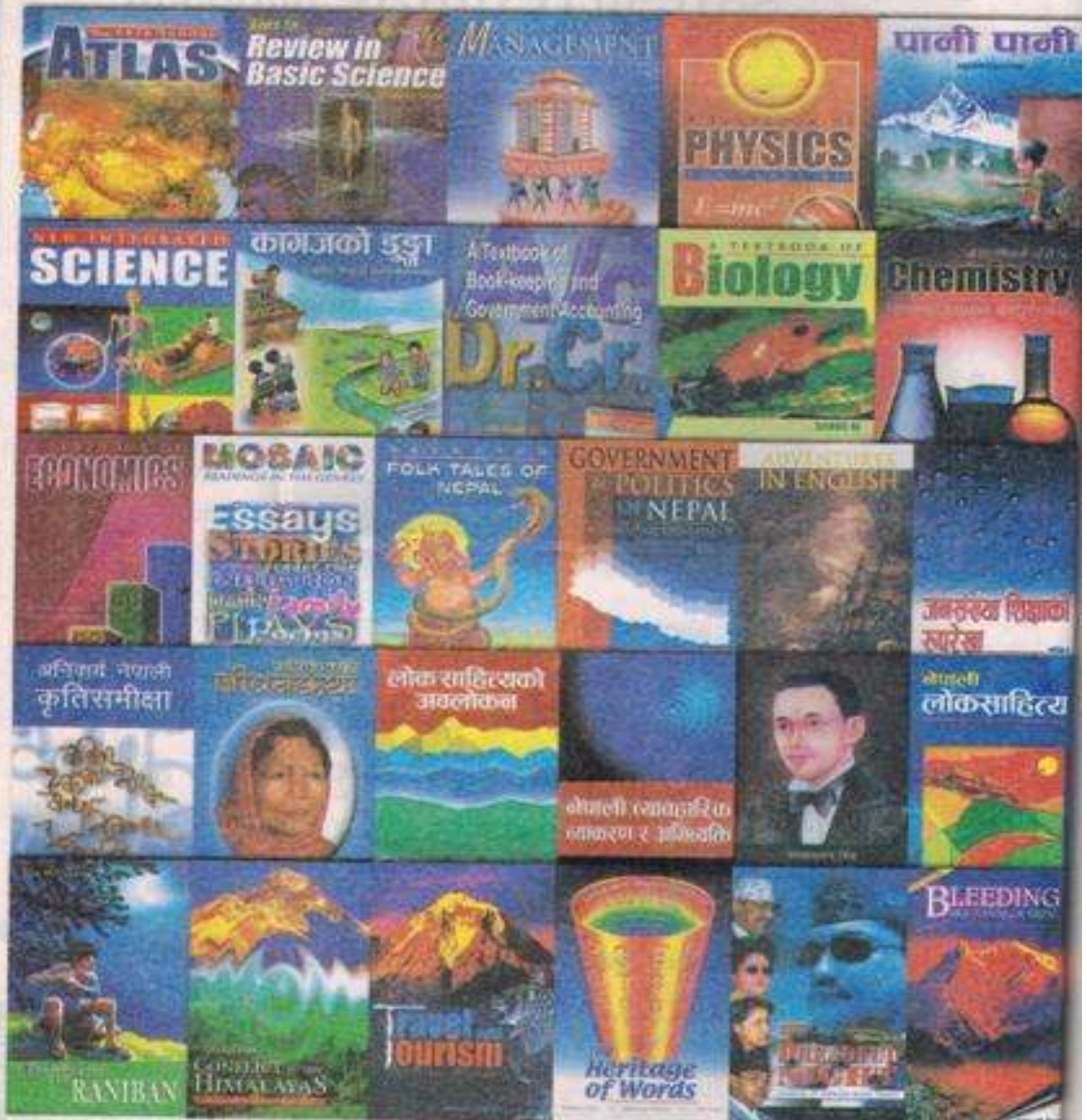
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—डा. जगत सिंह पाण्डे

यो बुद्ध भगवानको परिनिर्वाण देस भनेर व्यवस्था अब नेपालमा रहेन । यहाँ केही दशक अघाडि दुर्घटनाले सहकमा कुकुर मर्दा मान्छेहरूको पीडा लाग्यो । मान्छे नै मर्नो भने त एक हप्तासम्म पञ्चशिकलाई काम पुग्दो कसरी मर्दो, किन मर्नो जातिको बखान गरेर । तर हाको दुर्भाग्य २०४६ सालको व्यवस्थासँगै मरता धेरै परिवर्तनहरू आए । अब त दिनमा ८-१० जना मान्छे मर्नु भनेको त स्वभाविक भयो । हुन त व्यवस्था नबदलिए पनि यस्ता विषमताहरू आउँथे कि त्यो आर्यमा केनै क्यान्सर छ । किनभने यदि सरकारले न्याउने विन्यता भए जबरजबै पनि जुन व्यवस्थामा पनि आउँछ । तर यतिबेलाका यी दुःख लाग्दा घटनाहरू व्यवस्थाको परिवर्तनसँगै आएका विकृति बन्नु अनुचित नहोला ।

मलाई याद छ, न सानोमा पार्टीमा हुँदा (टोलका विन्या) मैले त्यतिबेलाको दुई ठीकबाट रा.पं.स. को चुनावहरू धेरै । हरेक उम्मेदवारको बेमना केनै थोक बाजार हुन्थ्यो, बाडीबोका कटिउने, बाँड रस्सी सुवाङ्गथ्यो, भाषण हुन्थ्यो । जसलाई जति ब्याप पनि सुन्ना हुन्थ्यो । तर त्यो खाना खाए बापत थोट दिनुपर्दथ्यो । अरु कतिपयै त पैसा नै दिएर थोट बसाउन लाग्थे थलिनथ्यो । महादेवराजि र कृष्ण प्रसाद उर्तिको यस्ता २-४ वटा थोक मैले पनि दाजुहरूको सपठमा खाएको छु । मलाई लाग्दो चुनाव आउँदा कसरी विन्यामा खर्च गर्ने नेताहरू चुनाव जितेपछि धेरै अर्को चुनावमा मार देखा पर्ने प्रकृति किन छ होला । कतिबाट मरो खर्च गर्न पैसा न्याउनु । खाँदै हरायि । कहिलेकाही धेरै विभिन्न व्यक्तिहरूको कर्मकर्ताको मलाई हुन्थ्यो । त्यसैले मलाई पार्टीका कर्मचारीहरू विभाजित भई अविपक्षि पनि मानिन्थेन भनेका पार्टीका मान्छेहरू मलाई भन्दा मरिहान्थे, उचान्ने पछान्ने काम हुन्थ्यो ।

एउटै व्यवस्था हुँदा त यस्तो चुप चुपमा सुटिएर मान्छेहरू बर्गिकृत हुने भने व्यवस्था परिवर्तन पछि त यसैले विकराल रूप लिन्छ भने मलाई त एकै विचित्र थियो र मलाई कसैले सोध्छ भने ०४६ सालको परिवर्तनमा म बहुत दुखी थिएँ (न त्यतिबेला मिन राष्ट्र भारतमा अध्ययनमा थिएँ ।) किनभने दुनियाँ पार्टीहरूको जनतासमा फलेर देस अधीनतामा जाने विचित्र थियो । हुन त मसिफको एक कुलमा सानो जाशाको त्यस्तो पनि थियो नै राम्रो होक भएको मान्छेको जसमा देस मर्नो भने, देस जनतातिर समिक्रमण छ कि । तर त्यो जाशा धेरै शीम थियो किनकी पहिले त बहुदलमा पार्टी मत विन्यता हुन्छ नै, त्यसमाथि व्यक्तिगत सोचविचारहरू फरक हुन्छन् । नेपालीहरूले आफ्नो घरको समामा त नमिनाइकन घरपरिवार नै जसमा पार्दन् पार्टी अनि देसको त धेरै टाढाको कुरा हो । रा.इ.पा., एमाले र नेपाली कांग्रेस फुट्नु र अखतर पार जुट्ने यसका स्वाम्य उदाहरणहरू हुन र जतिकै नेता भगार्नेहरू पनि यो कुरा निक्कामुं पछि र स्वीक्रेका नै छन् । कहिलेकाही मरो विभागमा कुरा खेन्दछ । जो व्यक्ति एउटा सानो पार्टीको विधानको परिधिभित्र बस्न सक्दैन ऊ कसरी अधिधान र नियममा बसिँदैर हिट्न सक्छ । अनि उसले कसरी नियममा अस्ताई हिटाउन सक्छ । फुट्का सडि दुई-चारदिन किसानहरूको बानी विगाई, नाथै हिट्छ र बाध्य बाएर नोसी ठोकेर उस्ताई मारुन्छ । अधिमान किसानहरूले सुझको रबाल फेर्न सक्छन् । हापता अधिार सही हो । मलाई त लाग्छ, जुनसुकै व्यवस्था कालमा पनि नियममा बसिँदैर हिट्न नसक्नेहरू अराष्ट्रिय तत्व हुन् । तिनीहरू जतिकै पनि सभामको भागी हुनुपर्छ । हामी नेपाली जनताहरू कति अधाणी रहेछौं, कहिल्यै मरिने र निम्नार्थ नेता पार्यौं । नेता बाएर आउँदन् आफ्नै श्रीमति छोराछोरी, जवाई काका भतिजाहरूको लागि । मैले नबुझेको हो कि, मैले त नेता भनेको सबैको

सामा हो भन्ने सम्झन्छु । यै, सम्पूर्ण सध्या नेपालीहरूको लागि प्रधानबन्दी वा मर्दी भएको । उनीहरूले यो पार्टीको वा यो विन्यताको वा यो जातको वा यो नगरपालिको भन्न मिल्दैन ।

मेरो विचारमा राष्ट्रियता मरी छ भने ती बेनेनेली जनता तथा काम गरेर खाँने बर्गमा छ न कि चुन र पैठ मरी हान कमाउने मुटुठी भरका दुबै नेपालीहरूमा । अनि एकै पनि नेपालमा पत्नीमा मगाई धन कमाउने नेपालीहरू धेरै धेरै छन्, उनीहरू कतिपयै मर्षि जात पनि सक्दैनन् किनकी यी कथित राजनीतिज्ञहरू र उष्ण पदस्य कर्मचारीहरूले जसो फिजार्ई पकरी धेरैका छन् कि सधैँ विडमेल मरी काम मरी खाँनेहरू मर्षि जात नै सक्दैनन् । यसको निष्कर्षको । न्याय कसले दिने । अघिगतमा यई सङ्घे सुरक्षाकर्मी र पावर लगाई छुलेर कठमाथीवा नै । बने सुरक्षाकर्मीमा धेरै विन्यता हुन्छ । अघर दुई सुरक्षाकर्मी हुन् ।

सायर पनि अर्काअपनहरू सभेट्ने मरी माओवादी संगठन भएको होला । किनभने उनीहरूको लेख भाषनाहरूले यस्ताई प्रतिनिधित्व गरेको हुन्छ । तर यो पनि अचम्म लाग्दो, माओवादीहरूले पनि तिनी विद्या सभा जनताहरूलाई अचानो बनाइ राखेका छन् । माओवादीका सामु कसैको धन सम्पत्ति चुन खाँने र घोटला गर्ने जसगत मर्दीपरिचरका सदस्यहरू र उष्ण पदस्य कर्मचारीहरू छन्, तर उनीहरूमाथि अर्था चिम्नन्छन् तर मर्दीबलीमा दुई-चारसय खाँनेलाई सारो मगाउँदन् र बनाइराखेका छन् । यो बहुत अचम्मको कुरा छ । जो कुनचाहिँ राष्ट्रियता बोकेको नेपालीलाई हिट्न हुन्छ । के पैसावाल र पावरवालले चाहिँ माओवादीलाई जन्मा दिएकोले मगारेको ? यहाँ एक-दुईजना ब्रष्ट मर्षिहरू मरिनु, मेरो विचारमा त्यसपछि नेपालमा राजनीति गर्ने कोही पनि हुँदैनन् । अहिले स्कुलमा पढ्ने विद्यार्थीहरूसँगै अस्पतालमा काम गर्ने डाक्टरहरू पनि यस्ता भरीटै नेताहरूको पछि लागि राजनीति गर्ने । अनि कसरी देस मर्षि जान्छ । पढ्ने बेलामा विद्यार्थीहरूले पढ्नपछि, डाक्टर इन्जिनियरहरूले जसलाई पैसावाल कुरामा ज्ञान दिनुपर्छ, मास्टरले पढाउनुपर्छ । यहाँ त राजनीति परेर अनि उत्रेको समयमा आफ्नो काम गर्दछन्, धन्य नेपाल अनि धन्य नेपालीहरू । अचम्म लाग्ने कुरा त यो छ कि बुझिदिन नेताहरूले कृषकिको जसमा विद्यार्थीहरूसँगै लिएर कर्मचारीहरू किन फसेको होला । त्यस्ता नीच, अतिशय भेडा घोटलाहरूलाई थोट दिएर किन जितिएको होला । देस अर्को विचारुं छ ?

बहुदल भएको १२ वर्षमा देस नबुझिने मरी विधित्तको । माथ भन्दा अधिनेर नेपाली कांग्रेस पनि फुटिसको । विनीहरूले नेपाली जनतालाई फुटेदन्, मुटुद्वेदन् साधर कपाल माथ बोकी राख्ने मरी । ७ वर्षको अवधिमा जंगल र ओझारमृगि मुकेको माओवादीले सरकार र सम्पूर्ण सुरक्षाका निकायहरूलाई हल्लाइयो । पार्टीका आचाराहरू जम्मा मरी तर १२ वर्षसम्म सरकार चलाउने र चलाइरहेकाहरूले सगरपासा हिमाल बोकेको देशलाई समेत मरभूमि बनाइदिए, जहाँ जति पानी हाले पनि बानुबाबाट विषोलेर जान्छ । त्यो वर्षका बाबुराम र प्रचण्डलाई तितोपनका साथ मान्नुपर्छ किनकी आचाराहरूकै समूह बाएर तालीन माओवादीहरू बर्न र मार्न तयार छन् तर साधार छ सरकार जसले आधिकारीक रूपमा सम्पूर्ण अधिकार परिचालन मर्दा पनि केही गर्न सकेको छैन । समस्ता पष्ठीव्यतिमा नै छ । सरकारले सुरक्षाकर्मीलाई जिम्मा लागेको छ, अनि उनीहरू आफ्नै मुहकसतमा छन् ।

संघटनको सपना बोकेका माओवादी नेताहरूलाई एक इशर
 सर्वशक्ति मलाई सधैं इच्छा लाग्छ । जनताको समस्या सुन्नुका लागि गठन भएको
 संघटनकारी गर्ने त्यही जनतालाई सुन्ने गर्ने र मानवीय हानिको सपना
 प्रयोग गर्ने । यो कसो भइरहे हो । त्यही जनताले फलाउने पुन र हाइड्रोपावर,
 टेलिफोन बुझ्न थालेको ? कसै कियामा बसेका खोरा बुझाएकालाई मार्ने ।
 को होला त्यो जनताको सांस्कृतिक समस्या बुझ्ने । वास्तवमा बलियो हुन्छ
 पीडा परेर जान्छ । ती रोज्या र सङ्गमा जनताहरू माओवादीमा नभित्र
 उनीहरूले मार्छन् । माओवादीहरूले गिरेर काम गर्दा पुगिन्छ र बाथीले
 मार्छन् । तिनीहरूले के गर्ने त । सरकारले बाटो देखाउनु पर्ने । ती नेपाली
 भई परो साम रहे तर सरकारले तिनीहरूलाई नेपाली राष्ट्रियता बाहेक केही
 दिएको छैन । आज नेपालकमा मुसा र विरालो कमजोरी । जनतालाई सातौं
 सुरक्षा दिन नसक्ने सरकारलाई सतामा बने बलिकार कमरी हुन्छ । एउटा
 साधारण जनताको हुन्छ बुझ्ने देशको नेताको हो त । भूमिगत भई बसेको
 अन्ततमा पार्टीको नेष्ठ कार्यकर्ता हुने, पढ्ने उमेरमा राजनीति गरेर लिइने
 यी युवा नेताहरूले देश फर्काएर कमरी उनी लाग्छ । अब त यलाई
 लाग्छ पश्चिमाञ्चलमा जनता सुर्खेको गरेको अस्तो बलितमा पनि स्वागत
 गरेको बलिकार लाग्छ हुने निम्न बचाउनु पर्छ । अधिपत्य जनाएको र केस
 सपनेको हुनुपर्छ । हाल नेताहरूले त पार्टी छुटाउने, अबसर पार नुटाउने,
 धन कमाउने, सीपतीर्थक एक गरे को भाषणा छुटाउने, वास्तविक कृपावाद गर्ने र
 कमिशनरिय फैलाउने बाहेक देशको लागि केही गर्न नसक्ने रहेछन् भन्ने त
 यो १२ वर्षको अवधिमा स्पष्ट पारिन्छे ।

मलाई घमण्ड छ करोड सन् १९८०-८९ तिर भारतको महाराष्ट्र
 राज्यमा पिपीको घोलमा २५ पैसा बढ्छा भने जहाजत सम्पूर्ण महाराष्ट्रका ३
 दिन बन्द भएको थियो । जनताको एकता भनेको त्यस्तो बन्द भएको थियो ।
 जनताको एकता भनेको त्यस्तो हुन्छ । जति केही तिर सत्तागैर सरकार पुरानो
 रेटमा जानु परेको थियो । हाथी त न सरकार भूमि न जनताको त्यस्तो
 एकता हुन्छ । केही पार्टीहरू भन्दा बोकी सहकमा उभिननु सरकारले एक
 कानले सुन्छ, अर्को कानले उदाइदिन बन्द, छतम् ।

के त अब देश घरी गरी जान्दिये त । के यहाँ अब पनि
 मुट्टीभरका बलिकारले मात्र बोझ बस्नु त । के हामी पकेलेकेका युवाहरू
 पनि यी गरी चुप लागेर बस्ने त । मलाई लाग्छ अब त युवाशक्ति
 उमेर सधार्थीले कुरामा रोक लगाउन निरालत जरुरी छ, राष्ट्रियता रक्षाउन
 जरुरी छ, देशको अस्तित्व जोगाउन जरुरी छ । कोही नेतालाई देशको
 बाटोको माया छैन ।

यो देशका रगतसिँधै र राष्ट्रियता बोकेको माथै भनेको राजा
 मान हो । राजालाई बाहेक कसैलाई बाटोको माया छैन । राजा, देश
 बचाउनु पर्ने, यी विद्वाहरूबाट जोगाउनु पर्ने । त्यसैले राजा बाट,
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NEPALESE IN AMERICA: AN IMMIGRANT'S DILLEMA

Nuru Lama Sherpa

It is said that home is where the heart is but the heart is nowhere. You thought you could mix like sugar in water (just a little stir!) but are confronted by your awkward patchiness on the American landscape. The seeming multi-ethnic tapestry looks more and more like a forced hodgepodge. Is this the story of a migratory bird that when spring comes will fly back to its Himalayan nests or of some endangered species in search of a new home, a final escape from the threat of the nightly poachers and devouring carnivores in its own land?

For the thousands of Nepalese living in America today, Nepal is a bitter, sweet tale; a mother for whom you harbor both intense love and hate; a broken relationship for which feelings still linger. Being far from the people you know and the place that you call home is hard. Harder is to rationalize a life lived in a faraway land where you feel culturally estranged, politically insignificant and the strong undercurrents of a white capitalistic establishment rocking your dream-boat. This is a typical immigrant story, of hope and despair.

Even with the wretched poverty, political decadence and the insurgency in Nepal, somehow life in Nepal felt more rooted, laden with a richness of puranic-style sublime meanings. But the eulogies end there. Here in America hard work pays off, good education mostly leads to good careers and certainly the dollar goes a long way compared to the Nepali rupee. Most Nepalese in America do not feel that they belong here and yet America tries quite hard to make you feel at home, like a stepmother trying to win your love to impress your father, her husband. The American media is awash with talks of cultural diversity, religious freedom, and rights of immigrants (legal and illegal). Although post-September 11, there is a heightened sense of skepticism and fear of foreigners, this reaction can only be considered natural and one hopes transient.

American meritocracy may be more wishful thinking than reality but certainly opportunities do abound here. A successful immigrant maybe an exception rather than the norm but at least America gives you the hope. Hope, that very precious of human qualities, which sustains life and moves mountains, and so sorely lacking in our homeland. The sight of Chinese businessmen, Indian doctors and African American leaders is a constant reminder that you too can rise up the ranks in America. The American dream is a lovely self-infatuation, treading the borders between hubris and self-confidence. To draw from American literature, here the Emersonian individual takes the Frostian "road less traveled." Back home, Devakota's Muna pleads

Madan to not leave home for fear of wild animals and praises the satisfaction of "saga ra sisnu."

The Nepalese in America is a Nepali microcosm, from Mechi to Mahakali. There are Nepalese studying, and working in various professional fields but a majority perform the low-end menial tasks that only immigrants take. Thus, you will find Nepalese doing the 'dirty' work at the restaurants, grocery stores and construction sites, to name a few. America is the battleground for modern-day lahures, valor dollarized and measured in sweat quantities. Back home, 'dirty' work is considered demeaning and education is a way to not work. Karmachari's are famous for their reckless work ethic. Hard labor may not be a pleasant way to teach respect for work and those who perform it but some things are best learnt the hard way. Nepali politicians should be put through this regimen to teach them some urgently needed lessons.

Occasionally, one can spot a second generation Nepali born and brought up in America. They too have their set of problems in acknowledging their uniqueness, their place in a world where most youths feel a little lost anyways. Are they Nepali Americans, American Nepali or Americans of Nepali origin or simply Americans? These permutations and combinations do not help much. The problem is not definitional, it is one of finding those aspects of you, your family and your social circle that you most identify with and enjoy.

We log onto the Internet and read of the Maoist killings, the royal carnage, the bandhs, and silently thank the gods for taking us far away from all that abjectness, vainly wishing things would change for the better. Most Nepalese in America talk about returning to Nepal, one day. But a quick observation of the immigrant population in the US provides few stories of return to the cherished homelands. For most, home, motherland is just a romantic longing, a party cliché, a framed, hazy Machhapuchhre in some living room corner. We talk of Nepali politics, dance to Nepali lokgits, relish dhalbhat and momos, but mostly it is just an attempt to come to terms with the reality of our uprootedness by regenerating here a piece of the past.

Many Nepalese in America talk of getting their education, saving a few dollars and going back to work for the public good - while a respectable thought, it is often a juvenile chivalry driven by Hollywood style "one-man-can-do-all" naivete or a colonial notion of teaching the natives or just an idealistic adventure to nourish the lost soul. Mostly, it is just talk. So, to redeem one's own conscience, college

students go back and intern at some big-name NGO for a few months, others send a \$50 check to sponsor a child's education and feel their responsibility completed. But, most do not even do this much. A few have gone back but for the safety of their family business or due to family pressures to return (babu, we don't want you to just be a voice on the other end!).

Nepalese have a history of migration in search of economic opportunities, to Bhutan, Darjeeling, Assam and other parts of India. With time, as overseas countries developed and looked for cheaper labor, Nepalese have traveled to the East Asian countries, the Middle East and the West. At many of these places, we have suffered extreme physical abuse, humiliation, poor working conditions and sub-par wages. Despite the cruelty and the hardship, Nepalese are streaming out of the country at an ever-increasing rate, stark evidence of the destitution at home and of the enduring, industrious determination of the Nepalese. Barring the few rent-seeking gentries, disillusioned nationalists and indulgent state beneficiaries, 'bidesine' is today a common household topic of discussion, a fact of life, a real escape valve.

America is no kingdom of heaven. It is a hard struggle. But America has provided many Nepalese with opportunities for education, employment and experience of a world different than home. Of the Nepalese in America, a few may return home and some may actually return to make remarkable contributions to the country's peace and prosperity. It will be a new beginning when the American dream is transposed to the Nepali landscape. Maybe then, no Nepali will want to leave home in search of foreign pastures. Whatever the case, living abroad is neither a betrayal of home nor a 'superior' form of living. Diasporic life is just another avenue to solve the equations of life, a rational choice to deal with the complexities of living in our times. Nepalese, whether in Nepal or abroad, should be equally cherished.

(This article first appeared on Sunday Post, the weekly magazine of the Kathmandu Post, on March 3, 2002.)

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BREAKDOWN OF DEMOCRACY: THE MAOIST INSURGENCY AND THE STATE OF EMERGENCY DECLARATION IN NEPAL

Mahendra Lawati

The events leading to the declaration of state of emergency in Nepal on November 26 indicates several things. One, democracy has finally broken down, and the final seal was, ironically, the recommendation of an elected government. Second, the Maoists, who initiated the armed insurgency in 1996, perceive that they are powerful enough to tackle the military. Before the late November actions, they had not attacked the army. Three, emergency declaration is an indication that even the government feels that the Maoists have become powerful. Four, the state, that claims to be democratic, is depending considerably on the army to restore its supremacy within its territory. Five, a civil war may have begun.

The state of emergency was declared after the Maoists unilaterally broke off the dialogue and launched attacks in different parts of the country, causing heavy casualty on the government side. The emergency has suspended the freedom of opinion and expression, freedom to assembly peacefully and without arms, freedom of movement, press and publication right, right against preventive detention, and right to information, property, privacy and constitutional remedy. How has such a situation come about within 12 years after democracy was restored?

Consequences of Emergency Declaration

The declaration of emergency has brought visible relief to sections of the society harassed by the Maoists such as the business and industry, the private boarding school entrepreneurs, and people living with the threats of the Maoists. However, the overall consequences of it may be more negative. Political rights and civil liberties were a few positive facets of the democratic regime in the last decade. With the declaration of an emergency, even these basic rights are threatened. If the declaration of emergency and the military deployment could guarantee the eventual restoration of law and order and an end to the insurgency, then the people might be willing to bear the momentary difficulties. However, there is no guarantee of that.

If we are to go by the trends of the last decade when more power in any institution, agency or individual generally meant more and frequent abuse of it, the concentration

of power through the emergency decree may mean the increased chances of more power abuse in the coming days. Blunders committed by the rulers and the frustration of the people over power abuse for individual, family, community and partisan interests, and the system's inability to check them, also contributed to the rapid the growth of the Maoists. More power abuse and blunders in the coming days might further help the Maoists.

Some of the actions during and after the declaration of the emergency suggest such misguided tendencies. The emergency could have been limited to the affected areas, and accordingly its negative consequences could have been limited. Likewise, formation of a national government consisting of all political parties would have enhanced consensus and such a government would have been in a better position to address the crises more effectively. The restrictions on publications imposed by the Ministry of Information and Communication, on the other hand, is an example of government attitude that might backfire on it. The restrictions not only target the Maoists but the social justice movements, which have increased dramatically in the last decade, as well. The directive restricts publication of materials that deal with "castes, communities, religions, classes and regions" and "caste, language, and culture." Such restrictions may further alienate the minorities, who are fighting against caste, language, religious, and cultural inequalities, and may push some of them into the Maoist arms.

Reliance on the Army

The government's over reliance on the army for solving the Maoist problem is misguided. The army is trained to fight wars where enemies are clearly identified. They are not trained for fighting with insurgents who mix and sometimes live among the people. Furthermore, the extremely difficult terrain of the countryside can hinder mobilization of the army and restrict their effectiveness. While the politicians sound optimistic about the ability of the army to control the insurgency, the security personnel do not exude such confidence.

Even if the army can temporarily halt or eliminate the Maoists, the insurgency may

revive once the army deployment is recalled. The Maoist insurgency, first, is a political problem. Unless the causes of the insurgency are addressed, possibilities of insurgencies, Maoists or other variations, will remain. The strategy should be to address the structural inequalities in economic, political, cultural and social arenas. The army, at the most, can be a part of an overall strategy. The security forces can be effective in repressing extremists within the movement after some of them join the mainstream politics, and after support for the insurgency dwindles in the society. For this scenario, some sort of political settlement is required. By labeling the Maoists as terrorists, the government has created obstacles for the resumption of dialogue.

The failure of the army to eliminate the Maoist insurgency, on the other hand, does not mean that the Maoists will overrun the military. As of now, the Maoists do not have these kinds of resources. Their large-scale attacks have taken place during the night and they have mobilized manpower from several districts to launch such raids. Even though they have declared many Peoples' Governments, they do not control any of the district headquarters. The Maoists have formed governments in rural areas where the government has fallen back. In the district headquarters where the government has chosen to stay, the Maoists have not succeeded in taking control. The failure of the military to eliminate the Maoists may mean existence of two states within a country and a protracted civil war.

Recent reports have attributed loss inflicted by the army on the Maoists side. However, since the press is under censorship, especially with regard to the insurgency news, the veracity of some of the news is questionable. The news seems to have given the people some sense of respite, especially in the Kathmandu valley. Even if the killing by the army is closer to the truth, problems, however, may surface. Prior to 1998, the police presumably killed more Maoists than the Maoists killed the police. However, despite the killings the Maoists grew by leap and bound. The killings necessarily did not lead to their decline! And if innocent people are killed, it may, in fact, even create further support for the Maoists by demonstrating the abuse of power by the state.

Causes of the Maoist Insurgency

Cross-national studies have found that inequality is an important cause for political vio-

lence. Muller and Seligson (1987), based on a study of more than 60 countries, found that inequality brews political violence in a broader context of governmental act of coercion, intensity for separatism, level of economic development, and lack of effective political participation in the decision-making processes.

Nepal faces extreme inequality in resources distribution. In 1991, Kathmandu had an average life expectancy of 74.4 years whereas Mugu, a mountain district in the far west, had only 37.4 years (Thapa 1995). The Maoists strongholds are economically depressed with low life expectancy, literacy and access to resources. Political inequality is reflected by the absence of power at the local government level. Political participation for the citizens has been limited to casting votes in the elections. Other inequalities, such as ethnic/caste, regional and gender, have supplemented the class based inequality to aggravate the situation.

Inequality existed in the country prior to 1990 but since then the open environment has provided opportunities for expressing grievances. It increased the perception of inequality. In such a situation, the mismanagement of the country aggravated the condition. The widespread repression of the Maoists cadres in the early 1990s in their stronghold of Rolpa and Rukum by the administration under the Nepali Congress (NC) may have become the push factor for the Maoists, who did participate in the first parliamentary election, for initiating the insurgency.

Reasons for the Growth of the Maoists

The Maoists' strength is their underground nature and nighttime operations, which conceals their identity and limits the choices of the government and its opponents. Since people do not know who the Maoists are, they abide by their threats. Another Maoists strength is the willingness of its cadres to die for the cause. Radical cadres of other communist parties have provided a ready pool of ideologically compatible recruits for the Maoists. Recently the Maoists have attracted a large-scale cadre influx from the main opposition party CPN-UML. Earlier it was the CPN-ML and other small communist parties who had suffered defections of their cadres.

Governance problems have also contributed in the growth of the Maoists. The people have not received much relief in the last decades. Unemployment among the youth, leading to

frustration and desperation, has attracted a substantial number of youths to the insurgency. Widespread corruption has increased the distrust of the people toward the government. Dramatic changes in the living style of the many leaders within a decade, and the failure of the anti-corruption agencies to act against them has reinforced the distrust. The lack of social reforms has led to high participation of some of the discriminated groups in the insurgency. High involvement of the janajati (indigenous/nationalities/ethnic groups) and women has been observed. Reports also claim increasing amount of dalit participation. The Maoists have raised the issues of the janajati and women, such as the issues of self-determination, cultural and regional autonomy, and linguistic, religious, and gender equality, more vociferously than any of the mainstream political parties. They have formed several ethnic liberation fronts. Close observers of the movement attest that the party has a higher number of janajati and dalit members in the leadership compared to other mainstream parties. However, the formal social-cultural and political associations of the janajati are suspicious of the Maoists. They feel that the janajati are being exploited in the name of a revolution, which is again led by the 'bahuns.'

By giving a significant role in the movement to the women, the Maoists have changed gender dynamics significantly in the regions of their influence. Interestingly, the Maoist documents and programs are not as much targeted toward the dalit, as one would have expected, given that the mainstream society considers the group to be the most oppressed. Among groups who perceive as being discriminated, the Maoists have not raised the madhesi issues significantly. Nor do they have as much influence in the in the Terai as in the hills.

The failure to empower the local governments has also benefited the Maoists. The Lack of power in the local governments meant that they did not develop into viable institutions of governance, development, welfare and security of the people. The local governments were weak and did not offer any resistance. They simply collapsed at the threat of the Maoists.

The blunders of the administration have allowed the Maoists to consolidate. Once the Maoists began attacking the rural police posts and government offices, the state removed them from those areas. The Maoists filled the void created by the departure of the state

agencies. The shrinking of the state has facilitated the growth of the Maoists. While the government has committed numerous blunders, the Maoists have to date even avoided the fatal Nepali communist disease: internecine fighting and splits (Neupane 2001, Khadka 1995). The insurgency, and the necessity of fighting a larger enemy, may have kept them united. It is hard to say with certainty, due to their underground nature and extreme secrecy, what sorts of factions exist within the movement. However, one cannot rule out splits in the future. The splits will in all likelihood focus around moderate/extreme positions toward issues such as republic, democracy, and India, in addition to continuation of the armed insurgency or compromising with the government. Creating and/or increasing divisions within the insurgency might be a fruitful strategy for the government. For this, however, the government has to be ready to meet some of the demands that are acceptable to the moderates.

Power Hunger and the Governance Crises

Political culture and structural organization of the state are the major factors responsible for governance crises in Nepal. The political culture of extreme power hunger among the leaders is an important underlying factor for governance crises. It has developed a political culture of short-term partisan, factional, or self-centered behavior among the leadership. In their quest for attaining and holding on to power at any cost, the leaders have flouted basic democratic norms and abused power left and right. Twelve governments in as many years is a manifestation of power hunger among leaders. The desire to confine power within one's party has led to opportunities being squandered. The current government thought that the situation had deteriorated enough to declare an emergency but never seriously considered forming an all-party national government to face the crises. The UML leaders would have been useful cabinet partners for tackling the Maoists because they understand the strategies, tools, and psyche of the Maoists leaders and cadres. Additionally, a coalition at the center would have facilitated coalitions at the local level among the various political party cadres to resist the Maoists. Despite these potential benefits of a national government, the NC seems reluctant to share power with other political parties, even at the moment of crises. The lack of inclusion of the other polit-

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ical parties in the dialogue with the Maoists and the lack of consultation with them in the declaration of the emergency indicates the government's obsession with confining power to itself. Even the current deadlock in the dialogue between the government and the Maoists is related to power hunger. The demand for the Constitutional Assembly is essentially a demand for distributing power more widely whereas the resistance for the Constitution Assembly, in effect, is a resistance to power distribution and sharing.

Excessive Centralization and Political Inequality

Excessive centralization is perhaps the most important underlying structural factor for birth and growth of the Maoists. It alienated the people from the state and provided the environment for the abuse of power, leading to the governance problem, which in turn aggravated the situation. Excessive centralization has facilitated and tolerated the abuse of power. Since power is so centralized in the executive, leaders know that once they control it they can get away with whatever they do. A culture of attaining power and holding on to it at any cost has developed. Excessive power to the executive has resulted into it running unchecked. Due to the lack of check on the executive from other central agencies, horizontal accountability is weak in Nepal. Horizontal accountability has not worked because the executive through nomination, and budgetary and administrative control influences the constitutional and central agencies that are supposed to keep watch on it. The result has been that the people in the executive have gotten away with whatever they have done. For example, the powerful NC ministers and leaders have rarely been charge-sheeted for corruption by the Commission for Investigation of Abuse of Authority (CIAA). Everyone agrees that there is widespread corruption. Since the NC has ruled the country for more than 80 percent of the time after 1990, a large number of NC leaders are involved in corruption. However, the NC, as the ruling party for most of the years, has packed the agency with many of its people. The result is that there are no investigations against its powerful leaders. The centralization of the state, an element of which is the rule of the periphery through the Chief District Officers (CDO) and the police, has alienated the population because the administrators are accountable to the center and not to the people. They implement the

center's policies and are not sensitive to the needs of the local people. The growth of the Maoists insurgency is related to the alienation. There is lack of support of the people to the district administration. There have been rare reports of the administration being prewarned of the Maoists attacks by the people. The Maoists gather in hundreds, and sometimes in thousands, from different districts for the attacks. These large gatherings are very conspicuous in the sparsely populated hill villages. However, the administration seems to be unaware of them. This indicates not only the failure of the state's intelligence agencies but that the people are not relaying information to the administration.

The irony of Nepali centralization, however, is that the state has no reach beyond district and sub district centers in many of the regions. Such a lack of penetration of the state means that it cannot effectively carry out anti-Maoists activities in many rural areas because of lack of support base. The second irony of the centralization is that the central authorities are so bogged down by unnecessary small level decision-makings and details that they are hindered from performing efficiently form larger policy duties. For instance, since major resources are controlled by the center the ministers are lobbied even for the local school tin roofs worth a few thousand rupees (a couple of hundred dollars). If the local governments had enough resources and power, lobbying efforts for these issues would not have reached the center because central lobbying is generally more costly and time consuming for the beneficiaries. The third irony is that due to the overburdening, the center is unable to fulfill its duties toward the citizens. However, it does not wish to give away authority to local government and non-government agencies or public corporations to carry out the services and developmental activities. Devolution of power would have increased efficiency of the central government in its priority areas by reducing unnecessary burdens. On the other hand, it would have facilitated provision of locally needed services by the local governments. Viable local governments would have reduced alienation among the people and countered the Maoist insurgency more effectively. If the local administration had been under the local governments, then they would have probably received more local support. Leaders with local contacts and familiarity with local specificities would have been in a better position to address the Maoists challenges



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Nepali teacher-student dilemma: A thought on guidance counseling.

- Ujwal Thapa *

A typical problem amongst teenagers, in As a parent, as a teacher, you wonder, what plagues your teenage child, student more? Is it drugs, alcohol, or is it peer pressure, acceptance, identity? A typical problem amongst teenagers, in their high school in urban Nepal, when one asks for advise, it comes in the form of insufficient, impractical advises by their teachers in school, parents at home. It's not because of the teacher's or parent's intent, but rather their inexpertise in handling such a matter is the culprit.

In urban Nepal, students increasingly spend most of their time in school. This is where the role of a School Guidance Counselor comes in. A Teenager goes through a volatile stage from the early age of thirteen, where their physical and emotional needs are changing at an accelerating pace, always in persistent urgency to create their own continuously changing identity. In such a delicate situation, guidance counseling can go a long way in positively shaping their minds.

The Guidance Counselor is a professional who assists students, teachers, parents and administrators in the school. She does this by counseling, consulting and coordinating. She counsels by establish a trusting and confidential working relationship. She focuses on problem-solving, decision-making and discovering personal meaning related to learning and development. The High School Guidance Counselor will also use the community to address each delicate situation as per their needs.

Urban Nepali high school is torn between the traditional way of schooling and the Western model of education. In this midst, the generational and cultural gap between the teachers and their students has created a void in the kind of teacher-student relationship that used to exist before. Refusing to understand each other's dilemmas and thoughts has widened the rift in present Nepali teenagers and their teachers. In this scenario, it will become harder for a teacher to be role model for their students, gradually sidelined by the artificiality of the film stars, pop stars and international sports figures. This calls for the system of guidance counseling throughout the high schools in Nepal. Teachers, genuine role models, have to react positively to the extreme cultural and

generational changes happening to the young people in the whole planet. So training has to be given to some existing teachers who have to be willing to mold themselves to the situation at hand and turn them into a full time Guidance Counselor.

Advantages of guidance counseling come in the form of effective:

1. Higher education training
2. Conflict resolution
3. Social activities participation
4. Level of maturity and professionalism
5. Channeling of the fluctuating energies of teenagers to positive activities

A Guidance Counselor can initiate following activities to enhance the school environment:

Peer Supporters: A group of students are trained as student listeners to assist with the orientation of new students, acknowledge students who leave during the school year and create an orientation booklet. They can also be available to listen to concerns of their classmates and have weekly meetings with the Counselor for feedbacks and updates.

Peer Guidance: Senior students have continuing sessions with the junior s addressing the issues and experiences that go along with changing from juniors to middle to seniors and share experiences, building up trust and confidence with each other.

Lower School Aide: Students would volunteer to assist teachers in the junior classes for a set amount of time. This would consist of working with young students, or helping with teacher duties. Credit or other form of recognition can be given in return.

Tutoring: As arranged and matched by the Counselor, Peer tutors (senior students) are matched with corresponding middle students according to their needs.

Counseling Library: The office of the counselor will house handouts and various books on subjects like ways to deal with stress, test anxiety and organization, also for parents, some books on parenting, rearing boys and girls and how to talk to your teen.

Guidance Teaching: The Counselor conducts workshops in selected small groups where they discuss topics like stress management, social and personal relationships problems.

Guest Speakers: Speakers, professionals are

brought in to have a talk with students where topics from higher education to social and health issues can be discussed.

Special Events/Parent Education: A support program for the parents of teens is to be encouraged by counselor. So parent to parent guidance can be implemented and Special days designated for open hours between Parent to Parent and to honor seniors in their last days of the school.

In Nepal, for 10 years, Guidance Counseling has taken root in a crude, rudimentary form, in Budhanilkantha School, a national school comprising of students from all 75 districts of the nation. The School helps out its higher level students plan for studies abroad. Albeit, limited, this has had stunning successes sending bright students to the best of the schools all around the planet. But we need a more proactive role for the guidance counselor. This would bring better coordination between the administration, the teachers and the students of the school.

In conclusion, counseling is for everyone in the school. Counseling programs are designed to help all students develop total educational, social, career and personal strengths and to become responsible and productive citizens. So why not start now?

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INTERVIEW

with Dr. MOHAN MAN SAINJU

Dr. Mohan Man Sainju, a prominent Economist of Nepal is now the Chairman of the Institute of Integrated Development Studies (IIDS) that is currently focusing on poverty alleviation in seven administrative districts of the country. He holds Ph.D. in Development Economics and International Relation from University of North Carolina, USA. He has served the Nepalese Government for over two decades under various portfolios like Rector of Tribhuvan University (1973-76), Vice Chairman of the National Planning Commission (1983-88) and Royal Nepalese Ambassador to the United States (1988-93) just to name a few. He was also the first chairman of the Friends of Budhanilkantha School (1982). Representative of AASTHA magazine Hemraj Bhandari had a tête-à-tête with Dr. Sainju. Excerpts:

As the first chairman of FOBS, could you briefly say how the idea of setting up FOBS was conceived?

The formation of Budhanilkantha School was solely for educational opportunity where the rich and the poor could get qualitative education. It was a role model school designed with the Nepalese perspective that was supposed to be the center of excellence where talented but financially incapable students could explore their skills and opportunities with other students. Above all, it was a place where people from all over the country with geographical and cultural diversities could meet and get an education that helped develop the appropriate human resources required for the country's overall development. However, as the school was solely run by the state for the Nepalese people, it did not consider the community issue or parental involvement. The idea to set up FOBS was conceived to give an eye to such issues that were not given much heed from the school management.

If that was the preamble of FOBS what were the objectives chalked out for this new body?

As Budhanilkantha School has fee payer and

scholarship program, parents had a wide array of views regarding the school management. Some parents were of the view that the British model school should be allowed to run its own ways. Others viewed that parents must take part in the school affairs. Similarly, those who thought that Budhanilkantha school was just like Eton of England had a false notion. They were expecting their child would speak English like a British, sing and dress in a similar way. However, things turned out to be different because of the education system and views of the school management. Education then at Budhanilkantha School was solely in Nepali medium and about Nepal, and the British headmaster encouraged students to use their own mother tongue. So with a view to incorporating this problem for discussion and deliberation and foster better relations with the school management, the FOBS was instituted. We had nothing to do with social elitism.

How do you narrate your experiences about the formation of SEBS as one of its pioneers?

When the students pass out of school, it is only the school day memories which remain with us permanently. SEBS was formed in order to create a platform or forum for the students of Budhanilkantha School to discuss their welfare issues of mutual concern. In other words, it was necessary to preserve their talents and promote their creative works for the upliftment of the society and betterment of the school.

Do you recall some of the memorable incidents and events where you were at odds?

FOBS was expected to be a supportive and friendly organization that would act in favour of the school so it had nothing to do with the school's internal affairs like admission, suspension, expulsion of students or recommendation of any names for admission. But the parents' major complaint was concerned with the academic performance of Budhanilkantha school, particularly their children not appearing in SLC top ten position. The headmaster would calmly reply "Our Job is to make our students capable

enough to stand to their own feet. The parents would not be very happy to hear such rhetoric but things would go on as usual smoothly.

How do you view SEBS activities?

When I see your activities, most of them seem to be more relating with the society but I am happy to note that social service works have been given due preference. The Nationwide Scholarship Programme is a genuine effort undertaken by SEBS to provide scholarship to a limited number of needy children who hail from different parts. Small though it may be in magnitude, its cherished objectives are worthy enough to be taken as a model. The nation is now in need of such vision and people who can work selflessly.

As a prominent economist and planner, how do you think SEBS and its members could help in nation building?

Most of the SEBS activities are relevant for the society and social activities are necessary too. It's diverse programs make it a leading student organization. I very much see that organization like SEBS is driven by the quest to do better for the society.

Nation does expect a lot from its citizens. More importantly, nation is the result of what people contribute for spearheading the development process in their own right. Budhanilkantha is one such institution where the state exercises the selection procedures for both scholarship and fee-payers. As the country is investing so much on human resources on selected individuals, you can definitely contribute a lot to steer the things in a positive direction. It is important that the student give credit to the school for what they have become of themselves now. We find more patriotism, extrovert characters in Budhanilkantha students. People have come from different castes, socio-economic backgrounds and geographical locations and they must be driven by the fire to something significant for the country.

When the scholarship program is under strain at Budhanilkantha School, what breakthrough can you expect?

No doubt, favorable environment is necessary for proper upbringing of young, talented students. However, scholarship program is under strain mainly due to the cost recovery phase of the government. Because of the limited resources, the government is taking some aus-

terity measures and the reduction in the quota of scholarship programme is basically due to this reason. As Budhanilkantha School is under national system, it cannot be an exceptional one to be favoured. The government has little fund for resources equipment, on one hand and on the other hand must follow concept of state welfare. So, in order to balance the two, it has cut the scheme, putting it under strain.

How could this problem be overcome?

First of all, it is the responsibility of the state to decide how far it can go with its social welfare programmes. The government must decide how many scholarship quota it can offer to the national school of the country. The second option could be hiking the fee payer's fees and thirdly by allowing the alumnus to be more involved in solving the school problems.

How do you see the future SEBS members?

I have been invited by SEBS students twice -once for Mock Session and the other for Economist Seminar. I was really impressed for two reasons:

Young people have the opportunity to listen to seniors, learn about management affairs. The exercise is a good one because it empowers young people to meet young people meet veterans of respective field where your voices are listened to and where you will be treated with respect.

Twenty years down the road, SEBS should have achieved more. How could the tempo be improved?

Budhanilkantha students are shy and protective. May be this has not lead to expected results. However, SEBS could be enhanced by improving its internal and external communication networks and secondly by planning its activities in a more cohesive manner. If you forget your identity, then there is no point of your schooling, the time input and the resources wasted on you. Definitely, you have achieved quite a lot and its achievements must be brought to limelight. I believe SEBS should reduce miscellaneous activities and carry out meticulously designed activities. Whenever SEBS carries out its activities, it must focus on making the activities more result oriented, earning both fame and making some financial gains. Before people talked about the Everest, the Sherpas and the Gorkhas but now they talk about the evils of the Nepalese

like drug trafficking, human trafficking and insurgency, which bring us a tinge of shame. Similarly, it is important that SEBS members maintain their periodic interaction for a long and sustainable case. While doing this, ideas are ventilated, views are wired and intimacy made stronger.

SEBS is effortful to bring its widespread members under one umbrella. Any suggestions?

SEBS has members that vary from socio-economic to geo-political situations. So bringing them under one umbrella is not an easy task and lot of home-work is needed. Forming chapters would be the easiest way to do so. However, you people might have ego problem which may be fractioning your progress. So far, I have heard of SEBS-North America formed after Atlanta convention in 2000. As said earlier, the ego problem might drain your time and energy. So it is vital that your egos are put aside and you move ahead on the optimistic note. Make them remember their school days, the fun you shared, the integrity of SEBS, and things will turn out to be normal after some years.

What would you want SEBS to be tomorrow?

I would like to see SEBS becoming more visionary and taking a lead role in numerous fronts. The school has invested so much on you to make you a capable human resource. It is the schooling at BNKS that has made you what you are today so it is crucial that you pay tribute for this to BNKS. You people possess certain potential and values which others do not have and must explore. So you have to be a role model for our nation.

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EVOLUTION OF SEBS

Honour of Bhairavi

2040:

— Committee consisting of Mahendra Lawoti 216A (Coordinator), Birendra Bahadur Basnet 245A and Subarna Basnet 219A formed to prepare an article of association for establishing an alumni association.

— Article of association prepared with provision of indirect election of executive committee, no confidence motion, auditing etc.

— Satish Gautam proposes the name of the organization as "Society of Ex-Budhanilkantha Students", SEBS.

2040 (3 months):

President: Bimal Nepal 107A

Vice President: Mahendra Lawoti 216A

General Secretary: Birendra Bahadur Basnet 245A

Joint Secretary: Laxman Sharma 255A

Treasurer: Gopal Shah 273A

Members: Subarna Basnet 219A, Rojal Pradhan 121A, Satish Gautam 215A, Rajesh Pyakuryal 116A, Anadi Gopal Risal 119A, Ashok Banskota 109A, Shailendra Sapkota 207A, Bhaskar Upadhyaya 329A

— Musical evening organized: Coordinator Radheshyam Joshi, 23/09/040. A fund of Rs. 36,000 was raised without any capital.

2041:

President: Bimal Nepal 107A

Vice President: Laxman Sharma 255A

General Secretary: Mahendra Lawoti 216A

Joint Secretary: Swoyem Shrestha 172A

Treasurer: Plush Kayasta 223A

Members: Subarna Basnet 219A, Krishna Sharma 330A, Radheshyam Joshi 143A, Birendra Bahadur Basnet 245A, Pushkar Karki 263A, Bharat Rai 358A, Man Bahadur Gurung 157A, Rajesh Thapa 418A

— Committee formed for amendment of article of association and registration, coordinator: Mahendra Lawoti. Registration of Society of Ex-Budhanilkantha Students (SEBS) at CDO office, Kathmandu (Reg. no. 13/040/041)

— Staged Man Bahadur Mukhiyas "Baroodko Badalima Chopiyeko Surya" at the GAA sponsored One Act Play Festival, directed by Bharat Rai.

— Post Box No. 3616 acquired.

— SEBS Bulletin published, editor: Shyam KC

2042:

President: Mahendra Lawoti 216A

Vice President: Bharat Rai 358A

General Secretary: Plush Kayasta 223A

Joint Secretary: Kedar Pahadi 325A

Treasurer: Shyam KC 252A

Members: Subarna Basnet 219A, Bikash Prashad Koirala 204A, Krishna Sharma 330A, Nirjhar Deo Bhatta 238A, Parikshit Shrestha 272A, Shailendra Mishra 410A

Radheshyam Joshi 143A, Subarna Subedi 409A

— Article of Association Amendment Committee formed: Mahendra Lawoti (Co-ordinator), Suresh Acharya, Subarna Basnet.

— First issue of "Aastha" (Annual SEBS mukhapatra) published; editors: Bharat Rai, Shyam K.C., Subarna Basnet, Subhakantha Sharma, Sushil Gyawali, Asoj 2041

— Regular film shows organized at the British Embassy and Russian Culture Centre.

2043:

President: Bharat Rai 358A

Vice President: Raj Bahadur Rai 360A

General Secretary: Sushil Gyanwalli 368A

Joint Secretary: Basanta Yadav 281A

Treasurer: Jagat Singh Pandey 374A

Members: Jit Bahadur Gurung 353A, Bidur Sharma 356A, Jagadish Ale 321A, Binod Vaidya 303A, Surendra Rana 362A, Pushkar Karki 263A, Rabindra Upreti 369A, Suman Mehar Shrestha 533A

— Staged Allison's Land at the GAA sponsored One Act Play.

— Contributed to the construction of Saraswati Temple at Budhanilkatha School.

— Second edition of "Aastha" published.

— Reunion held at Budhanilkantha School.

2044:

President: Plush Kayasta 223A

Vice President: Bikash Koirala 204A/ Binod Thapa 403A

General Secretary: Shuva Kantha Sharma 401A

Joint Secretary: Moli Lochan Singh 532A

Treasurer: Mahesh Piya 211A

Members: Mangesh Thapa 733A, Surendra Rana 362A, Pappu Chettri 603A, Raj Bahadur Rai 360A, Navin Bhujel 551A, Umesh Shrestha 316A, Bipav Yadav 565A

Amitabh Rajouria 516A

Aastha 2002

- First "You and Your Career" organized; coordinators Plush Kayastha, Krishna Sharma and Shyam K.C. : 15 August, 1986.
- "You and Your Career Bulletin" published; editors: Laxman Sharma, Nirjhar Bhatta, Moli Singh, September 1986.
- Played Deusi and raised fund.
- Third edition of "Aastha" published.
- Regular film shows organized at Goethe Institute, French Cultural Centre and Russian Culture Centre.

2045:

- President: Bharat Rai 358A
Vice President: Pappu Chettri 603A
General Secretary: Biplav Yadav 565A
Joint Secretary: Mangesh Thapa 733A
Treasurer: Mabi Lochan Singh 532A
Members: Sanjaya Shrestha 438A, Kosmos Bishwakarma 468A, Shridhar Gautam 225A, Birendra Thakur 447A, Pushkar Karki 263A, Amitabh Rajouria 516A, Madan Limbu 540A
- Cultural programme organized at Royal Nepal Academy; coordinator: Rashmi BS Kansakar.
 - "You and Your Career" organized; coordinator: Pushkar Karki.

2046:

- President: Pushkar Karki 263A
Vice President: Mahesh Piya 211A
General Secretary: Pramod Aryal 440A
Joint Secretary: Kosmos Biswakarma 468A
Treasurer: Mangesh Thapa 733A
Members: Gajendra Shrestha, Rasmi Bir Singh Kansakar, Komal Karki 132A, Saubhagya Shrestha, Udaya Kasaju 882A, Sanjaya Shrestha 438A
- Executive Committee: Pushkar Karki (President), Mahesh Piya (VP), Pramod Aryal (GS), Kosmos Biswakarma (JS), Mangesh Thapa (T), Gajendra Shrestha, Rasmi Bir Singh Kansakar, Komal Karki, Saubhagya Shrestha, Uday Kasaju, Sanjay Shrestha.
 - Celebrated World Tourism Day in association with TAAN; Coordinator: Shyam K.C., Komal Karki.
 - Organized SEBS Picnic.
 - Blood donation camp at Blood Transfusion Center.

2047:

- President: Mangesh Thapa 733A
Vice President: Biplav Yadav 565A
General Secretary: Binod Khadka 803A
Joint Secretary: Sudeep Shrestha 635A
Treasurer: Uday Kasaju 882A
Members: Kiran Regmi 642A, Madan Limbu

540A, Prakash Rawal 788A, Shyam KC 252A, Simon Dhungana 780A, Arish Kharel 131B

Reconstituted:

President: Shyam KC 252A
Vice President: Biplav Yadav 565A
General Secretary: Pramod Aryal 440A
Joint Secretary: Madan Limbu 540A
Treasurer: Uday Kasaju 882A
Members: Badal Pradhan 806A, Dipendra Parajuli 831A, Yadav Bhatta 136A, Shivendra Basnet 792A, Bharat Rai 358A, Bimal Nepal 107A, Arish Kharel 131B

Reconstituted:

President: Bimal Nepal 107A
Vice President: Biplav Yadav 565A
General Secretary: Pramod Aryal 440A
Joint Secretary: Madan Limbu 540A
Treasurer: Uday Kasaju 882A
Members: Badal Pradhan 806A, Dipendra Parajuli 831A, Yadav Bhatta 136A, Shivendra Basnet 792A, Bharat Rai 358A, Bimal Nepal 107A, Arish Kharel 131B

— Reunion at Rotary Club, Thapathali.

— SEBS T-shirts printed and fund raised.

— SEBS office established in Putall Sadak / Telephone (411390) installed.

— Monthly news bulletin "SEBS ON THE RUN" published; editors; first copy edited by Sudip Shrestha and the rest by Madan Limbu.

— First Inter School Folk Dance Competition held at Budhanilkantha School; Coordinator: Late Binod Khadka; preliminary work on it had been carried out in the previous term.

— Aastha published; editors: Biplav Yadav and Madan Limbu.

— "You and Your Career" organized on the occasion of the SAARC year of the Girl Child; June 17, 1990; coordinators: Bimal Nepal, Pramod Aryal and Shyam K.C. Bulletin published with UNICEF assistance and distributed throughout Nepal.

— Executive Committee reconstituted with Bimal Nepal as the President.

— Achhaya Kosh Fund established. Initial Works on the establishment of SEBS Achhaya Kosh carried out in the previous term.

— SEBS Week celebrated for the first time.

— Blood donation on New Year's day; Chief Guest: Dr. Hemang Dixit; Coordinator: Uday Shankar Kasaju.

— Free Health Camp in coordination with Social Service Club of Budhanilkantha School at Dandagaon; Coordinator: Dr. Yadav Bhatta.

— SEBS Sandhya at Royal Nepal Academy; Chief Guest: HRH The Crown Prince Dipendra Bir Bikram Shah Dev; Coordinator: Bimal Nepal on Baisakh 6, 2048.

— SEBS picnic organized at Surya Binayak;

Coordinator: Ratna Pokhrel.

2048:

President: Bimal Nepal 107A
 Vice President: Rajanya Dixit 678A
 General Secretary: Madan Limbu 540A
 Joint Secretary: Saugandha Wagle 758A
 Treasurer: Ganesh Bahadur Rai 815A
 Members: Janak Chamjong 810A, Shyam KC 252A, Kiran Regmi 642A, Ajaya Bhadra Khanal 648A, Guneshwar Shah 817A, Pradeep Bhakta Acharya 620A, Ratna Bahadur Pokhrel 891A, Gyanendra Raj Pandey 937A, Pushkar Raj Pandey 232A, Jagadish Bhattarai 295B, Mahendra Khanal 602A

— Afforestation Program at Jhor Katheri, Shivapuri in association with Shivapuri Watershed Development Project and Budhanilkantha School Students. Coordinator: Bimal Nepal.

— Reunion 1991 at Budhanilkantha School on 24th August 1991 with distribution of SEBS T-Shirts and souvenirs. SEBS vs Budhanilkantha School sports running shield was established; Coordinator: Suresh Shrestha.

— Second Binod Memorial Inter School Folk Dance Competition held; Coordinator: Sugandh Wagle. Due to the sad demise of the first coordinator Binod Khadka of the program was named after him.

— Constitution amended; Coordinators: Bimal Nepal, Bharat Rai, Suresh Acharya and Madan Limbu.

— Aastha published; Editor: Ajay Bhadra Khanal.

— SEBS week celebrated.

— Blood Donation Camp at Blood Transfusion center, Exhibition Road on 01/01/2049; Coordinator: Dipendra Parajuli.

— Free health camp at Tokha, Dadagaon, 07/01/2049; Coordinator: Biplav Yadav.

— Inter School Poetry Competition held at the British Council Hall; Coordinator: Guneshwar Shah.

— SEBS Sandhya organized at Royal Nepal Academy on 26/01/2049, HRH The Crown Prince was the Chief Guest; Coordinator: Bimal Nepal.

— Achhaya Kosh crosses Rs 50,000.00

2049:

President: Shyam KC 252A
 Vice President: Umesh Shrestha 316A
 General Secretary: Gyanendra Pradhan 636A
 Joint Secretary: Sunil Sainju 789A
 Treasurer: Sunil Tamrakar 661A
 Members: Laxman Udas Pandey 328B, Dick Tamang 807A, Uddhav Shrestha 748A

Kosmos Biswakarma 468A, Shalish Ghimire 294B, Prem Bishwakarma 712A, Ratna Pokhrel 891A

— Third Binod Memorial Folk Dance Competition at City Hall; Coordinator: Sameer Karki.

— SEBS DECADE celebrated during Vaisak.

— SEBS Sandhya at Royal Nepal Academy; HRH The Crown Prince was the Chief Guest; Coordinator: Shalish Ghimire.

— Reunion and General Meeting at Budhanilkantha School held with souvenirs and by honoring SEBS members.

— Contributed tubewells to the Prime Minister's Relief Fund for the flood victim.

— Achhaya Kosh crosses Rs 1,00,000.00

2050:

President: Rajanya Dixit 678A
 Vice President: Sunil Sainju 789A
 General Secretary: Uttaram Tamata 259B
 Joint Secretary: Diwashkar Adhikari 232B
 Treasurer: Laxman Udas Pandey 328A
 Members: Komal Karki 132A, Sher Bahadur Thapa, Uddhav Shrestha 748A, Dinesh RC 317B, Rajesh Bahadur Thapa 418A, Rupesh Joshi 211B/572B, Umesh Shrestha 316A, Kiran Regmi 642A

— Fourth Binod Memorial Inter School Folk Dance Competition, HRH The Crown Prince was the Chief Guest; Coordinator: Kiran Sitaula.

— Seminar on Budhanilkantha School: Problems and Prospects held at Budhanilkantha School in September 1993; Paper presented by former education secretary Mr. Narsingh N. Singh; Coordinators: Vashkar Upadhyaya, Shyam K.C., Komal Karki.

— Emergency AGM called at the British Council Hall.

— Constitutional provision for Advisory Board and other amendments made in the article of association.

— Nationwide Scholarship Program (NSP) formally introduced as a SEBS activity by NSP Chairman Dinesh Prasain.

— Election Committee formed under the coordination of Suresh Acharya.

2051:

President: Umesh Shrestha 316A
 Vice President: Sridhar Gautam 225A
 General Secretary: Ratna Bahadur Pokhrel 891A
 Joint Secretary: Ganesh Bahadur Rai 815A
 Treasurer: Ashish Om Sitaula 562B
 Members: Komal Karki 132A, Shalendra Sapkota 207A, Sarina Adhikari 390B, Pragya Pradhan 498B, Tirtha Timilsaina 264B, Suresh Acharya 139A

Reconstituted:

President: Komal Karki 132A

Senior Vice President: Shailendra Sapkota 207A

Vice President: Sridhar Gautam 225A

General Secretary: Ratna Bahadur Pokhrel 891A

Joint Secretary: Dinesh Prashain 310B

Treasurer: Tirtha Timilsina 264B

Members: Jagadish Bhattarai 295B, Navin Sitaula 428B, Sarina Adhikari 390B, Vijaya Narayan Shrestha 171A, Suresh Acharya 139A

— Sarina Adhikari and Pragya Pradhan became the first girl ex-com members.

— Advisory Committee of SEBS constituted with Bimal Nepal, Shyam KC, Bharat Rai, School Headmaster, FOBS Chairman and B.Vaidya as members.

— Executive Committee(Reconstituted): Komal Karki(President), Shailendra Sapkota(SVP), Ratna Bahadur Pokhrel(VP), Ganesh Bdr Rai(GS), Dinesh Prasain(JS), Tirtha Prasad Timilsina(T), Suresh Acharya, Navin Sitaula, Sarina Adhikari, Jagdish Bhattarai, Vijaya Narayan Shrestha.

— SEBS Nationwide Scholarship Programme Working Committee reconstituted with Shyam KC(Chairman), Dinesh Prasain(International Coordinator), Komal Karki(National coordinator), Tirtha Timilsina(Treasurer), Jagadish Bhattarai(Secretary), secretary of social service of BNKS as joint secretary.

— SEBS NSP promoted as a major activity. 34 students graduate and 33 being sponsored in 20 districts under the programme.

— Reunion 2001 and general meeting held at Budhanilkantha School on March 4, 1995 with SEBS souvenirs and by honouring outstanding members.

— Article of Association Amendment Committee consisting of Komal Karki(Chairman), Suresh Acharya, Mahendra Lawati, Jagadish Bhattarai as secretary formed.

— More than 50 life members made and given certificates, Coordinator: Bimal Nepal.

— Fith Binod Memorial Inter School Folk Dance Competition at Royal Nepal Academy on April 1, 1995. Coordinator: Ganesh Rai.

— SEBS week celebrations.

— Publication of Aastha, editor: Suresh Acharya, Managing editors: Madan Limbu and Amitabh Rajauriya.

— Blood donation on new year day; Coordinator: Ganesh Rai.

— Free Health Camp at Gurja Bhanjyang, Nuwakot, Coordinator: Dr Yadav Bhatta .SEBS Sandhya 6 Baisakh 2051, Coordinator: Bimal

Nepal.

— 'Save Kathmandu' Run; Coordinators: Ratna Pokhrel and Shailendra Sapkota on 9 Baisakh 2051

— Substantial contribution received from members to furnish the office, especially from Rajesh Babu Shrestha.

— Appointment of qualified administrative officer in process.

— Proposal forwarded to get SEBS included in Budhanilkantha School's constitution. The proposal is under consideration of Board.

— Achhya Kosh Crosses Rs 200,000.

2052:

President: Komal Karki 132A

Vice President: Suresh Acharya 139A

General Secretary: Bal Krishna Dhoju 724A

Treasurer: Uddhav Kumar Bhandari 311B

Member Secretary: Laxman Udas Pandey 328B

Members: Pius Kayasta 223A, Uddhav Shrestha 748A, Sunil Sainju 789A, Chandra K Paudel 257B, Deepak Pathank 168B, Navin Sitaula 428B, Shyam Karki 610B, Rashmi Pathak 690B

— Blood Donation camp on 11th November 1995(Kartik25, 2052)

— SEBS REUNION Ashad 15, 2053.

— SEBS SHIVAPURI TREK- December 30, 1995(Poush 15,2052). Coordinator: Bidur Adhikari and Dr Sita Ram Joshi.

— Environment Day- June 5, 1996.

— Health camp on 8th Baisakh 2053 in Gurje Bhanjyang, Nuwakot. Coordinator: Chandra K Poudel jointly with Junior Youth Red Cross Circle of Budhanilkantha School.

— NSP Chairman Shyam KC.

— Sixth Vinod Inter School Dance Competition.

2053:

President: Amitabh Rajouria 516A

Vice President: Manoj Acharya 274B

General Secretary: Laxman Udas Pandey 328B

Treasurer: Uddhav Shrestha 748A

Member Secretary: Agya Kharel 689B

Members: Moli Lochan Singh 532A, Deepak Pathak 168B, Madhu Acharya 272B, Sushil Paudyal 303B, Sri Prashad Bhandari 720B, Padam Ale 770B

— Blood Donation on Bhadra 15, 2053.

— You and your career. Coordinator : Dr. Moli Singh.

— Health Camp was jointly organised by SEBS and the Reiyukai Nepal(Panaurti) on 26th ashwin 2053.

- Coordinator: Ms Agya Kharel.
- Inter School Painting Competition was jointly organised by SEBS and Nepal-Australia Friendship Society on 3rd Poush 2053. Coordinator: Mr Bimal Nepal.
- SEBS Shivapuri Trek was jointly organised on Poush 15, 2053. Coordinator : Mr. Bidur Raj Adhikari.
- Silver Jubilee Special SEBS Reunion on 30th Chaitra 2053, 12th April.
- 7th BINOD INTER SCHOOL FOLK DANCE COMPETITION held on 19th Chaitra 2053 on auspicious occasion of Silver Jubilee of Budhanilkantha School. Coordinator : Deepak Pathak.
- INDRA PRADHAN MEMORIAL INTER SCHOOL PAINTING COMPETITION was held on 16th Chaitra 2053 on auspicious occasion of Silver Jubilee of Budhanilkantha School. Coordinator : Laxman Udas Pandey.
- "You and Your Career" was organised at the assembly hall of Budhanilkantha School on Falgun 23, 2053 and it was coordinated by Moby Singh.
- SEBS Shivapuri Trek was organised which was destined to be Dandagaun and coordinated by Bidur Adhikari.
- Blood Donation Program was held on 18th Jestha 2054. Co-ordinator: Alark Devkota.
- SEBS Sandhya. Co-ordinator: Bimal Nepal.

2054:

- President: Kosmos Biswakarma 468A
 Vice President: Deepak Pathak 168B
 General Secretary: Laxman Udas Pandey 328B
 Treasurer: Subas Risal 430B
 Member Secretary: Niraj Bhattarai 751B
 Members: Navin Sitaula 428B, Ashish Shrestha 448B, Chandraman Maharjan 768B, Deepak Wagle 725B, Sudhir Rajaure 556B
- VNY SEBS SANDHYA was held on 20th Poush 15, 2054. Co-ordinator Bimal Nepal. HRH Crown Prince was the chief guest.
 - Shivapuri trek was organized on Poush 15, 2054. Coordinator: Laxman Udas Pandey.
 - 2nd Indra Pradhan Memorial Inter School Painting Competition was held on 17th Falgun 2054. Co-ordinator: Chandraman Maharjan and Deepak Raj Wagle.
 - A free Health Camp was organized in Nagarkot which was jointly co-ordinated with Nagarkot Naldum Tourism Committee and SEBS. Co-ordinator: Subas Risal, Ashish Shrestha and Bal K. Dhoju from Nagarkot NTD Committee.
 - SEBS REUNION
 - 8th BINOD INTER SCHOOL FOLK DANCE

COMPETITION was held on 17th Jestha 2055 at Royal Nepal Academy. Co-ordinators: Chandraman Maharjan, Om Prakash Shrestha and Navin Sitaula.

— A solo photo exhibition was held on Chaitra 14-20, 2054 at NAFA Art Gallery by Sagun Sundar Lawati. HRH Crown Prince also visited this exhibition. SEBS INTER SCHOOL FUN FOOD FESTIVAL was organized on Jestha 2 2055 at Bhrikuti Mandap. Co-ordinator: Ashish Shrestha.

2055:

- President: Sagun Sundar Lawati 933A
 Vice President: Manoj Acharya 274B/Landenla Ukyab 776B
 General Secretary: Alark Devkota 767B
 Treasurer: Om Prakash Shrestha 709B
 Member Secretary: Chandraman Maharjan 768B
 Members: Ritesh Shrestha 460B, Hitesh Karki 468B, Suraj Thapa 554B, Navin Bhattachan 938A, Tilak Sharma 719B

2056:

- President: Kosmos Biswakarma 468A
 Vice President: Madhu Acharya 272B
 General Secretary: Laxman Udas Pandey 328B
 Treasurer: Chandraman Maharjan 768B
 Member Secretary: Hemraj Bhandari 806B
 Members: Bishnu Rai 377A, Sunil Shrestha 545B, Pawan Bista 779B, Suresh Thapa 817B, Arjun Pandey 750B, Yubraj Aryal 063C
- "SEBS SANDHYA" was held on 25th Bhadra 2056(10th September 1999) at the Royal Nepal Academy, Kamaladi. Coordinator: Kosmos Biswakarma.
 - "SEBS REUNION" was held on Mangshir 25, 2056(11th December 1999) in Budhanilkantha School. Coordinator: Hem Raj Bhandari.
 - 9th Binod Inter School Folk Dance Competition was held on Jestha 20, 2056(3rd June 1999) at the Royal Nepal Academy. Coordinator: Pawan Bista and Chandraman Maharjan.
 - Gathering of the first 9 batches was held at Radison Hotel on Baisakh 8, 2057. HRH The Crown Prince was the Chief Guest. It was coordinated by Abhinav Rana 122A, Bhusan Dahal 338A and Pravin Chalise 794A. The program was able to raise amount of 30,000 for SEBS.
 - SEBS domain www.sebs-ktm.org was established, web maintained and designed by Samyem Tuladhar 887B. SEBS e-mail: sebs_ktm@yahoo.com was also adopted.
 - "SEBS DIRECTORY" published and distributed at the AGM, Asadh 31, 2057. Coordinator: Hem Raj Bhandari.

— NSP Committee consists of Laxman Udas Pandey as Chairman, Sushil Paudyal (Secretary), Uddhav Shrestha (Treasurer), Sunil Sainju (IC), Madhu Acharya (NC), Social Service Clubs President (JS).

2057:

President: Gyanendra Raj Pandey 937A
 Vice President: Bhupendra Bilas Pant 550B
 General Secretary: Anup Lal Manandhar 988A
 Treasurer: Manoj Shrestha 722B
 Member Secretary: Hemraj Bhandari 806B
 Members: Shyam Babu Nepal 803B, Rajendra Sharma 706B, Hom Mani Khanal 848B, Suraj Dahal 203B, Bibhuti Shrestha 101B, Shuva Kantha Sharma 401A, Ujjwal Pradhanang 892A, Gitendra Basent 190C, Amrita Gupta 173C

— Blood donation program held on Mangshir 27, 2057. Coordinators: Manoj Shrestha 722B and Hemraj Bhandari 806B.

— 10th Binod Inter School Folk Dance Competition was held on Asadh 18, 2057 (2nd July 1999) at the Royal Nepal Academy. Coordinator: Hemraj Bhandari 806B and Bhupendar Bilas Pant 550B.

— Free health camp organized on 28th Magh 2057 (10th February, 2001) in Nagarkot. Coordinators: Dr. Sajjan Gopal Baidya 928A and Hemraj Bhandari 806B.

— SEBS fixed fund has now reached Rs. 1,91,992.69

— The Fourth I P Memorial Inter School Painting Competition was organized on Magshir 17, 2057 at BNKS. Coordinators: Shyam Babu Nepal 803B and Hom Mani Khanal 848B

— SEBS executives attended the farewell of A2 students. It is the first time the SEBS has attended such event.

— The SEBS executives held their meeting with the members of Pokhara on Balsakh 15, 2057 (28th April, 2001). There were 11 members from Pokhara and 11 from SEBS

— SEBS, Budhanilkantha School and FOBS held a joint condolence meeting at BNKS on 4th Asadh 2058 (18th June 2001). 69 members were present and total amount of 36,550 Rs. was collected for the condolence ad.

— SEBS attended the AGM of FOBS on 9th Asadh 2058 (23rd June, 2001) at the Assembly Hall of BNKS. In the election held, Mr Sanjiv Shah 259A was the first SEBSers to be elected in the FOBS committee.

— SEBS took the initiative in publishing the model questions for class 4 entrance preparation. It has made the exam more transparent and provided some financial assistance to

SEBS.

— SEBS was renewed after 2 years gap for the year 2055/56 and 2056/57 on Mangshir 27, 2057. SEBS is grateful to Laxman Udas Pandey and Rajiv Bhattarai of Bhattarai and Co. (P). Ltd in this endeavour.

— SEBS office has been renovated. Flooring, furnishing and painting of the office was done by raising special contributions from various members.

— SEBS AGM was held at the Compound of Ministry of Local Development at the office Water Induced Disaster Prevention Technical Centre on 11th August 2001.

— NSP Committee consists of Laxman Udas Pandey as Chairman, Sushil Paudyal (Secretary), Uddhav Shrestha (Treasurer), Sunil Sainju (IC), Bhupendra Panta (NC), Social Service Clubs President (JS).

2058:

President Suraj Dahal 203B

Vice President: Chandraman Maharjan 768B

General Secretary: Hom Mani Khanal 848B

Treasurer: Manoj Shrestha 722B

Office Secretary: Chitra Gurung 914B

Members: Rabindra Maharjan 255B, Sirish Bohra 237B, Bhupendra Bilas Pant 550B, Prajesh Thapa 559B, Bishan Babu Wagle 952B, Ram Chandra Khanal 855B, Bibek Dhital 208C, Maunta Manandhar 289C

— Blood donation program held on Mangshir 17, 2058. Coordinators: Mabindra Regmi 263B and Hom Mani Khanal 848B.

— The Fifth I P Memorial Inter School Painting Competition was organized on Paush 27, 2058 at Central Zoo, Jawalakhel. Coordinators: Rajendra Sharma 706B and Bishan Babu Wagle

— SEBS executives attended the farewell of A2 students. SEBS has been invited in this event from 2057.

— SEBS calendar for the year 2002 was published. Coordinator: Hemraj Bhandari 806B.

— SEBS took the initiative in publishing the model questions for class 4 entrance preparation. It has made the exam more transparent and provided some financial assistance to SEBS.

— SEBS was renewed for the year 2058/59 on Mangshir 27, 2057. SEBS is grateful to Laxman Udas Pandey and Rajiv Bhattarai of Bhattarai and Co. (P). Ltd in this endeavour.

— SEBS office has been renovated. Flooring, furnishing and painting of the office was done by raising special contributions from members.

— SEBS Reunion was held at Sherpa Hotel,

Durbar Marg on Magh 4, 2058 (17th January 2002). Coordinator: Rabindra Maharjan 255B

— SEBS President Suraj Dahal declared open the Track and field Meet 2002 on February 18, 2002. It is the first time that the SEBS President has been invited to inaugurate the event.

— Navin K Bhattarai night was organized on Baisakh 7, 2059 at the Birendra International Conventional Centre, Baneshwore. It was coordinated by Rabindra Maharjan, 255B.

— SEBS and Social Service of Budhanilkantha School along with the members of Shree Mahalaxmi Campus, Lamatar, Lalitpur organised one day free health camp on Jestha 4, 2059. Coordinators: Bijaya Shivakoti 374C and Chandraman Maharjan 768B

— SEBS has received a set of sofa and colour bubble jet as special donation from AJ Wild Institute, Maharajgunj.

— SEBS donated books and magazines worth over 57,000 to Budhanilkantha School on 6th May, 2002. Coordinators: Ujjwal Thapa 552B and Laxman Udas Pandey 328B.

— A set of solar panel, each worth 51,000 each have been donated by our students Sanjiv Shah 259A and the Ninth batch students to Budhanilkantha School.

— SEBS and FOBS had for the first time face to face meeting on 8th Mangshir, 2058.

— Quarterly newsletter SEBS ON THE RUN published.

— SEBS organized a friendly football match with Budhanilkantha School on 6th July, 2002. At the event, SEBS donated a football and stop watch to PE Department.

— SEBS has successfully carried out networking of students information's. It is an update of SEBS-directory 2000, coordinated by Hemraj Bhandari. Coordinator: Ujjwal Thapa 552B.

— Seminar on SEBS was organized on 3rd August, 2002 at Hotel Orchid facilitated by Dinesh Prashain 310B.

— SEBS annual magazine, AASTHA published. Coordinator: Hemraj Bhandari 806B.

— SEBS AGM was held on 1st Bhadra 2059 at Hotel Shangrila, Lazimpat.

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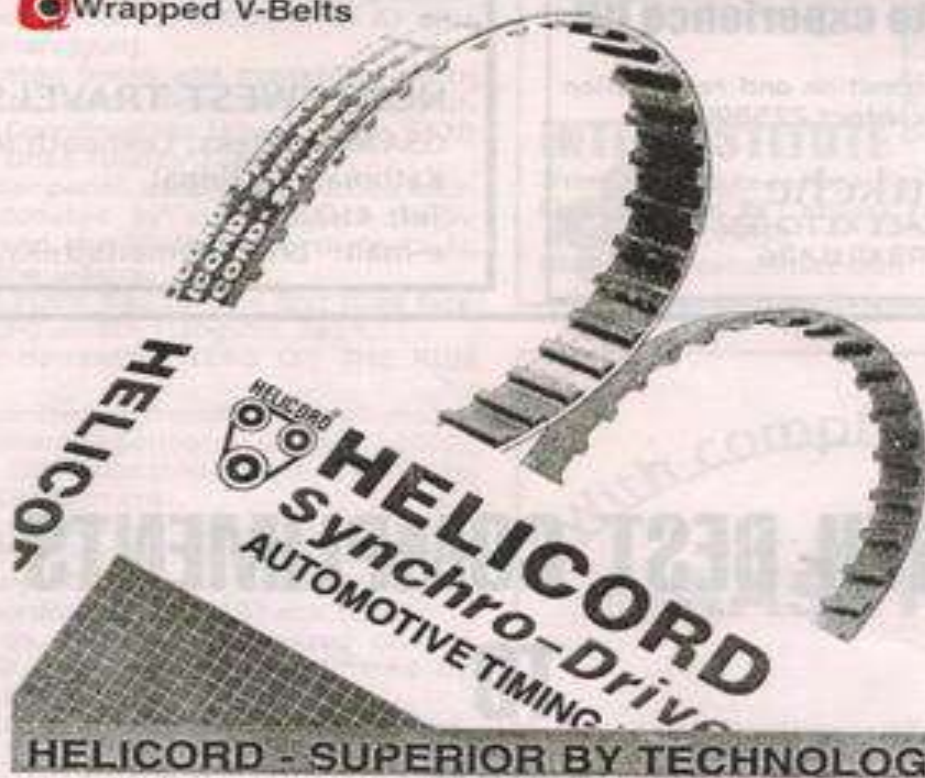
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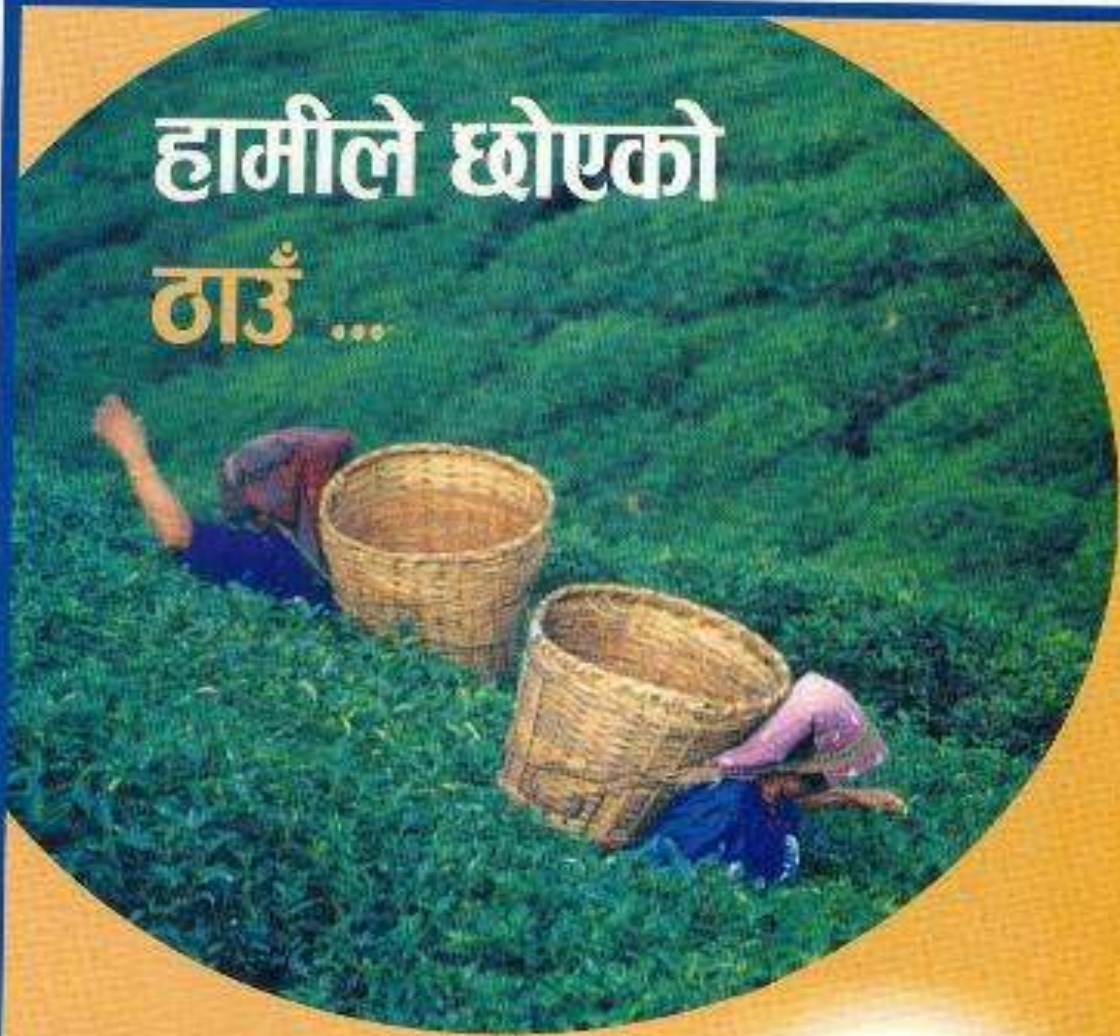
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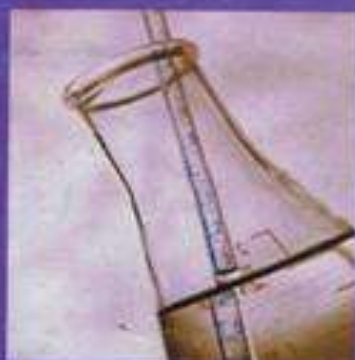
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