

# The GANDAKI

# गण्डकी



## Golden Jubilee Souvenir 2072-2073 (2015-2016)



GANDAKI HIGHER SECONDARY BOARDING SCHOOL  
(Regional School)

Lamachaur, Pokhara, Nepal

Estd: 1966

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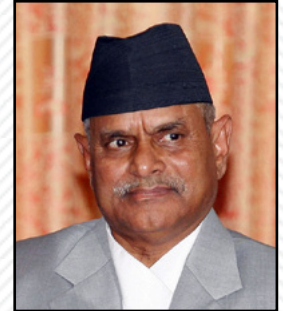
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# राष्ट्रपतिको कार्यालय

राष्ट्रपति भवन, शीतलनिवास  
काठमाण्डौ, नेपाल ।

पत्र संख्या :-  
चलानी नं. :-



सम्माननीय राष्ट्रपति डा. रामवरण यादवले श्री गण्डकी आवासीय उच्च माध्यमिक विद्यालय (क्षेत्रीय विद्यालय) लामाचौर पोखराले आफ्नो स्थापनाको ५० वर्ष पुरा गरेको सुखद उपलक्ष्यमा स्मारिका प्रकाशन गर्न लागेकोमा खुसी व्यक्त गर्नुभएको छ ।

सम्माननीय राष्ट्रपतिले ५० वर्षअघि पोखरामा स्थानीय समाजसेवी एवम् शिक्षाप्रेमीहरूको अगुवाइमा स्थापना भएको उक्त विद्यालय विभिन्न आरोह अवरोहका बिच पनि अनवरत रूपमा शैक्षिक विकास र कुशल जनशक्ति उत्पादनका क्षेत्रमा क्रियाशील रहेको र आउँदा दिनमा पनि रहने विश्वास व्यक्त गर्नु भएको छ । उहाँले यस स्मारिकामा प्रकाशित सामग्रीहरू सम्बन्धित विद्यार्थी, अभिभावक एवम् अन्य जिज्ञासु पाठकका लागि उपयोगी हुनाको साथै विद्यालय र यसका शैक्षिक क्रियाकलापबारे समेत जानकारीमूलक हुन र सोबाट विद्यालयको शैक्षिक विकासमा थप योगदान पुग्ने अपेक्षा राख्नु भएको छ ।

सम्माननीय राष्ट्रपतिले यस विद्यालयलाई आजको अवस्थासम्म ल्याई पुर्‍याउन योगदान गर्नु हुने विद्यालयका सहयोगदाता महानुभावहरू, विगतदेखि वर्तमानसम्मका व्यवस्थापन समिति, समाजसेवी, शिक्षाप्रेमी, शिक्षक, पूर्व विद्यार्थी, अभिभावक तथा सम्पूर्ण विद्यार्थी भाइ बहिनीहरूलाई हार्दिक धन्यवाद दिँदै विद्यालयको स्वर्ण जयन्तीको सफलता र उत्तरोत्तर प्रगतिको कामना समेत गर्नुभएको छ ।

आज्ञाले

चक्रबहादुर बुढा  
सहसचिव

२०७२ असोज ६ गते बुधवार





मुख्यसचिव



नेपाल सरकार

सिंहदरबार, काठमाडौं ।

फोन नं.: ४२९९०००, ४२९९०८२

फ्याक्स नं. ४२९९०६४




गण्डकी आवासीय उच्च माध्यमिक विद्यालयले स्थापनाको स्वर्ण वर्ष प्रवेशको सुअवसरमा पाँच दशकका शैक्षिक गतिविधिहरूलाई समेटेर स्वर्णजयन्ती विशेषाङ्कको रूपमा गण्डकी मुखपत्र प्रकाशन गर्न लागेको थाहा पाउँदा मलाई खुशी लागेको छ ।

समाजमा विद्यमान असमानताको खाडल पुर्दै समतामूलक एवम् न्यायपूर्ण समाज निर्माणको बलियो आधार शिक्षा हो । विद्यार्थी केन्द्रित शिक्षाका माध्यमबाट बालबालिकाको क्षमता र प्रतिभाको विकास गर्नु शिक्षाको उद्देश्य हो । बालबालिकाको क्षमता र रुचि पहिचान गरी उनीहरूको प्रतिभा प्रस्फुटन गर्ने गरी शिक्षा प्रदान गराउने दायित्व विद्यालयको हो । भविष्यमा सामाजिक उत्तरदायित्व निर्वाह गर्नसक्ने जिम्मेवार नागरिक तयार गर्ने कार्यका लागि शिक्षा/विद्यालय उदाहरणीय (Role Model) बन्नु पर्दछ । नयाँ पुस्तालाई आत्मकेन्द्रित हुन नदिई समाज र राष्ट्रप्रति कर्तव्यनिष्ठ बनाउने कार्यका लागि असल अभ्यास गर्ने सम्पर्क बिन्दु विद्यालय हो भने शिक्षक आदर्श व्यक्ति । शिक्षकहरूले दैनिक रूपमा गरि रहेका र विद्यालयमा भइ रहने क्रियाकालपहरूले बालबालिकाहरूको आचरण र व्यवहारलाई असल वा खराब बनाउन अहम् भूमिका खेल्नेतर्फ सजग बन्दै आफ्ना क्रियाकलापलाई आदर्श बनाउनुहोस् भन्ने मेरो आग्रह छ ।

स्थापनाकालदेखि यस विद्यालयले शिक्षाको क्षेत्रमा पुऱ्याउँदै आएको योगदानको म सराहना गर्दछु । आगामी दिनमा यस विद्यालयले विद्यार्थीहरूमा विश्व परिवेशमा शिक्षा क्षेत्रमा भित्र्याईएका नविन प्रविधि प्रयोगको ज्ञान/सीप साथै मुलुकको मौलिक पहिचान प्रवर्द्धन एवम् विद्यालयले शिक्षा क्षेत्रमा गरेका असल अभ्यासहरू सामुदायिक विद्यालयसँग पनि आदान प्रदान गर्दै विद्यालय क्षेत्र सुधारमा योगदान पुऱ्याओस् भन्ने मेरो अपेक्षा छ ।

अन्त्यमा, शिक्षाको माध्यमबाट समाज विकासका लागि गरिने सत्प्रयासमा सधैं मेरो साथ रहने छ भन्दै यो विशेषाङ्क शिक्षाप्रेमी सम्पूर्ण पाठकका लागि पठनीय सामग्री हुने विश्वास गर्दै विद्यालयको उत्तरोत्तर प्रगतिको लागि हार्दिक शुभकामना व्यक्त गर्दछु ।

२०७२ असोज ११ गते सोमवार

  
डा. सोमलाल सुवेदी  
मुख्य सचिव





पत्र संख्या :- ०७२/०७३  
चलानी नं. :-

## नेपाल सरकार शिक्षा मन्त्रालय

(.....शाखा)



फोन नं. {

सिंहदरबार,  
काठमाडौं, नेपाल।



सुन्दर ताल र हिमालको आत्मीयतासँगै शुक्ला गण्डकीको सान्निध्यमा अवस्थित गण्डकी आवासीय उच्च माध्यमिक विद्यालय, (क्षेत्रीय विद्यालय) लामाचौर, पोखरा, २०७२ जेष्ठ २९ गतेदेखि आफ्नो स्थापनाको स्वर्ण वर्षमा प्रवेश गरेको उपलक्ष्यमा आफ्नो पाँच दशकको शैक्षिक गतिविधिलाई समेटी स्वर्णजयन्ती विशेषाङ्कका रूपमा 'गण्डकी' नामक मुखपत्र प्रकाशन गर्न लागेको जानकारी पाउँदा मलाई ज्यादै खुसी लागेको छ।

स्थानीय शिक्षाप्रेमीको सहयोग, युनाइटेड मिसन टु नेपालको व्यवस्थापनमा शिक्षा मन्त्रालयबाट २०२३ साल जेष्ठ २९ गते (१९६६ जुन ११) मा स्थापित यस विद्यालयले आफ्नो विशिष्ट पहिचान अनुरूप आफ्ना बालबालिकाको सर्वाङ्गीण विकासमा मद्दत पुर्याई आफ्नो मातृभूमिलाई माया गर्दै युगानुकूल जीवन यापन गर्न सक्ने दक्ष जनशक्ति उत्पादन गर्दै आएको यथार्थता विगत ५० वर्षको शैक्षिक उपलब्धीबाट पुष्टि हुन्छ।

यस विद्यालयले २०७१ सालको एसएलसी परीक्षामा समेत गरी संस्थागत विद्यालयहरू तर्फ उत्कृष्ट स्थान प्राप्त गरी १८ पटक क्षेत्रीय विद्या शिल्ड र एक पटक राष्ट्रिय विद्या शिल्ड प्राप्त गर्न सफल भएकोमा सम्पूर्ण विद्यालय परिवारलाई हार्दिक बधाई ज्ञापन गर्दै शैक्षिक स्तर अभिवृद्धि गर्ने कार्यमा विद्यालय सदा क्रियाशील एवम् सफल रहोस् भन्ने शुभेच्छा व्यक्त गर्दछु।

मुलुकमै प्रतिष्ठाको रूपमा रहेको यस विद्यालयलाई राष्ट्रकै नमुना विद्यालयमा रूपान्तरण गर्ने दीर्घकालीन शैक्षिक अभियानमा मन, वचन र कर्मले अनवरत रूपमा जुटी रहनु भएका यस विद्यालयका प्राचार्य, शिक्षक, कर्मचारी, विद्यार्थी, अभिभावक एवम् सम्बन्धित सबै शिक्षानुरागीप्रति हार्दिक धन्यवाद ज्ञापन गर्दछु।

२०७२ जेष्ठ २९ गते यो सुन्दर विद्यालयमा उपस्थित भई यो विद्यालय ५० वर्ष प्रवेशका अवसरमा स्वर्ण जयन्ती वर्षको प्रारम्भ गर्न पाएको क्षण मेरा लागि अविस्मरणीय रहनेछ। यस विद्यालयको स्वर्ण जयन्तीको अवसरमा सम्बन्धित सबैलाई हार्दिक बधाई ज्ञापन गर्दै नेपाल सरकार, शिक्षा मन्त्रालय यो क्षेत्रीय विद्यालयलाई देशकै नमुना विद्यालयको रूपमा स्थापित गरी यस विद्यालयको संरक्षण र समृद्धिका लागि सदा प्रयत्नरत रहिरहने विश्वास दिलाउँदै विद्यालयको उत्तरोत्तर प्रगतिको शुभकामना व्यक्त गर्दछु।

विश्वप्रकाश पण्डित  
सचिव





प.सं. : ०६८/६९

च.नं. :

नेपाल सरकार  
शिक्षा मन्त्रालय  
शिक्षा विभाग  
क्षेत्रीय शिक्षा निर्देशनालय  
पश्चिमाञ्चल, पोखरा

फोन नं.: ०६१-४६५०९६

फ्याक्स नं.: ०६१-४६३९०४



गण्डकी आवासीय उच्च माध्यमिक विद्यालयले आफ्नो स्थापनाको ५० वर्षको अवसरमा मनाउन गइरहेको स्वर्ण महोत्सवको सन्दर्भ पारेर 'गण्डकी' स्वर्ण वर्ष विशेषाङ्क प्रकाशन गर्न लागेको जानकारी पाउँदा अत्यन्त खुसी लागेको छ।

गुणस्तरीय शिक्षा हामी सबैको आवश्यकता एवम् अपरिहार्यता हो। सोही अपरिहार्यतालाई आत्मसात गर्दै आजभन्दा ५० वर्ष अगाडि शिक्षा मन्त्रालयले स्थापना गरेको यो विद्यालय वर्तमानमा देशको एउटा उत्कृष्ट, स्तरीय शिक्षा दिने शिक्षालयको रूपमा अगाडि आएको छ। विद्यालय तह, उच्च माध्यमिक तहमा विज्ञान विषय GCE-Level र उच्च शिक्षातर्फ सफ्टवेयर इन्जिनियरिङ्ग विषयमा विद्यालयले सदैव आफूलाई अब्बल रूपमा उभ्याएको छ।

विद्यालय/महा विद्यालयबाट उत्पादित जनशक्तिहरू स्वदेश तथा विदेशमा समेत निरन्तर रूपमा सक्षम र प्रतिस्पर्धी रूपमा आफूलाई प्रस्तुत गर्न सफल भई विद्यालयको उत्कृष्टताको नमुना भएको देख्न पाउँदा गर्वको अनुभूति हुने गर्दछ। त्यसको अलावा राष्ट्रिय एवम् क्षेत्रीय तहको मूल्याङ्कनमा विद्यालय सदैव अग्रस्थानमा रही पुरस्कृत एवम् सम्मानित हुने गरेको छ। सबैको समूहिक प्रयास, जिम्मेवारी बोध र विद्यालयप्रतीको अपनत्वको भावनाले मात्रै यो सब सम्भव भएकोले आगामी दिनमा अझ व्यवस्थित एवम् परिष्कृत रूपबाट विद्यालय सञ्चालन भई आम अभिभावकको गुणस्तरीय शिक्षाको चाहना पुरा गर्न विद्यालय परिवार थप क्रियाशील हुने समेत विश्वास लिएको छ।

विविध कार्यहरूका साथ भव्य रूपबाट 'Shining to Outshine with a Golden Radiance' मुख्य Theme को साथ सम्पन्न हुने स्वर्ण महोत्सवको सबैभन्दा महत्त्वपूर्ण चरणको अवसरमा विद्यार्थीहरूका सिर्जना, शिक्षकका विचार एवम् लेख तथा समसामयिक शैक्षिक विषय र विद्यालयको समग्र पक्ष झल्कने गतिविधि सहित प्रकाशन हुन गइरहेको यो स्वर्ण वर्ष विशेषाङ्क सरोकारवाला सबैका निम्ति अत्यन्त उपयोगी हुने विश्वास सहित आगामी वर्षहरूमा पनि यस प्रकारको प्रकाशनको निरन्तरताको अपेक्षा गर्दै विद्यालयको उत्तरोत्तर प्रगतिको लागि शुभकामना व्यक्त गर्दछु।

बैकुण्ठ प्रसाद अर्याल

क्षेत्रीय शिक्षा निर्देशक

एवम्

अध्यक्ष, विद्यालय व्यवस्थापन समिति



## शिक्षक अभिभावक सङ्घ गण्डकी आवासीय उच्च माध्यमिक विद्यालय



सन् १९६६ मा स्थापना भएको क्षेत्रीय विद्यालय गण्डकी आवासीय उ.मा.वि. एवम् गण्डकी कलेज अफ साइन्सेस एण्ड इन्जिनियरिङ कलेजले आफ्ना सफलताका ५० औं वर्ष मनाइरहेको छ । शिक्षा क्षेत्रमा अतुलनीय योगदान दिएको यस संस्थाले स्वदेशमा मात्र नभई विदेशमा समेत समय सान्दर्भिक दक्ष प्राविधिक जन-शक्ति तयार गरी आफुलाई विश्व बजारमा अब्बल सावित गर्न सफल भएको छ । सफलताको श्रृङ्खला जुन रूपमा अगाडि बढिरहेको छ, यसको गति अझ तीव्र हुँदै जानेछ भन्ने विश्वास व्यक्त गर्दछु ।

विद्यालयले यस्तो इतिहास बनाउनुमा पक्कै पनि यहाँको कुशल व्यवस्थापन, दक्ष शिक्षक, कर्मचारी र युग सापेक्ष सुधारिएको शिक्षण सिकाइ प्रविधि र क्रियाकलाप नै प्रमुख मानिन्छन् । यसको कदर गर्दै नेपाल सरकारले अनुदानमा समेत वृद्धि गर्दै लगेको र सरकारी तवरबाटै राष्ट्रको नमुना विद्यालयको रूपमा रूपान्तरण गर्न लागिरहेको छ । यो संस्थाका आगामी दिन अझै सक्षम र सुदृढ हुँदै जानेछन् र विगतको इतिहासलाई अझ उचाइमा पुऱ्याउन सफल हुनेछ । विद्यालयमा शिक्षक, कर्मचारी, विद्यार्थी र अभिभावकको सामूहिक प्रयासले मात्र यसको गुणस्तर र श्री वृद्धि गर्न सकिने भावनाले शिक्षक अभिभावक सङ्घको गठन भएको कुरालाई आत्मसात् गर्दै तत्पश्चात पी.टी.ए.ले विभिन्न महत्त्वपूर्ण कार्यक्रमहरू गरिरहेको व्यहोरा जानकारी गराउँदछु । यसै सन्दर्भमा पी.टी.ए.बाट खेल मैदानमा प्यारापिट, गणित प्रयोगशाला, स्वर्ण महोत्सव स्मारक, सरस्वती मन्दिर निर्माण जस्ता भौतिक संरचना पुरा गरिसकेको छ । पुस्तक प्रकाशन तथा समय समयमा शिक्षक कर्मचारीहरूलाई सम्मान तालिम तथा प्रशिक्षण र अभिभावक विच अन्तरक्रिया कार्यक्रम सञ्चालन गरिरहेको व्यहोरा पनि यहाँहरू समक्ष जानकारी गर्न पाउँदा हर्षित भएको छु ।

अन्त्यमा शिक्षक अभिभावक सङ्घको अध्यक्षका नाताले शुभकामनाका दुई शब्द व्यक्त गरिरहँदा यस कार्यमा अहोरात्र खटिरहने विद्यालय व्यवस्थापन समिति, प्राचार्य, शिक्षक, कर्मचारी, जेहेन्दार विद्यार्थी, भू.पू. विद्यार्थी विभिन्न कालखण्डमा प्रत्यक्ष र अप्रत्यक्ष रूपमा सहयोग पुऱ्याउनुहुने सबै महानुभावहरूप्रति हार्दिक आभार व्यक्त गर्दै आगामी दिनमा समेत यहाँहरूको उल्लेखनीय सहयोग र भूमिका रहनेछ भन्ने आशा राख्दै अभिभावक सङ्घको तर्फबाट संस्थाको विकासका लागि आवश्यकता अनुसार सदैव खटिरहने प्रतिवद्धता व्यक्त गर्दै नैतिकता, अनुशासन, भ्रातृत्व र कार्य संस्कृतिको विकास एवम् विश्व बजारमा प्रतिस्पर्धात्मक रूपमा उभ्याउन सक्ने जनशक्ति उत्पादनमा विद्यालय एवम् कलेज भावी दिनमा अझ सबल, सक्षम र सफल बन्न सकोस् भनी हार्दिक मङ्गलमय शुभकामना व्यक्त गर्दछु ।

महेन्द्रप्रसाद रिमाल  
अध्यक्ष  
शिक्षक अभिभावक सङ्घ



एगबोसा  
गण्डकी आवासीय उच्च माध्यमिक विद्यालय  
(क्षेत्रीय विद्यालय)  
लामाचौर, पोखरा ।



सम्पूर्ण महानुभावहरूमा हार्दिक प्रणाम !

१. फेरि अर्को पच्चिस वर्ष बितेको छ र विद्यालयले अब स्वर्ण जयन्ती मनाउँदैछ । एगबोसा आज पुनः त्यही स्थितिमा छ जो आजभन्दा पच्चिस वर्ष अगाडि थियो । पच्चिस वर्ष अगाडि जस्तै आज एगबोसा काठमाडौंमा सक्रिय छ र पोखरा पनि..... तर केही कुरा भिन्न छन् आज हजारौं पूर्व विद्यार्थीहरू एगबोसाको सम्पर्कमा छन् प्रत्यक्ष अप्रत्यक्ष रूपमा विभिन्न मिडियाका माध्यमबाट । यस अवधिमा एगबोसाले आफ्नो शक्तिलाई बुझ्ने मौका पाएको छ । फलतः एगबोसाहरूको सन्जाल मार्फत भूकम्प पीडितका लागि करिब बिस लाख बराबरको सहयोग रकम सङ्कलन र वितरण भएको छ । एगबोसासँग सयौं राष्ट्रिय रूपमा ख्याति प्राप्त र सफल लेखक, कलाकार, राजनीतिकर्मी, संस्कृतिकर्मी, उद्यमी, पेसा व्यवसायी एवम् डाक्टर, इन्जिनियर र अन्य क्षेत्रमा गौरवपूर्ण स्थान बनाउन सफल व्यक्तिहरू छन् ।
  २. एगबोसाको विकास र विस्तारमा अवरुद्ध विषय भन्नु नै एगबोसाले समयमा पाउन नसकेको नैतिक समर्थन हो । एगबोसा स्वयम्मा पूर्व विद्यार्थीहरूको संस्था मात्र होइन स्वयम् विद्यालयको ख्याति, हितैषी र प्रवर्धक हो भन्ने सोचको कमी हो ।
  ३. एगबोसाले अब आकार ग्रहण गरेको छ र अप्रत्यक्ष रूपमा जराहरू विस्तार गरिरहेको छ, देशको भूगोलभन्दा बाहिर टाढा टाढा सम्म । हामी सबै जसले विद्यालयलाई हृदयदेखि नै माया गर्छौं एगबोसालाई पनि माया गर्नु अपरिहार्य भएको छ । हामी सबै जो एगबोसासँग आवद्धता राख्दछौं, यसको कारण हो हामीले विद्यालयको प्राङ्गणमा बिताएको एक दशक र त्यसमा अन्तरनिहित मधुर स्मृति, उत्प्रेरणा र विद्यालयले हाम्रो अवचेतनमा प्रदान गरेको आध्यात्मिक सन्तुष्टि भनेर बुझ्नु अनिवार्य भएको छ ।
  ४. अब सितारलाई थोरै साजनु पर्ने भएको छ र सितारबाट निस्कने सङ्गीतलाई बुझ्न पर्ने भएको छ । बुझ्नुपर्ने कुरा के हो भने सितार बिना सङ्गीतको कल्पना गर्न सकिँदैन त्यस्तै सङ्गीत नदिने सितार पनि अर्थ हीन हुन्छ । अब सितार र सङ्गीत दुवैको महत्त्वलाई अभिवृद्धि गर्न तर्फ लाग्न आवश्यक भएको छ ।
  ५. विद्यालयले संस्थापना कालदेखि हालसम्म देशको शिक्षाको विकासमा उल्लेख्य योगदान दिएको छ । देशलाई आवश्यक जनशक्तिको विकास, विस्तार र प्रवर्धन गरेको छ । साथै यस अवधिमा स्थानीय, राष्ट्रिय र अन्तरराष्ट्रिय स्तरबाट प्राप्त सम्मान र उपलब्धीहरू हाँसिल गर्न सफल भएको छ । यो विषय हामी सबैका लागि गर्व गर्न लायक विषय हो र यो सफलताको लागि विद्यालयलाई बढाई दिन चाहन्छौं ।
  ६. विशेषतः नेपालमा शिक्षाको विकासका लागि उल्लेख्य भूमिका निर्वाह गर्ने युनाइटेड मिसन टु नेपाल, विद्यालयका संस्थापकहरू, सम्पूर्ण विद्यालय प्रिन्सिपल सरहरू र शिक्षक सरहरूप्रति प्रणाम अर्पण गर्दछु । साथै शिक्षामा निहित प्रगतिशीलता, आयात्मिकता र आध्यात्मिकता जस्ता विषयप्रति विद्यालय अझ बढी गम्भीर हुनेछ । यिनको प्रवर्द्धन गर्ने विषयप्रति प्रतिबद्ध रहने छ र विद्यालयलाई राष्ट्रको एक नमुना विद्यालयको रूपमा आफुलाई विस्तार गर्न सफल रहने छ, भन्ने विश्वासका साथ सफलताका लागि सम्पूर्ण पूर्व विद्यार्थीहरूका तर्फबाट शुभकामना दिन चाहन्छु ।
- धन्यवाद,

दिनेश कुमार श्रेष्ठ  
अध्यक्ष, एगबोसा





## *Ex- Gandaki Boarding Students' Association*



### *Best Wishes*

Gandaki Boarding Higher Secondary School has established itself as a symbol of excellence in education. Nearly 5,000 students have now graduated from the school, and are leading and excelling in national and international arena; but the pride of being a Gandakian lives on in everyone's heart.

EGBOSA is committed to bringing all Gandaki Boarding School Alumni into a common network and create a social hub - providing a platform for interaction, cooperation and support- as well as to give back to its Alma mater and the larger community. Towards the same intention, EGBOSA Kathmandu has announced its support for two significant projects on the occasion of the Golden Jubilee: one, the construction of the school swimming pool, and the other, 'Ex-students' Scholarship Fund'. The school had launched an ambitious campaign for the Golden Jubilee aiming at incorporating ICT in Education, a Master's Program in GCES, and a swimming pool of national standard. It is our great pleasure that EGBOSA has decided to extend support to the school's campaign for the construction of the swimming pool, which will benefit the school in attaining international standard. Secondly, Gandaki Boarding School's uniqueness lies in its scholarship program which has long since enabled students belonging to the most disadvantaged communities and rural areas to get the rare opportunity for quality education. This opportunity has not only benefited the children individually, but also the entire nation through the production of capable human resources who are committed to work for the

development of their communities and regions. It is our pride that EGBOSA is now launching the Scholarship Fund in order to support the school to continue this historic tradition. Besides these projects, EGBOSA is also actively collaborating with the school for the planning and execution of the Golden Jubilee Celebration.

In the fifty years of its history, the school has earned a community of remarkable alumni who have a true potential to contribute to the success of the school; and we are grateful that the school has now adopted a policy of functional partnership with the alumni to help realize this perspective. With the official endorsement of this collaboration, EGBOSA now has a stronger motivation to support the school for better educational achievement. GBS has a true potential to grow from a regional school to a school of international standard, and for this, we extend our support and best wishes.

On behalf of EGBOSA Kathmandu executive committee and the entire alumni, I extend my very best wishes to the school for the historic GOLDEN JUBILEE CELEBRATION as well as the launching of the GOLDEN JUBILEE SOUVENIR to mark its glorious fifty-year history.

Anjita Parajuli  
President  
EGBOSA Executive Committee, Kathmandu





Rabi Prasad Baral  
Principal

## Message from the Principal

Dear all,

A warm greeting!

It is indeed, a matter of great jubilation in note that the Gandaki Higher Secondary Boarding School (GBS) has come a long way since its commencement in 1966 AD is entering into the 50th year of its existence. Today the school has established itself as one of the finest institutions in the country for the dynamic and holistic learning opportunities it offers.

Gandaki College of Engineering and Science (GCES), an extension to GBS, the one and only Software Engineering College in the country has so far completed its sixteen years of academic excellence. The implementation of GCE A-Level curricula in the Science Stream has been marked with great success and has provided our science students with the wonderful opportunity to study international Cambridge courses here in Nepal and thus prepare for a tertiary study at home and abroad. For a period of five decades it has been producing ideal manpower required for the nation and its development.

A pivotal role of education lies in shaping the personality of a child into a healthy mind and happy soul, who is not only equipped with 21st century skills and aptitude required for academic excellence but helping him face the challenges of life in a balanced and harmonious way.

GBS, as the first Regional School of Nepal, we pursued distinctions in all the dimensions of education; academic arena, sports, art and culture, humanitarianism and most importantly in the building of character in an individual and over the past 50 years has become amazing for all. Our students are expected to continue showing growth socially and emotionally as well as demonstrating it in their academic lives.

The world that our students are growing up in is fundamentally different from what we knew as children. Looking it ahead, we have prepared a long-term plan to develop GBS as a charter academy meaning the introduction of Information and Communication Technology into our educational system. We are now delighted to inform you that the ICT in Education Project is approaching its implementation phase and a swimming pool is also in the process of construction as a GBS-EGBOSA partnership project within this year.

As the celebration of the Golden Jubilee takes off in this academic year 2015/2016, every one of us must feel highly esteemed enough to be the part of the great event. To celebrate this mega event, the school is celebrating its Golden Jubilee, 50 years of excellence in education, in a magnificent way with a series of activities around the theme "Shining to outshine with a golden radiance."

As the school celebrates 50 years of excellence educating children there is much to be thankful for and many to be congratulated. I would like to remember and express my profound appreciation to the United Mission to Nepal (UMN), founders, land owners, all the ex-staff members, and former Principals who have worked tirelessly to make GBS what it is today.

The co-operation and encouragement that GBS has received so far from the Ministry of Education has always been the inspiration for all of us. Moreover, I am indebted to the Board of Trustees, the Management Committee for their continuing support by assisting GBS to expand its influence in the educational sector of Nepal. I appreciate our parent fraternity for supporting the school in every aspect. The involvement of the alumni and community in our school is vital to our success. I take this opportunity to appreciate efforts made by the editorial board constituted for this task. I hope this precious document will prove to be enlightening and intellectual treat to all readers.

I laud the relentless efforts of our faculty and non-teaching staff for giving their best in bringing out the best in each student. I would exhort the students to be always modest, humble and disciplined, while being ready to expand the horizons of their knowledge and skills by dreaming big and working hard.

As the Principal I feel honoured and privileged to be able to face the future with confidence, alongside so many from all walks of life, those whose lives have met and been woven into the living tapestry, that is, Gandaki Boarding School.

Wishing one and all a fruitful Golden Jubilee Year 2015-2016 !

Yours sincerely,

**Rabi Prasad Baral**





**Krishna Prasad Adhikari**  
Chief Editor  
HoD, English Department

## Editorial....

History does not originate itself; it is to be made with the strenuous efforts of some likeminded people. Combination of time, requirements and unfathomable contribution of a ten member committee of Nepalese dignitaries gave birth to Nepali Adarsha Vidhyalaya in Lamachaur, Pokhara in 1966 A. D. in association with the Government of Nepal, Shining Hospital and United Mission to Nepal. Its establishment is a milestone, a landmark and a historical epoch in the domain of education. We would like to pay tribute to them for their enterprise. This school designated as Gandaki Avashiya Madhyamik Vidhyalaya on 11th Nov. 1979 and later renamed as Gandaki Boarding School in 1985 has been able to travel miles ahead.

Our well-wishers laid the foundation rock of GBS. Our predecessors definitely underwent a series of ups and downs. Their untold sufferings in the initial days, their perseverance and their unceasing efforts paved the way for the present status of this school. Now we have been fortunate enough to uphold its historic flavor. Together with that, its name and fame has now spread far and wide. Still, there are some propositions to be fulfilled in order to maintain its standard. First, its dignity should not be ephemeral. Again, the combined effort of its workaholic should not be the antithesis of the momentum it has arduously gained. In addition to this, some bright children living in the penury must reach their destination, GBS. Our achievements should also remain exemplary in maintaining the paradigm of quality education for centuries and such education should be the yardstick of our success.

Students now adhere to umpteen rules and regulations which have already been formulated. We have been using the same infrastructure. In addition to it, there are some modifications and new structures here. On the one hand, we are respecting antiquity, the gems. On the other hand, we are welcoming new dimensions appearing in the course of time. We accept that change is inevitable. GBS is really true to this. Going back

to the past, we find that our initial phase was the sole hope and the only good school without competition. But today instead of such monopolistic market, both community schools and private schools are posing some sort of new challenges to us. We know that the more challenges there are, the more refined and updated we can be. We anticipate that this positive attitude will direct us to move from darkness to light, from rest to motion and from monotony to excitement. Hence we are keeping pace with time accepting the significance of information and technology to be applied to education.

The GBS Carnival, the Reunion Programme is our ultimate destination. We are enthusiastically waiting for this opportune time to get together, share our feelings and this juncture will help bridge the long gap of face to face communication between us. The GBS jamboree will turn out to be a genuine family gathering of many of our institutional predecessors and new generations. We presume that it will be the ecstatic moment for us.

We publish a souvenir every year. However, this issue is something exceptional as it incorporates scores of new items and it also travels from its golden history down to its modern period. It strives to commemorate the activities, the achievements, and the journey of hurdles and success stories. It also encompasses reminiscences of the GBS alumni, ex-staff and articles of current students and staff. We appealed to each concerned to produce memoirs and articles. As in the past I have not been able to adjust all the articles submitted so far. I really apologize to the concerned because we are supposed to make this souvenir unique. I will try to cover some of them in another souvenir. I would like to thank the contributors for helping us bring out this issue. I equally would like to acknowledge the suggestions and guidance I warmly received from the Principal, Vice Principal, Administrative Officer, the other editors and the technical support that I could receive from the GBS alumnus, Sindhiya Sharma.



## सम्पादकीय ...

“देऊ र देवता बन” हाम्रा पूर्वजहरू भन्ने गर्थे । वास्तवमा जीवन भन्नु नै दिनुको सम्पूर्णता रहेछ । हाम्रा प्राचीन पूर्वजहरूको यो दान-पुण्यताको महानता आज खड्किइ रहेको छ । जुन धर्ती, जहाँ हामी बसोबास गरि रहेका छौं, जसले हामीलाई जिउने आधार दिएको छ । दिनुको यो महानताकै कारण धर्तीलाई हामीले धर्ती मात्र कहिल्यै भनेका छैनौं । ‘हे धर्ती माता !’ भनी प्यार एवम् सम्मान गर्थौं । जब प्यासमा हामी जल्यौं, धर्तीबाटै हामीले जल प्राप्त गर्थौं । पिता पुर्खादेखि नै हाम्रा प्यासी मनहरू तृप्त बन्दै आए । त्यसैले हामीले प्रार्थना गर्दै आयौं, ‘हे जल देवता !’, हाम्रा प्यासी मनहरूलाई तिमी यसरी नै तृप्त गर्दै रहू । ती मनमय वाणीहरू ।

चिसोले जब हामी कठ्याडग्रियोँ, न्यानोपनको खोजमा हामी भौँतारियोँ । तेज एवम् तापको अभावमा हामी तड्पियोँ । हामीले आकाशमा सुनौलो ज्योतिर्मय पिण्ड देख्यौं र भन्यौं, ‘हे सूर्य देव !’, हामी सारा धर्तीवासीहरूलाई सदा सर्वदा यसरी नै न्यानोपन प्रदान गर ।

आहा ! हाम्रा परम् आदरणीय ती पूर्वजहरू, प्रकृतिमय भई बाँचे । प्रकृतिसँगै हाँसे, खेले, रोए, रमाए । प्रकृतिबाट कहिल्यै टाढा गएनन् । प्रकृतिले पनि उनीहरूलाई प्यार गरि रह्यो । यही मनमय लोकमा उनीहरूले अन्तर जगत्को सुखद यात्रा गरे । पलपल धड्किइ रहने हृदयको धड्कन र श्वास मार्ग हुँदै सम्पूर्ण शरीरलाई सिञ्चन गर्ने प्राण-वायुको अद्भुत साङ्गीतिक कलाको अनुभूत गर्न उनीहरू सफल बने । यही अलौकिक साङ्गीतिकता भित्र, मानव-तृष्णाको निस्सारता देखे र मानव चोलाको मर्म भेटे । धर्ती सबैकी माता बनिन् । सबै प्राणी उनका सन्तान बने । वेद, पुराण, उपनिषद्का वाणीहरू उनीहरूका आदर्श बने । दानशीलता उनीहरूको जीवनशैली बन्यो, तर आज तिनै पूर्वजको सन्तान मान्छे प्रकृतिदेखि भागदै छ । मान्छेदेखि भागदै छ । हिजो दिनुमा गर्व गर्ने मान्छे, आज लिनुमा मात्र हैन, लुट्नमा गर्व गर्दै छ । हिजो बचाउन गर्व गर्ने मान्छे, आज मार्नमा गर्व गर्दै छ । हाम्रा प्राचीन आस्थाहरू, पवित्र मानव-धर्महरू, कसरी प्रतिदिन खण्डित हुँदै छन् ! मान्छेले कसरी भुल्यो आफ्नो धर्म ! भनिएको छ, “धर्म एव हतो हन्ति धर्मो रक्षति रक्षितः । ..धर्मेण धार्यते लोकः ।” बचाउने र मार्ने मूल कारण धर्म हो । धर्म कहाँ छैन ! प्रकृति स्वयम् धर्म निष्ठ छ । उसले आफ्नो धर्म कहिल्यै छोड्दैन । अर्थात् धान रोपेको ठाउँमा कतै कोदो फलेको छैन । वादल वर्षा गरि रहेकै छ । पानीले प्यास मेटि रहेकै छ । वायु प्राणी तथा वनस्पतिको जीवन बनि रहेकै छ । आकाशमा



रामप्रसाद लामिछाने  
सम्पादक



कैदारप्रसाद ढकाल  
सम्पादक

अनन्तता रहि रहेकै छ । धर्म छोडेको छ भने मान्छे जातको प्राणीले मात्र आफ्नो धर्म छोडेको छ, बिर्सेको छ । मान्छे प्रकृति-माताको सर्व श्रेष्ठ प्राणी ! उसले अरू प्राणी प्रति न्याय गर्न सक्नु पर्छ । सबै प्राणीले धर्ती-माताको काखमा निर्भय भएर बाच्न पाउनु पर्छ । यथार्थ उल्टो छ । लाखौं एकड हरभरा भूमि मान्छेकै कारण कङ्क्रिटको जङ्गल भएको छ । उड्ने पक्षीले गुँड बनाउने रूख पाएका छैनन् । दुई खुट्टे तथा चार खुट्टे जनावरले चर्ने चौर पाएका छैनन् । मान्छे भने ती सबै अबोध, अज्ञानी पशु-पन्छीहरूको स्वतन्त्रता खोसेर, गास, वास हरण गरेर अनि तिनीहरूकै रगत र मासुले पेट भरेर रमाएका छन् । मान्छेबाट भएको यो कस्तो न्याय हो ? यही अवस्थाप्रति इङ्गित गरेर कवि शिरोमणिले भनेका छन् “हिंसाको गड्गा-जलबिन सबै उन्नति-कला । खरानी भै तिम्रो मनुज नगरोस् दीर्घ सुकला ॥”

आग्रह पूर्वाग्रहबाट मुक्त रहेर मानिस मस्तिष्कका साथ मात्र होइन, हृदयका साथ साथ जिउने प्रयास गर्नु पर्छ । बालबालिकाहरूले हामीबाटै सत्य, न्याय र मानवताप्रति निष्ठावान् रहने प्रेरणा प्राप्त गर्न सक्न् । सत्य, न्याय र त्यागपूर्ण सम्पन्नता भित्रै जीवनको उच्चता देख्ने अन्तरदृष्टि फेला पार्नु । यसका लागि अभिभावक, शिक्षक, समाज र सरकार सबै सँगै अधि बढ्नु पर्छ । अनि मात्र मानवोचित समाजको परिकल्पना साकार हुनेछ । यही नै अहिलेको आवश्यकता हो । यही मर्मलाई आत्मसात गर्दै गण्डकी आवासीय उच्च मा.वि.ले पचासौं वर्ष पुरा गरेको शुभ अवसरमा प्रकाशित यस ‘स्वर्ण जयन्ती स्मारिका’ मा हामीलाई प्राप्त भएका यस शैक्षिक संस्थासँग सम्बन्धित सम्पूर्ण महानुभावहरूका निजी विचार, स्मरण तथा शुभ कामनालाई जस्ताको त्यस्तै स्थान दिने यथा शक्य प्रयास भएको छ । आशा छ, यी नयाँ तथा पुराना उपलब्धि तथा अनुभवले यो संस्थालाई अझ बढी ऊर्जा मिल्ने छ । हाम्रो कार्यमा सहयोग पुर्याउनु हुने सम्पूर्ण सहकर्मी साथीहरूप्रति आभार प्रकट गर्दछौं । धन्यवाद ।

गण्डकी फुल-बारीका फुल हे दिव्य सुन्दर ।

सत्धर्म कर्ममा रम्दै सिर्जना विश्वमा छर ॥

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## GBS History at a Glance: 50 Years of Excellence in Education

### December 1965

The school came into existence as a result of talks in December 1965 among 3 groups of people:

1. The Local community of Pokhara represented by Mr. Laxya Bahadur Gurung and Mr. Bhupi Sherchan;
2. The Shining Hospital (Now INF), represented by Dr. Gerald Turner and Mr. Stan Wall; and
3. The United Mission to Nepal (UMN), represented by Mr. Jonathan Lindell and Mr. Howard Barclay.

A lot of hard work was done at different levels. The Shining Hospital of Pokhara and the UMN worked together and eventually decided to help open this school at the request of a body of members who were very keen on establishing a boarding school in this part of the country. This school was the first boarding school outside Kathmandu Valley.

The following members of the Committee approached UMN and Shining Hospital and proposed a boarding school to be established in Lamachaur area:

1. Mr. Rajeswar Devkota – First President of the Committee (Chairman of the National Panchayat)
2. Mr. Nanda Bahadur Malla – Chairman (Gandaki Zonal Commissioner)
3. Mr. Laxya Bahadur Gurung – Vice Chairman (Chairman of the Gandaki Anchal Panchayat)
4. Mr. Bhupi Sherchan – Secretary (The famous poet of Nepali Literature)
5. Mr. Trilokya Nath Shrestha – Member (Secretary of P. N. College, Pokhara)
6. Mr. Maheswar Sharma – Member (Secretary of the Gandaki Anchal Panchayat)
7. Mr. Parsuram Basnet – Member (Pradhan Pancha of Batulechaur Village Panchayat)
8. Mr. Pandit Muktinath Sharma – Member (A Local Teacher)
9. Mr. Shri Prasad Gurung – Member (A social worker)
10. Mr. Liladhar Sharma – Member (Pradhan Pancha of Lamachaur village Panchayat)

‘Nepali Adarsha Vidyalaya’ began with 6 teachers, 60 students in grades I – IV housed in 6 bamboo-thatched buildings on the rented land, at Amala Bisauni hill (the present water reservoir popularly known as ‘Pani Tanki’) on the way to Batulechaur.

### 1966

The representatives of the Shining Hospital, the UMN and Lamachaur village met and signed a mutual agreement on 1st August 1966. The terms of agreement and signatures are given here.

#### MUTUAL AGREEMENT

August 1, 1966.

We three parties hereby express our wholehearted decision and intention to create the Nepali Adarsha Vidyalaya in keeping with the following policies:

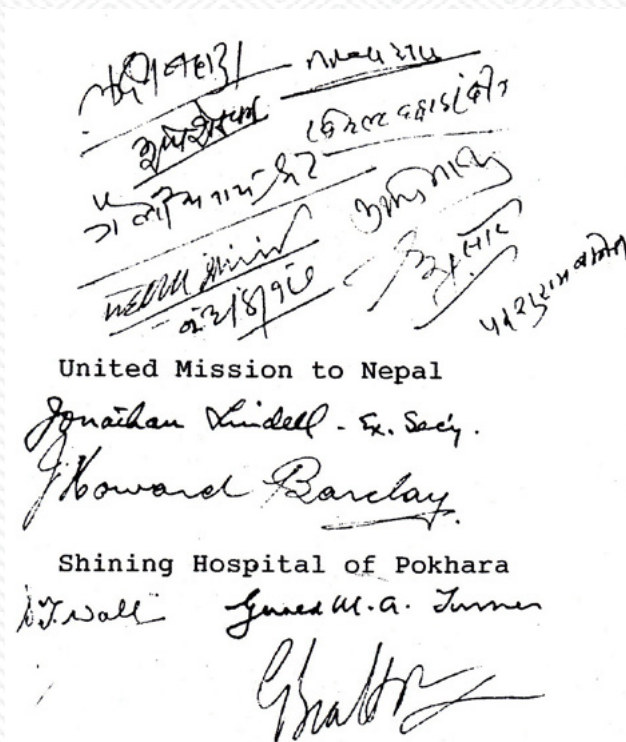
1. Joint equal financial responsibility (this does not mean equal financial grants.)
2. To work according to the HMG Education Code.
3. None of the member parties can leave for five years.
4. Our object will be to construct the buildings, get all the necessary furniture and educational materials within five years.

Preparatory Committee



Khadananda Sharma  
A-Level Supervisor





A UMN surveyor and engineer's report concluded that the hill-site was not suitable for the school to function and a new site of about 20 acres of land was found and about half of this had already been given by the villagers and the rest had to be purchased. The new site was the place where the school is presently situated.

### 1967

The school governing body prepared of constitution of the school, approved salary scales for the staff, policy of employment, employment contract, rules of health insurance, as well as plans of work, personnel and budgets for 1967 was made.

Mr. Jonathan Lindell, UMN representative, was the chairman of the school. Two others from UMN Mr. Howard Barclay and Mr. Colin Smith served as members and attended the Board Meetings. Mr. Rajendra Kumar Rongon of the college of Education in Kathmandu replaced Mr. Lindell as the representative of UMN in the school's Board meeting.

The aim and plan of the school was to add a class each year until a full class ten high school was established. Though the medium of instruction was Nepali, emphasis was given in English.

The school was registered and approved by the ministry of Education, HMG. The document given below testifies it:

### 1968

In the process of several changes, some important decisions were made in 1968. A building committee was formed under the leadership of Mr. R. Mowell and a large piece of land over 100 ropanies was purchased. The first building construction named as Industrial science block (now maintenance workshop) was started and aimed to complete by May 1973. Mr. Buckner was asked to supervise the building programme and Mr. Asher was to set up an Agricultural Training Programme as a part of school curriculum.

Ms. Martha Mukhiya was the founder headmaster of the school, who was to be replaced by Tom Valvik from the following year.

#### To whom it may concern

Nepali Adarsha Vidyalaya Amala Bisauna, Pokhara is an approved and registered school by His Majesty's Government since 1966. The United Mission to Nepal and the Shining Hospital Mission of Pokhara have been granted permission by H.M.G. to participate in the administration and staffing of this school in accordance to the current rules and regulations of the department. Any assistance helpful in the development of the school will be appreciated.

*Netra B. Thapa*  
(Netra B. Thapa)

### 1969-70

Mr. Tom Valvik was appointed as the headmaster of the school from February 1969. The number of students enrolled in the school reached 76. Agriculture, as a vocational subject, was introduced, new staff members were added, the construction of school building programme started and scholarship assistance scheme introduced.

Parents gave constant pressure to introduce English as 'Medium of Instructions' but the then HMG did not accept the request.

The school was in its early creative years and was working with a number of needs and difficulties but continue for its growth and development.

### 1971

The school became a full-fledged high school with 8 boys in class 10. Because of some disturbances, 6 students left class 10 and 2 class ten boys wrote their send up examinations and qualified for the SLC Examination. The two student Gagan Gurung and Purna Lal Kayastha were the first SLC graduates of this school.

In July 1971, Mr. Jonathan Lindell became headmaster and at the end of the year a building was built and occupied. By this time, the school had 186 ropanies of land within the campus with 18 buildings and supporting facilities in equipment, furniture, electricity, water etc.



The year was very important for some changes took place because of the introduction of the New Education System plan. These changes are:

- The New Education System Plan was introduced in all schools of Kaski and Chitwan districts.
- As per the New Education Rules, the ownership and management was transferred from the private hands into the hands of HMG's District Education Committee. An Advisory Committee, to manage the school on its behalf, was formed. The UMN and INF each sent a representation on this Advisory Committee.
- Former 'Mutual Agreement' of the three co-operating bodies of the school expired in August.
- The agreement was revised and renewed for another five years. The UMN and INF continued their co-operative assistance in the school.
- Nepali Staff, working in the school got terminated with the former 'School Board' but they got the letters of employment from their new employer, i.e. District Education Officer Who could employ, appoint, transfer or terminate the staff members working at this school.

### 1972

Five foreign missionary volunteer teachers worked in the school. They received appointment letters from the DEO, approved by the MOE for two years. Some more missionary staff were serving in the school, such as Building Engineers, Business Manager, Farm Manager and Hostel Supervisor.

The school was changed from the high school to a Middle School as instructed from the District Education Office. This caused difficulties and substantial adjustments in several areas. In 1972, 2 students sat for SLC and all passed.

Discussions went on in the MOE as to the future of this school. Officers visited the school, reports and recommendations were submitted to the MOE for the



school's further growth and finally, became a Boys Boarding Vocational High School with the added feature of being the 'Model' School in the Western Development Region.

### 1973

Ministry of Education gave permission to this school to be a high school in 1973. Class VIII was re-opened and agriculture (a vocational subject) was re-introduced.

The number of students reached 216 as against 158 the previous year. Students represented 22 out of 75 districts in the country. The school went on progressing in spite of several difficulties. To quote Jonathan Lindell, "The year 1973 has not been without difficulties, but as we look back at the difficulties that have been surmounted, we can see that they are the 'growing pains', which are slowly bringing the school to maturity."

### 1974

Class IX was added and the student enrolment reached 250. As for the building programme, 1974 showed good progress. The Administrative Block and two classrooms were completed and the construction work continued in building a staff quarter, hostel and science classroom block.

### 1975

A total of 325 students were anticipated including class X, which would make the school a full High School. 2 staff Krishna Adhikari and Chandra Devkota who had been away to Allahabad Agricultural Institute on UMN scholarship returned to the school, after having graduated from Allahabad. Two more vocational subjects were added.

The year had been characterized by much thinking, discussing with the school staff and HMG Officials, the outcome was to add another section in each of the High School classes. (VIII-X). More infrastructures was added, primary classes (I-III) were phased out.

'Recruitment of students from the remote areas of the country was another highlight of the year. A recruitment team of the school visited 7 Northern districts of the western region, and interviewed, tested and selected more than 30 new students.

Finally, the school enrolment reached 300, including 12 students in class ten.

### 1976

All the 12 students passed the send-up and SLC examinations. The school had already been recognized as a High School by the MOE. Some significant events of the year were:



- Inter-House competitions in 20 different activities, held in 85 scheduled matches throughout the year.
- 10 clubs functioned under teachers' supervision and guidance.
- A week long Educational tour to Kathmandu for two sections of class 8 students was held.
- Selected students participated in a dozen events of the Kaski District Level 'Birendra Shield Competitions' and won the Birendra Shield (1st Place) for the school.
- 12 students wrote SLC examinations and 11 of them passed.
- As decided earlier students in class I were not enrolled, instead class VIIIB was created.

**1977**

The school lost the services of some senior staff: Jonathan Lindell, Larry Asher and Bob Buckner. The previous year's class X students had 17 out of 19 pass in the SLC (1st Division= 7, 2nd Division = 10).

A new 'Chaukidar's house, a laundry house, the fifth staff quarter and fencing the whole compound of the school was completed.

Financial assistance from the Dutch government to build the Gymnasium Hall was confirmed and construction work would start next year.

**1978**

The school welcomed some new UMN staff: Tom Haggerty, Finlay Hodge, Bob Burkholder, Pekka Sepponen, Rodney Simmonds and walter MC Caslin. Mr. Brian Wood Joined the school as Headmaster.

Bob Smith, David Carson, John Peterson and Adrian Evans, and Nepali staff Youbraj and Chhabilal Acharya



*A visit to GBS by King Birendra*

left the school.

Academic and sports successes continued to show the school as an emerging, leading school in the Gandaki



*King Birendra inquiring about GBS infrastructure*

Zone.

29 out of 32 boys, passed with 9 students in 1st Division, 19 students in 2nd Division, one student had provisional 2nd division. pass. This year also the school won the 'Birendra Shield in Games and Sports in the Kaski District. Mr. Bam Dev Sharma took training in South India at a Christian Counselling centre. The school saw the last class III and class XB would be created instead. A new school magazine came out in December.

**1979**

A full fledged school from class 4 to 10, **classes I-III completely phased out**, two section in 8-10. His Majesty King Birendra visited the school on 22nd February 1979 (29Magh 2035 B.S.)

**The construction of the Gymnasium hall was completed.** It was a significant addition to the school campus.

The year was once again a period of strike and student unrest. Classes were disturbed for few weeks. A 'Sahayog Samiti' was formed under the chairmanship of George John and other members were: Radhe Shyam Kayastha, Gopal Baidya, Durga Man Singh, Rudra Bhandari and Yagya Bahadur.

42 out of 51 students passed in SLC with 10 students in 1st Division, 26 in Second Division and 6 in the 3rd Division.

The school's name was changed from 'Nepali Adarsha Vidhyalaya' to 'Gandaki Aawashiya Madhyamik Vidyalaya'. The letter to this effect was received from the District Education Committee on 24 Kartik 2035 B.S. (11th November 1979)

**1980**

The year 1980 marked the end of UMN involvement after completion of the main building of the school and underwent another phase in its history with new name under the supervision, management and control



of HMG. The following document, signed on 18th Nov 1980 gives a clear picture of the situation.

THE UNITED MISSION  
TO NEPAL

HMG OF NEPAL  
MINISTRY OF EDUCATION

GANDAKI AVASHIYA MADHYAMIK VIDYALAYA  
(GANDAKI BOARDING SCHOOL)

In 1966 a Committee of Local Citizens, the International Nepal Fellowship (Shinning Hospital, Pokhara), and the United Mission to Nepal agreed to construct and give assistance to a Boys' Boarding School in Lamachaur, Pokhara.

In 1980 the physical construction of the school was completed, at a total cost of Rs. 78,69,940 of which Rs. 20,33,026 was contributed by the United Mission to Nepal and Rs. 58,36,914 was contributed by the Inter Church Coordinating Committee for Development Projects, of the Netherlands.

On November 18th 1980 the buildings, land, and equipment listed were handed over by the United Mission to Nepal to His Majesty's Government, Ministry of Education, to be held, administered and maintained by the School Managing Committee for the Kaski District Education Committee.

Signed:-

For and on behalf of  
United Mission to Nepal.

For and on behalf of  
His Majesty's Government  
Ministry of Education.

No UMN personnel were involved in top leadership roles in the school rather they worked in supporting and back up roles. However, a limited member of expatriate staff continued their help to run the school.

The year experienced further change when DEO funding was cut-off and the school had to increase 50% in academic fees to run the school.

Staff were able to maintain their DEO appointment till then, but they were uncertain about their future.

This year Mr. Brian Wood, the Headmaster, died and Bhoj Raj Neupane, a long time assistant to the Headmaster became Acting Headmaster. It showed the step of withdrawing UMN personnel, bit by bit from the school.

The school achieved excellent results in 1980 SLC Examination. Out of 55 students 54 students passed with 98%.

### 1981

The school made repeated request to the Ministry to Education in 1981 to allow GAMV to remain a government school, but was turned down and the school remained a private boarding school. A managing committee was formed under the chairmanship of Mr. George John, from P. N. Campus. The Committee worked through a difficult transition period and got the school firmly established under new conditions. It worked out a new policy of employment for all staff and tried to attract teaching staff to a non-government institution.

The school won the Kaski District Birendra Shield for sports for the 3rd year in a row and had the shield at the school forever. Some new expatriate staff joined the school. They were Fredi and Aunelie Eglin, Bob and Eva Forsgren, and Richard and Heather Cameron. 30 students out of 40 passed the SLC examination.

Scholarship recruitment Programme went smoothly and the scholarship students showed good progress in both academic and sporting activities.

### 1982

1982 was one of the most difficult years for the school because of the students' strike in April. An investigation committee, set up by the District Education Committee, recommended certain changes in the school. Mr. Heramba Prasad Koirala became the Headmaster and Mr. Kesh Bahadur Gurung joined the school as the Domestic Superintendent. Mr. Dilip Kumar Sharma joined the school as Health Assistant. UMN continued its support to the school as previous years.



The SLC results of this year show that out of 64 students, 16 passed in 1st Division, 24 in 2nd Division and 4 in 3rd Division with 68% passed. The school again won the Birendra Shield in inter-school Sports Competition.

### **1983-84**

The years 1983-84 were important in the history of the school, which laid the foundation of the Regional School. In April 1983, the UMN Board of Directors approved the proposal that the UMN would be involved in GAMV Regional School.

#### **LETTER OF UNDERSTANDING**

**between**

**HMGN's Ministry of Education and Culture  
and the United Mission to Nepal**

**Concerning cooperation in the Proposed Regional School to be established at  
Gandaki Avashiya Madhyamik Vidyalaya (GAMV), Lamachaur, Pokhara, Nepal.**

His Majesty's Government of Nepal (HMGN) represented by the Ministry of Education and Culture (MOE) and the United Mission to Nepal (UMN), desiring to establish a Regional School of an International standard in Lamachaur, Pokhara in order to provide to capable students from a cross section both financially and socially a high quality broad-based education to fit them academically and with suitable character for service in the growing and developing nation of Nepal, agree to enter into the following Letter of Understanding:

#### **1. Agreements**

- 1.1 This letter of Understanding shall be subject in all respects to the terms of the General Agreement in effect between HMGN and UMN from the 29th of May 1980 and any subsequent renewal of that agreement.

#### **4. Definition of Activities and Location**

- 4.1 This letter of Understanding provides for the UMN to undertake activities to assist the MOE in the development of the Regional School proposed to be established in the present GAMV, Lamachaur, Pokhara.
- 4.2 These activities include development of curriculum, extra-curricular activities, recruitment of expatriate staff to assist in the teaching and administration of the school, recruitment of students for fee-paying and scholarship places from the Mid-Western Development Regional of Nepal, training of staff through In-Service on-the-job training as well as in other institutions in India and Nepal, and for raising limited funds to help in these activities where they are not provided for through the school fee structure.
- 4.3 The activities and curriculum of the school will be planned according to the Project Proposal for Regional Schools, as approved by HMGN.

#### **5. Provision by the UMN**

- 5.1 The UMN will seek to recruit up to six qualified members of staff as volunteer expatriates to assist in the development of the total school programme. Where suitable Nepali members of staff can be employed to fill these positions, the UMN will offer counterparts in the first cases, planning to withdraw these workers whenever it is judged that the school is mature and ready to continue without their aid.
- 5.2 The posts to be filled by UMN expatriate workers are:

- a) Headmaster (or Co-Headmaster)
- b) Head of Science (or Co-Head of Science)
- c) Head of Mathematics (or Co-Head of Mathematics)
- d) Head of English (or Co-Head of English)
- e) Head of P.E. and Extra-Curricular (or Co-Head of P.E. and E.C.A.)
- f) Bursar (or Co-Bursar)



5.3 The UMN will seek to provide scholarship funds up to a maximum of 15% of the school recurring budget to enable boys from remote areas and from financially disadvantaged homes to attend the school.

7. Provisions by HMGN

7.1 HMGN shall provide for visas or permits to be granted for UMN expatriate personnel attached to this school to enable them to travel and live where required in order to carry out their work.

7.2 HMGN shall provide scholarship funds amounting to 10% of the school recurring budget to enable boys from remote areas and from financially disadvantaged homes to attend the school. This contribution will be a part of the total scholarship programme in the school.

7.4 HMGN shall allow the UMN to import items in the following categories, if they are deemed necessary to bring the school equipment to the required standard:

- a) School Vehicle
- b) Science equipment
- c) Library equipment and books
- d) Other teaching equipment

These items will be imported free of customs duty and charges.

Signed:

Keshab Prasad Nepal

Under Secretary

for HMGN

Date 27<sup>th</sup> Nov. 1984

R. M. Clark

Education Secretary and  
Deputy Executive Director

for UMN

Date 27<sup>th</sup> November 1984

Discussions went on several times between the UMN Education Secretary Richard Clark, and the National Education Committee of HMG, which resulted in the signing of a letter of understanding on 27th November 1984. The document given here itself is self-explanatory:

The SLC results were 96% pass in 1983 and 85% in 1984. Mr. Koirala left the school and Mr. Narhari Sharma became the Acting Headmaster. Another highlight of the year was the creation of the post of Administrator and Mr. Ken Afful, a UMN volunteer joined the school in July 1984 as the first Administrator in the school.

### 1985

The official opening ceremony of the Regional School was held on March 28, 1985 in which Dr. Suresh Raj Sharma, Member-Secretary of the NEC, was the Chief Guest.

Since 1985 the school had become an English Medium school and the name also changed as 'Gandaki Boarding School'. A new set of staff (both Academic and Administrative) started running the school. Policy of Employment, terms and conditions, rules and regulations and Medium of Instruction were all changed. The UMN provided personnel in some of the senior positions. Dr. David Bambach was the Headmaster of the school and Mr. David McConkey was the Assistant Headmaster (1985-86). However, the school was run under the direct control and management of



the Managing Committee, which comprised the local HMG officials. The National Education Committee had developed guidelines in 1983 for regional schools and this was applied here.

The UMN had been providing all sorts of physical facilities and some experts in different subjects since the very inception of the school in 1966. The dual authorities in the school prevailed as the financial resource of the school had been of its own but infrastructure development and other requirements, UMN had provided the school with necessary funds. On the other hand, the top officials of HMG in the Western Development Region had been the members of the Managing Committee who had actually run the school according to the NEC guidelines. To some extent, such uncertainties prevailed regarding the fate and future of the school and the staff working here.

English Medium started from class 4 in 1985 and the rest of the classes still followed Nepali Medium. GBS won the prestigious “Birendra Education Shield” for the best academic achievements in the WDR. Out of 49 students, 48 passed the SLC with 98% pass results in 1985.

#### **1986**

Since GBS was a Boys’ school, no girls were admitted until 1985. From 1986, the school became co-educational school and both Boys and girls were admitted. 16 girls were admitted in class 4.

The school always believed that a good qualification and training would help the teachers to disseminate knowledge to students well. In-service trainings were given to its staff ranged from short period training within the country to extensive observation tours and long period higher education programmes within Nepal and in overseas countries to equip the staff with more skills, knowledge, ideas and experience so that they can contribute more in their respective areas. The following staff members attended long and short courses. Mr. Krishna Bahadur Thapa (Bhakta) to Madras to study History for 3 years; Mr. Krishna Bahadur Thapa (OM), Miss Dolmaya Gurung, Mr. Liladhar Adhikari for short period English and Secretarial courses attended at UMN Headquarter.

GBS won the ‘Birendra Education Shield’ for the 2nd time, which encouraged the school to strive for educational excellence in this region. 62 out of 68 passed in SLC with 38 students in 1st Division, 22 in 2nd Division and 2 in 3rd Division with 92% pass.

#### **1987**

Once again, the school flourished under the able leadership of Dr. David Bambach as the Headmaster of the school. The school was fortunate to have service from 14 short-term volunteer teachers from abroad, who worked in the various departments of the school.

68 students appeared in the SLC in 1987. Out of which 20 students passed in 1st Division, 32 students in 2nd Division and 6 students in 3rd Division making 86% pass. GBS won the Birendra Education Shield for the 3rd time in the history of GBS for its excellent academic results.

The school welcomed Her Britannic Majesty’s Ambassador to Nepal, His Excellency Mr. Richard Burges Watson, Mrs. Burges Watson and the British Ambassador who visited the school on 27th April 1987.

Mr. Richard Cameron worked as an Acting Principal for two years (1987-88)

#### **1988**

The year 1988 had been a wonderful year with the achievement of **Rajendra Gurung** who became the **‘Board-First’ in the SLC results from GBS**. Out of 30 students in SLC 1988, 12 students were placed in 1st Division, 11 students in 2nd Division and 3 students in 3rd division making the pass percentage as 87%.

Australian Ambassador to Nepal, Her Excellency Ms Diane Johnston visited GBS on 12 Jan 1988. 18 short-term volunteer Teachers from various countries worked during this year. The first Girls’ Hostel was completed in the year 1988.



#### **1989**

Dr. David Bambach left the school and Mr. Ben Westerling, who was Scholarship Officer, became the Acting Principal in 1989. He added another brick to the further development of the school. As a result, the school stood at the top in spite of the difficulties here and there. A team from Orebro Mission of Sweden visited GBS on 19 Nov. 1989.

In 1989, 34 students sat for the SLC examinations. Out of which 11 students secured 1st Division, 17 students secured 2nd Division and 2 students secured 3rd Division, making the pass percentage 88.



**Dr. David Bambach, the Principal of GBS, was awarded 'Gorkha Dakshin Waahu' (the highest national award) by His Majesty the King on 13<sup>th</sup> April 1989.**

### 1990

By 1990, GBS had all classes (4-10) in English Medium; and girls in all classes: making a full co-educational school.

Mr. John Barclay became the Principal in 1990. Under his efficient leadership school continued its further growth and development. GBS won the 'Birendra Education Shield' 4 times so far.

24 students appeared SLC this year. Out of them 12 students obtained 1st Division, 10 students obtained 2nd Division, making 92% pass results. It was again a wonderful result.

### 1991

The year 1991 had been the most important year in the life of GBS for completing 25 years of growth and development. **Silver Jubilee Celebration of the school** was held on July 12, 1991. Dr. Suresh Raj Sharma the then Member-Secretary of the National Education Committee, now Vice-Chancellor, Kathmandu University was the Chief Guest at the Silver Jubilee Celebration of GBS on 12 July 1991.

27 students (First English medium batch) sat for the SLC Exam 1991 and out of which 26 students passed in 1st Division and 1 student in 2nd Division with 100% pass. It was a remarkable achievement of GBS.

Some dignitaries like British Ambassador to Nepal Mr. T.B.J. George Visited GBS on 25 April 1991 and British Council Director Mr. Richard Hale visited on 27th May 1991.



**School authority with the then Prime Minister  
Mr. Girija Prasad Koirala**

### 1992

The year 1992 had been the same as previous years, however, some new constructions were added in the life of GBS. Classroom building programme completed with Higher Secondary Education Centre. **10+2 Higher Secondary programme was inaugurated**; 32 students got enrolment that year.

GBS teachers like Mr. John Barclay, Narayan Prasad Uprety, Christine stone and Caroline Hinchcliffe were involved in framing the curriculum of 10+2 Higher Secondary Education at the invitation of HSEB. Similarly, the same teachers who were involved in the Higher Secondary Course design also designed model questions for HSEB.

**Mr. John Barclay, the Principal of GBS, was awarded 'Go Da Wa' by His Majesty the king on 14 April 1992.**

**For the first time, GBS students sat 'O Level Exams**, run by the Cambridge University, UK, unofficially in November 1992. Out of 80 students, 22 students obtained Grade 'A', 25 students obtained Grade 'B' 16 students obtained Grade 'C', 6 students obtained Grade 'D' and 3 students obtained Grade 'E' making altogether 90% pass in the first batch.

Similarly, out of 34 students in SLC 1992, 28 students were placed in 1st Division, and 6 students in 2nd Division. The pass percentage was 100% in 1992.

GBS won the Birendra Education Shield (Five times so far) for the best academic achievement of the school being the best in the Western Development Region.

In 1992, **EGBOSA was established** with the aims to bring the ex-students of GBS into the mainstream of academic excellence, career growth and social works within and outside the country. To encourage the students to excel in exams, EGBOSA has been awarding EGBOSA TROPHY to SLC and Higher Secondary Toppers every year.

### 1993

1993 was a significant year, as it saw GBS its full size as a Regional School. The subsequent development of GBS by the United Mission to Nepal has also reached its completion as planned.

A total of 571 students (409 boys, 162 girls) were studying in 4-12. 35% of these (134 boys 67 girls) were scholarship students funded by many overseas sponsors through UMN's scholarships and with some financial assistance from HMG.

Higher Secondary Boys' Hostel was completed. When John Barclay was away on extended leave in Australia, Mr. Jay Hutchinson took on the charge of Acting



Principal (March – December) and Mr. Varughese Thomas (VP) was acting Principal (December - January)

The national level SLC continues to be a crucial milestone for class 10 students. Out of 69 students in SLC, 58 students passed in 1st Division, and 11 students passed in 2nd Division with 100% pass rate. The some group of students studied for 3 Cambridge 'O' level subjects from March – May (whilst awaiting for their SLC results), and their results were 98%. It showed a more accurate indicator of their ability, which can justifiably claim to have achieved the Original NEC intention to provide an international standard of GBS students.

In 1993, 28 students sat for HSEB class 11 Exams with 86% pass rate. 8 GBS students came in the top 10 list of HSEB. It was a remarkable achievement shown by the first batch of HS students.

#### **1994**

In 1994, the school had already achieved its full capacity with 600 students, 45 teachers and 75 support Service Staff, all living and working together to create a unique educational environment.

57 students appeared in SLC, 46 students passed in 1st Division, 10 students passed in 2nd Division. The pass percentage was 98% where the national average was about 35%. In June 1994, 30 students appeared Cambridge 'O'-Level examinations privately. Out of which 26 students passed their examinations and the percentage was 87. Class 11 Exam of 1994 proved the quality education of GBS in the Higher Secondary level. Out of 31 students in class 11, 10 students passed in Distinction, 10 students passed in 1st Division, 4 students in 2nd Division and 7 students appeared back papers and passed their examination. The pass percentage reached 100 and **8 GBS students came in top 10 list of HSEB**. Kamal Raj Joshi obtained 88%. Class 12 students were the first batch to complete their Higher Secondary Education. Out of 19 students who sat the exam, 4 students passed in Distinction, 16 in 1st Division, 2 in 2nd. Division with the total of 89% from GBS. Sunil Karmacharya topped the HSEB Exam 1994.

GBS won the 'Birendra Education Shield' for the best academic achievements in the WDR (six times so far). Mr. John Barclay, (Principal) brought about 50,000 books from Australia in 1994 and the books were donated to several schools of Kaski district.

GBS had been receiving guests and well wishers from various countries every year. As a result, Australian

Ambassador to Nepal Her Excellency Ms. Annmaree O' Keeffe visited GBS on 18 Aug 1994. MS Emu Sangkit Foning from State Institute of Education, Gangtok, Sikkim and Rev Dr. D. Claydon, President of UMN Board, visited the school on 28 November and 11 November 1994 respectively. It was because of the reputation GBS already gained.

#### **1995**

In 1995, the school had already completed its first decade as a Regional School and 30 years of its establishment. By this time the school had already reached certain height and position in the field of education in the Western Development Region.

GBS attained its planned size (600 students) and shape (4-12) with 80% boarders; 30% girls, and 30% scholarship students.

In 1995, Out of 67 SLC students, 56 passed in 1st Division and 9 in 2nd Division making the pass percentage 97. Similarly, in the Higher Secondary School Examination, 31 students (class 11) passed with 100% pass results. In HSEB examinations of class 12 out of 32 students 28 students passed with 88%. Kamal Raj Joshi topped the board examinations. GBS won 'Birendra Education Shield' in 1995. It was the seventh times in a row.

In 'O' Level examinations of November 1995, 81 subjects were taken privately. The pass percentage was 99%. Anil Baral obtained 4 'A's and 1 'B' in 'O' Level. It shows that GBS continued to maintain education of International standard. Mr. John Barclay, principal, left the school.

#### **1996**

The year 1996 had been the most important phase in the life of GBS. Dr. P.V. Chandy was sent by the UMN as a new Principal to replace Mr. John Barclay. HMGN's Ministry of Education and the United Mission to Nepal renewed the GBS Agreement for another five years. This provided much needed security for scholarship funding and the provision of personnel.

The agreement between HMG and UMN regarding UMN's involvement in GBS had expired in 1995. A new Agreement was signed on 21st February 1996. The document of the agreement is self explanatory which is given below.



AGREEMENT  
between  
HMG Nepal's Ministry of Education  
and  
the United Mission to Nepal

concerning continuing co-operation in GANDAKI BOARDING SCHOOL  
Lamachaur, Pokhara, Kaski, District, Nepal

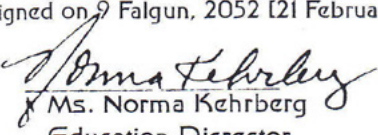

His Majesty's Government of Nepal (HMGN) represented by the Ministry of Education (MOE) and the United Mission to Nepal (UMN) wish to extend and redefine their joint co-operation and activity in the further consolidation of Gandaki Boarding School as one of Nepal's foremost English Medium Boarding School, providing an international standard of education to girls and boys within Nepal. This Agreement arises from but supersedes and replaces, the Letter of Understanding 27.1.1994 between the two parties. We agree to the following:

- I. AGREEMENTS:
  - II This agreement shall be subject in all respects to the terms and conditions of the General Agreement in effect between HMGN and the UMN from the 26th November 1995 and any subsequent renewal of that Agreement.
2. VALIDITY:
  - 2I This Agreement is subject to the terms of the General Agreement mentioned in II it also recognises the importance and relevance of the "Foundation Documents" of the Regional School.
3. AMENDMENTS:
  - 3I This agreement may be amended upon agreement by both parties.
4. ACTIVITIES
  - 4I This Agreement provides for the UMN to continue its activities within GBS under the jurisdiction of the MOE to assist in the ongoing provision of quality English-medium education of an international standard to gifted girls and boys from a cross-section of Nepali society including poor and disadvantaged children in order to equip them academically, socially and with suitable character for higher education and service in the growing and developing nation of Nepal.

These activities will include:

    - input to curriculum development, especially in "10+2";
    - enriching the teaching programme of GBS at various levels;
    - training and professional development of Nepali counterparts and colleagues at a department level;
    - Management and administrative assistance to the school;
    - training of staff (in-service/on the job, further studies) as opportunities and funding permit;
    - recruitment of academically gifted but poor and disadvantaged students on scholarships, to be administered jointly by UMN and the GBS Scholarship Committee;
    - expansion and development of the extra-curricular programme;
    - implementation and development of a current and useful computer studies programme which can serve as a model for Nepali schools;
    - subject based in-service seminars/workshops for teachers in the district/region;
  - 4.2 The activities and curricula of the school will reflect the spirit and intent of the "Project Proposal for Regional Schools", 1983, as approved by HMGN's Council of Ministers. Provided that academic standards are maintained, as indicated by SLC and HSEB exam results, GBS will have a degree of autonomy and independence from MOE regulations applying to other schools (e.g. District level tests etc).
5. PROVISIONS BY THE UMN:
  - 5.1 Personnel: the UMN will seek to recruit and second eight suitably qualified expatriate volunteer staff to assist in fulfilling the activities mentioned above. As far as practicable these will work as counterparts/specialists who, with the exception of the Principal, will not occupy leadership posts or positions of responsibility.
    - 5.1.1 The posts to be filled by UMN are:
      - a) Principal x 1;
      - b) Science teachers x 3
      - c) English teacher x 1;
      - d) Maths and/or Computer Studies teacher x 2;
      - e) Scholarship Officer x 1;
  - 5.2 Scholarship Assistance: Both parties recognise the importance and value of maintaining a strong and viable scholarship scheme at GBS. Since funding is primarily through UMN, the objectives of UMN's Scholarship Programme will be applied and implemented in the GBS Scholarship Programme. Agreed funding levels will be maintained for the duration of the Agreement, with the understanding that commitments to scholarship students are long-term (7 or 9 years) and therefore require commitments beyond the scope of this Agreement.



- 5.2.1 UMN will seek sponsorships to maintain funding at current levels.
- 5.2.2 The GBS Scholarship Committee and GBS administration are jointly responsible to :
- administer the programme according to UMN objectives;
  - ensure that numbers of scholarship students are reduced to and remain as close as possible at 25% (currently at 32%);
  - maintain expenditure within the agreed funding limitations;
  - seek alternative sources of funds to ensure long-term sustainability of the programme.
- 5.1.3 Management and administrative support: UMN will continue to assist in these areas by:
- providing representation on the Managing Committee;
  - seek to provide an ex-patriate Principal;
  - facilitating mid-level management training (on the job) to Nepali staff in positions of responsibility, e.g. Department Heads etc. This may also be extended to others on a District or Regional basis.
6. PROVISIONS BY HMG NEPAL:
- 6.1 HMGN, through the MOE, shall give clear recognition of the unique identity and status of GBS within the education sector of Nepal; it is a Government owned and controlled asset, run on a non-profit basis as a private school in co-operation with an international agency (UMN). As such it comes under clause 14 (7) of HMGN's "Sikcha Niyamabali, 2049 BS", and is therefore given certain autonomy in areas of curriculum (up to Class 8) and exemption from District Level tests etc., and is free to run other activities/programmes which the school may offer its students (e.g. "O Level" exams).
- 6.2 HMGN shall provide visas to UMN ex-patriate personnel seconded to GBS in the posts listed above, and according to the terms of the General Agreement between HMGN and UMN.
- 6.3 HMGN shall contribute scholarship funds to enable talented girls and boys from remote areas and disadvantaged background to attend the school.
- 6.4 HMGN shall allow GBS/UMN to import items in the following categories free of customs duty and charges:
- school vehicles;
  - science equipment;
  - books, library materials and educational resources;
  - other teaching/educational equipment, including computer hardware and software, provided that such items are used exclusively for and by the school.
7. DURATION OF AGREEMENT:
- This Agreement shall be in effect for a period of 5 years, commensurate with the General Agreement between HMGN and UMN, i.e. from 26th November 1995 to 26th November 2000 AD. Prior to its expiry there will be an evaluation to determine whether or not an extension of this Agreement, or a further revision/ New Agreement are required.
- Signed on 9 Falgun, 2052 [21 February, 1996]
-   
Ms. Norma Kehrberg  
Education Director  
On behalf of UMN
-   
Mr. Bishwa Nath Aryal  
Joint Secretary  
On behalf of Ministry of Education

This year saw the introduction of computer studies in classes 7-12 with most modern and relevant courses that provided our students with skills to meet the necessity of increasingly technological workplace.

In 1996 we had 178 scholarship students from classes 4-12. 69 students appeared SLC. Out of them 67 passed in 1st. Division and 2 passed in 2nd Division making it a 100% pass results. Similarly, 30 students appeared 10+2 exam, out of 30, 1 passed in Distinction 11 in 1st

Division, and 15 in 2nd Division, making 90% pass. The school was honoured with 'Birendra Education Shield'.

#### 1997

1997 was a year of progress toward building a premier science education centre in the Western Nepal at a tertiary level. Dr. P.V. Chandy led the school as Principal of GBS.



The school was honoured by a visit from the Deputy Prime Minister, the Hon'ble Mr. Bam Dev Gautam and the Education Minister, Mr. Salim Ansari in late April. Expatriate UMN staff, the Hamatys, Clayton Grassick and Andrew Bovis left GBS.

The school rolls reached 612 during the year. 168 students studied on full or partial scholarships. A close relationship had developed between GBS and Teigar School of Norway. Two of our GBS staff Mr. Rabi Prasad Baral and Mrs. Maya Sharma visited Teigar School in 1996, in which Mr. Baral taught Nepalese Geography and culture to the students of that School. The school raised money for the GBS scholarship programme. Once again, the school had been awarded the 'Regional Education Shield' and a cash prize of Rupees 50,000/= for its finest achievements in the field of education.

Dr. P.V. Chandy was conferred with a most prestigious honour, the 'Gorkha Dakshin Bahu' 4th on the occasion of the Kings' Birthday.

Out of 68 students in SLC, 57 passed in 1st Division and 11 in 2nd Division achieving 100% pass results. 32 students appeared 10+2 exams. Out of which 2 passed in Distinction, 21 in 1st Division and 6 in 2nd Division. In Higher Secondary Exams result was 90.6%.

#### **1998/99**

In keeping with GBS commitment to providing opportunities for quality education in the Western Development Region, GCES - an extension to GBS, was established in 1999 and was affiliated with Pokhara University. This event in tertiary education in GBS had been to further stimulate the academic atmosphere that we strive to create high academic standards of education in this region.

The student composition was 613 and staff (Academic



***Principal Dr. P.V. Chandy receiving the honour from King Birendra***

and Support Service) members were 122. The GBS scholarship programme had been chosen as a social service project. A cheque for 1,200 Australian dollars was handed over by the students of Newhaven College in the state of Victoria. MS Elwyn Kelso, who was teaching at GBS, had come from that school in Australia. In March FELM (representative) Group, who is a generous donor to the GBS Scholarship Programme visited GBS in March 1999.

In SLC 1998 and 1999, GBS got 100% results with 67 out of 69 in 1st Division in 1998 and 69 out of 70 in 1st Division in 1999. We received 'Birendra Education Shield' in 1999.

#### **1999/2000**

The Hon'ble Education Minister Mr. Yog Prasad Upadhyay officially inaugurated Gandaki College of Sciences, an extension of GBS, on 27th November 1999. However, the new college began its first classes in August 1999 with an enrollment of 22 boys and 6 girls in B.Sc. (Computer Science), which was offered in the Western Region of Nepal. It was a pride and honour to the people in this region. The programme was affiliated with Pokhara University with partial expatriate from the UMN. Dr. Dale W. Rosenberg, programme coordinator (GCS) was asked to be Acting Principal during the absence of Dr. P.V. Chandy who went on a long overdue home leave to Canada.

In the year 2000, 76 students (the largest member so far) in SLC proved themselves as an excellent batch with 76 students in the 1st Division with 100% pass. Similarly, 10+2 results were also quite encouraging. Out of 31 students 2 passed in Distinction, 25 in 1st Division and 2 in 2nd Division making 93.55% pass.

We were really honoured to welcome past principals and other important dignitaries at school. Mr. Howard Barclay, Mr. John Barclay, M.G. John, former GBS Bursar Mr. J. Clewett, Education Secretary Mr. K. Basnet, UMN Director Ms Lyn Jackson and also a group of visitors from Germany.

#### **2000/2001**

GBS has always played an important role in catering for Nepal's educational needs and challenges, providing quality education to its students. The growth and progress of GBS has been particularly significant since 1985, after it became a Regional School, with the commitment to strive for quality education and excellence in preparing students for technical education with international standard. High academic achievement was reflected in the results of the national exams.



Principal Dr. P.V. Chandy had left in April 2000 to spend four months' leave in Canada. Two Acting Principals Dr. Dale Rosenberg whose tenure was until September 2000 covered his absence and Mr. Richard Ross had taken the role of Acting Principal until February 2001.

The Scholarship programme was run with the help of numerous donors from abroad. The help and support of FELM to run this programme cannot be forgotten. Thus, scholarship department supported 146 students in the school and 10 students from the Gandaki College of Science.

**Dr. P.V. Chandy was decorated with 'Mother Teresa Excellence Award'** in News Delhi on 29th August 2001.

The academic results were highly encouraging in 2000. In SLC, out of 75 students, all of them passed in 1st Division and continued the tradition of 100% pass. Similarly, in 10+2 results, out of 31 students, 2 students passed with distinction and 24 students passed in 2nd Div.

#### 2001/2002

The year 2001-2002 had been a wonderful year for GBS. The school always progressed on with new successes and initiatives to rejoice over. The continued good results achieved in exams, and the public



acknowledgements of GBS's high academic standards.

GBS had the right attitude, not selfishly keeping its quality standards and experience to itself, but sharing knowledge and skills with others to the benefit of society. In order to assist the teachers of Government school in Kaski, GBS organized '**The Dalton Training**' for two months. This training was based on 'Learning – applying the skills – learning'. Both teachers and communities appreciated the two-month training.

In SLC Exams, out of 73 students 66 passed in 1st Division whereas 7 students passed in 2nd Division.

#### 2002/2003

The year 2002/2003 had been a very successful, eventful and fruitful year for GBS as students excelled in many different areas. GBS had always expected to achieve success in spite of difficulties or hardships. It was possible only through unity, teamwork and professionalism of its faculty. As a result, once again the school was honoured with the 'Birendra Education Shield' in 2002 for being the best school in the Western Development Region. In 2002, 75 secondary school students sat for the SLC. Out of them 73 students passed with higher 1st Division and 2 students in the 2nd Division making the total 100-percentage pass.

Out of 32 students in +2 HSEB examinations, 6 students passed in Distinction, 23 students in 1st Division and 2 students in 2nd Division making the pass percent 96.88.

#### Highlight of the Year:

- The school found the supply of water available was insufficient to meet the requirement of GBS hostels and quarters. A "Deep Well Water project" was constructed near the health centre. It was inaugurated in 2002 by the Principal Dr. P.V. Chandy.
- '**Dalton Training**' since its inception in 2001 had gained popularity in the field of training teachers from the government schools. It was organized from 24 August to 14 October 2001. In 2002 also, the programme was continued from 4 October to 18 December 2002. 32 teachers from 16 schools attended the training in 3 subjects: English, Mathematics, and Science.
- Junior Girls Hostel Construction started 2002.
- In the process of development, in 2002, class 9 had 3 sections and the rest of the classes 2 sections each.

#### 2003/2004

GBS drew inspiration for its academic excellence from traditions and value system to the continuous development of its distinctive intellectual heritage. It pursued distinctive mission by serving society in two different ways.

1. By fostering the rigorous intellectual development and ethical and personal formation of its students to prepare them for worthy citizenship, service and leadership in a global society; and
2. By producing international standards thereby both enriching culture and addressing important social needs

Like previous year, 'GBS' Dalton Training', was



organized from 7 Nov 2003 – 26 Dec 2003. The teachers were selected from the govt. school of Kaski, Baglung and Mustang districts. 14 schools sent 37 participants in 3 subjects: Eng (12), Maths (11) Science (14). After the training was concluded, the school handed over a lot of teaching materials to the participating schools and also made a regular visit to schools and observed the classroom teaching of the teachers and gave necessary feedback to the teachers, as the training focused on 'Learn-apply-Learn' basis

The scholarship department supported 185 students on full and partial scholarships at the school and college on Feb 24, 2004. We received the Regional Education Shield (14 times so far), for being the best school in Western Nepal.

In 2003, the school offered 3 sections in classes 8 and 9.

Out of 67 students in SLC exam, 67 students obtained 1st Div. with 100% pass. It was a wonderful performance by the students.

## 2004

GBS had undergone several changes in the past as Dr. P. V. Chandy was away most of the months in the year. There were co-principals and Vice-principals to run the school during his absence.

Mr. Bam Dev Sharma Co-principal (school)  
Mr. Robert Ellett Co-principal (college)  
Mr. Govinda Raj Sharma Vice-principal  
Mr. Kamal Neupane Vice-principal

By 2004, the number of students had reached 900 including some 660 boarder students and 121 teaching and non-teaching staff. GBS had become a fascinating rendezvous for students, who represent a wide spectrum of heterogeneous communities whose dream was to achieve success and to confront the challenges they face in the future competitive world. Those students were trained to be imaginative, competitive, informative, and inquisitive as GBS, was committed to maintaining the quality education to its students. As a result, **4 of our SLC gems grabbed the Top-Ten positions in the examinations.** Those students who created historical achievements and results were:

1. Prasanna Piya (90.25%) Board Second
2. Shashank Bajimaya (90.13%) Board Third
3. Susan Pradhan (89.75%) Board Fifth
4. Kiran Tiwari (89.13%) Board Ninth
5. Usha Lamichhane (88%) **T o p p e d Kaski District among girls.** Her marks were 3 marks below the girl who topped among the girls in SLC in the country.



Out of 113 SLC candidates, 66 got Distinction and remaining 47 passed with the higher 1st Division. On the basis of this result, the Ministry of Education made the historical announcement to grant the prestigious the "Birendra National Shield" to GBS. GBS is the only school outside Kathmandu Valley that was able to grab the prestigious Shield for the first time.

Similarly, the achievements of 10+2 exams had been highly encouraging and commendable. Out of 67 students in HSEB exam, 12 obtained Distinction, 45 1st Division and 4 obtained 2nd Division.

Dr. P.V. Chandy, who worked for more than 8 years as Principal at GBS, was sadly farewelled on 26 April 2004. He went on a long leave to stay in Canada.

## 2005/2006

Twenty years had already passed after the school was designated "Regional School" in 1985 and the school had been growing rapidly in terms of quantity and quality in spite of hurdles and obstacles. Whatever was the condition, the progress and development did not stop here. It was possible only through determination, commitments to excel, and hard work of each and every person connected to GBS. The school was able to maintain its standard through positive attitude of staff and disciplined students who can bring changes in society, community and nation as a whole.

Out of 117 students in SLC, all passed in the 1st Division with 17 students securing Distinction. In HSEB exams, out of 73 students, 19 passed in Distinction and we had 98% pass. Once again, the school received the 'Birendra Vidhya Shield', which is awarded for the best academic results, school structure and administration in the Western Development Region.

## 2006/2007 (2062 B.S.)

The year 2006 had been a very important year in the life of GBS. Many changes in the leadership of the school



took place this year. Dr. PV Chandy left GBS on 11 Magh 2063 (25 Jan, 2007) and Mr. George John took the post of Principal from 26 January 2007 (12 Magh, 2063).

The academic year 2006-7, proved once again, a very special year for its academic performance. Out of 116 SLC candidates, 60 got Distinction, 55 got 1st Division and 1 got 2nd Division with 100% pass results. Similarly, in HSEB exam 2006, out of 72 students 20 students passed with Distinction whereas remaining 52 students passed in 1st Division making overall 100 percent pass results. 195 students studied under full or partial scholarships at school and college. GBS Dalton Training, which had gained popularity in the first two years, was cancelled for the years 2004 and 2005. However, in 2006, when the political situation in the country improved and schools and colleges started functioning smoothly, GBS organized '**Rotary GBS Dalton Teacher Training**' from 20 Paus, 2063 to 3 Magh 2063. The training was provided to 46 teachers from 23 schools in the western development region. It was held in three different subjects: English, Mathematics and Science. The participants were from four districts: Baglung, Parbat, Sayngja, Tanahun and also from Banke district of Nepal.

#### **2007/2008 (2063 B.S.)**

The school had made many improvements and innovation under the leadership of Mr. George John (Principal) and Mr. Kamal Prasad Neupane (Vice Principal) as UMN had completed its direct involvement in GBS in 2005. However, UMN's involvement in GCES still continued. The construction of the new 10+2 building was almost completed. Classes were scheduled to start from 2008 (Saun, 2065 BS). Fifteen members of staff were felicitated this academic year in recognition of their long (over 20 years) service to GBS.



Out of the total 119 students in SLC, 68 students passed in Distinction and 51 in the higher 1st Division making the pass percent as 100. It was once again a glorious

results in the history of GBS. Similarly, in HSEB exams, out of 71 Class 12 students, 34 students placed in Distinction and 36 students in the 1st Division.

#### **2008/2009 (2064 B.S.)**

GBS lays emphasis on creating a very peaceful and conducive educational environment with excellent physical facilities. Our endeavours had been to create such an environment in which students can fully exploit their potential academically, physically, socially and emotionally.

When we analyze the results of SLC and HSEB, we find the best results in the country each year. As a result, the school has always stood in the top positions in the field of education. It has produced a large number of students who have taken up the course related to the technical fields. Most of our students either go for medical or engineering course with scholarships within and outside the country. GBS and GCES infuse high expectation in all aspects of school and college lives based on our motto: Knowledge, Character and Service.

UMN's involvement in school officially ended in 2005 and in GCES in 2008. Since then, the school functions under the Nepalese leadership. The school is proud of its link and assistance of the UMN for paving the way and training the administration for the better future leaderships. Under the leadership of Mr. Rabi Prasad Baral, as an Acting Principal, the school continued its growth and development. The school supported 185 full or partial scholarship students who represented from a large number of districts from western and far western development regions.

Out of 118 SLC candidates, 89 obtained Distinction and remaining 29 obtained 1st Divisions making the results 100% pass. In HSEB exams, out of 72 students, 28 passed in Distinction, 43 in 1st Division and 1 in 2nd Division with 100% pass. The school has already established its glorious history in the field of education.

#### **2009/2010 (2065 B.S.)**

The year 2009/2010 proved to be comparatively exciting, peaceful, and commendable for various reasons. Its achievements are worth mentioning:

- The school was successful in winning Regional Championship in Inter School Coca-Cola Football Tournament organized by ANFA.
- A historical Memorandum of understanding (MoU) had been signed between GCES, an extension to GBS, and Kookmin University of Seoul, Korea.
- The school was honoured by the visit of the then Honorable Minister for Education Mr. Ram Chandra Kushawaha and the secretary for the Ministry of



Education Mr. Dipendra Bikram Thapa. The school always received cooperation, suggestions and encouragement from the MoE.

- The school Management Committee had completed the procedure to start GCE A Level under Cambridge University, UK from Asar 2067.
- **Mr. Rabi Prasad Baral, Acting Principal was awarded with 'National Education Award'** by the Ministry of Education to recognize his long-term service and commitment to bring the school at this position.

In 2009, out of 117 SLC students, 60 passed in Distinction and 57 got 1st Division. Higher Secondary School was already functioning 3 sections in Class 11 and 12 after the construction of the Higher Secondary block was completed with all the required facilities for the students.

#### 2010/2011 (2066 B.S.)

The year 2010/2011 underwent further development in GBS and GCES, an extension to GBS, with a long-term plan to upgrade GBS as a charter academy with the introduction of Information and Communication Technology (ICT) into its educational system. An extensive proposal had been submitted to the Ministry of Education for approval. GBS had already a clear vision and mission to establish a Resource Centre from which the schools and colleges in the Western Development Region would avail the opportunity to experience, learn and follow the modern pedagogical trends and development in the field of modern education.

**NELTA conference** was organized for two days 22 – 23 February 2011. GBS became the part of ELT mega-event, in which a large number of ELT experts from the nation and abroad, trained the teachers from various parts of Nepal. It was the golden opportunities for the teachers of Nepal to update their skills and knowledge required for the classroom teaching.

A visit of the Secretary for the Ministry of Education, Mr. Shankar Prasad Pandey was a matter of pride and honour for GBS.

GBS conducted A Day Teachers' Training Programme for the staff at GBS on the topic: 'Teaching: Our Profession – Our Pride' and 'Teachers as a Modern Manager', which was highly successful and motivating.

In the SLC exams, GBS students have shown a matured knowledge and understanding. Out of 121 students, 107 got Distinction and the remaining 14 got 1st Division. The school was successful in obtaining 'Regional Education Shield' for its outstanding achievements. In the HSEB exams, 61 students obtained Distinction and 41 obtained 1st Division making the overall 97.14%

results. The University of Cambridge GCE A-Level was introduced in 2010 to provide students of western region with the most relevant and prestigious courses for the entry into world class universities like, in the UK, the USA, Australia, Canada, and so on.

#### 2011/2012 (2067 B.S.)

The Academic year 2011 proved successful and rewarding on various grounds. GBS was designated as the best school in the country, on the basis of School Evaluation Method set by the Ministry of Education. A-Level programme, had started in 2010. The first batch of AS students showed an excellent performance in the CIE Examination. **Menolin Sharma had been awarded Top in Nepal** for 'Cambridge International AS Level Awards' in Chemistry and Best Across Four Cambridge International AS Level awards by the Cambridge University in November 2011 examinations session. GBS had already been awarded 'Regional Education Shield' 16 times and the 'National Education Shield' once for the best educational accomplishment in the region. Out of 110 SLC students 52 achieved Distinction and 58 achieved 1st Division making the pass percent as 100.



**Principal Mr. Rabi Prasad Baral receiving the Regional Education Shield from the Prime Minister Mr. Madhav Kumar Nepal in 2067 B.S.**

3 students – Sagun Baral, Jyotsna Kshetri from Class 12 and Geetanjali Neupane from A-Level represented Nepal in the 5th International Earth Science Olympiad, in which many countries participated, competed and shared their ideas on earth science, held in Modena, Italy in September 2011. A-level student from GBS, Gitanjali Neupane won a Bronze Medal and the Best Creative Students' Award in the Olympiad. The team was led by the biology teacher Mrs. Jeep Jyoti Chapagain.

Many distinguished guests visited the school including Honourable Education Minister Dina Nath Sharma



and Secretary for the Ministry of Education, Mr. Kishor Thapa. It was a great honour for GBS to receive all of them in the school.

### **2012/2013 (2068 B.S.)**

The progress and development of GBS and GCES continued with new dimensions striving for the academic excellence. The school has been able to produce high level manpower required for the progress and overall development of the country. Looking ahead, the senior leadership of GBS in the western Development Region, it has prepared a long-term plan to develop GBS and GCES as a charter academy.

Introduction of Information and Communication Technology (ICT) in its education arena, GBS is delighted to confirm the partnership with the University of Applied Sciences Finland for the development of ICT education in Nepal under the NSS network programme of the Finland Government. The Letter of Intent, the Logical Framework Matrix and the Project Plan for 2013/14 and 2015 has already been submitted to the University for Final Approval.

GBS was honoured by the visit of the Secretary for the Ministry of Education Mr. Som Lal Subedi.

The school completed the construction of 550 metre long boundary wall and the extension of maintenance workshop shed.

In SLC examinations, out of 110 students, 64 achieved Distinction and 46 were placed in the 1st Division. HSEB results of class 12 were also praiseworthy and encouraging.

A group of visitors/donors from Scandinavia came to GBS to observe its working modality. Similarly, Riikka Teelmaki and Lari Matti Teelmaki (representing FELM Mission, Finland that extensively supported GBS scholarship) volunteered at GBS for a week.

### **2013/2014 (2069 B.S.)**

In the process of growth and development of the school like GBS, there is always something new, something extra to be added



**Academic and Administrative Staff Seminar at Hostel Fewa Prince on 21<sup>st</sup> July 2013**

so as to pace with the need and future development in the field of education. Traditional methods and techniques in teaching and learning, though some still work, are not considered effective in the classroom. Teacher-centered classrooms had been replaced in the west by new approaches and use of technology in education. In Nepal, the majority of schools have not been able to use technology in teaching and learning situations. GBS, keeping in view to bringing a change, has put forward the vision and ideas about ICT in Education Project. On 17 February 2014, **Mr. Rabi Prasad Baral, the Principal of GBS and GCES laid the foundation stone of the ICT building** in the presence of a huge gathering on the occasion. The construction of the ICT building is going on and is scheduled to be inaugurated during 'Golden Jubilee Year 2072-73.

Hon'ble Minister of Education Mr. Madhav Poudel and the Secretary for the Ministry of Education Mr. Narayan



**A memorable visit to GBS by Mr. Lilamani Paudel, Chief Secretary for the Ministry of Nepal in 2071 B.S. (2014 A.D.)**



Gopal Malegu have visited GBS on 23 Poush 2070. The school is once again privileged to welcome dignitaries from the Government of Nepal.

Out of 125 students in SLC, 82 students were placed in Distinction, 42 in 1st Division, and 2 in 2nd Division making 100% results. Similarly, in HSEB examinations, out of 73 students, 45 students got Distinction and the rest of the students passed in 1st Division.

#### 2014/2015 (2070 B.S.)

Many lotuses have bloomed and faded in the long educational journey of 49 successful years of GBS. It has produced 41 batches of SLC graduates, 21 batches of 10+2 graduates and 3 batches of A-Level graduates so far.



**Principal Mr. Rabi Prasad Baral receiving the Regional Education Shield from Mrs. Chitra Lekha Yadav, Minister for Education and Mr. Bishwa Prakash Pandit, Secretary for the Ministry of Education in 2071 B.S.**

GCES, an extension to GBS, is the one and only Software Engineering College in Nepal. It has also completed 15 years of academic excellence. Since its establishment, the college has produced good number of software engineers who have already started their career within the nation and abroad. Time is not very far when these engineers find a conducive environment to work in their field of study in the nation and make Nepal to take pride in their work, when our software engineers develop software and export to various other nations like India and America.

The growth and development of GBS is always ahead in spite of hurdles here and there. In 2014, a tarred-road has been upgraded from the main school gate to the Hostel number 8; installation or replacement of 500 litres solar water heating system in five hostel this year has been completed and replacement of solar water heating system in the rest of the hostels will be the next priority. Similarly, the construction of 70 metres compound wall at the back of Hostel 5 and 6; and the construction of Saraswati Temple at Gurukul area, near hostel 3 are some of the major construction work

completed in 2014.

A visit of Chief Secretary Mr. Lila Mani Poudel and the Secretary for the Ministry of Education Mr. Bishwo Prakash Pandit was a matter of pride and honour for the school. The Ministry of Education always inspires us and we work according to the guidance of the Ministry of Education.

The academic performance of GBS is really high and commendable each year. In 2014, out of 118 SLC students 97 were placed in Distinction and 21 in 1st Division. 25 students were able to secure above 90% in SLC. It was remarkable achievements of GBS again. In GCE A-Level Board examinations 2014, **Alisha Chaudhary achieved outstanding Cambridge Learner Award for obtaining the highest marks in General Paper (English) in Nepal.** Most of our A-Level graduates have obtained high grades and have already doing their Bachelor's degree in Nepal and abroad.

#### 2015/2016 (2071 B.S.)

The year 2015 has been a remarkable year for all of us. It is the year when we are proud to celebrate "Golden Jubilee Year".



**GBS family and President in Presidential Building on the occasion of offering the Golden Jubilee invitation to Hon'ble President Dr. Ram Baran Yadav**



**Mrs. Chitra Lekha Yadav, Minister for Education and Mr. Bishwa Prakash Pandit, Secretary for the Ministry of Education awarding Principal Mr. Rabi Prasad Baral Regional Education Shield in 2072 B.S.**



## **Golden Jubilee Celebration 2072/2073** **50 Years of Excellence in Education**

### **Introduction:**

Gandaki Boarding School, established on 11<sup>th</sup> June 1966 (30<sup>th</sup> Jestha 2023) is located in Northern End of the Pokhara Valley. It was formerly named as Nepali Adarsa Bidhyalaya which was established with the significant efforts and initiation from the United Mission to Nepal, the local community and Shining Hospital. It is a non-profit making institution and presently it has been run by the management committee chaired by Regional Education Director, under public education trust. The school was established to provide the education of international standard with the affordable cost. School has been providing scholarships to a large number of students coming from socially backward, marginalized groups and having poor economic status.

GBS has been able to produce excellent results since its establishment. With the progress of time it became regional school in 1985 and started co-educational system in 1986. It started O-Level in 1990 with the affiliation of Cambridge University and in 1992 the then Government of Nepal asked it to conduct Plus 2 education in Science stream and thereby became the first Plus 2 Science College of the country. To provide the tertiary education in its own home ground GBS started Software Engineering courses in Bachelor Level under the affiliation of Pokhara University in 1998. In 2010 GBS again started GCE A-Level in science stream under the affiliation of Cambridge University. Now all these academic programmes are successfully running in this institution. More than 1300 students are getting excellent academic environment and quality education every year in this School. Started from the hut rooftops this boarding school now has become one of the best equipped institutions. It has best infrastructure among the schools of the Country. In order to bring the institution in this stage several people have contributed a lot of valuable time in different ways. Today our school is going to complete its glorious fifty years on its turf and we are going to celebrate its Golden Jubilee. At this moment present school administration would like to express thanks and remember those respected personalities/institutions for their valuable contribution.

### **Major Projects:**

On the auspicious occasion of Golden Jubilee Celebration 2072-73, our school has proposed to put forward four Major Projects as mentioned below:



**Jhapindra Adhikari**  
**Higher Secondary School Supervisor**

#### **1. The ICT in Education Project**

It is almost complete with the assistance of Ministry of Education, Nepal. NPR 4,70,00,000.00 (In words: Four crore seventy lakh) was allocated for the completion of the building. As planned earlier, required materials and equipments for networking are in process. Its inauguration will take place on the Reunion Day.

#### **2. The Swimming Pool**

The Swimming Pool will be constructed with the partnership of the EGBOSA (GBS Alumni). The foundation stone of this Swimming Pool will be laid on the Reunion Day. The estimated budget for this project is NPR 2,90,00,000.00 (In words: Two crore ninety lakh).

#### **3. M. Sc. In Information System Engineering**

The Management Committee has already started the process of introducing M. Sc. in Information System Engineering course in GCES, an extension to GBS probably from this academic year after taking affiliation from Pokhara University.

#### **4. The Golden Jubilee Pillar**

It is to be constructed with the fund of PTA. It will be inaugurated on the Reunion Day. The total cost estimated for this project is approximately NPR 3,00,000.00 (In words: Three lakh).

### **Programmes:**

The school is going to celebrate its Golden Jubilee in three phases. All the programmes conducted



throughout the year 2072-73 to mark the Golden jubilee year. These three phases of the programmes are:

- Inauguration
- Reunion
- Completion

A brief discussion has been made with HoD of each department to finalize the programmes to be conducted throughout the year 2072-73. The detailed programmes are given herewith. We decided to conduct these programmes in different phases of the year:

### **Inauguration: The first Phase**

The first day of the Golden Jubilee Celebration starts on Friday 29th Jestha 2072. Inauguration programme starts from 1:00 PM and the following activities take place during the day.

- Presentation of Some Cultural Items by our students (three to four selective items)
- Distribution of Annual Prize for Academic year 2071 from classes 4 to 9
- Distribution of PTA academic awards.
- Unveiling of Science Magazine 2072 (Golden Jubilee Special from science department)
- Announcement of Annual Programmes and formation of Sub-committee
- Lunching of GBS new website
- Distribution of Golden Jubilee Badge

Press Conference will be organized by the school to let the people know about various programmes of the year to mark the start of GOLDEN JUBILEE YEAR 2072-73 on 28th Jestha 2072.

### **On the Inauguration Day:**

- Secretary for the Ministry of Education would be a Chief Guest.
- Academicians and social workers from the Pokhara valley and outside will be invited as the guests.
- Parents will be invited to attend the inauguration programme.

### **Reunion: The Second Phase**

The main programmes of the Second phase of the GOLDEN JUBILEE will be celebrated during the second term from 21st Asoj to 24th Asoj. In addition to these days, most of the department-wise programmes (which are listed below) are also conducted during second phase (ie before 28th of Jestha 2073). The programme is scheduled for these days are as follows:

- There will be a tree plantation programme on 5th of Bhadra 2072 Saturday, with the initiation of the EGBOSA (GBS Alumni) in coordination with present students and school administration inside the GBS premises.
- Inter-school Girls' Hand-ball competition will start from 14th of Bhadra 2072 in Coordination with the Department of Physical Education and will be completed on 17th of Bhadra 2072. Sixteen schools within Pokhara valley will get chance to take part in this competition.
- Inter School Mini Marathon Open Competition will be organized by the EGBOSA (GBS Alumni) in coordination with the Department of Physical Education and school administration of Gangaki Boarding School on 16th Asoj 2072 at 7:00 am (Distance nearly 12 km). Students up to grade 12 or A2 can take part in the competition.

### **21 -22, Asoj:**

These 2 days are celebrated as Annual Sports Day for GBS students.

- We will celebrate Sports Meet for one and a half days. The Department of Physical Education will take necessary action for this. It is decided with the consultation of PE department head.
  - In the second half of 22nd Asoj, there will be friendly sporting activities between ex-students /staff and present students/staff.
- Extra-curricular Activities In-charge and EGBOSA (GBS Alumni) will coordinate the programme.

### **23rd of Asoj:**

On that day the following programmes will be organized:

- Inter School Science Model Competition (Science Department will co-ordinate it.)
- Few cultural items will be presented by GBS students in coordination with ECAI.
- Blood Donation programme will be organized by YRC Gandaki with the co-ordination of EGBOSA (GBS Alumni).
- A Short Cultural Programme by GBS Students
- Inter School Dance Competition (School Office and ECAI will coordinate it.)
- Annual Fun Fair programme also will go parallelly on the same day. We hope all the students, parents and guests will be entertained and students will remain busy throughout the day. Fun Fair Committee will make necessary arrangement in



this regard. EGBOSA (GBS Alumni) will be selling different items in one of the selling stalls.

- Different departments will organize different exhibition programmes on the ground.

### **24th Asoj:**

A formal stage programme will be conducted during that day. Following programmes are scheduled for the day.

- Reunion Programme
- Inauguration of Golden Jubilee Pillar
- Unveiling of the Golden Jubilee Souvenir 2072
- *Unveiling of a Nepali Department Publication GBS Lai Pharkera Herda*
- Honoring staff with Special Gifts ( Golden Jubilee Special Announcement by the Principal)
- Felicitation: Working staff members, Ex-Principals, Ex-Vice Principals, MC members to honour their contributions made to this institution
- Display of History of GBS using projector for the whole day (if possible 21 Asoj to 23 Asoj too)
- Laying foundation stone of the Swimming Pool by the Chief Guest
- Inauguration of the ICT Building
- Special Dinner for all invitees/GBS family
- EGBOSA (GBS Alumni) will present about five minutes' Filmography to show their memories.

### **On the Reunion Day:**

- Stage will be on the football ground in order to conduct the whole programme of the day.
- President or Prime Minister or renowned personality would be the Chief Guest.
- Academicians and social workers from different parts of the nation will be invited as the guests of the programme.
- Parents, Heads of the institutions or representatives of the government offices, academic institutions, social organizations, financial institutions etc. will be invited as the guests.

### **Others Remaining Department-wise Programmes of the year:**

- Department of Nepali Language will organize Inter-school Poem Competition in the month of Mangsir 2072.
- Inter-school Mathematics Model Competition will be organized in Poush 2072 by Department of Mathematics.
- Department of English Language will organize Inter-school Open Essay Writing Competition in

the month of Magh 2072.

- There will be an Inter school IT Presentation Competition organized by Department of Computer Science in Falgun 2072.
- Department of Social Studies will organize Inter-school Speech competition in the month of Bhaishakh 2073.

In these above mentioned competitions schools from Pokhara Valley as well as schools from neighboring districts (according to their convenience) can take part.

In the month of Jestha 2073 all the departments of GBS will jointly organize a Quiz Competition at the regional level.

In addition to the above mentioned activities, the following activities will be conducted for GBS students only.

- Rohan Memorial Football Tournament
- Gyan Prasad Singing Competition.
- Pratik Memorial Quiz Contest
- Science Model Competition

### **Third phase:**

This is the last phase of the Golden Jubilee Programme. It is celebrated on 28th Jestha 2073. Since this is the last day of the running year of the Golden jubilee, many events are scheduled. Some of the events are:

- Distribution of the different prizes for the competitions that are organized at different times of the Golden Jubilee Celebration Year.
- Distribution of Academic prizes and PTA prizes of the year 2072.
- Inauguration of Swimming Pool and ICT Networking.
- On the Closing Day
- Minister for Education or high ranking bureaucrat would be the Chief Guest.
- Academicians and social workers from the Pokhara valley and outside will be invited as the guests.
- Parents will be invited to attend the Closing Ceremony of the Golden Jubilee.

### **Department wise Proposed Programmes:**

Department Heads and members will conduct the following Inter school Programmes in the GOLDEN JUBILEE YEAR 2072/73:



Departments	Programmes
Science	Model Competition
Mathematics	Math Model Competition
Social studies	Speech Competition
Computer Science	IT Presentation Programme
English Language	Essay Writing
Physical Education	Girls' Handball, Mini Marathon and Annual Sports
Nepali Language	Poem Competition

In order to make the above scheduled programmes and events successful and worthwhile a Steering Committee has been formed under the Chairmanship of the Chairman of the school Managing Committee, the Regional Education Director (RED). The following will be the members of that committee:

### Golden Jubilee Steering Committee 2072-73:

Mr. Baikuntha Prasad Aryal	RED/the Chairman of School Managing Committee
Mr. Rabi Prasad Baral	Principal, GBS/GCES
Mr. Chet Nath Bhandari	Vice Principal
Mr. Krishna Bahadur Thapa	Administrative Officer
Mr. Ashok Parajuli	Vice Principal (GCES)
Mr. Yagya Raj Sharma	Hostel Supervisor
Mr. Krishna Bahadur Thapa	Secondary School Supervisor
Mr. Jhapindra Adhikari	Higher Secondary School Supervisor
Mr. Ganesh Bahadur Thapa	Junior School Supervisor
Mr. Mohan Krishna Gurung	Senior Teacher
Mr. Khadananda Sharma	A-Level Supervisor
Mr. Dinesh Shrestha	EGBOSA (GBS Alumni) President
Mrs. Anjeeta Parajuli	EGBOSA (GBS Alumni) President
Mr. Mukunda Adhikari	Representative Class 12/A-Level
Miss. Sony K.C.	Representative Class 10

### The Secretariat:

Coordinator:	Krishna Bahadur Thapa (AO)
Members:	Jhapindra Adhikari Yagya Raj Sharma Krishna Prasad Adhikari Hari Sharma

### Inauguration Sub-committee:

Coordinator:	Chet Nath Bhandari (Vice Principal)
Members:	Krishna Bahadur Thapa (SSS) Ganesh Kunwar Shakuntala Gurung Kabita Baral Raj Kumar Dhakal Khadananda Sharma Krishna Prasad Dhungana Padam Kumari Gurung (OM) Kamal Subedi (MI)

The same Inauguration Sub-Committee will also be responsible to organize Closing Ceremony that will take place on 28th of Jestha 2073.

### Extra-Curricular Activities Coordination Sub-Committee:

Coordinator:	Shakuntala Gurung
Member:	HOD of Each department Matrika Prasad Baral Daya Ram Gumanju Nanimaya Paudel

### Ushering- Sub-Committee:

Coordinator:	Bhim Bahadur Gurung
Members:	Keshav Upadhyay Man Bahadur Thapa Basanti Tamang Sony Thapa Gajendra Basnet

### Sports Organizing Sub-Committee:

Coordinator:	Mohan Prasad Gurung (HoD, PE)
Members:	Bhim Bahadur Gurung Ganesh Bahadur Kunwar Chitra Bahadur Thapa Sushila Rai Mohan Krishna Gurung Alisha Lamichhane

### Reunion Coordination Sub-Committee:

Coordinator:	Raj Kumar Dhakal, HOD, Science
Members:	Ashok Parajuli Jhapindra Adhikari Shree Ram Adhikari Krishna Bahadur Thapa (SSS) Shankar Thapa

### Finance Sub-Committee:

Coordinator:	Shambhu Lal Shrestha (Finance Officer)
Members:	Hem Chandra Patani Badri Nath Sharma Sunita Bhandari Rukimina Pageni

### Stage Management Sub-Committee:

Coordinator:	Krishna Bahadur Thapa (SSS)
Members:	Shakuntala Gurung Kamal Subedi



**Communication and Invitation Sub-Committee:**

Coordinator: Padam Kumari Gurung

Members: Kabita Baral  
Sanjaya Niraula  
Ram Chandra Thapa  
Radhika Acharya  
Bina Bhandari  
Shova K.C.  
Gopi Lal Darjee  
Daya Ram Timsina  
Bir Bahadur Karki  
Manoj Gurung  
Phanindra Poudel

**Catering/Food Management Sub-Committee:**

Coordinator: Lok Bahadur Thapa (Catering officer)

Members: Khem Narayan Dhakal (Head Cook)  
Rajendra Shahi  
Lesh Bahadur Gurung  
Man Bahadur Bhandari  
Arjun Kumar Gurung  
Tej Bahadur Gurung  
Thama Nath Timsina  
Bhim Bahadur Bhujel  
Karna Bahadur K.C.  
Arjun K.C.  
Lekh Bahadur Khawas  
Dinesh Sharma  
Gita Nepali  
Mitra Lal Poudel  
Kumar Rai  
Chitra Bahadur Thapa  
Shiva Ram Bhandari  
Renuka Bhandari  
Bindu Kumari Poudel  
Binu Nepali  
Parbati Adhikari  
Sabitra K.C.  
Sundari Rana  
Jamuna Bhujel  
Durga Tiwari (Ghimire)  
Sita Thapa  
Shanta Maya Sunar  
Lok Bahadur Khawas  
Nawaraj K.C.

**Health and sanitation Management Sub-Committee:**

Coordinator: Surya Prasad Ojha

Members: Dr. Adarsha Khadka  
Sabitri Kumari Bhurtyal  
Durga Timilsina  
Sabitri Kumari Sharma  
Surya Narayan Khanal  
Bharat Poudel  
Dasharath Pandey  
Ramesh Bhandari  
Deepak Raj Adhikari  
Lakpa Tshering Sherpa  
Dhan Bahadur Bhujel  
Ishwori Thapa  
Jhanka Prasad Dhungel  
Dil Bahadur Sunar  
Maya Bhujel  
Sabita Lamsal  
Dharma Raj Koirala  
Dharma Raj Bhattarai

**Souvenir Publication Sub-Committee:**

Coordinator: Krishna Prasad Adhikari (HOD, English)

Krishna Shyam Sharma

Coordinator: Ram Prasad Lamichhane (HOD, Nepali)

Kedar Prasad Dhakal

**Students Volunteer Management Sub-Committee:**

Coordinator: Ganesh Bahadur Kunwar (JSS)

Members: Yagya Raj Sharma (HS)  
Krishna Bahadur Thapa (SSS)  
Jhapindra Adhikari (HSSS)

**Purchasing Sub-Committee:**

Coordinator: Bal Krishna Devkota (Store Officer)

Members: Krishna Bahadur Thapa (AO)  
Indira Shrestha  
Ravi Tripathi  
Bhakta Bahadur Pariyar

**Physical Infrastructure Construction Sub-Committee:**

Coordinator: Kamal Subedi (Maintenance In-charge)

Members: Shankar Thapa  
Bhagat Bahadur Karki  
Ratna Mohan Poudel  
Ramu Kami  
Pramod Khatri Chhetri  
Binod C.K.  
Pratap Bhandari  
Kamal Bagale



### Transport Management Sub-Committee:

Coordinator: Surya Bahadur Gurung (DSI)  
Members: Chet Nath Bhandari (VP)  
Krishna Bahadur Thapa (AO)  
Padam Kumari Gurung (OM)  
Krishna Bahadur Sunar  
Shambhu Man Shrestha  
Mohan Bahadur Bhandari  
Buddhi Sagar Khanal  
Bhoj Bahadur Thapa

### Cultural Programme Management Sub-committee:

Coordinator: Shakuntala Gurung (ECA In-charge)  
Members: Prabin Nepali  
Sthir Babu Subedi  
Subhadra Baral  
Tuka Subedi  
Krishna Kumari Gurung  
Ambika Poudel

### Students Management Sub-Committee:

Coordinator: Santa Bahadur Vishwakarma  
(HOD, Social Studies)  
Members: Bishow Raj Adhikari  
Bhim Prasad Sapkota  
Buddhi Bahadur Adhikari  
Sujan Lamsal  
Deepak Raj Poudel  
Tika Ram Neupane  
Ravi Karki  
Mitra Mani Subedi

### Exhibition and Social Club Management Sub-Committee:

Coordinator: Keshav Upadhyay (HOD, Mathematics)  
Members: Laxmi Nanda Dhakal  
Dil Shova Gurung  
Shekhar Subedi  
Khadak Raj Adhikari  
Megsari Gurung  
Baburam Sankhi  
Sharada Adhikari (Khanal)  
Ganesh Bahadur Thapa  
Suresh Lamsal  
Mahesh Pahari  
Nabin Bandhu Koirala  
Dhorik Narayan Yadav

### History Display Sub-Committee:

Coordinator: Kabita Baral (HOD, Computer Science)  
Members: Ram Chandra Thapa  
Janaki Bhandari  
Anjana Baral  
Ravi Sunar  
Parbati Kumari Paudel  
Gyan Bahadur Rana  
Sujan Tamrakar  
Dilip Shrestha  
Surya Thapa  
Hari Sharan Adhikari

### Security Management Sub-committee:

Coordinator: Kailash Devkota (Head Security Guard)  
Members: Yadav Jung Rana  
Shiva Bahadur Bhandari  
Bir Bahadur Gurung  
Bhuwan Kumar Shrestha  
Rajaram Poudel  
Krishna Bahadur Thapa (AO)

- All the staff members of the will be working together to make a Golden Jubilee year 2072 a special year.
- All Sub-Committees will work with the coordination of the Secretariat.
- The Secretariat will make regular planning, management and briefing to the Principal.







## Burn the Torch Bright

**Bhoj Raj Neupane**

**Former Principal**

**Tenure: May 1979 - Jan. 1980/Oct. 1980 - Dec. 1982**

**Working Period: 1968 - 1982**

### **Abstract:**

This is the memory of the time when the author entered the school and worked for fourteen years as a Nepali and English teacher and even got an opportunity to work as the Principal of the school twice. It is also the visionary record of work and contributions of the four Principals and adjunct colleagues with whom I worked very closely and learnt and practiced the art of management during my service. As a suggestion to the school, I would also like to see that emotional intelligence is taught in the school as an additional course, as a part of students' all-round growth program. I believe this will further strengthen the school's errand of knowledge, character and service.

Layers and layers of memories come into my mind when I think of GBS where I began my work 46 years ago. I visualize the bamboo cottages where classes were held, staff and students housed, food cooked and eaten together. That was the first time I learnt what a boarding school meant. Doing everything in time, playing together, putting on numbered tagged clothes, walking together with boys to Yamdi and Kali khola on Saturdays and other off -days, enjoying the swimming in the fresh water there, catching small fish, frying them in the weak fire and enjoying their taste, running and playing in the green fields, telling stories, going to study hours, dramas on school anniversaries, listening to English and Nepali songs with the sweet voices of the kids, and hundreds of activities filled the time, space and life of the creatures living in the school compound. Those memories make me feel I am still young now though my hair has grown snowy white with age, strain, wear and tear. I feel younger when some students comment, "Bhoj sir, you look the same except hair!" I could retain my memories more vividly with the old colleagues and students if I were there during the golden jubilee of the school.

I will miss the opportunity as I will be in the USA until the first week of December. Thinking that a historical perspective will be interesting to read when the school is celebrating a golden jubilee, I have tried to remember the works of the Principals of the school with whom I had an opportunity to work. They had been given the torch of GBS in their hands which they tried to burn bright with their strength, intuition and the cooperation of the people they worked with them.

Ms. Martha Mukhia (1966-1968) and Mr. Thomas Valvik (1968-1971): When studying IA in Prithvi Narayan campus, Pokhara, I met Martha Mukhia who was my classmate also. I showed my interest to work with her in Nepali Adarsha Vidyalaya (the initial name of the school) where she was the Principal. Appreciating my interest, she said that she would inform me whenever vacancy was possible. I used to teach Nepali to Pauline Davis in the Shining Hospital residence for few hours a week. Martha had left the school to join Mahendra Bhawan, Kathmandu when Pauline advised me to see succeeding Principal Thomas Valvik. Mr. Valvik was the tallest American I had ever seen and was quite nervous to give the first interview though he and his wife tried to be friendly to me by offering tea and some cookies. To my wonder, the interview concluded with my assignment as a Nepali and Sanskrit teacher beginning from Monday of the following week. That should be the last week of February, 1968. I enjoyed teaching those subjects in English medium when I passed BA from the college. As an immature and untrained young college teenager at that time, I had many things to learn from him including how to be - on time, systematic and how to behave with students. I did not know what 'a riot' was until the time when an English lady teacher Ms. Thoday said there was a boys' riot in the school and we were all scared and tried our best to restore



peace in the school.

Mr. Jonathan Lindell (July 1971 to 1976): This man succeeded Mr. Valvik in the school. Very tough outside and very kind inside, he inspired the best in me. I learnt to work hard, to plan work ahead and to be creative, visionary and a critical thinker as I worked closely with him. Although he confessed his weaknesses along with strengths, he was my model Principal whose footprints I followed during my work at GBS and elsewhere. Some of the things he introduced in the school were school gazette, school calendar format, and revised administrative structure for the operation of the school and hostels. Not more than one or two page document or the school gazette gave necessary information about the school, hostels and boarding life along with school rules. In the school calendar, Mr. Lindell wrote with hand the dates and events in Devanagari script that were lovely to see. One time the school was stopped to add further classes beyond seven because of low number of students in eight to ten grades. We supported whole-heartedly to his endeavor to maintain its status as a high school and finally he was successful in doing so. He envisioned that the school should be the miniature of world knowledge for which he did not only plan the program but also planted variety of trees all around the campus. Showing the potter's wheel often in a slide, he illustrated people very convincingly how Nepal was developing and how important it was to be a skilled potter to develop a pot from the clay. He inspired me to translate into Nepali a book "How to study and be successful at School", (the book was printed and distributed to students then) and to lead the Nepali spelling competition program among many others. As a first step to grow future Nepali leaders of the school, he created a position of an Academic Dean and assigned me to hold that position which was an opportunity to gain administrative and supervisory experience for further responsibilities. He had to leave the school and work at United Mission to Nepal headquarters because of health reasons. He took classes on the new education system of 2028 almost every day after school hours for about a month. He also arranged English classes to be run by native English speakers from the school to upgrade the English of Nepali staff. He believed in the continuous learning life style and sent me outside for the observation of some boarding schools in Nepal and India. This opportunity was given to other staff including Tanka Nath Sharma. This broadened my knowledge and understanding of boarding school

operation. As one of the observable outcomes of the study, a unique lesson plan technique with the format and book was introduced in the school which, I believe, is still in practice. He also designed a course named 'Behavior' which I translated into Nepali and taught in class 7 when I was there. It was tragic that Lindell died of a heart disease.

Mr. Larry Asher (June 1974 to July 1975 and January 1977 to October 1977): Young and energetic, he was the fourth Principal of the school. He worked in the school as an Agriculture teacher in the beginning and designed the school farm and animal sheds in the school field. He led the school in difficult times. I still think his introduction of 'permission slip' and restructuring of domestic department of the school were instrumental in bringing good order in the school and boarding life of the school. As he was asked to work as an Education Secretary in the United Mission to Nepal and had to leave the school I got a second chance to work together with him in Council for Technical Education and Vocational Training. He also made a great contribution there which will remain immortal in the history of technical education and vocational training in Nepal. Although a strong and stout, Larry faced some health problems and left CTEVT and returned to his home in USA.

Mr. Brian Wood (October 1977 to October 1980): As a fifth Principal of the school his humanistic approach of management made him popular among staff, students and parents. His love of music and sports could be demonstrated in school programs. His tragic death while climbing the mountain during the Dashain vacation of school was a great shock to the school. He knew how to deal with people and became an exemplary principal.

I had to take over as the Principal twice: once when Mr. Wood was on furlough from May 1979 to January 1980 and secondly after his tragic death. The second term lasted from October 1980 to December 1982. The school had to face difficult situations during these periods but because of the strong support of the School Management Committee led by Mr. George John, the situation came into control and the school resumed though some unwanted things could not be kept from happening. I think students were used by some people in or outside the school to create trouble in the school so that their ill motive could be fulfilled. It will not be fair if I did not recognize the assistance extended to me by Mr. David McConkey, Mr. Tanka Nath Sharma, Mr. Narahari Sharma and Mr. Bam Dev Sharma during critical situations of



the school and when I was in the leadership position. Mr. George John was my teacher in the college and it was a privilege to work with him during my tenure. As I reflect upon those days, I tried to be fair to all students and staff. I put the school, its rules and policies before my family, health, wealth and my life even at the risk of death in course of fulfilling my duties as the Principal. This is justified by many former students' remarks for whatever I had done to shape their future.

The succeeding torch bearers: I cannot comment about succeeding Principals as I have not been able to study the school and its activities during their tenures so deeply though I am not totally ignorant of them and their activities. However, I would like to share my feelings that the school has been branded as an excellent one so far in Nepal and the Principals, staff and students deserve appreciation for this good fame.

The role of students in building the school is not less important. The school wants that students perform in the school and outside well when they leave the school. Many students in Nepal and abroad are heard of performing well. I recently met Prakash Nepal (Krishna Biswakarma), Pemba Sherpa, and Bharat Dwa in the USA. Mohan Gyawali, Laxman Pradhan, Temba Sherpa, Anil Subedi, Mohan Thapa and Prem Thapa also were in contact. All of them were proud of being GBS students, believed that the foundation of their growth was GBS and are now shining in their performance. I am sure there are many other former GBS students who are working to make a difference

in the lives of people. Sarubhakta Shrestha has earned his fame as the excellent literary figure and Amrit Gurung as a good music performer in Nepal. It is a matter of joy and pride that EGBOSA, the alumni of ex-GBS students, is actively engaged in many philanthropic activities in Nepal including the help to the recent earthquake affected people and areas. I have not heard that any GBS product has done poorly. With the assistance of EGBOSA, it would be nice if the school prepares the data of excellent ex-students in their workplace with their activities and publicize them. They will be an interesting and useful source of inspiration and satisfaction to all.

Finally, some reflections about the further steps ahead: Knowledge, character and service being the motto of GBS, I am sure many activities are designed to realize it. I am not sure if the Behavior course is still taught in classes and Nepali spelling contest is continued. The new wave of thought around emotional intelligence has attracted many institutions and organizations. Maybe the school has to take some measures to help students become emotionally competent by introducing a course on 'emotional intelligence'. It means managing oneself, being self-aware, self-regulating and self-motivating among many other areas of studies. The management, staff and students, the GBS torch of knowledge, character and service and everything is up to you now. Burn it brighter and brighter that it does not only illuminate Nepal and the earth but even the universe.







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जुलाई १९८४ - डिसेम्बर १९८४  
शिक्षण अवधि १९७४-२००० ए.डी.

## स्मृतिको ज्ञान गङ्गा

जब म स्मृतिको नौकामा सयर गर्दै गण्डकी बोर्डिङको ज्ञान-गङ्गा सागरमा प्रवेश गर्छु तब अतीतमा देखेका, गरेका र पाएका अनुभवहरूको स्मरण आइ नै रहन्छ। तिनै अतीतका आफ्ना अनुभवको स्मरण गर्दै गण्डकीको ज्ञान-गङ्गा सागरमा डुबुल्की मार्दछु। आनन्दको अनुभूति लिन्छु।

सर्व प्रथम गण्डकी ज्ञान सागर सृजना गर्ने महापुरुषलाई श्रद्धापूर्वक नमन गर्न चाहन्छु। मलाई आज पनि त्यो दिनको याद आउँछ जुन दिनमा स्थानीय शिक्षा प्रेमी, नेपाल सरकार र यु. एम. एन. का प्रमुख व्यक्तिहरूको सहभागितामा 'नेपाली आदर्श स्कूल' खोल्ने सम्झौता पत्र बनेको थियो। यसको संरक्षण र संवर्द्धन गर्दै आउनु भएका सम्पूर्ण संस्था प्रमुख एवं प्रशासकहरूलाई पनि नमन गर्दछु।

करिब ४५ वर्ष अगावै नदी भैं सोझिएर गण्डकी बोर्डिङको साधारण शिक्षकमा प्रवेश गरें। आफ्नो जिम्मेवारीको जीवन यात्रामा आएका उकाली र ओरालीका पद चिन्हहरूको स्मरणले आज पनि म प्रफुल्लित र आनन्दित बन्दछु। शिक्षकको जिम्मेवारीको साथै गरिब एवं जेहेन्दार विद्यार्थी भर्नाको निमित्त देशका विभिन्न सुगम तथा दुर्गम जिल्लामा भ्रमण गरें। भ्रमणकै क्रममा मनाङदेखि मुक्तिनाथसम्मको गोर्छो बाटोको यात्रा गर्दा गर्दै हिम प्रपातमा पनि परें। एकल छाप्रोमा बढी आमा र चौरी गाईको माया पाएँ। निद्रा र थकाइले फापरको ढिँडो पनि स्वदिष्ट भोजन बन्द्यो अनि स्याउलाको बिछौनामा आनन्ददायी मिठो निद्रा पाएँ। मैले अनुभववाट ज्ञान पाएँ। भोकबिनाको स्वादिष्ट भोजनको के महत्त्व ? निन्द्राबिनाको आरामदायी बिछौनाको के महत्त्व अध्ययन र अनुशासनबिनाको विद्यार्थीको के महत्त्व ? लक्ष्य र प्रेमबिनाको मानिसको के महत्त्व ? जीवनकै अविस्मरणीय यात्रा बन्द्यो त्यो यात्रा मेरो लागि।

सेवाकै क्रममा विद्यार्थी प्रमुख, शिक्षाप्रमुख र प्राचार्यको जिम्मेवारी पनि पाएँ। मेरै प्रशासन कालमा फेवातालको वनभोजमा पौडी खेल्दाखेल्दै डुबेर मृत्यु भएका लक्ष्य गुरुङको हृदय विदारक घटनाले मेरो आत्माले शान्ति पाउन सकेको छैन। जिम्मेवारी बहन गरेका शिक्षकलाई निष्कासन गरें।

जिम्मेवारीले सफलतामा ताली र असफलतामा गाली पाउनु त स्वभाविकै बन्द्यो, गाली खाएँ, माफी पनि मागें तर पिटाइ खान परेन। गण्डकीको कार्यकालमा मेरो जिम्मेवारीमा हरेक काम परीक्षा थिए। उक्त परीक्षाका नतिजा नै मेरा अनुभवहरू बने।

मेरो गण्डकी प्रवेशको समयमा विद्यालयको बिच भू.पू. प्राचार्य जोनाथन लेन्डेलद्वारा साना रोपिएका दुईटा पीपलका बिरुवा जसरी बढेर शोभा दिएका छन् त्यसरी दुई तिन वटा बाँस र खरले बनाइएका कक्षा कोठामा जम्मा २६ जना विद्यार्थीको संरक्षण र संवर्द्धन गर्दै माध्यमिक विद्यालय, विज्ञान सङ्कायमा +२, क्याम्ब्रिज र गण्डकी कलेज अफ कम्प्युटर साइन्स सञ्चालित भएका छन्। गण्डकी ज्ञान-गङ्गाको भौतिक एवम् शैक्षिक विस्तारमा सहभागी हुन पाएकोमा गौरव लाग्छ।

कार्यरत समयमा नेपाल, भारत र अस्ट्रेलियाका ख्याति प्राप्त कलेजहरूको शैक्षिक अवलोकन भ्रमण गर्ने अवसर पाएँ। अध्यापनमा सहभागी बन्नको साथै प्रशासनमा पनि सकदो ज्ञान लिएँ। विदेशी मित्रहरूको सहयोग र सम्मानको निमित्त हार्दिक धन्यवाद दिन्छु।

मेरै प्रशासन अवधिमा वि.सं.२०४६ साल अनुभव हीन विद्यार्थीलाई घर पठाएकोमा तत्कालीन अञ्चलाधीश बबुवन ठाकुरले प्राचार्यलाई निष्कासन गर्दाको भुटो आरोपको सामना गर्नमा सफल भएकोमा मैले आत्म सन्तुष्टि लिएको छु। त्यसलाई नै मेरो जीवनको अविस्मरणीय सफलता मानेको छु।

आजभन्दा १४ वर्ष अगाडि विद्यालयबाट विदाई भए पनि अतीतका प्यारा विद्यार्थी एवम् शिक्षकहरूको याद आई नै रहन्छ। विद्यार्थीको हँसिलो चेहरामा मधुर मुस्कानको वातावरणमा अध्ययन तथा अध्यापन चलाउँदा। गुरु पूर्णिमाको दिन स्वदेश एवम् विदेशबाट फोन आउँदा, हस्पिटल र कार्यालयमा कार्यरत आफ्ना प्यारा विद्यार्थीबाट पाएको प्रेम, सम्मान र सहयोगले हृदयमा आनन्दको लहर आउँछ। जीवनमा यो भन्दा आत्मसन्तुष्टि अरु के हुन सक्छ



र ? भन्ने सोचि रहन्छु । मैले मेरो जीवनको तिन दशक गण्डकी बोर्डिङको ज्ञान सागरमा विताएँ । साधारण शिक्षक, विद्यार्थी प्रमुख, शिक्षा प्रमुख र प्राचार्यको जिम्मेवारीमा जे देखें, जे गरें, जे पाएँ त्यसैमा खुसी छु । गण्डकी बोर्डिङलाई मैले के दिएँ ? मलाई थाहा छैन । तर गण्डकी बोर्डिङबाट मैले धेरै अनुभवहरू पाएको छु । यसैमा खुसी छु ऋणी पनि छु ।

जीवन सम्भौता रहेछ । सम्भौता गर्नुभन्दा संस्थाको सम्मान र आत्म सम्मानका निम्ति भुक्त सकिन्न । यसैमा खुसी छु । लामो समयसम्म संस्थाको नियम नीतिमा रहेर काम गर्दा कुनै मित्रहरूमा ठेस पुगेको भए क्षमा चाहन्छु । लामो समयसम्म शिक्षक, प्रशासक र व्यवस्थापनको सदस्य बनेर हितैषी मित्रहरू, शिक्षक साथीहरूको जे जति सहयोग पाए पनि असल शिक्षक एवम् प्रशासक बन्न सकिन्न होला । तैपनि सहयोगका निम्ति आभारी छु ।

आफ्नो जिम्मेवारीमा सहयोगी मित्रहरूलाई अनुरोध गर्नुभन्दा आफैं काम गर्न अगाडि सर्दथेँ । असफलतामा आफैं दुःखी पनि भएँ । तर कहिल्यै निराश बनिनँ । राजनीतिमा इन्द्रेणीमा रङ्ग देखिए जस्तै विभिन्न राजनैतिक दलले सोचेजस्तो बन्न सकिएन । शिक्षण संस्था सदा राजनीतिबाट टाढा रहनु पर्छ भन्ने मान्यता राख्दछु । वातावरण र संस्कारले असर पारेको हुन सक्छ ।

जीवन एक नाटक रहेछ । ३ दशकसम्म गण्डकीको ज्ञान गङ्गाको नाट्यशालामा नाटक खेलेँ । राम्रो प्रदर्शन गर्न नसके पनि नाटक खेलेकोमा खुसी छु । कसैले मूल्याङ्कन गरेमा धन्य सम्झनेछु । नगरेमा कुनै गुनासो पनि छैन । गण्डकी बोर्डिङको संरक्षण र संवर्द्धनमा योगदान दिनुभएका कति स्वदेशी एवं विदेशी व्यक्तित्वहरूलाई फुलका माला, फुलका गुच्छा शुभकामनाका शब्दहरूले विदाई गरें । नचाहँदा नचाहँदै पनि सेवाकै निम्ति विन्ध्यवासिनी स्कुलका +२ र क्याम्पस खोल्न र सञ्चालन गर्न गण्डकीको ज्ञान सागरबाट विदाई भएँ । समय र स्वास्थ्यले अनुमति दिएमा र ज्ञान गङ्गाको अनुरोधमा गण्डकीमा प्रवेश गर्छु । सुन्दर, शान्त, मनोरम र सिर्जनात्मक वातावरणको अवलोकनले हृदयमा उत्साह, उमङ्ग र प्रेरणा दिन्छ । हृदय रमाउँदछ । स्वर्गको कल्पना आउँछ मन मस्तिष्कमा ।

स्मृतिकै गङ्गा सागरमा डुबुल्की मार्दा एस. एल. सी.मा बोर्ड फस्ट, वीरेन्द्र विद्याशिल्ड र विरेन्द्र खेल शिल्ड प्राप्त भएका वर्षहरूमा विद्यालयबाट आयोजित संयुक्त पारिवारिक भोजमा रमाएका क्षणहरू आइ नै रहन्छन् ।

गण्डकी बोर्डिङ ज्ञान गङ्गाको खानी हो । ज्ञानकी देवी सरस्वतीको मन्दिर हो । ज्ञानको योगेश्वर हो । भक्ति भावको भागवत हो । प्रेमको सागर हो । यसको अमूल्य ज्ञानको

रसपानले विश्वका केही मुलुकमा समेत प्रभाव बनाएको छ । यसका विद्यार्थी आफ्नो क्षमता अभिवृद्धिको प्रदर्शन गर्न सफल भएकोमा गौरव लाग्दछ । यसको भौतिक एवम् शैक्षिक वातावरण विश्वका विकसित शिक्षण संस्थाभन्दा सुन्दर, शान्त, सृजनशील र आकर्षक छ । भविष्यमा पनि यसले राष्ट्रिय तथा अन्तर्राष्ट्रिय क्षेत्रमा यसरी नै आफ्नो पहिचान बनाउन सक्षम हुने कुरामा म विश्वस्त छु । हाल कार्यरत प्राचार्य श्री रविप्रसाद बराल सरको योजना अनुरूप एम. ई. र पौडी पुलको विस्तार राष्ट्रकै गौरवको विषय बन्नेछ । रवि सरलाई हार्दिक धन्यवाद ज्ञापन गर्दछु । यो अमूल्य निधिको शुभ चिन्तक बन्नु हामी सबैको कर्तव्य मान्दछु ।

मलाई विश्वास छ । गण्डकीको ज्ञान गङ्गाबाट पाएका हरेक शब्द वेदका ऋचा बन्नेछन् । हरेक सिर्जनात्मक कार्य अनुकरणीय र पूजनीय बन्ने छन् । यसका ग्रयाजुएट आफ्नो समयका दार्शनिक बन्ने छन् । यसका विद्यार्थीहरू सद्मार्गमा लागी आफ्नो क्षमता प्रदर्शन गर्न सक्नेछन् । समाज र राष्ट्रको स्रोत बनेर असल मानिस बन्नुका साथै विश्व शान्तिका दूत बनेर प्रेमका प्यासी र शान्तिका भिखारीलाई आत्म सन्तुष्टि दिलाउने छन् । यही शुभकामना व्यक्त गर्दछु । मेरो अनुभवमा यस ज्ञान सागरमा संलग्न सम्पूर्ण परिवार भाग्यमानी मान्दछु । यसमा अध्ययनरत विद्यार्थीको जीवन उपयोगी ज्ञान आर्जन गर्ने, व्यावहारिक बनाउने सत्कर्मको भावना विकास गर्ने यही ज्ञान गङ्गा हो । सुन्दर, शान्त र सृजनात्मक वातावरण भएको ज्ञान सागरमा ज्ञान आर्जन गरिरहेका छन् । उनीहरूले आफ्ना माता पिता र शिक्षकहरूलाई सम्मान गर्दै आफ्नो लक्ष्य पुरा गरून् । शुभकामना छ ।

हरेक मातापिताको आफ्ना सन्तानलाई असल मानिस बनाउने सपना हुन्छ । विश्वास छ यहाँहरूको सपना पुरा हुनेछ । यहाँहरूले अवश्य पनि आफ्ना सन्तानलाई असल मान्छे बनाउन प्रशस्त लगानी गर्नु भएको छ । सफलता अवश्य मिल्नेछ, सपना साकार हुनेछ । यस ज्ञान गङ्गाको सागरमा कार्यरत शिक्षक एवम् कर्मचारी मित्रहरू आफ्नो जिम्मेवारी पुरा गर्न दक्ष छन् । जिम्मेवारीमा खुसीसाथ रमाउँदै जाँदा सक्षम व्यक्तित्व बन्न सफल हुनुको साथै आफ्नै पहिचान बनाउन पनि सफल बन्नेछन् । ज्ञान सागरमा खेल्दा खेल्दै प्रेम सागरमा पनि खेल्ने छन् ।

मलाई लाग्दछ जीवन जति सुकार्यमा व्यस्त हुन्छ, त्यसको नतिजा पनि त्यत्तिकै सुखद हुन्छ । पश्चत्ताप बिनाको अतीत, आत्मविश्वासको वर्तमान र निडर भविष्यको योजना तयार गर्नु नै सार्थकता मान्दै गण्डकी ज्ञान सागरको उज्ज्वल भविष्यको कामना गर्दछु । धन्यवाद !





**Dr. David Bambach**  
**Former Principal**  
**1985 - 1989 A.D.**

## The Occasion of the 50<sup>th</sup> Anniversary

Dear Principal, staff and students,  
Namaste!

Warm greetings from Perth, Western Australia!  
Mrs Val Bamach and I wish to convey our sincere congratulations on the occasion of the school's 50th anniversary (Golden Jubilee). Our very best wishes for all your celebrations during this special year!

We greatly enjoyed the five years that we were part of the GBS family, while we lived at the school. We still feel very much part of the school family and we always shall.

It was my great privilege to have been the first Principal, when Gandaki Boarding School was designated by the Government as Nepal's first Regional School. Mrs Val Bambach, who was the Junior School Supervisor, and I have been delighted to see how splendidly the school has developed during the years since. The school is now one of the top schools in Nepal, and we wish to congratulate you on the school's many fine achievements over recent years.

May the school continue to go from strength to strength, as you all seek to uphold the school's motto:

Knowledge, character and service

Best wishes and congratulations,

Dr David Bambach, Former Principal, (1985-1989)

I have included some photos from the first five years. You may wish to use some or all of them. Our thoughts continue to be with you, your families, and all the people of Nepal, as Nepal seeks to recover from the recent devastating earthquake. D.B. Some memories of developments at Gandaki Boarding School, Regional School, 1985-1989 By Dr. David Bambach, First Principal, GBS, Regional School.

The school had been established in 1965 with the assistance of the United Mission to Nepal, and the International Nepal Fellowship. It became a Government School in 1971 with continuing assistance from the UMN. It then emerged in 1985 as a "new" school when it was designated by His Majesty's

Government (Ministry of Education) as Nepal's first regional school. It was my very great honour and privilege to have been appointed as the first principal when HMG requested further assistance from the UMN. UMN also provided five other senior staff.

The Government's plan was to establish five regional schools in order to serve very promising students in each of Nepal's five development regions. English was to be the teaching medium, and it was planned that students would work towards the Cambridge International "O"-level (year 11) Examination, as well as Nepal's National School Leaving Certificate (Year 10). GBS was to be the first such school, and initially it would recruit students nationwide from Year 4. The Government's goal was that these schools would attain a high, international standard of all-round education, and GBS would be a "model".

Mrs Val Bambach and I greatly enjoyed living with and working alongside an excellent, highly motivated Nepali staff and very responsive students. Together, for the next five years, we accepted the exciting challenge, and sought to carry out the Government's plans. In the process, there were many significant and pleasing developments at GBS during this time. I would like to describe some of these, as I look back fondly on those years.

In 1985, the school's management committee and the United Mission to Nepal warmly supported a request from the school to the Government that girls be admitted and so be given the same educational opportunities at GBS as boys. The Regional Schools were to be established for among "the best" students in the nation/region, yet there was no equivalent school for girls. The Government agreed to the request, and soon plans were in place to build girls' boarding hostels and other appropriate facilities for girls as soon as possible. Several excellent women teachers also joined the GBS staff. All this was accomplished in a little more than a year.

It was very gratifying that, by 1988, about 120



students, girls as well as boys, were awarded scholarships, financed by the UMN. The scholarships helped to pay for school fees, uniforms, text books, etc. The scholarships were awarded to genuinely needy students, many of whom came from remote areas of the country. A large number of scholarship students soon excelled academically and in other areas of school life.

A highlight for GBS was the outstanding achievement by Rajendra Raj Gurung, one of its students. Rajendra was Nepal's top student ("Board First") in the 1988 National School Leaving Certificate. Many school and community celebrations of his achievement took place. Rajendra went on to study overseas, with distinction. Several other GBS students from these years went on to study successfully at Nepali and overseas universities. It was gratifying to hear also that GBS was the top school academically in the District and Region.

The school's goal of a high quality all-round education for students was summed up in the motto that was decided on for GBS: KNOWLEDGE, CHARACTER and SERVICE. It was recognised that academic achievement, though very important in such a school, is not the sole measure of a good education. Thus the school placed strong emphasis also on extra-curricular activities, character formation, leadership training and service. Elected student leaders, such as house captains, class captains and day student representatives participated actively in several areas of school life. It was encouraging to see the creation of 25 clubs in those early Regional School years, including scouts, cubs, brownies, guides, rover scouts, and a community service club. There was a weekly evening concert at which the considerable talent of many students was on show.

There was a strong focus on sports at GBS. All students were encouraged to participate in at least one of the several sports available. GBS students had considerable success in inter-school sporting competitions.

Another pleasing development was the building of an excellent health centre at the school, which offered health care to students, staff and their families, and emergency treatment to the local community. Appropriate health care staff was employed to teach and work in the health centre. Health Education classes (as part of Physical Education) were held for all our students, using the tutorial room facilities of the new health centre.

Reflecting the importance of the development of

good agricultural practices in Nepal, Agricultural Education was offered as a subject to GBS students. The adjoining UMN farm was generously made available to assist in the learning process. In addition, Industrial Education was made available to GBS students, and was also considered an important part of the GBS curriculum.

There was a comprehensive upgrading of the library. Hundreds of new books were purchased, or received as donations from overseas. A new librarian was trained by UMN's library consultant.

There was great excitement when a school bus (purchased by UMN) arrived in 1988. It was used regularly for educational excursions, as well as for the transportation of day students, and it became an important part of school life.

A significant development was the setting up of a small-group English conversation "tutorial" class's programme for our younger students. This was made possible with the great help of some twenty short-term volunteer teachers from several countries. The improvement in students' English proficiency became very obvious as a result of this programme.

An in-service programme for teachers was financed by UMN. This consisted of tertiary studies and/or school experience in overseas countries. The aim was to help to prepare GBS staff for higher secondary studies, including the planned 10 + 2 Higher Secondary Education courses. GBS also began to develop its own appropriate higher secondary courses, teaching approaches and resources, and to purchase relevant science and multi-media equipment. An in-service training seminar was also offered on the GBS campus to teachers from some local schools, as well as to GBS teachers. Access was provided to GBS subject "resource centres", and the school became something of a "resource school".

It has been very gratifying to hear since those early years that several of our GBS students have been recognised as very good, active citizens, and often leaders, nationally and/or in their towns and villages. We hear from time to time that there is something "unique" about so many of our GBS graduates. We hope that this "difference" will become a positive element in the future shaping of the nation.

It was very exciting, fulfilling and challenging to have been a part of the development of the first Regional School during its early years. Mrs Val Bambach and I shall always have many happy memories of GBS, and we are very grateful for the privilege that was ours.





## Gandaki Boarding School

**Dr. John Barclay and on behalf of Mr. Howard Barclay, AM.**

**Tenure: 1990 - 1996 A.D.**

**Working Period: 1988 - 1996 A.D.**

Greetings and congratulations to Gandaki Boarding Higher Secondary School from the Barclay family on the auspicious occasion of the 50th Anniversary of the School. The school had humble beginnings and was primarily the vision of Jonathan Lindell who saw the need for vocational training in Nepal, especially recruiting students from the remote hills to give them an opportunity to meet the needs of the nation as it emerged from decades of isolation from the global community.

Howard Barclay was the Secretary of the founding committee and was involved in the negotiations with the Lamachaur Village Panchayat regarding the location of the School and the acquiring of the land on which the school now stands, beside the Seti River. Arranging the Committee meetings was not easy as Jonathan Lindell, Executive Secretary of the United Mission to Nepal, was based in Kathmandu, and Howard Barclay was in Luitel, Gorkha District. There is a record of correspondence in the archives between Jonathan and Howard fixing a date for a meeting in which Howard said to go ahead with the meeting on the pre-arranged date: if he was unable to get an RNAC flight from Palungtar to Pokhara, he would just walk to Lamachaur and still be there for the meeting – which he did!

Howard Barclay was also instrumental in appointing the first Principal of the new school, Mrs Martha Mukhia who had been serving at Amp Pipal with her husband until his untimely death. Several of the new teachers had also studied at Amp Pipal school and been trained by Howard Barclay – notably amongst these was Mr Bhoj Raj Neupane. Another early teacher at NAMV who came from Luitel was Mr Colin Smith, remembered more for his love of butterflies than his Maths teaching. The Amp Pipal/ Luitel, Gorkha connection continued for many years with long-term staff such as Mr Kamal Neupane and Mr Shiva Lal Dhittal serving in the newly formed Regional School from 1985. Special mention must also be made of Mr Varghese Thomas who came from serving as Principal of Amar Jyoti High School in

Luitel to be the Vice Principal for more than a decade of GBS, as Regional School, supporting Dr Bambach (founding Principal of the Regional School) and John Barclay during their tenure as Principals.

Janine and I served at GBS from 1988 to 1996. These were memorable years for GBS and Nepal, as well as for our family – with Kathryn and Nicholas spending eight of their childhood years in the GBS and Lamachaur communities. I was privileged to follow on from the strong traditions and foundation laid by Dr Bambach and Mr Ben Westerling. I well remember the turbulent months after the democracy revolution of 1990 as we faced several external challenges and threats to the school. That was a period of growth, expansion and development: the first batch of GCE O Level students, the opening of the second girls' hostel; the building of the Higher Secondary block and the Senior Boys' Hostel (all funded through UMN), not to mention GBS pioneering 10+2/ Higher Secondary Science in Nepal.

We will never forget the strong friendships we formed with colleagues – Nepali and ex-pat staff, and the hundreds of students who came through the gates of GBS during those years, whose lives were moulded and transformed by the GBS experience. I remember the excitement of the Silver Jubilee celebrations in 1991 – with so many former students and staff returning to celebrate what the school had achieved in its first 25 years. Another 25 years has passed and there is further reason to celebrate the achievements of GHSBS and GCES – congratulations to all who have contributed so much to these achievements.

What is more important than the changes in bricks, stone and mortar and even wonderful exam results over the years is the impact for good on the lives of Nepali boys and girls – an impact that results in Knowledge, Character and Service. This is how the vision of Jonathan Lindell, Howard Barclay and the other founders of the school continues to be lived out to the benefit of Nepal and its citizens.





**Ben Westerling / Maria Westerling**  
**Former Acting Principal**  
**July 1989 - December 1989**  
**Working Period: 8 Years**

## Golden Jubilee Souvenir 2015

Life at GBS was never dull. Every day was filled with buzzing life. In the 1980s the school was not only a working place for Ben and me, but it was the home for our family. We arrived with a one-year old daughter and were blessed with fifty two boys as we started as hotel parents in Lamjung hostel. It was quite overwhelming getting responsibility for that many boys at one time. We remember how we first were struggling to learn everyone's names, but we managed. And the boys managed with us! At that time it was a Nepali medium school and it turned out to be an excellent place for us to learn the language. I can still recall the sound of buckets and the boys singing in the toilet early mornings. The pleasant smell of clean clothes, when they were brought back by the dhobinis, is fresh in my mind. Every day followed a certain routine. No need to wear a watch, the school bell told you what was going to happen next. Friday afternoon everyone was cheerful. The students got finally time to rest from their studies for a day and a half. This they certainly deserved as the majority of the students were very dedicated to their studies. A real sense of being one big family was Friday evenings when students and staff families gathered in the gym for cultural evening. This was where we learnt how talented you Nepalis are in drama and dancing. Everyone wanted to take part which meant that the program sometimes went on and on.

The remaining five years of our time at GBS, we lived in the staff quarters. Our daughters, now three in number, loved running around on the school

compound. Everyone kept an eye on each other's children. Sitting out on the porch chatting with other mums, watching the sun set on the surrounding mountain tops are moments that cannot be described. When the sun set, it was time to prepare the evening meal. For your children dalbhat in the neighbors' houses were usually more tempting than at home. One of them once went to Shantiko aama's house, knocked on the door and begged for rice. And who could resist! Of course, life was not always this rosy. There were a lot of challenges that we as staff faced, but there was always a way to deal with them. GBS and Lamachaur is the place where we learnt to love Nepal and its people. And you, who read this are the reason for it.

Maria (Mia) Westerling, at GBS with UMN 1982-1990 as Hostel parent, School nurse and Health educator.

This was when Rabi Baral sir was a new teacher at Gandaki Boarding School. I was acting principal at that time and had signed his employment letter. One evening we met near the basketball court and he wanted to ask a question. Being a Geography teacher he was interested to know more about the Northern Light and the summers in the north of Finland, where the sun does not go down at all. I was very excited to talk about my own country and Rabi was eager to listen. Still after 25 years, we both have very good memories of this occasion.

Ben Westerling, at GBS with UMN 1982-1990 as Hostel Parent, Scholarship Officer, Extra- Curriculum Coordinator, Acting Principal.







वामदेव शर्मा  
पूर्व का.मु. प्राचार्य  
नोभेम्बर २००६ - डिसेम्बर २००६  
सेवा अवधि: सन् १९७४-२००६

## विगततिर फर्केर हेर्दा

जीवन बगि रहने नदी जस्तै रहेछ । नदी समुद्रमा मिसिएर विलाए जस्तै जीवन केही दिनको अनवरत बगाइपछि समयको प्रवाहमा हराउने रहेछ । मैले जीवनबाट सिकेको शिक्षा यही हो । नदी बग्ने बाटो देख्न सकिने तर जीवन बग्ने बाटो समय भएकाले बगि सकेपछि मात्र बाटो स्मृति पटलमा आउने रहेछ । म आफू होस समेलन सक्ने भएपछि आफ्नै खुट्टामा उभिने प्रयासमा अमर सिंह माध्यमिक विद्यालयमा सेवा गर्ने मौका मिल्यो । त्यसपछि के के भयो 'विगततिर फर्केर हेर्दा' भन्ने शीर्षकमा लेख्ने मन भयो ।

वि.सं.२०३१ साल जेठ महिनामा आमरसिंह मा. वि. का सञ्चालक समिति, हेडमास्टर र शिक्षक तथा विद्यार्थीको अनुरोध हुँदाहुँदै पनि परिस्थिति असहज भएकाले म जिल्ला शिक्षा कार्यालयमा हाँजिर हुन पुगें । केही दिन पछि एक जना विदेशी शिक्षा कार्यालयमा आए । त्यस पछि शिक्षा अधिकारीले मलाई अमरसिंह माध्यमिक विद्यालयबाट नेपाली आदर्श मा.वि. लामाचौरमा काज सरुवा गरेको पत्र दिई उनै विदेशीसँग जाने आदेश दिए । म पनि चुपचाप उनै विदेशीको मोटर साइकल पछाडि बसी स्कूलमा आएँ । त्यतिखेर नेपाली आदर्श मा.वि.मा तिन चार कोठामा मात्र कक्षा सञ्चालन भएका रहेछन् र अन्य कोठाहरू निर्माणाधीन थिए । ठुला-ठुला कोठा अनि प्रत्येक विद्यार्थीलाई कुर्सी टेबल र कोठाको सरसफाइ देखी म पहिलो पटकमै स्कूलप्रति आकर्षित र प्रभावित पनि भएँ । लेरीले अर्थात् जसले मलाई स्कूल ल्याएका थिए प्रिन्सिपल जोनाथन लिन्डेलसँग भेट गराए । लिन्डेल सरले पनि सानो अन्तरवार्ता लिएपछि मलाई सोझै लेरीसँगै कक्षा ९ मा क्लास लिन लगाए । यो नयाँ ठाउँ, नयाँ परिवेशमा एकाएक क्लास लिनु पर्दा सुरुमा त अलि असजिलो जस्तो लागेको थियो तर आफूले केही समय अगाडि नै पढाएको पाठ र नेपाली माध्यमबाट पढाउन पाउँदा मलाई पुनः सहज र रमाइलो अनुभव भयो ।

१५ / १५ जना विद्यार्थी त्यसमा पनि अनुशासित विद्यार्थी भएकाले मलाई कक्षा सञ्चालन गर्न कुनै पनि कठिनाई भएन । प्रिन्सिपल तथा लेरी सर पनि प्रभावित भई तुरुन्तै नियुक्ति पत्र दिनु भयो ।

एस.एल.सी.को लागि यो दोश्रो व्याच भए पनि कक्षा १० का सबै विद्यार्थी एस.एल.सी.मा समावेश भएको यो पहिलो वर्ष थियो । धौलागिरि होस्टेल निर्माणको अन्तिम अवस्था थियो र होस्टेल र प्राथमिक तहका विद्यार्थीहरूको कक्षा सञ्चालन अहिलेको क्रिकेट पिचनेर लामो पराले टहरामा गरिन्थ्यो । हालको डाइनिङ्ग हल भर्खर मात्र सञ्चालनमा ल्याइएको थियो । दिवा विद्यार्थी सङ्ख्या करिब दुई सय जति र बोर्डर सङ्ख्या करिब एक सय पचास मात्र थियो । राजधानी बाहिरको पहिलो आवासीय विद्यालय भए पनि त्यति धेरै प्रचार प्रसारमा आएको थिएन । केटाहरूका लागि मात्र आवासीय विद्यालय भएकाले र मध्यम वर्गीय मानिसका लागि स्कूल फिस पनि अलि बढी भएकाले पनि धेरै मानिसको पहुँचभन्दा स्कूल अलि टाढा थियो । स्कूलको स्थापना कालदेखि नै आकर्षक रहेको पक्ष चाहिँ यस विद्यालयको छात्रवृत्ति कार्यक्रम थियो । एस. ओ. एस. बालग्रामबाट छानिएर आएका र पश्चिमाञ्चल क्षेत्रको छात्रवृत्ति परीक्षाबाट छानिएर आएका विद्यार्थीको सङ्ख्या सम्पूर्ण विद्यार्थीको करिब एक चौथाई थियो । स्कूलको शैक्षिक स्तर माथि उकास्नमा यो छात्रवृत्ति कार्यक्रम आजसम्म पनि एक आकर्षक र प्रशंसनीय पक्ष रहेको कुरा सर्व विदितै छ । यसै छात्रवृत्ति परीक्षामा सम्मिलित हुँदाका एक दुई घटना स्मरण गर्न चाहन्छु ।

२०३२ साल असोज कार्तिक महिनातिर होला । एक साँभ प्रिन्सिपल लिन्डेल सर मेरो क्वाटरमा आई छात्रवृत्ति परीक्षा सञ्चालनका लागि मनाइ जानुपर्ने प्रस्ताव राख्नुभयो । मैले



खासै केही नसोची स्वीकृति दिएँ । यसको तिन चार दिनमा नै हाम्रो परीक्षा टोली म, लेरी सर, र एक जना सपोर्ट सर्भिसबाट हेल्पर गरी चार जनाको टोली मनाइ जान भनी स्कूलको भ्यानबाट बस स्टप पुग्यौँ । हामी सबैका भोला बसको छतमा राखी काठमाडौँ जाने बसमा हामी डुम्रेसम्मका लागि हिँड्यौँ । बिहान करिब ८ बजे डुम्रे बजार पुगेपछि हामी सबै ओर्लेर बसको छतबाट भोला भिक्दा सबैको सामान सही सलामत भेटियो तर मेरो चाहिँ भोला फेला परेन । अचम्म भयो । मेरा लगाउने लुगा समेत सम्पूर्ण सामान भएको भोला चोरी भएछ । केही समयपछि लेरी सरबाट प्रिन्सिपलको लागि लेखेको सानो चिट सहित बसको खलाँसी साथ लिएर म भोला खोज्दै पोखरा फर्किएँ । बेलुकातिर स्कूलमा पुगेपछि लेरी सरले दिएको सानो चिट आफूले नहेरी लिन्डेल सरलाई बुझाइदिएँ । वहाँले एकै छिन दुःख पोखेपछि मलाई भन्नुभयो “म कपडा खोजिदिन्छु । तपाईँ भोलि बिहानै भोटे बजार पुगेर टोलीमा सामेल भई मनाइ जानु होस् ।” मैले खासै केही प्रतिक्रिया जनाइनँ । भोलिपल्ट बिहानै लिन्डेल सरले एउटा सर्ट र पाइन्ट मलाई दिँदै प्रस्थान गर्न अनुरोध गर्नुभयो । विडम्बनाको कुरा के पढ्यो भने जाडाको मौसम मनाइ जस्तो लेकमा एक जोर कमेज र पाइन्टको भरमा १०/१५ दिनको भ्रमणमा जानु असम्भव भएको कुरा प्रिन्सिपललाई जानकारी हुँदा हुँदै पनि मलाई लगातार भ्रमणमा जान कर गर्नुभयो । यो अत्यन्त अशोभनीय व्यवहार थियो । यस घटनापछि ममा प्रिन्सिपल वा अरू गोरा जातिहरूप्रति भएको सम्मानको भावना कम भएर गयो । यी गोरा विदेशीले हामी नेपाली जातिप्रति देखाएको निम्नस्तरको व्यवहार देख्दा मैले हदैसम्मको शब्द प्रयोग गरी प्रतीकार गरें । वहाँ निराश जस्तो देखिँदै कुनै प्रतिक्रिया नदेखाई फर्कनु भयो । मलाई लाग्यो प्रिन्सिपलले स्पष्टीकरण सहित मलाई स्कूलबाट छुट्टी दिनुहुने छ । तर त्यस्तो केही भएन ।

२०३५-३६ सालतिर छात्रवृत्ति परीक्षाकै क्रममा म र डेभिड मकाङ्की सर घान्द्रुङ र जोमसोमको परीक्षा सकेर लोमाङ्थाङ नजिकै छुछाङ जाने क्रममा थियौँ । मुक्तिनाथबाट माथिको क्षेत्र त्रिव्वतियन खम्बाहरूको कारण विदेशीहरूको लागि निषेध गरिएको रहेछ । जोमसोमका प्रहरी इन्स्पेक्टर बडो सहयोगी रहेछन् । हाम्रो सुरक्षा र सहयोगको लागि एउटा प्रहरी हवल्दार खटाइदिनु भयो । हाम्रो टोली बेलुका

सात बजेतिर लोमाङ्थान आइपुग्यो । हामी त्यहीं रहेको प्राथमिक स्कूलको नजिकै एउटा सानो होटल जस्तो घरमा प्रवेश गर्‍यौँ । घर मालिकसँग हामीले एक रात बस्नका लागि अनुरोध गर्‍यौँ । तर घर मालिकीले ठाडै इन्कार गरिन् र गाउँमा कुनै पनि बाहिरको मानिसलाई प्रवेश निषेध गरिएको कुरा आधा बुझिने आधा नबुझिने नेपाली भाषाको लवजमा हामीलाई जानकारी दिइन् । हाम्रो धेरै बेरको अनुरोधपछि उनले त्यहीं गाउँको मुखियालाई बोलाइ दिइन् । मुखिया आउने वित्तिकै हाम्रो कुनै कुरै नसुनी गाउँबाट तुरुन्तै निस्कने आदेश दिए । मैले पनि हामी आउनाको कारण र स्कूलको छात्रवृत्ति सम्बन्धी रेडिमेड भाषण सुनाएँ र तर त्यसको उनीहरूमाथि कुनै असर परेन । उल्टै उनले प्रतिप्रश्न गर्दै भने “तैले कति तलब खान्छस् ? ” यो प्रश्न तिन चार पटक गरेपछि मैले बोल्दै पर्ने स्थिति आयो र भनेँ “यस्तै ५-६ हजार जति” त्यसपछि बडो हाकिमी शैलीमा मुखियाले भन्यो “म १० हजार दिन्छु मेरो घोडा खच्चर धवाउने काम गर ।” त्यसपछि त हामीलाई कुनै बोल्ने अवसरै नदिई “तुरुन्तै गाउँ छाड नत्र यही चक्कुले तिमीहरूलाई मारिदिन्छु” भनी कम्मरमा भएको लामो छुरी भिक्‍यो । हामी तिनै जना राति करिब नौ बजेतिर आआफ्नो भोला भिरी अँधेरी रातमा मात्र एउटा टर्च लाइटको भरमा लड्दै-पड्दै, हुत्तिँदै, हिँड्दै राति एक बजेतिर मुक्तिनाथ आइपुग्यौँ र दुक्क भई बाँकी रात बिताई पोखरातिर फर्कियौँ ।

लोमाङ्थानको यो घटना पछि बुझ्दा दुई चार दिन अधिमात्र रा.वि.से.मा आएका एक शिक्षकले त्यही स्कूलकी कक्षा ३ की छात्रा लिएर भागेका रहेछन् । यसपछि गाउँका मानिसले कुनै पनि बाहिरी मानिसलाई प्रवेश निषेध गरेका रहेछन् । छात्रवृत्ति परीक्षासम्बन्धी त्यस्तै एउटा अर्को रोचक प्रसङ्ग पनि छ । त्यो के भने २०३८-३९ सालतिर होला डेभिड सर र म मार्फा सेन्टरमा परीक्षा लिने क्रममा थियौँ । करिब १०-१२ जना विद्यार्थी र केही अभिभावकहरू सेन्टरमा उपस्थित थिए । स्कूलको नियम अनुसार चार कक्षाको प्रवेश जाँचमा बस्ने विद्यार्थीको उमेर १० वर्षभन्दा कम हुनु पर्दछ तर एक जना केटो करिब स्पष्ट १४/१५ वर्षको देखिन्थ्यो जसलाई डेभिड सरले परीक्षामा बस्ने अनुमति दिनुभएन । अभिभावकबाट ज्यादै चर्को फोर्स र चेतावनी आएकोले मैले डेभिड सरलाई उक्त विद्यार्थीलाई पनि परीक्षामा सामेल गराउनु पर्ने सल्लाह दिँदै थिएँ । तर डेभिड सरले स्कूलको



नीति विपरीत हुने भन्दै मान्नु भएन । परिस्थिति आफ्नो काबुभन्दा बाहिर गएको र सबै विद्यार्थीको परीक्षा पनि रद्द हुने स्थिति आएकोले मैले उक्त केटोलाई भित्र लगी प्रश्न पत्र दिई परीक्षामा संलग्न गराएँ । डेभिड सर परीक्षाको समयभरि मसँग बोल्नुभएन । परीक्षा शान्तिपूर्ण तरिकाले सकिएपछि सबै विद्यार्थी तथा अभिभावकहरू आफ्ना घरतिर लागे । अनि मैले उक्त ओभर एज विद्यार्थीको उत्तर पुस्तिका निकालें र रातो मसीले अङ्ग्रेजीमा “यो विद्यार्थी स्पष्ट बढी उमेरको देखिएकोले कापी जाँचन नपर्ने ।” भनी लेखें । यसपछि मात्र वहाँको शङ्का हट्यो र मसँग पुनः राम्रोसँग कुरा गर्न थाल्नुभयो । अस्तु ।

यस्ता तितामिठा घटनाहरू मेरा ३३ वर्षे सेवा अवधिमा धेरै घटे । सबै स्मरण गरेर साध्य छैन । मलाई थाहा छ । वर्तमान समयमा कार्यरत साथीहरूलाई विगतमा हुने गरेका उस्तै अप्ठ्यारा परिस्थितिसँग सामना गर्न अवश्यै नपर्ला । तैपनि सम्भाव्य व्यावहारिक भ्रमेला पर्दा थोरै मात्र भए पनि पुराना अनुभवले सहयोग पुऱ्याउन सक्छ ।

आफूले आफ्नो ऊर्जाशील जीवन बिताएको ठाउँको माया त कति हो कति लाग्छ । म स्कूलबाट रिटायर भएको पनि आठ वर्ष पुरा भइसक्यो । मलाई अबै स्कूलमा नै छु कि जस्तो लाग्छ । मेरो घर अगाडिको मन्दिरमा बिहान सबेरै घन्टी बज्दा स्कूलकै स्टडी आवरको घन्टीको भ्रमले

लागेर विउँझन्छु । मसँग प्रथम प्रिन्सिपल मार्था मुखियादेखि हाल सम्मका सबै प्रिन्सिपलसँग राम्रै चिनाजानी छ । सबै प्रिन्सिपलहरू तथा भूतपूर्व शिक्षक, कर्मचारी, विद्यार्थी र स्कूल व्यवस्थापन समितिका सदस्यहरू साथै अभिभावकहरूबाट पनि यो शैक्षिक संस्थाको समुन्नतिमा ठुलो योगदान रहेको छ । यसका साथै छिमेकी स्कूलका प्रिन्सिपल, स्थानीय क्लब, सङ्गठन, तथा भद्र भलादमीहरूबाट पनि स्कूलमा उत्पन्न हुने समस्या र प्रतीकूल अवस्थामा यस विद्यालयलाई ठुलो सहयोग पुगिरहेको छ । यस वर्ष हुने स्वर्ण जयन्ती मनाउने शुभअवसरमा उहाँहरू सबैप्रति स्कूल परिवारले आभार तथा कृतज्ञता व्यक्त गर्ने नै छ ।

सांसारिक जीवनबाट हामीहरूले छोटो समयमै बिदा लिनु परे पनि स्कूल, कलेज, सङ्घ-संस्था आदि जीवन्त रहने कुरा हुन् । यहाँ मान्छे आउँछन् जति सक्थो इटा (योगदान) थपेर जान्छन् । त्यसैले आजभन्दा ५० वर्ष अगाडि युनाइटेड मिसन टु नेपालले स्थापना गरेको स्कूल भ्याडिगाएर आज सम्पूर्ण नेपाल अधिराज्यभरि एउटा बहुप्रतिष्ठित शैक्षिक संस्था बन्नका साथै अन्तर्राष्ट्रिय क्षेत्रमा समेत ख्याति आर्जन गर्न सफल भएको छ । यस स्कूलबाट तयार गरिएका हजारौं डाक्टर, इन्जिनियर, पाइलट, विद्वान् विचारक जस्ता दक्ष जनशक्ति मुलुकभित्र तथा बाहिर सेवारत रहेका देख्न पाइन्छन् । यही नै यो सिप, सिर्जना र शिक्षाको गण्डकीले गरेको ठुलो उपलब्धि हो र हामीले गौरव गर्ने कुरा हो ।

## सङ्कल्प

सद्ज्ञान शान्ति मनमै रहेछ ।  
अज्ञान आफ्नो मन नै रहेछ ॥  
धोऊँ पाखालूँ म भुकेर भित्र ।  
सद्भावले नित्य बनूँ पवित्र ॥

- गुरुकुल





जोर्ज जोन  
पूर्व प्राचार्य  
सन् २००७-२००८

## बोलीले ठुलो मान्छे होइन ....

अन्तर्वार्ताकार : रामप्रसाद लामिछाने  
केदारप्रसाद ढकाल

वि.स. १९८९ भदौ २३ गते पिता ए. आई. जोन र आमा अन्नामाका कोखबाट भारतको केरला स्थित तिरुविताम कुर राज्यमा पर्ने एक सानो गाउँ इडा आरन मुलामा जन्मिएको एक बालक स्थानीय धानका फाँटहरूमा डुल्दै, नरिवल, केरा, आँप र बयरका बगैँचामा रमाउँदै र खेल्दै हुर्कियो। दुई कक्षामा कुनै मलयालम कविता पढ्दा त्यसको सार 'हिमालयको काखमा एउटा देश छ। त्यहाँ राजा छन्। उनका निधारमा हिलो लागे पनि कसैले हिलो भन्दैनन्; कस्तूरी भन्छन्' भन्ने सम्झिरहेको त्यो ठिटो, पछि २००९ सालमा २० वर्षको जवान भएर नेपाल हानियो। आफ्नो समग्र जीवन नै नेपालमा शिक्षाको ज्योति बाल्न अर्पण गरिदियो। त्यो ठिटो अरू कोही नभएर हाम्रा परम् आदरणीय गुरु, अग्रज शिक्षासेवी जोर्ज जोन हुनु हुन्थ्यो। वि.स. २०७२ भदौ ८ गते मङ्गलबार हामी दुई नेपाली भाषा शिक्षक रामप्रसाद लामिछाने र म, केदार ढकाल, वहाँसँग भेटवार्ताका लागि वहाँको निवासतर्फ जाँदै थियौं। स्वीकृति प्राप्त भएपछि हामी गेट खोल्दै भित्र पस्‍यौं। भित्र पस्‍नासाथ दुई सेता कुकुर र ससाना बिरालाहरू दौडँदै आए। अलि डर पनि लाग्यो। हामीले जोर्ज जोन गुरु गण्डकीमा प्रचार्य हुँदाको कार्यकाल सम्झियौं। त्यति बेला पनि एउटा सेतो कुकुर सानो बिरालालाई आमाले जस्तै दुध चुसाउँदै ममता खन्याउँथ्यो। हाम्रो डर अनायास करुणामा बदलियो। बिरालाहरू गोडामा लुटपुटिन थाले। कुकुरहरू दुई खुट्टा टेक्दै हातहातमा भुन्डिन आए। हामीले ठान्यौं – यो सबै असल गुरुको सङ्गतकै प्रतिफल होला। परबाट गुरु जोर्ज जोन मुस्कुराउँदै गेटतिर आउँदै हुनुहुँदो रहेछ। हामीले अभिवादन गर्‍यौं अनि ससाना बालक जस्तै वहाँको अधि अधि लागेर वहाँको अतिथि कक्षमा पुग्यौं र कुराकानी गर्न थाल्यौं। प्रस्तुत छ कुराकानीका केही अंश।

**जिज्ञासा :** नेपालको शैक्षिक इतिहासमा यहाँले महत्त्वपूर्ण योगदान पुऱ्याउनु भएको छ। यो सर्वविदितै छ। यसको सुरुवात कसरी भयो? यसबारे केही बताइ दिनु हुन्छ कि?

**जबाफ :** आर्थिक रूपमा म मध्यम परिवारमा जन्मिएको मान्छे हुँ। पिता शिक्षक हुनुहुन्थ्यो। शिक्षक पिताको छोरो, मलाई भने पत्रकार बन्ने रुचि थियो। मानव जीवन परसेवाका लागि हो भन्ने भावना घरपरिवारबाटै सिकेको थिएँ। वि. सं. २००६ सालमा कलेजको एकजना साथीले घुम्न जाने कुरा गर्‍यो। हामीहरू अलहाबाद, गोरखपुर हुँदै रक्सौलसम्म पुग्यौं। नेपालसम्म जाने कुरा चल्‍यो। मैले दुई कक्षामा एक मलयालम कविता पढ्दा नेपाल देशको बारेमा सुनेको थिएँ। रक्सौलबाट अमलेखगन्ज हुँदै काठमाडौं जान लाग्दा अमलेखगन्जमा पुलिसले रोके। पछि २००९ सालमा २० वर्षको उमेरमा काठमाडौं भित्रिएँ। न्युरोडको माइसप ड्राइ क्लिनरमा जागिर पाएँ। मासिक ४५ रुपियाँ हुन्थ्यो।

समय बित्दै गयो। मलाई टेनिसमा रुचि थियो। यसै क्रममा त्रिचन्द्र कलेजका प्राध्यापक नरेन्द्र बस्नेतसँग चिनाजानी हुनगयो। उनीहरूले नेसनल कलेज खोल्दै रहेछन्। पढ्ने विचार आयो। यो २०१० सालतिरको कुरा हो। दरवार हाइस्कूलको माथिल्लो तलामा पढाइ हुन्थ्यो। यो कलेज पछि शङ्करदेव क्याम्पसका रूपमा स्थापित भयो। मलयालम, अङ्ग्रेजी, हिन्दी, मराठी, ग्रीक, तामिल भाषा जानेकै थिएँ। नेपाली पनि राम्रो बनाउँदै लगें। माइसप ड्राइ क्लिनरको दिउँसोको काम र साँझ कलेजको पढाइ, निकै व्यस्त बनेँ। माइसपकै छेउमा सीताराम टाइपिङ इन्स्टिच्युट थियो। त्यहाँ काम पाएँ। तलब दोब्बर, ९० रुपैयाँ प्रति महिना थियो। यसरी मैले टाइपिङ इन्स्टिच्युटमा गुरु बनेर नेपालमा शिक्षण कार्य प्रारम्भ गरें। साँझ, बिहान, दिउँसो व्यस्त हुन्थेँ। कमाइ राम्रै थियो। त्यति बेला त्रिभुवन विश्वविद्यालय खुलि सकेको थिएन। नेसनल कलेजले पटना युनिभर्सिटीबाट सम्बन्धन लिएको थियो। वि. सं. २०१६ सालमा अङ्ग्रेजी साहित्यमा एम.ए. उत्तीर्ण गरें।



दयुसन पढाउने क्रममा बनारसबाट आइ. ए. सकेर पोखराको सोल्जर्स बोर्ड हाइ स्कूल, हालको अमरसिंह उच्च मा. वि. मा पढाउँदै गरेका शिक्षक विमल बहादुर थापासँग भेट भयो । उनी बनारसबाट वि.ए. पढिरहेका रहेछन् । पोखरामा त्यति बेला कलेज खुलेका थिएनन् । विमलले पोखरामा पनि कलेज खोल्ने तयारी भइरहेको बताए । पोखरा जान अनुरोध पनि गरे । उनैले मिलाएको चाँजोपाँजोमा प्रस्तावित पृथ्वीनारायण कलेजको प्रिन्सिपलको कार्यभार सम्हाल्ने गरी म पच्चीस हप्ताका लागि भनेर २०१७ साल भदौ १६ गते पोखरा पुगें । त्यतिबेला म २८ वर्षको थिएँ । सुखदुखका अनुभव सँगाल्दै कलेजको पठनपाठनलाई कहिले नारायणस्थानको पौवामा त कहिले कन्या प्रा.वि. मा सञ्चालन गर्दै कलेजको पठनपाठनलाई अगाडि बढाइयो । पैसा हुँदैनथ्यो । विभिन्न सांस्कृतिक कार्यक्रमहरू, नाटक आदि चलाउँदै, शिक्षाप्रेमीहरूको ढोका ढकढक्याउँदै अगाडि बढ्दै गयौँ । एकपटक त काठमाडौँ फर्कौँ कि जस्तो पनि लाग्यो तर पोखराको मायाले छोडेन । दश वर्षे महत्वाकाङ्क्षी गुरुयोजना बनाउँदै पोखरामै बस्ने निधो गरें । २०१७ साल मङ्सिर १७ गते कलेजको विधिवत उद्घाटन र २०१८ सालतिर भीमकालीपाटनमा ११० रोपनी जग्गा समेत प्राप्त भएपछि हाम्रो शैक्षिक कार्यक्रमले गति लियो । दुख सुखको उकाली ओराली पार गर्दै विभिन्न पक्की भवनहरूका साथ २०४२ सालसम्म आइ पुग्दा पुस्तकालय भवनको समेत उद्घाटन भएपछि पृथ्वी नारायण क्याम्पसले पूर्ण रूपमा गति लिएको मलाई अनुभव भयो । हिजोको पोखरा जो आज सुन्दर पर्यटकीय नगरीका रूपमा मुस्कुराइ रहेको छ, मानिसहरू भन्छन्, यो मुहार बदल्न पृथ्वी नारायण क्याम्पसको ठुलो भूमिका छ । यसरी पृथ्वी नारायण क्याम्पसका अतिरिक्त विभिन्न शैक्षिक संस्थाहरूमा आवद्ध हुँदै आज, जीवनको यो बिन्दुमा आइ पुगेको छु । आत्मालाई नढाँटी काम गरेकाले सन्तोष लागेको छ ।

**जिज्ञासा :** यहाँको जानकारीमा सबैभन्दा पहिले गण्डकी बोर्डिङ स्कूल कहिले आयो ? त्यतिखेर पोखराको शैक्षिक अवस्था कस्तो थियो ?

**जवाफ :** म २०१७ सालमा पोखरा आएँ दोस्रो पटक । त्यति बेला पोखरामा दुईवटा स्कूल रहेको मलाई सम्झना छ । एउटा न्यासनल हाइ स्कूल, हालको राष्ट्रिय उच्च मा. वि. बगर र अर्को सोल्जर्स बोर्ड हाइ स्कूल, अहिलेको अमरसिंह उच्च मा. वि. । मिडल स्कूल र प्राइमरी

स्कूलका रूपमा मालेपाटनको बाराही स्कूल, लामाचौरको इन्द्र राज्य, नदी पुरको कन्या स्कूल र अन्य केही थिए । आवासीय विद्यालय भने थिएनन् । पैसा हुनेले काठमाडौँ राखेर आफ्ना छोराछोरी पढाउने चलन थियो । विदेशी पर्यटकहरू आउने हुँदा अङ्ग्रेजी भाषाको महत्त्व पनि खटकिरहेको थियो । शिक्षासेवीहरू एउटा आवासीय विद्यालय खोल्न पाए राम्रो हुन्थ्यो भन्ने सोचमा थिए । यही परिवेशमा तत्कालीन राष्ट्रिय पञ्चायतका अध्यक्ष राजेश्वर देवकोटा, तत्कालीन अञ्चलाधीश नन्द बहादुर मल्ल, शिक्षा निरीक्षक बिन्दु नेपाली समेतले परामर्श गरी युनाइटेड मिसन टु नेपालसँग कुरा मिलाएर विद्यालय स्थापना र व्यवस्थापनका लागि एउटा समिति खडा भयो । समितिमा लक्ष्म बहादुर गुरुङ, चन्द्रसिंह घले, भूपी शेरचन, त्रैलोक्यनाथ श्रेष्ठ, मुक्तिनाथ शर्मा, मान बहादुर खत्री, कृष्ण बहादुर भण्डारी, तोरण बहादुर खत्री क्षेत्री थिए भने युनाइटेड मिसन टु नेपालका तर्फबाट पनि एक प्रतिनिधि रहने व्यवस्था बन्यो । समितिमा प्रत्यक्ष रूपमा म संलग्न नभए पनि समितिका शिक्षाप्रेमीहरूसँग मेरो राम्रो जान पहिचान भएका कारण विद्यालय स्थापनाको यस कार्यमा म अप्रत्यक्ष रूपमा भने संलग्न थिएँ । वि. सं. २०२३ सालमा नेपाली आदर्श विद्यालयका नामले विद्यालय स्थापना पनि भयो जुन आज गण्डकी आवासीय उच्च मा. वि. का नामले चिनिएको छ ।

**जिज्ञासा :** हजुर गण्डकीको व्यवस्थापन समितिमा रहेर पनि काम गर्नु भयो । त्यतिखेर यस शिक्षण संस्थाको अवस्था कस्तो थियो ? केके सुधारका कार्यहरू भए ? केही कुरा स्मरण गर्न चाहनु हुन्छ कि ?

**जवाफ :** वि.सं. २०२८ पछि २०३० सम्म व्यवस्थापन समिति थिएन । मिसनले नै चलाएको थियो । वि.सं. २०३१ बाट मात्र व्यवस्थापन समिति गठन भएको हो । त्यतिबेला अध्यक्षमा गणेशमान पालिखे हुनुहुन्थ्यो । म बाग्लुङ थिएँ । वि.सं. २०३२ सालमा म अध्यक्ष भएँ । तिन तिन वर्षमा बदलिँदै म वि.सं. २०४२ सालसम्म म अध्यक्ष रहें । प्राचार्य मिसनकै हुन्थे । स्वयम् सेवक पनि मिसनकै हुन्थे । केही नेपाली शिक्षकहरू पनि हुन्थे तर सबैको रुचि सरकारी जागिरमा हुन्थ्यो । व्यवस्थापन समितिले समयानुकूल नियम बनाएर विद्यालयलाई व्यवस्थित गर्दै लगेको थियो ।

**जिज्ञासा :** यहाँ गण्डकीको प्राचार्य भएर पनि काम गर्नु भयो । उक्त समयमा विद्यालयको अवस्था कस्तो थियो ? यसको भौतिक तथा शैक्षिक स्तर सुधारमा यहाँबाट



भएका प्रयासबारे केही स्मरण गरिदिनु हुन्छ कि ?

**जबाफ :** त्यो समय म यहाँहरूकै साथमा थिएँ । विद्यालयको अवस्था र मबाट भएका विद्यालय सुधारका प्रयासबारे यहाँहरूलाई जानकारी नै छ । ती पक्षहरूले निरन्तरता पाएको भए राम्रो हुन्थ्यो । (उहाँले यति मात्र भन्नु भयो । जहाँसम्म हामीलाई सम्झना छ, उहाँले सुधारका निकै कार्यहरू आरम्भ गर्नु भएको थियो । शैक्षिक सुधारका अतिरिक्त उहाँको कार्यकालमा विद्यालय, महा विद्यालय कार्य सञ्चालन विनियम २०६४ को निर्माण, डाइनिङ हल सुधार, १०+२ भवनको थप निर्माण, होस्टल सुधारकार्य, छानामा रङ लगाउने कार्य, बाटो पिच गर्ने कार्य, टेनिस कोर्ट निर्माण कार्य, माछापोखरीको निर्माण जस्ता कार्य सम्पन्न भएका थिए भने स्विमिङ क्लब, पुल क्लब, म्युजिक क्लब जस्ता विभिन्न क्लबहरू पनि सञ्चालनमा आएका थिए ।)

**जिज्ञासा :** यहाँले सोच्नु भएको गण्डकी र प्राचार्य हुँदा आफैँले भोग्नु भएको गण्डकीमा अन्तर पाउनु भएको छ ?

**जबाफ :** विद्यालय स्थापना कालमा दुई रुचि देखिन्थे । गाउँका प्रतिभा ल्याएर सक्षम बनाई गाउँकै विकास गर्ने मिसनको रुचि थियो भने स्थानीय अभिभावकको रुचि राम्रो विद्यालयको स्थापना होस्, आफ्नो सन्तान सहरमा बस्ने ठुलो मान्छे बनोस्, धेरै पैसा कमाओस्, देशविदेश घुमोस् । त्यति बेलाको यी फरक फरक रुचि विच वर्तमान गण्डकी अझै गुञ्जिरहेको मैले पाएँ । विद्यालयले स्थापना कालमा आफ्नो नामसँगै जोडेको आदर्श शब्द ज्ञान, चरित्र र सेवाको आदर्श हो भन्ने मैले बुझेको छु । गण्डकीले ज्ञान दिएको छ तर जुन रूपमा चरित्र र सेवा पनि दिनुपर्ने हो, सो पक्षमा भने प्रयत्नरत रहेको मात्र पाएँ । यसका लागि अभिभावकले सबभन्दा पहिले आफ्नो सन्तान पैसा कमाउने, देशविदेश घुम्ने ठुलो मान्छे बनोस् भन्ने चाहना राख्नु भन्दा पनि, इज्जत कमाउने असल मान्छे बनोस् भन्ने चाहना राख्नु पर्छ भन्ने मलाई लाग्छ । विद्यालयले पनि विद्यार्थीहरू भनेका आफ्नै छोराछोरीहरू त हुन् भनी उनीहरूको शैक्षिक भविष्य निर्माणका लागि आफ्ना शिक्षक कर्मचारीका मनमा समर्पणको भावना जगाउन सक्नुपर्छ । मुख्य कुरा त शिक्षकमा अनुकरणीय आचरण, गहन अध्ययन र त्यागमय भूमिका हुनुपर्ने कुरालाई नै म यस सवालमा मुख्य मान्दछु ।

**जिज्ञासा :** गण्डकीले हालसम्म पाएका शैक्षिक सफलता वा उपलब्धिप्रति यहाँ कतिको सन्तुष्ट हुनु हुन्छ ? अथवा यसरी जान सकेको भए अब राम्रो हुन्थ्यो भन्ने यहाँको केही राय छ कि ?

**जबाफ :** शिक्षामा गण्डकीको सुरुदेखि नै धेरै खर्च भएको छ । धेरैलाई विद्यालयले छात्रवृत्ति पनि दिएको छ । स्वदेशविदेशमा थुप्रै जनशक्ति पनि कार्यरत छन् । मिसनको उद्देश्य गाउँका प्रतिभाहरूलाई छात्रवृत्ति मार्फत सक्षम बनाई गाउँकै विकास गर्नु थियो । सहरमा बसेर पैसा कमाउने र विदेश पठाउने लक्ष्य थिएन । राष्ट्रलाई उन्नतिको बाटोतर्फ लैजाने राष्ट्रप्रेमी जनशक्तिको आज खाँचो छ । स्वदेशप्रतीको यही भावना गहिरो रूपमा विद्यार्थीहरूमा जन्माउन सकिएन कि भन्ने लाग्छ । विद्यार्थीहरूमा राष्ट्रप्रेमको भावना शिक्षकले नै जगाउन सक्नुपर्छ । शिक्षक नै सर्वप्रथम आदर्श बन्न सक्नुपर्छ ।

**जिज्ञासा :** लामो समयसम्म शिक्षण सेवामा समर्पित हुनुभयो । असल विद्यार्थी कसरी तयार पार्न सकिन्छ होला ?

**जबाफ :** सजिलै तयार पार्न सकिन्छ । पहिले शिक्षक स्वयम् असल बन्नुपर्छ । १५/१६ वर्ष उमेरका बच्चाहरू न हुन्, भनेजस्तै बनाउन सकिन्छ । शिक्षकले नै बनाउन सक्छन् । शिक्षकको वाणी आदर्श होइन, कर्म आदर्श हुनु पर्छ । त्यस्ता कर्मयोगी र त्यागी शिक्षकले नै असल विद्यार्थी तयार पार्न सक्छन् । यस्ता शिक्षकहरूको विचारलाई विद्यालयले पनि आफ्ना कार्ययोजनामा समेट्दै लैजानुपर्छ, एकातिर भने, अर्कातिर विद्यार्थीहरूको पारिवारिक पृष्ठभूमिको पनि उत्तिकै महत्त्वपूर्ण भूमिका रहने हुँदा विद्यालयको लक्षित आदर्शप्रति विद्यार्थीका अभिभावक पनि सुसूचित हुनु पर्ने आवश्यकता मैले टड्कारो देखेको छु ।

**जिज्ञासा :** नेपालको विद्यालयीय शिक्षणलाई कुन रूपमा लिनु भएको छ ?

**जबाफ :** जहाँ असल, त्यागी र आदर्शवान् शिक्षक छन्, तिनका समीप शिक्षाको आदर्श फूले फलेको छ । जहाँ यस्तो अवस्था छैन, त्यहाँ अस्तव्यवस्था पनि छ । मुख्य भूमिका त शिक्षकको नै हो । शिक्षक पढेलेखेका हुन्छन्, तालिम पनि लिएका हुन्छन्, उपलब्धि मात्र किन न्यून हुन्छ ? स्पष्टै छ, समर्पण, त्याग र लगनमा न्यूनता छ । आदर्शको भाव हराएको छ । मेरो विचारमा शिक्षकले नै



आफ्ना विद्यार्थीहरूलाई ठुलो मान्छे होइन, असल मान्छे बनाउन आफूप्रति इमानदार भएर काम गर्नुपर्छ ।

**जिज्ञासा :** नेपाललाई आफ्नो सम्झिएर सिङ्गो जीवन नै शिक्षण सेवामा अर्पण गरिदिनु भयो । यहाँको अधिल्लिर पर्दा हरेक शिक्षाप्रेमीको हृदय श्रद्धा, माया र गर्वले अनायासै पग्लिन्छ । यो अविश्रान्त यात्रालाई फर्केर हेर्दा, आज कस्तो अनुभव हुन्छ ? वर्तमान पुस्तालाई केही बताइदिनु हुन्छ कि ?

**जवाफ :** मैले जीवनमा पत्रकार बन्ने सपना देखेको थिएँ । जीवन सोचे जस्तो नहुने रहेछ । अरूसँग पनि यस्तै अनुभव होलान् । जे होस् आफूप्रति इमानदार भएर आजसम्म काम गरें । सन्तुष्ट छु । यो उमेर भो । हुनसक्छ, कसैको नजरमा म शत्रु देखिन सक्छु तर मेरो हृदयमा सबैप्रति मित्रताको भावना मात्र छ । विद्यार्थीहरू जब पृथ्वीनारायण क्याम्पसमा पुस्तक बोकेर ओहोरदोहोर गरेको देख्छु, जब मानिसहरू 'आज पोखरा जे छ, पृथ्वी नारायण क्याम्पसले गर्दा हो' भन्छन्, त्यतिबेला औधी खुशी लाग्छ । जीवनमा संयोग नै यस्तै पच्यो भनी या सुमार्गमा ईश्वर स्वयम्ले मलाई डोहोर्‍यायो भनी, जीवनको बाटो नदेखिकनै हिँडे, हिँडिरहेँ, हिँड्दैहिँड्दै आज म यहाँ आइपुगें । विगतलाई फर्केर हेर्दा लाग्छ, म सोझै बाटो हिँडेर आएको रहेछु । मलाई लाग्छ – "हामी बोलीले ठुलो मान्छे होइन, कर्मले असल मान्छे बन्नु पर्छ । सबैको भलो सोच्नु पर्छ र हरेक सामाजिक कार्यलाई आफ्नो सम्झेर पूरा गर्नु पर्छ ।"

**जिज्ञासा :** भनिन्छ, आजको विद्यालयीय शिक्षा प्राप्ताङ्क र प्रतिशतकेन्द्री बन्दै गइरहेको छ । शिक्षक अभिभावकहरू पनि प्रायः त्यतै खिचिएका देखिन्छन् । हृदय पक्ष बालबालिकाहरूमा दुर्बल बन्दै छ । यस सन्दर्भमा शैक्षिक सफलतालाई कुन रूपमा परिभाषित गर्न चाहनुहुन्छ ?

**जवाफ :** शैक्षिक रूपमा सफल मानिएका मान्छेहरूमा पनि नम्रता र सेवाभाव न्यून रहेको देखिन्छ । परिवार, समाज र सिङ्गो राष्ट्र नै शिक्षाको यो उच्चतातर्फ उन्मुख हुन नसकेको जस्तो मलाई लाग्छ । बालबालिकाको हृदयलाई सबल बनाउन वर्तमान शिक्षा पद्धति केही पछि परेको साँचो हो । हाम्रो समाज अबै डेमोक्रेटिक छैन, अटोक्रेटिक नै छ । सामाजिक प्रतिष्ठा पैसामै भेटिन्छ । त्यसैले बालबालिकाहरूमा शिक्षाको आदर्श स्थापित गर्न अप्ठ्यारो परेको हो । खै, विद्यालयमा आदर्श शिक्षक ? खै, राष्ट्रमा आदर्श नेता ? प्रायः सबैलाई ठाउँमा पुगेपछि

भौतिक सम्पत्ति कमाउनकै सोच । दुःख लाग्छ, हामी धेरै कमाउने तृष्णामा प्रतिदिन भन् भन् गरिब बन्दै जाने भयौं ।

**जिज्ञासा :** आफ्नो पचासौँ वर्ष प्रवेशको सन्दर्भमा गण्डकीलाई यसको भूत, वर्तमान र भविष्यका बारे केही बताउन मन लागेका थप कुराहरू पनि छन् कि यहाँसँग ?

**जवाफ :** खासै केही छैन । विद्यालयको स्थापनामा मेरो प्रत्यक्ष संलग्नता नरहे पनि विद्यालय स्थापना गर्ने शिक्षाप्रेमीहरूसँग मेरो प्रत्यक्ष भेटघाट भइरहन्थ्यो । यसका सुख दुःखसँग म नजिक रहन्थेँ । आज पनि गण्डकीप्रति मेरो उत्तिकै माया, सद्भाव र शुभेक्षा छ र रहि रहने छ । अन्तमा, पचास वर्ष प्रवेशको शुभ अवसरमा गण्डकीलाई शुभकामना स्वरूप म के भन्छु भने स्थापना कालको जुन आदर्श हो, आफ्नो नामसँगै गाँसिएको आदर्श, त्यसअनुरूप विद्यालय अगाडि बढ्न सफल बनी रहोस् । शिक्षकले चाहे मात्र त्यो सम्भव हुन्छ । स्थापना कालको आदर्श भनेको बालबालिका आफ्नै सन्तान हुन् भनी सम्झनु हो । स्थापनाकालको समयमा आवासीय ससाना विद्यार्थीलाई शिक्षकहरूले हिमालचुली छात्रावासको आँगनमा नुहाइदिनु भएको तस्वीर सायद स्मारिकाले कतै समेट्छ होला । यो नै प्राचीन गुरुकुलको आदर्श अवधारणा हो । त्यो समीप्यतामा हृदयपक्ष सबल भएर सहजै सिकाइसँगै प्रस्फुटित हुन्छ । होस्टल भनेका गुरुकुलकै आधुनिक रूप त हुन् । हर प्रकारका सिकाइहरूमा बच्चाहरूलाई समीप्यताको सहजानुभूति प्रदान गर्नु होस् । गुरु स्वयम् प्रज्ज्वलित बन्छन् भने, वरपरको अन्धकार आफैं भाग्छ । बालबालिकाहरू स्वतः दीपझैँ मुस्कुराउँछन् । अनि उनीहरू, आफू, आफ्नो परिवार, समाज, र आफ्नो राष्ट्रभन्दा माथि उठेर यो समस्त भूगोललाई आफ्नो सम्झंदै जीवनमा जिउने कला सिक्दछन् । मैले बुझेको नेपाली आदर्शको 'आदर्श' यही नै हो । मेरो फेरि पनि शुभकामना गण्डकीलाई !

(आफ्नो जन्मभूमिलाई हृदयमा सजाउँदै यस विशाल भूगोलका सबै राष्ट्र आफ्नै हुन् भनी अपनत्वको पाठ सिकाउने एक असल गुरु, त्याग, समर्पण र करुणाका खानी, सरलता, शिष्टता र शालीनताका धनी अनि असल शिक्षाका नयाँ बिहानी, आदरणीय गुरु श्री जोर्ज जोनलाई प्रणाम गरेर हामी दुई, रामप्रसाद लामिछाने र म, केदार ढकाल आ-आफ्नो निवासतर्फ फर्कियौं ।)







**Kamal Prasad Neupane**  
**Former Acting Principal**  
**Tenure: April 2008 - Oct. 2008**  
**Working Period: 1988 - 2008 A.D.**

## **GBS: A Place of My Everlasting Memory**

It gives me the immense pleasure to know that GBS is going to celebrate its 50th Anniversary. I can imagine, on this auspicious occasion, people who are associated with the school are, of course, eagerly waiting to see it happens on 11th October 2015 or may be sitting to write a few paragraphs of their vivid memories, experiences and expressing their best wishes for the excellent success of the Program. I am one of them, among many and count this opportunity as a privilege.

I am not intending to write a long description of the school activities or memories of the past, however, I would be happy if anyone would write the history of GBS, its origin and development since its establishment in 1966 till today, however, writing a history of a school is notoriously a difficult task. Many tremendous changes have taken place in all aspects of the school life during those years. Will one account of the past represent the values and experiences of many different individuals who have played major or minor roles in the life of the school over a period of 50 years? Whose history is to be written? Will one view give justice to all? These questions may arise. But more than that, I strongly believe histories of many schools are witty, amusing, inspiring and even good fun. GBS is not an exception. Therefore, one must start writing the living history of GBS. I encourage and congratulate him/her in advance for his/her good will and work to shoulder this huge responsibility.

I believe that GBS has had an interesting place where people gathered huge amount of knowledge in 50

years. May the next 50 years be even more splendid! Let me conclude my writing by composing some stanza of a poem that reflects my love, attachment and feeling towards GBS which is my pride and my paradise.

Glorious past where I spent in this gorgeous school,  
Those significant moments always breeze in my heart so awesome and cool.

The wonders of the world where I taught in delight,  
Those 21 years will remain and shine like pearl in my inner sight.

Heart filled with affection and care, I wish my beloved students a shining future,

Take teachers who provide you good guidance as an angel has come as a tutor.

And hope you gather wisdom to decide what is right and what is wrong,

May God ever lead you towards light and make you strong!

Accompany the people who are loving and true,  
Pure and aromatic as flower spreading its fragrance through.

During the beautiful days of Golden Jubilee,

I am wondering you all are enjoying with glee.

The environment occupied with excitement, enthusiasm and fun,

I feel I was there too with you on that dreamy lawn.

Wishing you all a grand success of the whole event,

I admire the people who are devoted in the development of the school at this moment.







रविप्रसाद बराल

प्राचार्य

(अक्टोबर २००८ देखि)

शिक्षण अवधि : सन् १९८७ देखि

## सूचना प्रविधि उद्योग प्रवर्द्धन : सान्दर्भिकता र चुनौती

### विषय प्रवेश :

सूचना तथा सञ्चार प्रविधि वर्तमान विश्वको सामाजिक, आर्थिक एवम् भौतिक रूपान्तरणको आधारभूत अङ्ग बनिसकेको अवस्था छ । शिक्षा, स्वास्थ्य, सञ्चार यातायात जस्ता विकासका आधारभूत पूर्वाधारहरूदेखि मनोरञ्जन, कला, पर्यटन, उद्योग, चिकित्सा, राष्ट्रिय सुरक्षा, प्रविधि, वैज्ञानिक एवम् अन्तरिक्ष सम्बन्धी अनुसन्धान लगायत विज्ञानका अति सूक्ष्म तथा महत्त्वपूर्ण खोज तथा अनुसन्धानहरूमा प्रभाव फैलाउँदै गएको सूचना प्रविधि हाल आएर आधुनिक जीवनयापन गर्न चाहने समस्त मानव समुदायको दिनचर्या बनिसकेको छ । मानिसहरूको जीवनशैली र रहन सहनमा नै आमूल परिवर्तन ल्याई यसले समाजलाई नविन साइबर संस्कृतितिर उन्मुख गराइरहेको छ । सूचना प्रविधि विज्ञानको अद्भूत आयाम हो । विज्ञानका थुप्रै आविष्कारहरूमध्ये सूचना प्रविधि सबैभन्दा पृथक तथा प्रभावकारी सावित भएको छ । वर्तमान विश्व परिवेशमा सूचना प्रविधि सबैभन्दा महत्त्वपूर्ण उद्योगका रूपमा विकास हुँदैछ । विश्वका कैयन विकसित मुलुकहरूको अर्थतन्त्रको मूल आधारको रूपमा विकसित हुँदै गरेको सूचना प्रविधि उद्योग, सूचना प्रविधिजन्य उत्पादन र सेवा-सुविधाले वर्तमान विश्वको विकासको गतिलाई भन्नु प्रभावशाली बनाउने निश्चित प्राय छ । एकातिर विश्वका समृद्ध विकसित राष्ट्रहरू सूचना प्रविधिको माध्यमबाट विकासका तीव्र लहरहरू सृजना गर्दै अघि बढिरहेका छन् भने अर्कोतर्फ अल्पविकसित तथा कमजोर मुलुकहरू तिनका छाँयामा परिरहेका छन् । जसका कारण, विकसित र अतिकम विकसित मुलुकहरूबीच सूचना प्रविधिको पहुँचको विषयमा भीषण खाडल सृजना भइरहेको छ । Digital Divide को यो असमानताले निम्त्याउने परिस्थिति कतिसम्म भयानक हुने हो, कल्पनासमेत गर्न कठिन छ ।

### सूचना प्रविधि उद्योग र यसको विकासक्रम :

Digital Electronic Computer हरूको विकासको प्रारम्भसँगै

सूचना प्रविधिले विश्वको वैज्ञानिक/प्राविधिक क्षेत्रमा महत्त्वपूर्ण स्थान ओगट्न शुरु गरेको सन् १९४० को दशकदेखि हो । त्यसपछि, सूचना प्रविधिको विकास हुँदै जाने क्रममा यस प्रविधिमा आएको सरलता, सुलभता, सहजता अनि यसका उपयोगिताका क्षेत्रहरू निरन्तर वृद्धि हुँदै गर्दा सूचना प्रविधि सविस्तार उद्योगमा परिणत हुँदै गएको हो । अझ यसको द्रुततर विकास त्यसमा पनि Microprocessor तथा Micro Computer को उदयसँगै सन् १९७० को दशकदेखि कम्प्युटर तथा सूचना प्रविधि राष्ट्रिय सुरक्षा अङ्ग, ठूला-ठूला विश्वविद्यालय तथा अनुसन्धानमा मात्र सीमित नरही सामान्य सङ्घ-संस्था, विद्यालय, उद्योगधन्दा लगायत सर्वसाधारणको समेत पहुँचमा आउने क्रम प्रारम्भ भयो । तसर्थ १९७० को दशकलाई सूचना युगको प्रारम्भको समय मानिन्छ । त्यसपछिका वर्षहरूमा सूचना प्रविधिको विकासले भन्नु तीव्र गति लिन थाल्यो । विश्वका मुलुकहरूले यसको विकास तथा प्रवर्द्धनका निम्ति अधिक धनराशि तथा मानव संसाधनमा लगानी गर्न थाले । सरकारी तथा निजी दुवै पक्षबाट अधिक प्रयासहरू भए । सन् १९९० को दशकमा इन्टरनेटको शुरुवातसँगै सन् २००० सम्म आइपुग्दा त, सूचना प्रविधि विश्व परिवेशमा प्रभावकारी उद्योगको रूपमा स्थापित भइसकेको थियो ।

सन् २००० देखि २०१५ सम्म आइपुग्दा यस पछिल्लो १६ वर्षको अन्तरालमा यसले मानव सभ्यतामा दरिलो फड्को नै मारिसकेको अवस्था छ । यस दौडानमा सूचना प्रविधिले विश्व अर्थतन्त्रमा मात्र हैन सम्पूर्ण सभ्यता, संस्कृति, संस्कार र जीवनयापनमा नै चामत्कारिक परिवर्तन ल्याइ सकेको छ ।

### विश्वमा सूचना प्रविधि उद्योगको वर्तमान अवस्था :

एकाइसौं शताब्दी सूचना-सञ्चार प्रविधिको युगको रूपमा चिनिएको छ । नयाँ ज्ञान र सूचनाको आगमनसँगै सूचना



प्रविधि उद्योग वर्तमान विश्वको सबैभन्दा ठुलो तथा सबैभन्दा प्रभावकारी उद्योगका रूपमा विकसित हुँदैछ। हरेक क्षेत्रमा यसका प्रभावहरू विस्तार हुँदैछन्। शिक्षा, स्वास्थ्य, सञ्चार, विद्युत, यातायात, पर्यटन, बैङ्किङ्ग, साना-ठूला उद्योग/व्यवसाय, मनोरञ्जन, वैज्ञानिक खोज-अनुसन्धान लगायत मानव जीवनसँग सम्बन्धित विविध सेवा तथा सुविधाको सर्वव्यापक साध्य-साधनको रूपमा विकसित हुँदै छ। यसले वर्तमान विश्वको अर्थतन्त्रमा निकै महत्त्वपूर्ण योगदान पुऱ्याइ रहेको छ। सूचना प्रविधि अनि सूचना प्रविधिजन्य सेवा सुविधा तथा उत्पादन विश्व बजारमा आम समुदायको केन्द्रविन्दु बनेका छन्। जसको प्रत्यक्ष प्रभाव तिनका उत्पादक राष्ट्रको कुल ग्राहस्थ उत्पादन अनि अर्थतन्त्रमा पर्न गएको छ। सूचना प्रविधि उद्योगको विकास, प्रवर्द्धन तथा व्यवस्थापनका लागि विश्वमा कैयन् कम्पनी, सङ्घ-संस्था तथा निकायहरू क्रियाशील छन्। तिनमा करौडौंको सङ्ख्यामा मानव संसाधन खटिएका/जुटिरहेका छन्। सूचना प्रविधि अन्य औद्योगिक प्रविधिभन्दा भिन्न छ र यसलाई भौगोलिक विषमताले खासै छेक्न पनि गदैन। वर्तमान विश्व यसको चौतर्फी महत्त्वलाई बुझी यसको अधिकतम उपयोगको रणनीतिमा जुटिसकेको छ। यसर्थ, सूचना प्रविधि उद्योग एकातर्फ विश्वका राष्ट्रहरूको अर्थतन्त्रको बलियो आधार बनि रहेको छ भने अर्कोतर्फ रोजगारको भरपर्दो माध्यम अनि साथसाथै सूचना प्रविधि उद्योगले मानव सभ्यताको विकासमा पुऱ्याएको योगदान अनि युगान्तकारी परिवर्तनसँगै विश्व उत्तर आधुनिक युगतर्फ प्रवेश गरि सकेको अवस्था छ।

#### नेपालको सन्दर्भमा सूचना प्रविधि उद्योगको महत्त्व :

नेपाल दक्षिण एसियामा अवस्थित भूपरिवेष्टित, विकासोन्मुख राष्ट्र हो। यसको प्रतिव्यक्ति आय ४९० युएस डलर रहेको छ भने साक्षरता प्रतिशत ६५.९ प्रतिशत। करिब २३.८ प्रतिशत जनसङ्ख्या अबै पनि गरिवीको रेखामुनि रहन बाध्य छन्। देशको विद्यमान राजनीतिक अस्थिरताको स्थिति, विकास-निर्माण तथा उद्योगधन्दामा सरकारी उदासिनता, स्वदेशी/विदेशी लगानी संरक्षण/सम्बर्द्धनमा आवश्यक नीतिनियम तथा अनुकूल वातावरणको अभावका कारण वर्षेनी लाखौं दक्ष जनशक्ति विदेशिने क्रम बढ्दो छ। एकथरी युवा जमात खाडी मुलुकमा श्रम बेच्न बाध्य छन् भने अर्काथरी शिक्षित युवाहरू उच्च शिक्षा एवम् रोजगारीका नाममा पश्चिमा मुलुकतिर पलायन भइदिँदा

देशमा बौद्धिक ढास (Brain-drain) समस्याका रूपमा देखापरेको छ। देशको अर्थतन्त्र असन्तुलित अवस्थामा गुञ्जिरहेको परिस्थिति छ, व्यापार घाटा अधिकतम रहेको छ। देश रेमिट्यान्सको सहारामा अल्झिरहेको अवस्था छ। नेपाल अहिलेकै विद्यमान अवस्थामा अल्झिरहने कि अन्य विकसित मुलुक सरह उन्नतिको बाटोमा अघि बढ्ने? अहिले विश्वको परिवेश, अर्थतन्त्र, विकासक्रम नयाँ सिराबाट अगाडि बढिरहेको छ। विश्व औद्योगिक क्रान्ति, हरित क्रान्ति अनि कृषि क्रान्तिका माध्यमबाट आर्थिक समृद्धितर्फ अघि बढिरहँदा हामी देशभित्रकै आन्तरिक खिचातानी अनि राजनीतिक अस्थिरतामा गुञ्जि रह्यौं। विश्वले दिन दुगुणा, रात चौगुणा आर्थिक फड्को मारि रहँदा केवल मुकदर्शक मात्र बनि रह्यौं। एकोहोरो आफ्नो अकर्मण्यताको दोष देशको भौगोलिक विषमता, गरिवी, अशिक्षा, इतिहास अनि समाज र संस्कृतिलाई तेर्स्यौं। परिणामतः विश्व अर्थतन्त्र समृद्धिको बाटोतर्फ लम्कि सक्थ्यो, हामी अबै आफैभित्र हराइ रहेछौं। अहिले विश्वमा सूचना क्रान्ति (IT Revolution) व्याप्त छ। सूचना नै शक्तिको असिमित स्रोत बनेको अवस्था छ। यो हाम्रा निम्ति पनि अवसरको क्षण हो। हाम्रा छिमेकी मित्रराष्ट्रहरू सूचना प्रविधि उद्योगकै माध्यमबाट विश्व अर्थतन्त्रको महत्त्वपूर्ण हिस्सेदार बनिरहेका छन्। चिन हार्डवेयर र प्रविधिजन्य कोणबाट विश्व सूचना प्रविधि बजारमा हिस्सा जमाउन अग्रसर छ भने भारत सफ्टवेयर प्रविधिको विकासबाट। आफ्नै छिमेकी मित्रराष्ट्रहरूसँग सहकार्य अनि सहयात्रामा समाहित हुन हामीलाई केही अवसरहरू पनि सहज रहन्छन्। हाम्रो देशको भौगोलिक बनावट र मानव संसाधनको अवस्थालाई मूल्याङ्कन गर्दा मात्र पनि सजिलो बाटोको रूपमा हामीले सफ्टवेयर उद्योगको विकास तथा प्रवर्द्धन मार्फत सूचना प्रविधि उद्योगमा पाइला अगाडि बढाउन सक्ने यथेष्ट सम्भावना छन्। देशमा उचित नीतिनियम, उद्योग व्यवसायमा लगानी, सुरक्षाको प्रत्याभूति तथा युवाको स्वदेशमै उचित व्यवस्थापनको मार्गप्रशस्त गर्ने हो भने नेपालमा सूचना प्रविधि उद्योगको भविष्य निकै उज्ज्वल देखिन्छ। सूचना प्रविधि उद्योगको प्रवर्द्धनसँगै देशमा रोजगारका असीमित स्रोतहरू सृजना हुन्छन्, जसको प्रत्यक्ष प्रभाव देशको अर्थतन्त्रमा नै पर्ने हो।

नेपालको दूर सञ्चारको सर्वाधिक विकास, विज्ञान र प्रविधिको समयानुकूल विकास, अन्तरिक्ष सम्बन्धी अनुसन्धानसँगै सिङ्गो ब्रह्माण्डका तथ्यहरूको खोजी गर्न र हवाई यातायातलाई समय सापेक्ष व्यवस्थापन गर्न सूचना सञ्चार प्रविधि



उद्योगलाई अगाडि बढाउन जरुरी छ। साथै चिकित्सा क्षेत्रलाई भरपर्दो रूपमा विकास गर्न, बैकिङ्ग क्षेत्रलाई अन्तर्राष्ट्रिय बैंकहरूसँग प्रतिस्पर्धा गर्न सक्ने बनाउन, विभिन्न व्यापारिक संघसंस्था एवम् साना-ठूला उद्योगलाई व्यवस्थित गर्न र राष्ट्रिय सुरक्षाका साथै जनतालाई सुशासनको प्रत्याभूति दिँदै समय सापेक्ष, पारदर्शी तथा सर्वसुलभ सेवा सुविधासहित कानुनी शासनमार्फत राज्य सञ्चालन गर्न पनि सरकारले सूचना प्रविधि उद्योगलाई संस्थापन गर्दै जानुपर्ने हुन्छ। मुलुकमा बेला बखत आइपर्ने प्राकृतिक प्रकोपको उचित व्यवस्थापन गर्दै शिक्षालाई समयोचित गुणस्तर प्रदान गर्न नेपाललाई सूचना प्रविधिको विकास र उपयोगमा समाहित गराउँदै देशलाई सर्वाङ्गीण विकासको मार्ग प्रशस्त पार्न पनि सूचना सञ्चार प्रविधि उद्योगको भूमिका महत्त्वपूर्ण हुन्छ। यसरी सूचना प्रविधि उद्योगको विकास भइरहँदा एकातर्फ देशको अर्थतन्त्र मजबुद हुँदै जान्छ भने अर्कातर्फ विश्वमा व्याप्त सूचना प्रविधिको विकाससँगै देशको विकासले अधि बढ्ने अवसर पाउँदछ। परिणामतः हाम्रो देश नेपाल Digital Divide को निरीह शिकार हुनुपर्दैन अनि IT Revolution देश विकासको मेरुदण्ड बन्न सक्दछ।

सूचना-सञ्चार प्रविधि शिक्षा मानिसको सम्भावनालाई फराकिलो पार्ने एक मात्र सशक्त माध्यम हो। यो मानव विकास र सशक्तिकरणको माध्यम मात्र नभई समाज परिवर्तनको संवाहक पनि हो। समुन्नत घर, समाज र राष्ट्र निर्माणका लागि सूचना तथा सञ्चार प्रविधिको समुचित प्रयोग अत्यावश्यक आधार बनिसकेको छ। सूचनाको सिर्जना गर्ने, सञ्चय गर्ने, पुन प्राप्त गर्ने, व्यवस्थापन गर्ने तथा सम्प्रेषण गर्ने एक मात्र इलेक्ट्रोनिक माध्यम सूचना तथा सञ्चार प्रविधि भएको वर्तमान विश्वपरिवेशमा यसको समयोचित प्रयोग गरी मुलुकको भौतिक, सामाजिक एवम् आर्थिक विकासका सूचाङ्कलाई क्रमशः उच्च विन्दुमा पुऱ्याउन अत्यावश्यक भइसकेको छ। सूचना प्रविधि उद्योगको उचित विकास, प्रवर्द्धन तथा व्यवस्थापनका लागि हालसम्म भए गरेका गतिविधिको विश्लेषण गर्दा काठमाडौं, पोखरा, विराटनगर, बुटवल, नेपालगञ्ज, धनगढी जस्ता सहरहरू सूचना प्रविधि उद्योग विस्तारका निम्ति केन्द्रविन्दु बन्नसक्ने प्रशस्त आधार देखिन्छन्।

नेपालमा सूचना तथा सञ्चार प्रविधिको समयोचित प्रवर्द्धनका लागि सूचना प्रविधि एवम् सफ्टवेयर सम्बन्धी दक्ष जनशक्ति उत्पादन गरी सूचना प्रविधि मैत्री समाज

निर्माण गर्नुपर्ने हुन्छ। हाल पोखरा, काठमाडौं, विराटनगर, विरगञ्ज, बुटवल, धनगढी जस्ता सहरहरूमा खुलेका सूचना प्रविधि कलेजहरू र अन्य शैक्षिक प्रतिष्ठानमा सञ्चालन गरिएको सूचना प्रविधि सम्बन्धी विषयहरूको पाठ्यक्रम एवम् अध्यापन विधिलाई अभै सिपमुलक, व्यवहारिक र प्राविधिक हुने गरी स्तर उन्नति गराउन सके वातावरण र मानव संसाधनको हिसाबले नेपाललाई सूचना प्रविधि अध्ययन अध्यापनको गन्तव्य राष्ट्र बनाउन सकिन्छ। यसको अतिरिक्त सूचना प्रविधि उद्योगहरू प्रायतः पूर्णरूपमा प्रदुषणरहित हुने भएकाले नेपालको उद्योग र सूचना प्रविधि उद्योग सँगसँगै बढाउन सके त्यसबाट नेपालको समाज, अर्थतन्त्र र वातावरण सबैतिर अधिकतम लाभको अवस्था सिर्जना भई राष्ट्र समृद्धितिर अग्रसर हुने अवस्था विद्यमान देखिन्छ।

**सूचना तथा सञ्चार प्रविधि नीति २०७२ (ICT Policy 2015):** सन् २००० र २०१० मा आइटी नीति सार्वजनिक गरिएपछि हालै सूचना तथा सञ्चार मन्त्रालय र दूरसञ्चार प्राधिकरणको सहकार्यमा करिब एक महिना अगाडि सार्वजनिक गरिएको ३३ पृष्ठ लामो सूचना तथा सञ्चार प्रविधि नितिको मस्यौदा विशेषतः डिजिटल नेपाल र ज्ञानमा आधारित समाज बनाउनेतर्फ केन्द्रित भएको देखिन्छ। इन्टरनेट सुविधाको विस्तारलाई मध्यनजर गर्दै ई-एजुकेसन, इ-हेल्थ, इ-टुरिजम, ई-एग्रीकल्चर, इ-गभर्नेन्सका कुरालाई यो मस्यौदाले प्राथमिकतामा राख्न खोजेको छ। नेपालमा सन् २०२० सम्ममा डिजिटल साक्षरता दर ७५ प्रतिशत र ब्रोडब्याण्ड इन्टरनेटको पहुँच ९० प्रतिशत पुऱ्याउने महत्त्वकांक्षा लिइएको छ। त्यसै गरी नेपालको कूल ग्राहस्थ उत्पादनमा सूचना तथा सञ्चार प्रविधिले ७.५ प्रतिशत हिस्सा लिने र इ-गभर्नेन्सको क्षेत्रमा नेपाललाई विश्वको उत्कृष्ट श्रेणीमा पार्ने गरी आइसिटी नीतिको मस्यौदा तयार पारिएको देखिन्छ। सफ्टवेयर तथा सर्भिसलाई उद्योगका रूपमा विकास गर्ने, विपिओ र आउट सोर्सिङलाई प्रवर्द्धन गर्ने र बनेपाको आइटी पार्कलाई सञ्चालनमा ल्याउने कुरा पनि मस्यौदामा समावेश भएको देखिन्छ। सन् २०१६ सम्ममा डिजिटल हस्ताक्षर सुरुवात गर्ने र इपेमेन्ट तथा यसको कारोवारलाई सहज बनाउने, सरकारले ल्काउड कम्पुटिङमा डेटा राख्ने, स्थानीय आइसिटी कम्पनीलाई प्रवर्द्धन गर्ने, आइसिटी इन्टरप्राइजेज फण्डको व्यवस्था गर्ने र सबै मन्त्रालयमा आइसिटी सम्बन्धी काम गर्नुपर्ने र



आइसिटी कस कटिङ्ग र अपटुडेड रहने विषय भएकाले छुट्टै सूचना सञ्चार तथा प्रविधि मन्त्रालयको परिकल्पना गरेको पाइन्छ जुन आफैँमा सूचना प्रविधि क्षेत्रको विकासका लागि सकारात्मक सङ्केत हो ।

सरकारले आइसिटी विज्ञ, जानाकार, सरोकारवाला र सर्वसाधारणसँग सुभाब लिई उचित सुभाबलाई समेटी सूचना तथा सञ्चार प्रविधि नीति २०७२ (आइसिटी नीति २०१५) सार्वजनिक गर्नसके र आइसिटी क्षेत्रको विकासका लागि कोसेढुङ्गा सावित गराउने दूरदृष्टिका साथ नीति निर्माण गरि त्यसको सबल कार्यान्वयनमा जोड दिन सके नेपाललाई आइसिटीको क्षेत्रमा व्यापक परिवर्तन गरी डिजिटल राष्ट्रमा परिणत गर्ने युगको माग सापेक्षित बन्ने देखिन्छ ।

#### उपसंहार :

सूचना प्रविधि वर्तमान भौतिक, सामाजिक एवम् आर्थिक रूपान्तरणको मूल आधार हो । सूचना प्रविधिको समुचित उपयोग गरी नेपालले पनि शिक्षा, स्वास्थ्य, सञ्चार, सुशासन, वैज्ञानिक खोज एवम् अन्तरिक्षको अनुसन्धान जस्ता क्षेत्रहरूमा वाञ्छनीय उपलब्धी हासिल गर्न जरुरी छ । सूचना प्रविधि उद्योग विश्व अर्थव्यवस्थाको प्रमुख हिस्सा बनि रहेको अवस्थामा नेपालले पनि यसको विकास, प्रयोग र उपयोग मार्फत आफ्नो भौतिक, सामाजिक र आर्थिक सूचाङ्कहरूको अधिकतम व्यवस्थापन गर्न आवश्यक छ ।

ज्ञानलाई सिप र सिपलाई अर्थ व्यवस्थामा उपयोग गर्न सकिने सशक्त माध्यम सूचना तथा सञ्चार प्रविधि नै हो । मुलुकभित्र विद्यमान प्राकृतिक सम्पदालाई निम्नतम उपयोग

गरी स्थानिय पर्यावरणीय सन्तुलन नखल्बल्याई सञ्चालन गर्न सकिने वातावरण मैत्री उद्योग नै सूचना प्रविधि उद्योग हो । सूचना प्रविधिमा पहुँच हुने र नहुनेहरूबीचको ज्ञानस्तर अन्तर डिजिटल डिभाइडलाई निम्नतम बिन्दुमा भारी सूचना तथा सञ्चार प्रविधि मार्फत नै समृद्ध नेपालको मार्गचित्र अगाडि बढाउन नेपालमा नै यथेष्ट आधार तयार भइसकेको र शिक्षा, पर्यटन लगायतका अन्य उद्योग व्यापारको अधिकतम गति पनि सूचना प्रविधिको उपयोगबाट मात्र अगाडि बढाउन सकिने यथार्थतालाई समेत हृदयङ्गम गर्दा सबै सम्भावनाका हिसावले नेपाललाई सूचना प्रविधि राष्ट्रका रूपमा विकसित गर्दै यसलाई संसारको डिजिटल राष्ट्रको चिनारी दिन सकिन्छ । यो मुलुकको आवश्यकता पनि हो र अवसर पनि हो, देशको समृद्धि र सबल आर्थिक विकासको अचुक अस्त्र पनि हो । सूचना प्रविधि उद्योगमार्फत मुलुकले सोचेको वृहत्तर आर्थिक विकास गर्न सकिन्छ ।

अतः प्रस्तावित आइसिटी नीतिमा भनिएभैं आइसिटी हरेक मन्त्रालय र इ-गभर्नेन्ससँग जोडिएको विषय भएकोले आइसिटी मन्त्रालयको परिकल्पनालाई यथार्थतामा परिणत गर्दै नेपालमा सूचना तथा सञ्चार प्रविधिको क्षेत्रमा व्यापक परिवर्तन र उपलब्धी हासिल गर्न वाञ्छनीय छ । सही समयमा सही कदम चालौं, आइसिटी क्षेत्रको विकासका लागि दूरदृष्टिका साथ नीति निर्माण गरौं, त्यसको सबल कार्यान्वयनमा जोड दिऔं, तदनुरूप योजनाहरूको सफल कार्यान्वयन गरौं र नेपाललाई डिजिटल राष्ट्र बनाउन सबै सरिक होऔं, जुटौं यो सम्भव छ ।





## A Brief Biography of Principals of GBS



Mrs. Martha Mukhiya  
Principal  
June 1966 - Dec. 1968



Mr. Tom Valvik  
Principal  
Feb. 1969 - June 1971



Jonathan Lindel  
Principal  
July 1971 - Dec. 1976



Mr. Larry Asher  
Principal  
June 1974 - July 1975 and  
Jan. 1977 - Oct. 1977



Mr. Brian Wood  
Principal  
Oct. 1977 - Oct. 1980



Mr. Bhoj Raj Neupane  
Principal  
May 1979 - Jan. 1980 and  
Oct. 1980 - Dec. 1982



Mr. Heramba Prasad Koirala  
Principal  
Jan. 1983 - June 1984



Mr. Nara Hari Sharma  
Acting Principal  
July 1984 - Dec. 1984



Dr. David Bamback  
Principal  
Feb. 1985 - June 1989





Mr. Richard Cameron  
Acting Principal  
July 1987 - Dec. 1987



Mr. Ben Westerling  
Acting Principal  
July 1989 - Dec. 1989



Mr. John Barclay  
Principal  
Feb. 1990 - Feb. 1996



Mr. Varghese Thomas  
Acting Principal  
1.5 Months 1993 and  
4 Months 1996



Mr. Jay Hutchinson  
Acting Principal  
1993



Dr. P.V. Chandy  
Principal  
Feb. 1996 - Dec. 2006



Dr. Dale W. Rosenberg  
Acting Principal  
1999 - 2001



Richard Ross  
Acting Principal  
Oct. 2000 - Feb. 2001



Mr. Bam Dev Sharma  
Acting Principal  
Nov. 2006-Dec. 2006





Mr. George John  
Principal  
Feb. 2007 - April 2008



Mr. Kamal Neupane  
Acting Principal  
April 2008 to Oct. 2008



Shiva Lal Dhital  
Acting Principal  
Oct. 24, 2014 - Nov. 2014



Rabi Prasad Baral  
Principal  
Since Oct. 2008

## A Brief Biography of Vice Principals of GBS



Govinda Raj Sharma  
Vice Principal  
2061/01/01 - 2063/02/20



Chet Nath Bhandari  
Vice Principal  
Since Kartik 2071





**Chet Nath Bhandari**  
Vice Principal (Since Kartik 2071)  
Teaching Period: Since 1991

## From the Desk of the Vice Principal

On the occasion of “Golden Jubilee” 2072/73, GBS is publishing a special issue of the school’s souvenir. As the Vice Principal of GBS, it is my pleasure to express my pride in few words on this very auspicious occasion. In its long history of fifty years, GBS has produced forty-two batches of candidates with School Leaving Certificate and twenty-two batches of HSEB Science graduates. In addition, it has produced many graduates with GCE-A Level Cambridge Education. Moreover, it has produced many skilled citizens in the field of Information and Technology through its Bachelor of Engineering in Software programme. With the aim of providing all round education to its students, GBS has implemented various updated and latest education pedagogies to make them competitive nationally as well as globally by fulfilling the motto “Knowledge, Character and Service”. The graduates of the school have already displayed their proven qualities at the national and global levels. We appreciate each and everyone for their contribution to bring GBS to this stage where it can reflect its fifty years of excellence in the field of education.

With the great vision and initiation of United Mission to Nepal, educationists from the region and local communities, GBS was established in 1966 with a small number of students selecting a piece of barren land. It spent few years with the initial “Boarding School” concept and the first batch of SLC candidates sat the exam in 1972. Later GBS had to face some ups and downs in the course of its further development. But with the strong dedication and commitment of the people involved in its management and according to the planning of the Government of Nepal, GBS was designated as the “Regional School” in 1985. Then the modern era of GBS started. In 1990 all the classes were run in English medium and the SLC candidates sat their examination in the same medium. After 1990 the school has been producing 100% result in SLC. The school has received the “Regional Education Shield” dozens of time and the “National Education Shield” once. These achievements have made all the members of the GBS community proud. In 1992 the Government of Nepal introduced

Higher Secondary (10+2) Schooling system and GBS is one of the pioneering schools to start +2 Science programme. After the introduction of 10+2, GBS has always impressed the nation with better programmes and astounding results accordingly. Later in the year 1998, Computer Science was included in school as an optional subject and Bachelor in Computer Science started in the GBS premises as its extended part. In 2010 the school got the permission to include the GCE A-Level Cambridge course. With these various developments GBS now has become the centre of excellence in the field of education. In the recent decade, the use of Information and Technology in the field of education is advancing. The teaching learning activities have also found desirable success in GBS with significant use of IT. The practical based approach of teaching, internet facilities to the students, computer training to staff, and construction of ICT lab have significantly improved the teaching and learning activities in GBS and have helped to prepare competitive manpower of the global standard.

Many of our colleagues were awarded by the concerned authorities of the district and the nation in the past for their outstanding work. Similarly, GBS has developed the concept to honour its staff on different occasions for their active roles in different fields. In addition, the school also recognises the some staff members that have dedicated twenty years of service to the school. This number has already totaled 38. I am sure GBS will continue its further development smoothly with our combined efforts in the days to come.

Finally I take the privilege to extend my sincere gratitude to each and every member of the school for their contributions in the continuous development of this great institution from its establishment till date. I expect even a stronger dedication and determination from all in future. I ensure our collective efforts will make GBS the best in the field of education.

We have already conducted some programmes associated with Golden Jubilee Celebration and are eagerly waiting for the upcoming programmes. Let’s make this mega programme ‘Golden Jubilee 2072/73 a grand success.





Govinda Raj Sharma  
Former Vice Principal  
Tenure: 2061 Baishakh - 2063 Baishakh  
Working Period: 1982 - 2005 A.D.

## The Recollection of the Past

As I have been invited to write some printable recollections of my time at GBS, I feel privileged to share with my valued readers the reminiscences of the twenty-five years I delightfully spent at GBS in various capacities ranging from a class teacher to the position of the vice principal. I do have a recollection of innumerable happy memories, but it is virtually out of the question to elucidate each of them. At the outset, I am immensely proud to say that I am the former staff of GBS, which has been recognized both nationally and internationally with its graduates spread across the world holding highly dignified and prestigious positions. I am in touch with over 500 former GBS students through the facebook, and I am extremely delighted to know the pinnacle of success our ex-students have achieved and the tremendous contribution they have made to their homeland in times of needs.

At this juncture, the contribution of the United Mission to Nepal and the expatriate personnel, who served this school since its inception is immense. I recall all the principals and other expatriates and salute them for their untiring and selfless service to this nation in the field of education. Dr. Bambach, Mr. John Barclay, and Dr. P.V. Chandy to name a few have become my role models with different modes of administration, which I still emulate and exercise in my present position. I feel extremely fortunate and privileged to have worked under such eminent personalities, whose roles to shape the destiny of the school is beyond description. Miss Elwyn Kelso, with whom I had the privilege of working for almost 15 years in the same department, was a great source of the expanded knowledge of English to me and the rest of the members of the English department back then.

I entered the school back in 2038 B.S. as an English teacher, and teaching in the initial days was found to be quite challenging. No sooner had three years of teaching merely passed than the school was designated as a regional school, and every teaching staff had to relinquish the job s/he was holding. Needless to say,

it was a moment of great desperation for each teaching staff to lose the job. However, the happiness was again restored when I was reselected for the same position through a very cut-throat selection process.

The decision of the ministry of education to designate GBS as a regional school gave it a face lift. Many changes underwent including the recruitment of new personnel including the arrival of a new expatriate principal. The sparkling face, the glowing look, and the encouraging words of Dr. Bambach, who brought about many significant reforms in the school, are always vivid in my memory. The annulment of corporal punishment, the provision for girls' education, the introduction of English medium education and the creation of a conducive and positive atmosphere are some of the highlights worth-recording during the tenure of Dr. Bambach. A reverend person with great wisdom, devotion and inspiration, his affection and concern for students was enormous. The happiness of GBS knew no bounds when Rajendra Gurung was declared Board First in the SLC exam in the year 2044 B.S. When the result was announced, Mr. Amrit Marasaini, a teacher of the department of industrial education, was seen storming out of his room and forlocking like a school kid. Rajendra was a very humble, industrious and conscientious student, who left no stone unturned to make use of the every opportunity offered by the school. The second era of GBS commenced with the advent of Mr. John Barclay at the helm of this institution in the late eighties. He always seemed to be on his toes when it came to the matters of enforcing discipline and creating an English environment. As a workaholic, young and dynamic man of great stature, Mr. Barclay added many bricks to bring GBS to a greater height of success and reputation. It was during his tenure that the very fabric of the school's administration was changed and the concept of the supervisory position in each level of the school was introduced. It was with the implementation of this concept that there was a quantum leap in the overall discipline of the students.



As he believed in the professional development of the staff, several staff availed themselves of the overseas training opportunities during this period. The truckloads of books and other stationery materials, which were brought from Australia at his own initiation, bear testimony to his great concern about the welfare of GBS students and the schools in its vicinity. It was he who encouraged me to accompany and lead a group of 25 students on an educational excursion to Muktinath although I was reluctant to carry out this responsibility in the beginning. This educational excursion has become the most memorable phenomenon in my life. It has also given me an insight into the daring and far-sighting trait of students as Raju Dhakal, a member of the trekking troupe, owing to whose instant judgment and intuition, I

was able to recover a sum of 40 thousand rupees, which was in my custody during the trip. I cannot resist narrating this incident to my current plus two students at GEMS when an opportunity creeps in.

The sudden and unexpected news that John sir was leaving GBS to take over a new position at Hebron school in South India cast a cloud over GBS as he was such a dedicated, visionary and dynamic personage, during whose leadership the school witnessed many positive changes. The school was in turmoil with some upheavals in his absence. However, as the saying goes, every cloud has a silver lining, the arrival of Dr. P.V. Chandy as the new principal from the United Mission to Nepal proved to be another mile-stone in the life of GBS as his contribution was equally pivotal. The quality of education imparted during the tenures of his predecessors was evidently retained or even accelerated with his entry as the school was showered with many awards and recognitions including the National Educational Shield for the best SLC result in the whole country. As far as I remember, 5 students were placed on the board list this year, bringing immense delight to the whole school community. The inception of Gandaki College of Engineering, the establishment of

a trust and the rapid expansion of the existing physical infrastructure were some of the tangible changes that took place during the tenure of Dr. P.V. Chandy.

The educational excursions with the students both in Nepal and India, the trips made to recruit scholarship students in Jumla, Doti, Baglung, Khudi and many other remote places of Nepal, the picnics attended at the invitation of several classes, the escorting of students to Kali Khola and the invitations of the students to taste the delicious food prepared in the school's dining hall can never be eroded from the memory. On the other hand, the untimely demise of some of the beloved students and staff came as the shocking news.

GBS has not only been a workplace for me but it has also been an ideal abode, where both of my sons were born and brought up. The holistic education they acquired from this institution laid a strong foundation in them in the pursuit of their tertiary education. I always feel proud that I had an opportunity to render my service in such an ideal place, where teachers' role is not only to impart education but to nurture and give pastoral care to each student. Unlike in most educational institutions, teachers here get to know each student personally and get ample opportunities to mould him/her intellectually, socially and emotionally. There is no dearth of people who despise teaching and regret pursuing it as a career, but I have found teaching a very rewarding profession because it is the profession through which the lives of many people can be altered, their character formed and their destiny shaped. Today, in every nook and corner of the world, I find the students I have taught establishing themselves as renowned professionals and occupying special niches in their professions. I swell with pride to hear about their success stories and the philanthropic deeds they have done for the cause of humanity.

May GBS flourish and garner a greater height of success in the days ahead under the new leadership.







## स्मृतिमा कर्मभूमि : गण्डकी

शिवलाल धिताल  
पूर्व सहायक प्राचार्य  
अक्टोबर २४, २०१४ - नोभेम्बर २०१४  
२०४३ - २०७१ वि.सं. (सेवा अवधि)

लड्का विजय गरेर अयोध्यातर्फ फर्कन लागेका दाजु रामचन्द्रलाई भाइ लक्ष्मणले विनयसाथ भनेको थिए कि “हे नाथ, लड्का अब हाम्रो भयो । यस्तो सुन्दर देश छाडेर हामी अयोध्या जानु ठिक होला र ?” तर रामले जन्मभूमिको महत्त्व दर्साउँदै भाइ लक्ष्मणलाई भनेका थिए अरे । “जननी जन्मभूमिश्च स्वर्गादपि गरीयसी ।” अर्थात् आमा र जन्मभूमि स्वर्गभन्दा पनि प्यारो हुन्छन् । अवश्य पनि मानव जीवनमा जन्मभूमि असाध्यै प्यारो हुन्छ । मलाई लाग्छ जन्मभूमि जस्तै कर्मभूमि पनि प्यारो हुन्छ, अनि महत्त्वपूर्ण पनि हुन्छ । गण्डकी आवासीय उच्च माध्यमिक विद्यालय पनि मेरो लागि महत्त्वपूर्ण र प्यारो कर्मभूमि रहेको छ ।

युनाइटेड मिसन टु नेपालद्वारा स्थापित गोरखा जिल्लाको ‘ज्ञान ज्योति माध्यमिक विद्यालय’ लप्सीबोट, ‘परोपकार माध्यमिक विद्यालय’ जौबारी हुँदै ‘अमर ज्योति जनता माध्यमिक विद्यालय’ लुईटेलमा अध्ययन गरेर २०२७ सालमा मैले एस.एल.सी. उत्तीर्ण गरी युनाइटेड मिसनकै स्कूल ‘ज्ञान ज्योति माध्यमिक विद्यालय’ लप्सीबोटमा ५ वर्ष अध्यापन गरेको थिएँ र प्रमाण पत्र तहको अध्ययनको लागि २०३१ सालमा ‘पृथ्वीनारायण क्याम्पस’ पोखरामा पढ्दा मेरा साथी चन्द्रकान्त देवकोटा यस विद्यालयको कृषि शिक्षक हुनुहुन्थ्यो, वहाँलाई भेट्ने प्रसङ्गमा हिँडेर दुई पटक गण्डकी आवासीय उच्च माध्यमिक विद्यालयमा आउने अवसर मिलेको थियो । त्यति बेला केही छात्रावासहरू बनिसकेका र विद्यालय भवनका छानामा स्लेट लगाएर छाउँदै गरेको देखिन्थ्यो । डाइनिङ हलमा खाना खाएर एक रात साथी देवकोटाकै आवासमा बसेँ पनि । साँझमा स्कूल घुम्दा गोबर ग्याँसबाट बालिएको बत्ती वरिपरि बसेर विद्यार्थीहरू Study Hours को सदुपयोग गरिरहेका देखिन्थे । भोलिपल्ट बिहान उठेपछि साथी देवकोटाले स्कूलको पुरै क्षेत्रको अवलोकन गराउनु भयो । अहो ! कति सुन्दर थियो त्यो बिहानी साथै सुन्दर गण्डकीको परिवेश र वातावरण । ऋषिमुनिले तपस्या

गर्ने तपोभूमि जस्तै शान्त अनि सुन्दर ! विद्यालयको वातावरणले मलाई त्यतिखेर नै लोभ्याएको थियो, मलाई पनि यहीँ काम गर्न बोलाए जस्तो अनुभूति हुन्थ्यो । एउटा मिसनरी स्कूलको विद्यार्थीलाई मिसनरी स्कूलमै काम गर्ने इच्छा हुनु स्वाभाविकै थियो ।

पोखराको पढाइ सकिएपछि एक वर्ष मैले पुरानै विद्यालय ‘ज्ञान ज्योति माध्यमिक विद्यालय’ गोरखामै काम गरें । त्यसपछि शिक्षक पदबाट राजिनामा दिई उच्च अध्ययनको लागि कीर्तिपुर क्याम्पसमा भर्ना भएर २०३४ सालमा यस क्याम्पसको पढाइ पुरा गरेपछि सरकारी सेवामा माध्यामिक विद्यालय निरीक्षक पदमा नियुक्त भएँ । यो पदमा रहँदा पाल्पा, लमजुङ, तनहुँ र गोरखा जिल्लाका जिल्ला शिक्षा कार्यलयमा रहेर काम गर्ने सन्दर्भमा स्याङ्जा जिल्लामा रहँदा मैले पुनः दुई पटक गण्डकी आवासीय उच्च माध्यमिक विद्यालयमा आउने अवसर प्राप्त गरेको थिएँ । यसरी २०३९ सालसम्म गण्डकी आउने क्रममा यस विद्यालयले मलाई अभूतै आकर्षित पारेको थियो । सरकारी जागिर छोडेर गण्डकीमा नै शिक्षक भएर काम किन नगर्ने ? मनमा कुरा खेलिरहन्थ्यो । नभन्दै २०४३ साल साउनमा गोरखापत्रमा ‘गण्डकी आवासीय उच्च माध्यमिक विद्यालयमा नेपाली भाषा शिक्षकको आवश्यकता’को विज्ञापन फेला पयो । अब आफूले सोचको पुरा हुने भयो भन्ने ठानी आवेदन फारम भर्ने । प्रतियोगी धेरै नै थिए । तैपनि लिखित, मौखिक दुवै परीक्षामा सरिक भएँ । भोलिपल्ट प्राचार्य डेबिड बाम्बाकले बोलाउनु भयो र बधाई पनि दिनु भयो । सरकारी जागिरबाट राजिनामा दिएर म सुन्दर गण्डकीको शिक्षक पदमा नियुक्त भएँ । यो मेरो लागि खुसीको क्षण थियो किनभने युनाइटेड मिसन टु नेपालको विद्यालयमा पढेको मान्छे यसै मिसनद्वारा सञ्चालित संस्थामा काम गर्ने मौका पाएपछि भन्नु बढी उत्साहित भएर अध्यापन कार्यमा लागें । लगत्तै २०४४ सालमा राजेन्द्र गुरुङ एसएलसीमा बोर्ड फस्ट



भएपछि भन्नु स्कूलको कीर्ति चारैतिर फैलियो । म लगायत सबै शिक्षक/कर्मचारी खुसी भइयो, उत्साहित भइयो ।

मैले गण्डकीलाई के कति गरें त्यसको मूल्याङ्कन आफ्नै ठाउँमा छ । यो विद्याको मन्दिरमा प्रवेश गर्दा म ३१ वर्षको थिएँ र मेरो जीवनको ऊर्जाशील सबै समय यही बिताएको हुँ र यो विद्याको मन्दिरले मलाई धेरै कुरा प्रदान गरेको छ । मेरा छोराछोरी यहीँबाट शिक्षित, दीक्षित भई आफ्ना सफल जीवन यात्रा सुरु गरिसके भने नाती नातिना यहीँ पढि रहेछन् । म पनि यहीँको सुरम्य र निरोगी वातावरणमा काम गर्ने अवसर पाएकाले नै स्कूल पछिको जीवन यात्रामा पनि आफूलाई स्वस्थ र सन्तुष्टिको महसुस गरिरहेको छु । हिजो अस्तिसम्म पनि कसैले तिम्रो घर कहाँ हो ? भनी कसैले सोध्दा मेरा छोराछोरी सबैले गण्डकी बोर्डिङ स्कूल भन्थे । यो अचम्मको मोहनी हो गण्डकीको । अतः गण्डकी मेरो कर्मभूमि हो धर्मभूमि हो, पवित्र र वर्दानी भूमि हो । मेरो आत्मादेखि गण्डकी फुलि रहोस् फैलिई रहोस् यहाँ पढ्ने, पढाउने वा अन्य काममा संलग्न सबै सुखी होऊन्, सम्पन्न होऊन् अनि यहाँ जुन सुन्दर, शान्त र सिर्जनात्मक

वातावरण छ, त्यसमा कहिल्यै पनि कुनै कमी नआओस् भन्ने कामना व्यक्त गर्दछु । अङ्ग्रेजीमा 'A House is Built by Hands but a Home is Built by Hearts !' भन्ने भावना चरितार्थ भै गण्डकी सबैको घर बनोस् र यहाँका शिक्षक, कर्मचारीको जीवन सुन्दर रहोस् र विद्यार्थीलाई आफ्नै छोराछोरी सम्झी व्यवहार गर्ने वातावरण सदा रहिरहोस्, यही कामना ।

वि.सं. २०७२/०७३ स्कूलको स्वर्ण जयन्ती मनाउने वर्ष । यो उत्सव मनाउन गण्डकी परिवार धुमधामसँग लागिरहेको छ । 'गण्डकीलाई वर्तमानसम्म नियाल्दा' नामक ऐतिहासिक संगालोको 'स्वर्णजयन्ती विशेषाङ्क' लेख्ने कामको जिम्मा विद्यालयले मलाई दिएपछि यसलाई यथासम्भव उत्कृष्ट बनाई प्रकाशन गर्नु पर्ने आफ्नु जिम्मेवारी ठानी पुस्तक लेखन कार्यको अन्तिम चरणमा पुगिसकेको छ । यस काममा आफू संलग्न हुन पाउँदा आफूलाई आत्म सन्तुष्टिको अनुभूति भइरहेको कुरा जनाउँदै पुस्तक तयार पार्ने कामका लागि सहयोग पुऱ्याउनु हुने सबैमा हार्दिक धन्यवाद टर्काउन चाहन्छु ।

सुमन पोखरेल, सरोज बराल  
कक्षा ८ क  
कास्की

मन

बाह्रखरीको सभामा बैठक चल्दै थियो । शब्द संसारका ठुला ठुला अक्षर बैठकमा सहभागी भएका थिए । सभाको सुरुवात सभानायक "क" ले मञ्चमा उठेर भन्न लागे ।

कः आजको वादविवाद शुरु गरियोस् ।

(त्यत्तिकैमा न अक्षर उठेर भन्न लागे ।

नः म नाम हुँ, नायक हुँ, मप्रति सबै नतमस्तक हुन्छन्, तँ म शब्द त केही पनि होइनस् ।

मः हाहाहाहा म माया हुँ, माताको ममताप्रिय मणि हुँ, तँ त नाक कटुवा नकचरो, होस्, तँ जाबो म सँग के बराबर गर्न सक्छस् ।

नः तँ त सबै सामान नष्ट गर्ने मुसो होस्, मति भ्रष्ट भएको मूर्ख मनुष्य होस्, म त नवीन सुरुवात हुँ, नरम र नर नारायण हुँ ।

मः नकरा नकरा, अहिले फेरि तेरो पुरा नक्सा बिगारि दिउँला, ज्यादा हल्ला नगर नकचरो ।

नः तँलाई मति भ्रष्ट मान्छे, आफू खुब मासुम मानिस बन्न खोज्छस्, तँलाई कंस मामा ।

मः म स्वास्थ्यवर्धक, मह, हुँ, सबैको आस्थाको केन्द्र, मन्दिर हुँ, आमाको प्यारो माइतीघर हुँ, सबैले जप्ने मन्त्र हुँ, तँलाई नारद ।

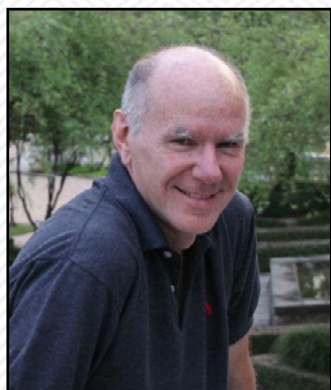
नः सबै जप्ने मन्त्र पनि होस्, किसानहरूको रगत चुस्ने मन्त्री पनि होस्, किसानहरूको लागि खराब मौसम पनि होस्, तँ जाबो मुलाको सागले केही धाक लगाउनु पर्दैन बरु मलाई नमस्कार गर् र चुप लागेर बस् ।

मः भयो भयो नाटक नगर, नालायक बरु अलि नरम बन्न सिक् मसँग ।

(दुवैमा एकदम चर्काचर्की विवाद चल्दै थियो । त्यत्तिकैमा ज्ञ अक्षर उठेर भन्न लाग्यो ।)

ज्ञः चुपलाग, चुप, यसरी तिमीहरूको भगडा कहिल्यै पनि सकिँदैन बरु तिमीहरू दुवै मिलेमा संसारमा यस्तो शब्द बन्दछ जुन शब्द मिलेमा सबै कुरा मिल्दछ र त्यो हो "मन" त्यसैले सबैले मन मिलाउनु होस् र जीवनमा मङ्गल ल्याउनुहोस् । (सभा सकिन्छ)





Jerry Clewett  
Support Services Manager  
1988-1991

## Memories of Gandaki Boarding School

I came to Nepal in July 1987 knowing little about the country and even less about its education system. I was requested to work as an “Administrator” of GBS by the UMN education secretary David McConkey in 1987. I was somewhat reluctant to join a selective boarding school for the academic elite, but David persuaded me that the system of regional schools (of which GBS had been chosen a few years before for the Western Region) was necessary for the stage of Nepal’s development, and that I would fit it well with my background in local government administration in UK and the opportunities to join in sport on a Friday afternoon! I was finally persuaded by the fact that GBS had ceased to be an all boys school and was taking in girls. This fitted well enough with my evolving passion for gender equity.

I had a hard act to follow. Ken Afful, the amiable and able administrator who had been working with Principal David Bambach to set up systems for co-education and girls’ boarding, had done a great job. Initially I struggled to understand what the “Administrator” meant in the context of GBS and proposed to David Bambach that we change my job title to “Support Services Manager” since I was essentially managing the services which supported the core business of developing children with great potential into capable young adults. He agreed. So with the school custom of calling people by their job title acronym, I became known as the “SSM”, or by the staff as “Jerry sir”. I also changed some other job titles to emphasise that we were providing a service to students and staff – “MSM” for Maintenance Service Manager and “CSM” for Catering Service Manager, for example.

Despite my earlier reservations, I quickly came to enjoy the SSM job. I had a very able team of managers for catering, maintenance, security, office services, finance, cleaning, purchasing, laundry, health and building. The building work was massive, but more

of that later. I like to think that we worked well as a team and complemented the academic side of the school well. I had great respect for senior academic staff such as Bam Dev Sharma, Nara Hari Sharma and Verughese Thomas. They did a great job and kept the school performing at a high standard, and they gave strong support to the three expatriate Principles I worked with, David Bambach, Ben Westerling and John Barclay. I enjoyed being associated with the school that was not only performing well academically, but was breaking new ground in co-education by giving opportunities for girls from very poor backgrounds, as well as boys, to fulfill their potential. In the end that was what inspired me in my work with this remarkable school.



A large part of my job was the role I was given as the chairperson of the “Building Committee”. During my tenure of four years we completed the first girls’ hostel; we built a second girls’ hostel; we built a new block of accommodation for the staff; we expanded the classroom block to complete the 4 sides of the quadrangle. I lived in one of the small stone “staff houses” and my journey to my office, even though door-to-door it was only a 5 minute walk, would



regularly take 30-45 minutes as I liked to inspect progress on the buildings and chat with the workers. I loved the architecture (we were supported in the design by a UMN sister project, DCS of Butwal), the local stone and the slate roof, and it was certainly worth the hassles of procurement, as the school now has solid, earthquake-proof buildings that should last for decades to come.

Not that it was straightforward; far from it. As well as the joys and success, we also had our sorrow and disappointments and I had to learn a lot about cross-cultural management, the hard way. Just some months after I started as the SSM we experienced the very sad demise of our respected Catering Manager Mr Lok Bahadur Gurung. That hit the school hard. Later on, after the 1990 people's movement had forced the King to relinquish his executive powers, and which also unleashed a massive amount of latent energy which had been bottled up during the Panchayat era, we had a building workers' strike which for a while became quite hostile. I can't pretend these were easy times for me or my family, but the strike issues were finally solved and I was able to complete my term as the SSM in 1991.

But apart from my main job as the SSM, I also have happy memories of some of the wider activities of the school. Graham Atkinson, the inspirational PE teacher from UK organized an inter-house "It's a knock-out" competition which proved very popular among both students and teachers. I loved playing in the staff-student football matches, and even remember playing cricket on one occasion. In 1990, GBS had Lamachaur's first satellite TV - and somehow we managed to procure it just in time for the 1990 World Cup finals. I am sure that timing was a pure coincidence.

I went to GBS with my wife Ruth and our young children Simon and Naomi. The GBS campus was a wonderful place for young children to grow up. The environment was safe and both our children enjoyed the freedom to roam without their parents - something they would not have experienced in their home city of London. They were able to make friends

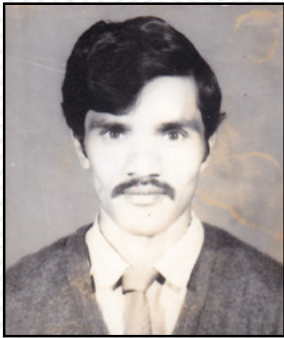
among the children of both the expat and Nepali teachers, and these experiences were so important in their early development. Then in 1990 we had our third child Paul, born at the Western Regional Hospital in Pokhara. I recall vividly requisitioning the GBS school bus to take Ruth to the hospital when she went into labour! And we made some wonderful lifelong friends among the colleagues who were there with us - we see Ben and Mia Westerling frequently these days as we all work in Kathmandu; we see Graham and Debbie Atkinson when we go to UK; and we keep in touch, albeit at a distance with the Barclays, Caroline Hinchcliffe and others. Maybe this anniversary is an opportunity to rekindle some of the friendships with our Nepali colleagues too.

When I left GBS in July 1991 I was pleased to hand over to a Nepali, Mr Birkha Bahadur Pun, as it had always been my hope that I would be the last expat SSM. Since that day 24 years have passed, and GBS has continued to develop, continued to enjoy academic success, and continued to provide an environment where young people, both girls and boys, can grow and develop their potential. I am always pleased when I come across ex-GBS students anywhere. Sometimes in Kathmandu I have met people who bounce up to me with "do you remember me sir"? If I am honest, I rarely remember individual faces as they look very different after 25 years (!), but it's always wonderful to hear their stories of how their lives and careers have progressed, and how much GBS meant to them.

I have been directly involved for only 4 of the 50 years of GBS history, but I would like to congratulate Ravi Baral and all the current staff, as well as all of those who have made contributions, large or small, to make GBS the respected institution that it continues to be today. This 50th Anniversary is a time for looking back and celebrating - but it is also a time for taking stock and looking to the future - and the continued impact that I hope GBS will have on the development of girls and boys in the years and decades to come. Well done all!!!







लीलाधर अधिकारी  
पूर्व प्रशासकीय अधिकृत  
सेवा अवधि १९७९-२००५ ए.डी.

## मेरो भनाइ

गण्डकी आवासीय उच्च माध्यमिक विद्यालय लामाचौर कास्कीले आफ्नो स्थापनाको ५० औं वर्षमा प्रवेश गरी स्वर्ण जयन्ती मनाइ रहेको अवसरमा प्रकाशित हुने 'स्वर्ण जयन्ती स्मारिका २०७२' मा आफूले पनि दुई शब्द लेख्न पाउँदा मलाई खुसी लागेको छ। यस विद्यालयले ५० वर्षको अवधिमा ठुलो सङ्ख्यामा स्तरीय ज्ञानरूपी उज्यालो छरेर जनमानसमा रहेको अज्ञानता हटाउन महत्त्वपूर्ण भूमिका खेलेको छ। यो नै यस संस्थाले गर्दै आएको प्रशंसनीय पक्ष हो। एक्काइसौं शताब्दीका लागि आवश्यक पर्ने सबल, सक्षम र नेतृत्वदायी भूमिका निर्वाह गर्न सक्ने दक्ष जनशक्ति उत्पादन गरी नेपालको अन्तर्राष्ट्रिय प्रतिस्पर्धामा पहुँच वृद्धि गर्नका लागि विद्यालयको अतीत, वर्तमान र भविष्य

समर्पित छ। यो स्मारिकाले विद्यालयको समग्र योगदान र भावी कार्यक्रमहरूका बारेमा पनि अभि बढी प्रकाश पार्ने छ।

मेरो आफ्नो कार्यकाल २०३६ साल फागुन ९ देखि २०६३ साल आषाढ १५ गते सम्म २७ वर्ष विभिन्न पदमा कार्यरत रहँदा विभिन्न तहमा रहनु भएका अधिकांश शिक्षक, कर्मचारी मित्रहरूसँग स्वर्ण महोत्सवको उद्घाटन समारोहका दिन भेटघाट हुन पाउँदा साथीहरूको सामीप्यता पुनर् ताजा भएको महसुस भयो। अब उपान्त पनि यो संस्था यसरी नै उत्तरोत्तर प्रगति पथमा अगाडि बढ्न सफल रहोस् भन्ने शुभकामना दिन चाहन्छु।  
धन्यवाद।



## Sergio Leonel Aguero



Adhyatma Bastakoti, 4A  
Kaski

We are players. Children like to play any kind of games. If we do not play, we may feel bored. We should be happy. If we play, we can be happy. We like other people playing. We talk about their games. If they play very well, we become very happy. We learn many things from their games. We spend our time easily. We feel fresh and get excited. Our school also teaches us how to play games on the ground. We see games on television. We choose the best players when we see their games. Games are very good. Players are very good persons. I also like one player. He is Sergio Leonel Aguero.

Sergio Leonel Aguero is a young and a great player. He was from Atletico Madrid. He is in the Manchester City now. Talking about the club his jersey number is 10. He is today in the list of top ten football players. He is the brother of Leonel Messi. Aguero is 22 now. He is from Argentina. He is a forward player. He also has many nice skills. In 2015 he got a golden boot. He has five golden balls and two golden boots till date. He has also got twenty-four 'Man of the Match' awards. He has nice shooting skill and power. He has won two cups from Atletico Madrid and made Manchester City win four times.







कृष्णबहादुर थापा  
प्रशासकीय अधिकृत (वि.सं. २०६३ देखि)  
सेवा अवधि: वि.सं. २०४१ देखि

## मेरो अनुभवमा गण्डकी

प्राकृतिक सौन्दर्यले भरिपूर्ण सुन्दर शान्त देश नेपालको गण्डकी अञ्चल अन्तर्गत मुलुककै अति सुन्दर पर्यटकीय नगरी पोखराको उत्तरी भेकमा अवस्थित माछापुच्छ्रे हिमाल र अन्नपूर्ण हिमश्रृङ्खलाको शीतलतासँगै शुक्ला गण्डकीद्वारा सिञ्चित लामाचौर गाउँमा स्थापना गरिएको यस विद्यालयको आफ्नो अलगगै गरिमामय इतिहास छ ।

लामाचौरमा श्री ५ इन्द्र राज्यलक्ष्मी विद्यालय र बाटुलेचौरमा श्री विन्ध्यवासिनी विद्यालय सञ्चालन भैरहेको समयमा पनि यस क्षेत्रका समाजसेवी वृद्धिजीवीहरूले एउटा बोर्डिङ स्कूल खोल्नु पर्दछ भन्ने उद्देश्य लिएर स्थानीय प्रतिनिधि लक्ष्म बहादुर गुरुङ, भूपी शेरचन र साइनिङ अस्पतालका प्रतिनिधि डा. जरड टुर्नर र स्टोन वान र युनाइटेड मिसन टु नेपालका प्रतिनिधि जोनाथन लिन्डेलका साथै हर्वाड वाक्लेको संयुक्त प्रयासबाट वि. स. २०२३ जेठ २३ गतेका दिन “नेपाली आदर्श विद्यालय” नाम राखी ६ जना शिक्षक र ६० जना विद्यार्थीहरूबाट कक्षा १ देखि ४ सम्म खर, बाँसका टहरा निर्माण गरी अमला बिसौनी, पानी टङ्की मा पढाइ सुरु गरिएको थियो । समय बित्दै जाँदा १९६८ मा विद्यालयले आफ्नो नाउँमा करिब १०० रोपनी जग्गा खरिद गर्ने निर्णय गरेपछि जग्गा रजिष्ट्रेसन गर्ने क्रममा म पनि आफ्ना हजुरबुबाहरूसँग पछि लागेर गएको सम्झना आउँछ ।

नेपाली आदर्श विद्यालयको स्थापना कालदेखि १९८४ सम्म विभिन्न किसिमका आरोह अवरोध पार गर्दै सुचारु रूपले पढाइ सञ्चालन गरिएको अवस्थामा नेपाल सरकारले पाँच वटा क्षेत्रमा अन्तर्राष्ट्रिय स्तरको नमुना विद्यालय खोल्ने उद्देश्य राखेको थियो । सोही अनुरूप शिक्षा मन्त्रालय र युनाइटेड मिसन टु नेपालबिच १९८४ नोभेम्बरका दिन क्षेत्रीय विद्यालयको रूपमा गण्डकी बोर्डिङ स्कूल सञ्चालन

गर्ने गरी सम्झौता भयो । आज गण्डकीले आफ्नो स्थापनाको पचासौँ वसन्त प्रवेशका सन्दर्भमा स्वर्ण महोत्सव मनाउन गइरहेको छ । यस सुखद अवसरमा प्रकाशित हुन गइ रहेको स्वर्ण जयन्ती स्मारिका, २०७२ मा आफ्ना अनुभव एवम् विचार समावेश गर्न पाउँदा आफूलाई सौभाग्यशाली ठानेको छु ।

वि. स. २०२३ साल जेठ २३ गते स्थापना भएको यस विद्यालयमा आफूले पढ्ने मौका त मिल्न सकेन तैपनि २०४१ सालमा गण्डकी बोर्डिङ स्कूल (क्षेत्रीय विद्यालय) मा परिणत भएको समय, २०४१ फागुन १ गतेदेखि विद्यालयमा विभिन्न पदमा रही कार्य गर्ने अवसर मिल्यो । हालसम्म १३ जना प्राचार्यसँग सहकार्य गर्दै विद्यालयको सेवा गर्ने अवसर प्राप्त भएकोमा आफूलाई अत्यन्तै भाग्यमानी ठानेको छु ।

गण्डकी बोर्डिङ स्कूल (क्षेत्रीय विद्यालय) को पहिलो हेड मास्टर डा. डेविड वामबाक हुनुहुन्थ्यो । उहाँ अत्यन्तै मिलनसार, परिश्रमी र अनुभवी हुनुहुन्थ्यो । उहाँको कार्यकालमा विद्यालयमा प्रशस्तै शैक्षिक तथा प्रशासनिक सुधारहरू भए । उहाँले नै परिकल्पना गर्नु भएको विद्यालयको मोट्टो ज्ञान, चरित्र र सेवा (Knowledge, Character, Service) ले हालसम्म पनि विद्यालयलाई गति प्रदान गरिरहेको छ । उहाँकै कार्यकालमा राजेन्द्र गुरुङ एसएलसी परीक्षामा बोर्ड फष्ट हुन सफल भएका थिए भने उहाँ गोरखा दक्षिण बाहुवाट सम्मानित हुनु भएको थियो ।

विद्यालयको प्रकृति अनुरूप शैक्षिक र प्रशासनिक गरी दुई विभाग थिए । प्रशासनिकतर्फ पहिलो प्रशासक केन अफुल हुनुहुन्थ्यो । उहाँको समयदेखि नै प्रशासनिकतर्फ नीति नियमहरूको सुव्यवस्था भई प्रशासनिक विभागले पूर्ण रूपमा गति लिएको थियो ।



वि. स. १९८७ मा प्रशासकको जिम्मा जेरी क्लबटले लिनु भयो । उहाँले आफ्नो समयमा विद्यालयमा भौतिक संरचनातर्फ बढी ध्यान दिनुभयो । छात्रावास निर्माण, थप कक्षा कोठा निर्माण, शिक्षक तथा कर्मचारी आवास गृह निर्माण, आदि कार्य भएका थिए भने प्रशासनिक विभागलाई सपोर्ट सर्भिस स्टाफ भनी नाम परिवर्तन गर्नु भएको थियो । यस परिवर्तनलाई व्यवहारमा उतार्न केही समय अप्ठ्यारो समेत पर्न गएको थियो ।

वि. स. १९९१ मा सपोर्ट सर्भिस मेनेजरका रूपमा बिर्ख बहादुर पुनलाई नियुक्ति गरिएको थियो । उहाँले आफ्नो समयमा विद्यालयले अङ्गीकार गरेका नीतिनियमहरूलाई अवलम्बन गर्दै कार्य सञ्चालन गर्नु भएको थियो ।

वि.सं. २०६३ साल असारदेखि प्रशासन तर्फको कार्यभार मेरो जिम्मामा आयो । आफ्ना मातहतका शाखाहरूबिच समन्वय कायम गराई सुव्यवस्थित गर्न विद्यालयले मलाई प्रशासकीय अधिकृतका रूपमा कार्यभार सुम्पेको थियो । अग्रजहरूले शैक्षिक व्यवस्थापनमा पुऱ्याएको योगदान र उनीहरूका मार्ग निर्देशनलाई आत्मसात गर्दै म आफ्ना दैनिक व्यवस्थापन कार्यलाई निरन्तरता दिन थालें । विद्यालयको चौतर्फी विकासका लागि अत्यावश्यक मानिएका विभिन्न भौतिक संरचना निर्माण कार्यमा मैले आफूलाई सरिक गराउन थालें । यसै क्रममा किचनमा खान पकाउने ठाउँलाई व्यवस्थित गर्न ग्याँसको प्रयोग, भित्री भागमा कोठा स्टोन, खाना पकाउने प्रेसर कुकर जस्ता आधुनिक सामग्री प्रयोगमा ल्याउने कार्य भए । विद्यालय हाताभित्र सडक निर्माण, विद्यार्थीहरूका लागि विश्राम गृह निर्माण, थप शौचालय निर्माण, स्नान गृह निर्माण, +२ भवनमा थप तला निर्माण, होटेल नं. ८ मा थप तला निर्माण, आवास गृह निर्माण, खेल मैदानको प्यारापिट निर्माण (शिक्षक अभिभावक सङ्घद्वारा निर्माण) कार्य पनि सम्पन्न हुन गए । आवश्यकता अनुसार होटेल, आवासगृह रङ्गोगन, आवासगृहतर्फ सि.एफ.एल जडान, आवासीय विद्यार्थीहरूका लागि टेबुल टेनिस बोर्ड निर्माण, जिर्ण अवस्थामा रहेको विद्यालयको सिमाना पर्खाल करिब ७७० मिटर निर्माण, मूल गेटदेखि मर्मत सम्भार

शाखासम्म कालोपत्रे सडक निर्माण, आवासीय विद्यार्थीहरूका लागि सोलर हिटर पुनः जडान जस्ता कार्यहरू पनि यसै सिलसिलामा विद्यालयमा सम्पन्न भए । विद्यार्थीहरूको शैक्षिक स्तरका लागि गणित प्रयोगशाला निर्माणका साथै शिक्षक विद्यार्थीहरूमा प्राचीन गुरुकुलको शैक्षिक संस्कार सुदृढ हुँदै जाओस् भन्ने हेतुले हिमालचुली छात्रावास परिसरमा गुरुकुल र सरस्वती मन्दिरको निर्माण कार्य पनि पुरा हुन गएको छ ।

यसरी पश्चिम नेपालमा मात्र नभई समग्र देशकै उत्कृष्ट विद्यालयको रूपमा पहिचान बनाउन सफल भएको यस गण्डकीले अझै अन्तर्राष्ट्रिय स्तरसम्म प्रतिस्पर्धा गर्न सक्ने दक्ष जन शक्ति तयार पार्ने उद्देश्यले आफ्नो भावी योजनाका रूपमा सूचना प्रविधिद्वारा पठनपाठन गराउने उद्देश्य अनुरूप सूचना तथा प्रविधि भवन निर्माण गरिसकेको छ भने विद्यार्थीहरूलाई अति आवश्यक पर्ने स्विमिङ पुल समेत निकट भविष्यमै निर्माण हुन गइ रहेको जानकारी गराउँदछु । गण्डकीले सूचना प्रविधिमूलक जनशक्ति उत्पादन गर्नका लागि विद्यालयको हाताभित्र पोखराविश्व विद्यालयको सम्बन्धनमा नेपालको पहिलो सफ्टवेयर कलेज “गण्डकी कलेज अफ इन्जिनियरिङ एण्ड साइन्स” को स्थापना गरिएको छ, जहाँ स्थापना कालदेखि हालसम्म मैले प्रशासकीय अधिकृतको भूमिकामा सेवा गर्दै आएको छु ।

गण्डकीलाई यहाँसम्म ल्याउनका लागि समाजका लब्ध प्रतिष्ठित व्यक्तिहरू, समाजसेवी, विभिन्न सङ्घसंस्थासँग सम्बन्ध राख्ने स्वदेश तथा विदेशका सम्पूर्ण पूर्व प्राचार्यहरू, पूर्व प्रशासकहरू, शिक्षक, कर्मचारीहरू, पूर्व विद्यार्थीहरू, अभिभावकहरू, बुद्धिजीवीहरूलाई उहाँहरूले विद्यालयका निम्ति पुऱ्याउनु भएको अविस्मरणीय योगदान र निस्वार्थ सेवाको उच्च सम्मान गर्दै हार्दिक कृतज्ञता ज्ञापन गर्न चाहन्छु ।

अन्त्यमा, गण्डकीले नेपालमा मात्र नभई अन्तर्राष्ट्रिय स्तरमा समेत आफ्नो नाम उज्ज्वल राख्न सफल हुनेछ भन्ने मैले विश्वास लिएको छु । जय गण्डकी !







लक्ष्मणबहादुर गुरुङ  
विद्यालय संस्थापक

## विशेष अन्तर्वाता

१. नमस्कार । सञ्चै, आरामै हुनुहुन्छ ? हाल स्वास्थ्य कस्तो रहने गरेको छ ?  
नमस्कार, यहाँहरूको शुभेच्छाले हालसम्म आरामै छ ।
२. पोखरा १६, लामाचौर स्थित गण्डकी आवासीय उच्च माध्यमिक विद्यालयको स्थापना गर्नमा यहाँको भूमिका कस्तो रह्यो ? यसबारे केही प्रकाश पारिदिनु हुन्छ कि ?  
पोखरा जस्तो सुन्दर नगरीमा विदेशी पर्यटकहरू आउने हुदाँ अङ्ग्रेजी भाषाको महत्त्वको महसुस गरी एउटा स्तरीय अङ्ग्रेजी भाषाको विद्यालय खोल्नुपर्छ भन्ने मेरो सोच आयो । त्यो समयमा म पञ्चायतको सभापति थिएँ । मेरो यस सोचलाई सफलभूत पार्नको लागि म एकलैले सक्ने कुरा थिएन । मेरो यो सोचलाई सफल पार्नको लागि मैले तत्कालीन राष्ट्रिय पञ्चायतका अध्यक्ष श्री राजेश्वर देवकोटा, अञ्चलाधिश नन्दबहादुर मल्ल, शिक्षा निर्देशक विन्दु नेपाली



तत्कालीन नेपाली आदर्श विद्यालय, लामाचौर

समेतसँग यो कुरा राखें । हामी सबैले यस कुराको महसुस गरी उच्चस्तरीय विद्यालयको स्थापना गर्नुपर्छ भन्ने सोच अगाडि आएपछि तत्काल यूनाइटेड मिसन टु नेपालका निर्देशक लिन्डेललाई राजेश्वर देवकोटाको आवासमा बोलाई हाम्रा कुरा राख्यौं । निज निर्देशकले म शिक्षक पठाई सहयोग गर्न तयार छु तर तपाईंहरूले

अस्थायी रूपमा भए पनि विद्यालयलाई आवश्यक पर्ने जग्गा, विद्यालय भवन, शिक्षक, विद्यार्थीको आवास भवनको व्यवस्था गरिदिनुहोस् भनेकाले हामीहरूले शिक्षा मन्त्रालयबाट रु. २०,०००/- र अन्य स्थानीय व्यक्तिहरूबाट सहयोग रकम उठाई जग्गा भाडामा लिई अस्थायी टहरा बनाई स्कूल स्थापना गर्यौं । शुरुको वर्षमा नै ५२ जना विद्यार्थीहरू भर्ना भई स्कूल सञ्चालनमा आयो । उक्त विद्यालय सञ्चालन गर्नका लागि मेनेजिङ बोर्ड स्थापना गरियो । सो बोर्डको सभापति स्वयम् म लक्ष्मणबहादुर गुरुङ थिएँ । त्यसै गरी उप-सभापति चन्द्रसिङ्ग घले, सेक्रेटरी भूपी शेरचन र सदस्यहरूमा व्यापारीबाट त्रैलोक्यनाथ श्रेष्ठ, बुद्धिजिवीबाट पं. मुक्तिनाथ शर्मा, स्थानीय प्रधानपञ्चबाट मानबहादुर खत्री, स्थानीय कार्यकर्ताबाट कृष्णबहादुर भण्डारी र युनाइटेड मिसन टु नेपालका प्रतिनिधि भएको बोर्ड गठन गरियो र संरक्षकमा राजेश्वर देवकोटा हुनुहुन्थ्यो । यो बोर्ड र मिसनको संयुक्त प्रयासमा विदेशी सहयोगको साथै अन्य दाताहरूबाट सहयोग रकम लिई जग्गा खरिद गरी भौतिक संरचनाको निर्माण समेत गरियो । यस कार्यमा संलग्न व्यक्तिहरूमा म आफैं र राजेश्वर देवकोटा जीवित छौं । अरू स्वर्गवास हुनुभयो ।

३. तत्कालीन समयमा नेपाली आदर्श विद्यालय (गण्डकी आवासीय उच्च माध्यमिक विद्यालय) को स्थापना गर्नुको मूल उद्देश्य के थियो ? यसबारे प्रकाश पारिदिनु हुन्छ कि ?  
अङ्ग्रेजी भाषामा पढाई हुने उच्च स्तरीय बोर्डिङ स्कूल खोल्ने नै मूल उद्देश्य थियो ।
४. गण्डकी बोर्डिङ स्कूलको स्थापना गर्ने क्रममा कुनै अप्ठेरो परिस्थितिको सामना गर्नुप्यो कि ?

तत्कालीन अवस्थामा साधन स्रोतको कम भएको हुँदा विभिन्न किसिमका अप्ठ्याराहरू त थिए नै, अप्ठ्याराको कुरा गर्दा मुद्दाको याद आयो त्यो के भने विद्यालयको नाममा जग्गा खरिद गर्दा एकजना जग्गा धनीले मेरो



नाममा कितें जालसाजी मुद्दा दियो सो मुद्दा जिल्ला अदालत हुदै सर्वोच्च अदालतसम्म मुद्दा लड्नु पयो । मेरो व्यक्तिगत नभै सार्वजनिक हितको कार्य गरेको हुँदा मेरो पक्षमा फैसला भयो ।

५. विद्यालय स्थापना पश्चात् यसको सुसञ्चालनमा यहाँको सहयोगको निरन्तरता रहने गरेको थियो ? वा आवश्यकता रहेन ? यहाँको कस्तो धारणा छ ?  
स्थापना देखि २०२९ सालसम्म मेरो निरन्तर रूपमा सहयोग रह्यो तत्पश्चात म अञ्चलाधीश भएपछि निरन्तर सहयोग गर्न समय भएन ।

६. गण्डकी आवासीय उच्च माध्यमिक विद्यालयको इतिहासको पछिल्लो कालमा यहाँको विद्यालयसँगको सम्बन्ध कस्तो रहँदै आएको छ ?  
म बाहिर-बाहिरै भएको र मेरो उमेर र स्वास्थ्यको कारणले गर्दा सक्रिय सहयोग गर्न नसके पनि मेरो शुभेच्छा कायमै छ ।

७. नेपालको शिक्षाको राष्ट्रिय उद्देश्य अनुरूप गण्डकी बोर्डिङ स्कूलले कस्तो भूमिका खेलेको छ जस्तो लाग्छ ? यसबारे पनि केही टिप्पणी गर्न चाहनु हुन्छ कि ?  
सकारात्मक भूमिका खेलेको जस्तो लाग्छ ।

८. यहाँको विचारमा, एउटा संस्थापक पक्ष युनाइटेड मिसन टु नेपालले आफ्नो सक्रियताको निरन्तरता यस विद्यालयलाई दिइरहनु उचित थियो वा यसलाई हुर्काएपछि स्वतन्त्र छोड्नु ठीक थियो अथवा यहाँको कस्तो राय छ ?  
युनाइटेड मिसन टु नेपालको सक्रियता निरन्तर रूपमा हुनुपर्छ भन्ने पक्षमा म छैन । स्वतन्त्र छोड्नु नै ठीक छ ।

९. अबका चुनौतीपूर्ण वर्षहरूमा विद्यालयले यहाँबाट कस्तो सहयोगको अपेक्षा राख्न सक्छ ?  
यस विद्यालयले स्तरीय विद्यालयको ख्याति प्राप्त गरिसकेको हुदाँ अब कुनै व्यक्तिको सहयोगको अपेक्षा राख्छ जस्तो पनि लाग्दैन र आवश्यकता पनि पर्दैन जस्तो लाग्छ ।

१०. हजुर, अब विषय बदलौं, नेपालको राजनैतिक तथा प्रशासनिक क्षेत्रमा यहाँले कस्तो योगदान पुर्‍याउनु भएको छ ? यसबारे केही प्रकाश पारिदिनु हुन्छ कि ?  
म पञ्चायत व्यवस्थाको कार्यकर्ता थिएँ । १२ वर्षसम्म जिल्ला तथा अञ्चल पञ्चायतको सभापति र १४ वर्ष अञ्चलाधीश भै देश र जनताको सेवा गरें र ४ वर्ष तत्कालीन राष्ट्रिय पञ्चायतको सदस्य र केही दिनको राज्यमन्त्री भई राजनैतिक र प्रशासनिक क्षेत्रमा ठूलो

योगदान पुर्‍याएको छु । २०१७ सालदेखि २०४६ साल पञ्चायतको अन्त्यसम्म निरन्तर रूपमा राजनैतिक तथा प्रशासनिक क्षेत्रमा रही धेरै कार्य गरेको छु । ती कार्यको सबै विस्तृत विवरण दिन सक्ने कुरै भएन । अन्त्यमा के कारण हो मलाई थाहा छैन म जनता र देशको लागि सधैं समर्पित भै रहने व्यक्तिलाई माओवादीले गोली समेत हानी मेरो शरीरमा २ गोली लाग्यो । ईश्वरको कृपाले हालसम्म बाँचिरहेको छु ।

११. समय परिवर्तनशील छ । विद्यालय विकास तथा परिवर्तनबाट अलग रहन सक्दैन । यस सन्दर्भमा विद्यालय प्रशासनले बदलिँदो समय अनुसार कस्तो भूमिका निर्वाह गर्नुपर्ला ?  
युगसापेक्ष गुणस्तरीय र सीपमूलक शिक्षा दिई सबल, सक्षम देशभक्त र 'वसुधैव कुटुम्बकम्' को भावना भएका नागरिक उत्पादन गर्ने कार्यमा निरन्तर लागि रहनु पर्छ भन्ने मलाई लाग्छ ।

१२. गण्डकी आवासीय उच्च माध्यमिक विद्यालयले मनाउँदै गरेको 'स्वर्णजयन्ती'को अवसरमा आफ्नो केही सन्देश राख्न चाहनुहुन्छ ?

हजुर, जुन उद्देश्यले यो विद्यालयको स्थापना भएको थियो त्यसै अनुरूप यस विद्यालयको विकास/उन्नति भइरहेको छ । अब पनि क्रमशः वर्तमान विश्वको, देशको आवश्यकता अनुसार यस शैक्षिक संस्थाले सफलता पाओस् । बढीभन्दा बढी छात्रछात्राहरूले अध्ययन गर्ने मौका पाऊन् र देशलाई राष्ट्र, राष्ट्रियताप्रति समर्पित, अनुशासित र कर्तव्यनिष्ठ, दक्ष जनशक्ति मिलोस् यही मेरो शुभकामना छ ।

१३. अन्त्यमा यहाँको तथा यहाँको पारिवारिक सुस्वास्थ्य एवम् दीर्घायुको कामना गर्दछौं र यहाँलाई पुनः विद्यालय भ्रमणको लागि आमन्त्रण गर्नेछौं । अहिलेलाई आफ्नो अमूल्य समय दिनुभएकोमा हामी र गण्डकी आवासीय उच्च माध्यमिक विद्यालयको तर्फबाट धेरैधेरै धन्यवाद टर्‍याउन चाहन्छौं । धन्यवाद !

यस विद्यालयको स्वर्ण महोत्सवको शुभ अवसरमा ऐतिहासिक पृष्ठभूमिको बारेमा सोध्नु भई मैले गरेका कार्यहरू "गण्डकी" स्मारिका मार्फत जनसमक्ष राख्ने मौका दिनु भएकोमा यहाँलाई हार्दिक शुभकामना सहित धन्यवाद दिन चाहन्छु ।

धन्यवाद !

(गण्डकी आवासीय उच्च माध्यमिक विद्यालयका आदरणीय संस्थापक श्री लक्ष्महादुर गुरुङ्ज्यूसँगको सम्पर्क पश्चात् गरिएको प्रश्नोत्तररूपी इमेलमा आधारित)





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## गण्डकी उच्च माध्यमिक विद्यालयको ऐतिहासिक संक्षिप्त जानकारी

विक्रम सम्बत् २००७ साल पछि नेपालमा शिक्षा क्षेत्रमा व्यापक विस्तार भयो । नेपालका कुना कुनाका जनतामा आ-आफ्ना गाउँ ठाउँमा प्राथमिक विद्यालय खोल्ने लहर नै चल्थो । यसै सिलसिलामा लामाचौर बाटुलेचौरका गा.वि.सका जनताले २०२२ सालसम्म बाटुलेचौरमा मा.वि., लामाचौरमा कन्याहरूले पढ्ने नि.मा.वि., लामाचौरमै २०१३ सालमा वडा नं. ५, ६ र ९ मा प्राथमिक विद्यालयहरू खुलि सकेका थिए । यसका साथै बाटुलेचौर अम्बरेमा प्रा.वि., जुम्लेटीमा प्रा.वि., अर्मलामा प्रा.वि., पुरुन्चौरमा भारती भवन नि.मा.वि. पनि खुलेर चलेका थिए । यति हुँदाहुँदै पनि यस भेगका सभ्रान्त जनताले एउटा अङ्ग्रेजी माध्यमबाट पठनपाठन हुने विद्यालयको चाहना राखेका र त्यसको लागि उचित अवसरको प्रतीक्षा गरिरहेका थिए ।

यता २०२२ साल ताक जुन बेला लामाचौर, बाटुलेचौर, अर्मला, घार्मी, जुम्लेटी र छहरेपानी एउटै बाटुलेचौर पञ्चायत अन्तर्गत थिए । दाजु लक्ष बहादुर गुरुङ (अर्मला निवासी) जो त्यति बेला अञ्चल पञ्चायतको अञ्चल सभापति हुनुहुन्थ्यो । उहाँले आफ्नो गाउँ ठाउँमा एउटा अङ्ग्रेजी माध्यमद्वारा पठनपाठन हुने विद्यालय चलाउने विचार गर्नुभएको रहेछ र त्यसलाई पुरा गर्ने उपाय खोज्दै गर्दा समाजसेवी गैर सरकारी संस्था युएमएन् भन्ने अर्थात् United Mission to Nepal (UMN) भन्ने संस्था जसको अफिस त्यतिबेला थापाथली काठमाडौं थियो । उहाँले त्यति बेलाका निर्देशक जोनाथन लिण्डेलसँग सम्पर्क गरी अङ्ग्रेजी माध्यमद्वारा पढाउने स्कूल खोल्ने इच्छा प्रकट गर्नु भएछ । त्यसमा शिक्षक, स्कूल भवन आदि भौतिक पूर्वाधार रचना गर्ने काम युएमएन्ले गर्ने तथा विद्यालय सञ्चालन गर्ने उपयुक्त जग्गाको छनौट गरी जग्गा उपलब्ध गराइदिने काम उहाँ (लक्ष बहादुर गुरुङ) ले गर्ने भन्ने सम्झौता भएछ । त्यसपछि जग्गा छनोट गर्ने काममा उहाँले पञ्चायत

छान्नु भयो तर जग्गा निःशुल्क प्राप्त गर्ने काममा (माथि लेखिएका) आफ्नै गाउँ वरपरका व्यक्तिहरू जसको कब्जामा सयौं रोपनी खाली जग्गा थियो । उहाँहरूसँगबाट उक्त जग्गा विद्यालय सञ्चालनका लागि माग गर्दा उपलब्ध भएन र तत्कालीन उपरोक्त गाउँ पञ्चायतको दक्षिण पश्चिमतर्फको अन्तिम सीमाना गाउँ लामाचौरतर्फ बढ्नुभयो ।

लामाचौर, यो गाउँ पूर्वदेखि पश्चिम फैलिएको छ, यसको लम्बाइ लगभग ७ किलोमिटर र चौडाइ उत्तर दक्षिण सेती नदीको किनारसम्म करिब २.५ (साढे दुई) किलोमिटर छ । यस भित्रको जमिन सबै समथर तह तहमा विभाजित भएको छ । प्रथम तहमा लामाचौरको के.आइ.सिं पुलसम्मको गाउँ, दोस्रो तहमा गण्डकी आवासीय उच्च मा.वि.का होस्टेलहरू छन्, तेस्रो तहमा सुरथेश्वर शिवालय लगायतका ३, ४ शिवालयहरू छन् । चौथो तहमा फाटुफुट बस्ती घरहरू छन् । यस्तो समथरिलो खाली जमिन पनि प्रशस्त भएको र सेती गङ्गा र हिमालको स्वच्छ शीतल हावा बाह्रमास बगिरहने हुँदा स्वास्थ्यको दृष्टिकोणले हेर्दा यो ठाउँमा विद्यालय सञ्चालन गर्न उपयुक्त भए तापनि यी सबै जमिन व्यक्तिको व्यक्तिगत सम्पत्ति थिए जुन पैसा नतिरी सित्तैमा पाउने सम्भावना थिएन । तर विद्यालयलाई जग्गा त निःशुल्क प्राप्त गर्नु नै थियो गुरुङज्यूलाई ।

२०२२ साल कार्तिक महिनामा म, श्याम बहादुर के.सी.का बुवा खरिदार तोरण बहादुर खत्री क्षेत्री तथा गाउँका जिम्मवाल मुखिया समाजसेवी एवम् शिक्षाप्रेमी जसले इन्द्रराज्यलक्ष्मी कन्या पाठशाला स्थापना गर्न अथक परिश्रम गर्नुभयो । विद्यालयलाई दाताबाट २९ रोपनी जग्गा दानमा दिलाउने विद्यालय भवन निर्माण गर्न आर्थिक सहयोग गर्नुका साथै श्री अकला प्रा.वि.लाई हाल बगैँचा भन्ने ठाउँको करिब सवा ४ रोपनी जग्गा स्थानीय भैयातबाट दिलाउने आदि



काम गरि सक्नु भएको कुरा उहाँ (लक्ष बहादुर गुरुङ) लाई थाहा थियो । त्यसैले होला उहाँले भन्नु भएछ । “मैले धेरै प्रयास गरेर हाम्रो पञ्चायतमा एउटा अङ्ग्रेजी माध्यमबाट पठनपाठन गर्ने विद्यालय युनाइटेड मिसन टू नेपाल भन्ने संस्थाबाट शिक्षक र सम्पूर्ण भौतिक निर्माणको काम मिसनले गर्ने र हामीले निःशुल्क जग्गा उपलब्ध गराइदिने सर्तमा तत्कालीन राष्ट्रिय पञ्चायतका अध्यक्ष राजेश्वर देवकोटा गण्डकी अचलाधीश नन्द बहादुर मल्ल, शिक्षा निरीक्षक विन्दु नेपालीसँग परामर्श गरी ल्याएको छु । यो विद्यालय सञ्चालन गर्न पछि उहाँहरूको पनि सहयोग हुन्छ तपाईंले पनि निःशुल्क जग्गा उपलब्ध गराई सहयोग गर्नुहोस्, जग्गा दाताको हैसियतले सञ्चालक समितिमा तपाईंको पनि नाम रहने साथै पछि नाति नातिनाले निःशुल्क पढ्ने लेख्ने मौका पाउने व्यवस्था पनि हुने ।” भनी खरिदार तोरण बहादुर खत्री क्षेत्रीलाई भन्दा उहाँले हुन्छ भनी हालको अमला बिसाउने पानी टङ्कीदेखि माथिको आपेना नाउँको ३ माना र अन्य व्यक्ति को नामको २ माना विजन समेत जम्मा ५ माना विजनको पाखो जग्गा जसमा करिब ५ रोपनी जति सम्म भाग र अन्य करिब ३०, ३५ रोपनी, पखेरो जग्गा अचलाधीश नन्द बहादुर मल्लको बगर स्थित घरमा ख. तोरण बहादुर समेतका ५ जना व्यक्तिहरूले “नेपाली आदर्श विद्यालय” का नाउँमा २०२२ साल कार्तिकमा दानपत्र लेखी दिए छन् । त्यस कुराको प्रमाणित प्रमाण लेखन मैले यस लेखमा प्रस्तुत गरेको छु ।

त्यसपछि दाजु श्री लक्ष बहादुरज्यूले विद्यालय सञ्चालन गर्न एउटा मेनेजिङ बोर्डको गठन गर्नु भएछ जसको सभापति श्री लक्ष बहादुर गुरुङ, उपसभापति श्री चन्द्रसिं घले, सेक्रेटरी श्री भूपी शेरचन, सदस्य व्यापारीहरूको तर्फबाट श्री त्रैलोक्यमान श्रेष्ठ, सदस्य बुद्धिजीवीबाट पण्डित मुक्तिनाथ शर्मा, सदस्य स्थानीय पञ्चायतबाट प्रधानपञ्च श्री मान बहादुर खत्री, सदस्य स्थानीय कार्यकर्ताबाट श्री कृष्ण बहादुर भण्डारी, सदस्य जग्गा दातामध्येबाट खरीदार श्री तोरण बहादुर खत्री क्षेत्री, सदस्य युनाइटेड मिसनको प्रतिनिधि, तथा संरक्षकमा सम्मानीय श्री राजेश्वर देवकोटा राष्ट्रिय पञ्चायत समेत राखी उहाँ बाहेक ९ जनाको कार्य समिति गठन गरी विद्यालय सञ्चालन गर्न अधि बढ्नु भएछ ।

त्यसपछि उहाँले म्यानेजिङ बोर्ड बोलाई विद्यालयलाई उपलब्ध भएको जग्गा निरीक्षण गराउँदा युनाइटेड मिसनका

प्रतिनिधिले जग्गा राम्रो छ तर यो जग्गा बोर्डिङ स्कूल सञ्चालन गर्न पर्याप्त छैन । जग्गा धेरै भए पनि भिरालो पखेरो हुँदा यहाँ खेलकुद गर्न, छात्रावास बनाउनु, कृषि प्रयोजनका लागि भवन आदि निर्माण गर्न नमिल्ने बरू भाडामा नै भए पनि यतै कतै समथरिलो चाक्लो जग्गा खोज्नु पर्‍यो भनेपछि समितिले (बोर्ड) ले सहयोगका लागि जग्गादाता ख. तोरण बहादुर खत्री क्षेत्री र स्थानीय प्रतिनिधि श्री कृष्ण बहादुर भण्डारीलाई जिम्मा दिएछन् । उहाँहरूले हाल स्कूल भवन भएको करिब १५ रोपनी काजीको खोर भन्ने जग्गाका जग्गाधनी श्री ख. तोरणबहादुर खत्री क्षेत्री स्वयम् सुब्बा रण बहादुर खत्री क्षेत्री, श्री बेल खत्री क्षेत्री, विचारी रण बहादुर खत्री क्षेत्री, ओमबहादुर खत्री क्षेत्री र क्षेत्रबहादुर खत्री क्षेत्रीबाट भाँडामा लिने व्यवस्था मिलाई स्कूलको लागि अस्थायी टहरो बनाउने काम सम्पन्न गरी केही दिनमै ५२ जना विद्यार्थी भर्ना गरी विद्यालय सञ्चालनमा ल्याउनु भएछ ।

पछि विद्यालय भवन पक्की बनाउने सिलसिलामा भाँडाको जग्गामा त मिल्ने भएन अतः विद्यालयलाई क्षतिपूर्ति दिई उपर्युक्त जग्गा दाताबाट उपलब्ध गराउने काम पनि उहाँहरूले नै गर्नु भएछ । त्यसपछि हालको विद्यालय भवनको निर्माण कार्य भयो । त्यस पछि विद्यालयको शिक्षाको स्तर वृद्धि हुँदै जाँदा तत्कालीन श्री ५ को सरकारबाट आर्थिक सहयोगको रूपमा वार्षिक एकमुष्ट ५० हजार प्राप्त हुन थाल्यो । राष्ट्रिय, अन्तराष्ट्रिय सङ्घ संस्थाबाट छात्रवृत्ति एवं भौतिक संरचनाका लागि रकम उपलब्ध हुन थाल्यो । आर्थिक रूपबाट सम्पन्न हुँदै गइरहेको विद्यालयका अन्य आवश्यकता पूर्ति गर्न प्रशस्त जग्गा आवश्यक पर्न गयो, कृषि फार्मका लागि लाङ्घारी भन्ने करिब १०५ रोपनी जग्गा जुन हाल त्यस विद्यालयका काम गरि रहनु भएका प्रशासकीय अधिकृत कृष्ण बहादुर थापाका बाबु बाजे, दाजुभाइ, गाउँले लगायत व्यक्तिहरूको जग्गा क्षतिपूर्ति दिई विद्यालयलाई प्राप्त गराउने काम भयो भने छात्रावास बनाउने प्रयोजनका निमित्त विद्यालय भवन भएको जग्गा सँगै जोडिएको जिम्मुवाला मुखिया खरिदार तोरण बहादुर खत्री क्षेत्री समेत तत्कालीन स्थानीय जनता र जिम्मुवाल मुखिया भूपाल सिंहका जनता समेतको साझा करिब ६२ रोपनी लाटीघारी भन्ने जग्गा विना मुआब्जा उहाँहरूले थप गराउनु भएछ । उल्लेख गरिएको जग्गामा कृषि फार्म, फार्म हाउस गाइ, कुखुरा, बाख्रा आदि पाल्ने घरबासहरू निर्माण भए साथै फलामे काम र कृषि औजार मर्मत निर्माण समेत



गर्ने वर्कसप पनि बनाइयो ।

माथिका विकासको सबै काम हुँदै गर्दा २०२२ सालदेखि यता ६, ७ वर्ष बितिसकेको जस्तो मलाई लाग्छ । यसमा लामाचौर गाउँका खत्री, भण्डारी र स्थानीय जनता थापाहरू, बाँनियाहरू, बि.के.हरू र सि.के.हरू सबैले कसैले जग्गा दिएर, कसैले धन दिएर, कसैले श्रम दिएर यो नेपाली आदर्श बोर्डिङ स्कूल स्थापना गर्न हार्दिकताका साथ सहयोग गरेका हुन् ।

उहाँहरू सबै प्रशंसाका पात्र हुनुहुन्छ भन्ने मलाई लाग्दछ । यसका साथै समितिका अध्यक्ष आदरणीय दाजु लक्ष बहादुर गुरुङज्यू तथा समितिका सदस्यद्वय बुवा खरीदार तोरणबहादुर खत्री क्षेत्रीज्यू र दाजु कृष्ण बहादुर भण्डारीज्यूलाई शैक्षिक विकासको यस पवित्र काममा मरी मेटर लागी छोरा नातीहरूलाई गौरवान्वित हुने अवसर प्रदान गर्नु भएकोमा म उहाँहरूलाई मुरी मुरी धन्यवाद टक्र्याउँछु । यसरी यो गण्डकी आवासीय उच्च मा.वि. स्थापना गर्ने प्रक्रिया पुरा भयो ।

हालको गण्डकी उच्च मा.वि. (क्षेत्रीय विद्यालय) एवम् गण्डकी कलेज अफ साइन्सेजको रूपमा स्थापना भयो तर यसलाई निरन्तर उन्नतिको पथमा अघि बढाउने अगुवाई गर्ने महानुभावहरू को हुनु हुन्थ्यो भन्ने कुरा धेरैलाई थाहा नहोला । यहाँ म क्रमैसँग उहाँहरूको नाम अङ्कित गर्न गइरहेको छु सके उहाँहरूले गरेको कामको संक्षिप्तमा वर्णन पनि गर्नेछु ।

१. **मार्था मुखिया** : सर्वप्रथम विद्यालयको संस्थापक प्राचार्य हुने अवसर मार्था मुखियाले पाउनु भएको थियो । उहाँले विद्यालयको कच्ची खरको टहरो बनाउने, विद्यार्थी भर्ना गर्ने, फर्निचर आदिको व्यवस्था गर्नु भएको थियो ।

२. **टम भाल्मिक** : टम भाल्मिक दोस्रो प्राचार्य हुनु हुन्थ्यो । उहाँले भौतिक पूर्वाधार निर्माणका लागि आर्थिक सहयोग जुटाउने प्रयास गर्नु भएको थियो ।

३. **जोनाथन लिन्डेल** : जोनाथन लिन्डेलको समयमा हालको विद्यालय भवनको दाहिने र बायाँ बाहेकको लम्वाइतर्फको भाग निर्माण पुरा भएको र बाँकी भाग निर्माण हुँदै थियो । यसका साथै केटाहरू बस्ने छात्रवास बनिसकेको र कृषि फार्मतर्फ घर टहराहरू निर्माणाधीन थिए । २०२८ सालसम्म यो विद्यालयले मा.वि.को स्वीकृति पाएको थिएन तर यहाँ कक्षा ९ सम्म सञ्चालन

भइरहेको थियो । २०२७ सालमा म गौरिशङ्कर मा.वि. हेम्जाको अङ्ग्रेजी शिक्षक थिएँ । सोही साल यस विद्यालयले एकजना अङ्ग्रेजी पढाउन सक्ने शिक्षकको माग गरेको थियो । त्यसैले शिक्षा अधिकारीको स्वीकृति लिई म यस स्कूलमा आएको थिएँ । मलाई स्कूलले विना प्रतिस्पर्धा छान्यो किनकि त्यति बेला जिल्लामा वि.एड. पास गर्ने शिक्षक एकलो म मात्र थिएँ । २०२७ साल देखि २०२८ साल असारसम्म मैले १ वर्ष मा.वि. शिक्षक भई काम गरें । २०२८ सालमा यस विद्यालयले मा.वि. स्वीकृति पाएन र विद्यार्थी राष्ट्रिय मा.वि.मा र मा.वि. शिक्षकहरू अन्य विद्यालयहरूमा सरुवा गरिए । त्यसै सिलसिलामा मेरो पनि यहाँबाट रामजा ठाँटी मा.वि.मा सरुवा भयो । पछि उहाँकै कार्यकाल २०२९ सालमा यस विद्यालयले मा.वि.को स्वीकृति पायो ।

४. **ल्यारी यासर र ब्रेन हुड** : लिण्डेल पछि ल्यारी यासर र ब्रेन हुड क्रमशः यस विद्यालयका प्राचार्य हुनु भयो । उहाँहरूको कार्यकालमा केटीहरू बस्नका लागि छात्रावास र लिण्डेलले सुरु गर्नु भएका निर्माणका कार्यहरू सबै पुरा गर्नु भयो ।

५. **भोजराज न्यौपाने र हेरम्बप्रसाद कोइरालाका** : भोजराज न्यौपाने र हेरम्बप्रसाद कोइरालाको समयमा उहाँहरू विद्यालयको उन्नतिको लागि प्रयासरत रहनु भयो ।

७. **बेन वेस्टरलिड र रिचर्ड क्यामरन** : बेन वेस्टरलिड र रिचर्ड क्यामरन दुवै जनाले अत्यन्त अल्प समय मात्र प्राचार्यको काम गर्नु भयो ।

८. **जे हचकिन्सन** : जे हचकिन्सनले केही समय मात्रै काम कायम मुकायम प्राचार्यको रूपमा काम गर्नु भएको थियो ।

९. **जोन बाक्ले** : जोन बाक्लेले यहाँ ५, ६ वर्ष नै काम गर्नु भएको छ । यस अवधिमा उहाँले विद्यालयको रजत जयन्ती मनाउने काम र विद्यालयमा १०+२ को पठनपाठन सुरुवात गर्नुभएको थियो । उहाँले अर्को महत्त्वपूर्ण काम विद्यालय सञ्चालनका निमित्त विनियम पनि तयार गरी लागु गर्नु भएको थियो । साथै उहाँले विद्यालय शिक्षालाई प्रभावकारी, गतिशील गराउनका निमित्त एउटा रूपरेखा नै तयार गर्नु भएको



थियो जसमा कक्षा शिक्षक, विषय शिक्षक, विषयगत विभागीय प्रमुख, सुपरभाइजर, सहायक प्राचार्य आदि उहाँहरू सबैको काम, कर्तव्य र जिम्मेवारीको स्पष्ट किटान गरिएको थियो । यस देखि बाहेक पनि उहाँले अनेक शैक्षिक प्रशासनिक एवम् भौतिक सुधारका कामहरू गर्नु भएको थियो ।

१०. **डा.पी.भी. चाण्डी** : डा.पी.भी. चाण्डी सन् २००४/५ तिर होला उमेरको हद लागी डा. पी.भी. चाण्डीको विदाई समारोहमा म समेतका गाउँलेहरूलाई निमन्त्रणा गरिएको थियो । त्यसमा म पनि उपस्थित थिएँ । त्यति बेला उहाँसँग मैले मेरो कान्छा भाइले फोटो खिचाएका थियौँ । त्यसको करिब २, ३ वर्ष पछि २०६२ सालमा म जि.वि.एस.को स्थानीय प्रतिनिधिको हैसियतले क्षे.शि.नि.बाट सञ्चालक समितिको सदस्य नियुक्त भई आएँ । डा.पी.भी. चाण्डीले आफ्नो १० वर्षको कार्यकालमा निकै राम्रा काम गर्नु भएको देखियो जस्तो कि 'गण्डकी कलेज अफ इन्जिनियरिङ एण्ड साइन्सेज'को भवन निर्माण र 'कम्प्युटर इन्जिनियरिङ' को पढाइ सञ्चालन गर्नु भयो जुन बेला 'कम्प्युटर इन्जिनियरिङ' को पढाइ हुने नेपालको पहिलो कलेजको रूपमा यसलाई मानिएको थियो । त्यति बेला जि.वि.एस.मा लगभग १५० जति छात्रछात्रा विभिन्न व्यक्ति, संस्था एवम् सरकारको आर्थिक सहयोगमा निशुल्क आवासीय छात्रछात्राको रूपमा अध्ययन गर्दै थिए । भविष्यमा दाता वा संस्था नभेटिएको अवस्थामा यी विद्यार्थीहरूको छात्रवृत्तिलाई निरन्तरता कसरी दिने भन्ने सोचले उहाँले 'डा.पी.भी. चाण्डी छात्रवृत्ति कोष' स्थापना गरी कोषको सञ्चालनका लागि डा. श्री गणेश बहादुर गुरुङ अध्यक्ष, आफू (डा.पी. भी. चाण्डी) संरक्षक र अन्य केही व्यक्ति समेत भएको समिति बनाउनु भएछ जुन उहाँले गरेको अनेकौँ उपयोगी कामहरूमध्ये एउटा हो । पछि उहाँले खुसीसँग सन् २००६ मा राजीनामा दिई विदा लिनु भयो ।

११. **का.मु. प्राचार्य वामदेव शर्मा** : वामदेव शर्माले यस विद्यालयमा शिक्षकको रूपमा धेरै नै काम गर्नुभयो । डा.पी.भी. चाण्डीको दोस्रो कार्यकालमा सह प्राचार्य भई उहाँको अनुपस्थितिमा पटक पटक गरी करिब ३ वर्ष पुरै प्राचार्यको अधिकार प्रयोग गर्न पाउने गरी काम गर्नु भयो ।

१२. **प्राचार्य जर्ज जोन** : म डा. पी.भी. चाण्डीकै पालामा यहाँको विद्यालय व्यवस्थापन समितिको सदस्य नियुक्त भएको थिएँ । मैले शिक्षा क्षेत्रमा मा.वि.को प्रधानाध्यापक, व्यवस्थापन समितिको सदस्य, अध्यक्ष एवम् अभिभावक सङ्घको अध्यक्ष समेत भई काम गरेर लामो अनुभव बटुलिसकेको थिएँ । जर्ज जोन सर प्राचार्य भएपछि मैले यस विद्यालयको प्रत्येक गतिविधिलाई अझ नियालेर हेर्ने मौका पाएँ । जर्ज जोन सर बहाली हुने वित्तिकै मैले पि.एन. क्याम्पसका संस्थापक प्राचार्य भई सक्नु भएका मेरा आदरणीय गुरुसँग विद्यालयमा गर्नुपर्ने सुधार तथा मरम्मत सम्भारका विभिन्न क्षेत्रहरूबारे ध्यानाकर्षण गर्ने । तदनुरूप उहाँले तत्काल त्यसतर्फ ध्यान दिई कार्यान्वयन गर्न थाल्नु भयो । सम्पूर्ण शिक्षक क्वार्टर, छात्रावास एवम् अन्य भवनका छानाहरूमा रातो रङ पोल्न लगाउनु भयो, मुख्य प्रवेशद्वारदेखि पाकशाला (किचन) सम्मको बाटो पिच गराउनु भयो । गेट नजिकको बाटोको दाहिनेपट्टिको भागको खाली ठाउँमा भेटघाटका क्रममा आउने अभिभावकहरू विश्राम गर्ने ठाउँ एवम् त्यहीँ शुल्क बुझाउने काउन्टर बनाउनु भयो । एवम् रितले डाइनिङ हल अधिल्लि माछा पोखरी बनाउन लगाउने तथा लन टेनिस कोर्ट बनाउने कार्य भयो । यसको अतिरिक्त उहाँले पहिलेको एकतले विज्ञान प्रयोगशाला भवनमाथि तिन तला थप्न लगाई १०+२ को कक्षा सञ्चालन गराउनु भयो । सबैभन्दा महत्त्वपूर्ण काम उहाँले विद्यार्थीहरूको भोजन व्यवस्थामा सुधार गर्नु र विद्यालयको कार्य व्यवस्थित तरिकाले सञ्चालन गर्न एउटा 'विद्यालय सञ्चालन विनियम मस्यौदा कमिटी' गठन गर्नु भयो । जसको संयोजक म श्याम बहादुर के.सी., सदस्य वि.नि. श्रीधर काफ्ले र शिक्षक यज्ञप्रसाद शर्मा र अन्य २ जना सदस्य रहेको कमिटी गठन भयो । हामीहरूले ६ महिना लगाएर उक्त विनियमको मस्यौदा तयार गरी प्राचार्यज्यूलाई बुझायौँ । त्यसपछि क्षेत्रीय शिक्षा निर्देशकको कार्यालयमा लागी उहाँबाट स्वीकृत गराएर विद्यालय, 'महाविद्यालय, कार्य सञ्चालन विनियम २०६४' निर्माण गरियो । यसरी आफ्नो समयमा भौतिक, शैक्षिक, प्रशासनिक, क्षेत्रमा ठुलो सुधार गरी जर्ज जोन सरले यो शैक्षिक संस्थामा महत्त्वपूर्ण योगदान दिनु भएको छ ।

जर्ज जोन सरले पाकशालाको सुधार अन्तर्गत छानो रङ्ग्याउने काम, केही नयाँ पाक सामग्रीको खरिद,



पाकस्थलमा रडरोगन तथा नयाँ ढुङ्गा बिछ्याउने काम, पाकस्थलको वरिपरि टायल तथा मार्बल बिछ्याउने काम, ठेकेदारी प्रथाको सट्टा डोमेस्टिक सुपरिटेन्डेन्ट र हेड कुकले सिधै बजारबाट बिहानै ताजा फलफुल, तरकारी, अन्डा तथा दालमोठ आदि खरिद गर्ने कामको सुरुवात गर्नु भई यस क्षेत्रमा आमूल परिवर्तन ल्याउनु भयो । अनि छात्रावासहरूको शौचालय र स्नानघरमा टायल राख्ने काम गर्नु भयो । यस प्रकार जर्ज जोन सरले सम्पन्न गराउनु भएका कार्यहरूमा मेरो निरन्तर सक्रियता रह्यो । शैक्षिक क्षेत्रतर्फ भने एउटा system बसिसेको र शिक्षक शिक्षिकाहरूले अहोरात्र खटेर योगदान पुर्याइ रहेकोले क्रमशः राम्रो नतिजा प्राप्त भइरहेको थियो । यसरी लगभग ५ वर्ष (वि.सं. २०६२ सालदेखि २०६७) सम्म मैले यस विद्यालयमा सञ्चालक समितिको सदस्यको हैसियतले काम गरी विद्यालयको चौतर्फी विकासमा सहयोग पुर्याउने मौका प्राप्त गरें ।

१३. **का.मु. प्राचार्य कमल प्रसाद न्यौपाने :** कमल प्रसाद न्यौपानेले दसकौं लामो मा.वि. स्तरीय निरीक्षकको अनुभव सँगाल्दै सहायक प्राचार्यको रूपमा रहेर प्राचार्य जर्ज जोन सरलाई सहयोग गर्नु भयो । यसका अतिरिक्त वहाँ सफल का.मु. प्राचार्यको रूपमा काम गरी विद्यालयको इतिहासमा नयाँ उचाइ थप्न प्रयत्नशील रहनु भयो ।

१४. **प्राचार्य रविप्रसाद बराल :** सन् २००८ अक्टोबर महिनादेखि लामो समयसम्म होस्टेल प्यारेन्ट, होस्टेल सुपरभाइजर, आसिक रूपमा प्रशासकीय अधिकृत, मा.वि. निरीक्षक तथा सहायक प्राचार्यको अनुभव सँगाल्दै सामाजिक शिक्षक श्री रविप्रसाद बराल का.मु. प्राचार्य हुनुभयो र केही समयपछि विद्यालयको व्यवस्थापन समितिको निर्णयद्वारा प्राचार्य हुनु भयो । ज्यादै मिलनसार, नम्र, शिष्ट बोलीवचन भएका, समाजका हर तह र तप्काका मानिसहरूसँग घुलमिल गर्न सक्ने, आफ्ना मातहत अन्तरगत काम गर्ने शिक्षक तथा कर्मचारीसँग मित्रवत व्यवहार गर्ने तथा उहाँहरूको पीरमर्का बुझी तदनुकूल काम गर्ने एउटा सामाजिक व्यक्तित्वको रूपमा बरालज्यूलाई म चिन्दछु । मैले उहाँसँगै करिब २ वर्ष समितिको सदस्यका हैसियतमा

काम गरें । बराल सरले विद्यालयको कसरी उन्नति र प्रगति हुन्छ त्यसको कार्य योजना बनाई आफूले पर्याप्त त्यस योजना प्रति मनन गरी साथीभाइका माझ राख्ने र त्यसलाई अनुमोदन गराई कार्यान्वयन तर्फ लाग्ने भएकोले विद्यालयको उत्तरोत्तर प्रगति भइरहेको छ । सर्वप्रथम त मैले विद्यालयको स्तर एवम् शैक्षिक गुणस्तर वृद्धि गर्ने तर्फ ध्यान दिँदा उहाँले सन् २०१० देखि क्याम्ब्रिज विश्वविद्यालयसँग पुनः सम्बन्धन लिई विज्ञान सङ्काय अन्तरगत GCE A Level सञ्चालन गरेको र सूचना प्रविधि मार्फत शिक्षामा गुणस्तर ल्याउने कार्यक्रम अन्तरगत विद्यालय/महाविद्यालयमा ICT in Education Project सञ्चालन गराउनु भएको छ । जिसिइएस लाई Deemed University सँग सहकार्य गरी Digital University बनाउनका लागि M.Sc. in Information System Engineering अन्तरगत स्नातकोत्तर कक्षा सञ्चालन प्रक्रिया अघि बढाउने जस्ता महत्त्वपूर्ण शैक्षिक कार्य गर्नु भएको छ । निश्चय नै यी प्रशंसा योग्य कार्य हुन् र उहाँले राष्ट्रिय अन्तर्राष्ट्रिय क्षेत्रमा विद्यालयको उचाइलाई बढाउनु भएको छ भन्ने मलाई लाग्दछ । निर्माणतर्फ साना तिना रकमदेखि ठूलै रकम खर्च भएका कार्यहरू पनि भएका छन् । जस्तै छात्रावासको विस्तार, विद्यालय कम्पाउण्ड पर्खाल निर्माण र विद्यालय भित्रका केही बाटाहरूको कालोपत्रे गर्ने काम भएका छन् । ठूला निर्माण कार्यमा ४ करोड ५० लाखको लागतमा सूचना प्रविधि प्रयोगशाला भवन निर्माण भई सकेको छ भने ३ करोडको लागतमा बन्ने स्वीमिङ पुल निर्माणको प्रक्रियामा छ ।

विद्यालयको प्रशासनलाई चुस्त दुरुस्त बनाउनका लागि २०६४ मा बनाइएको कार्य सञ्चालन विनियमलाई कडाइका साथ लागु गरिएको छ भने विद्यालयको छात्रवृत्तिको स्थितिलाई द्रो बढाउने हेतुले नेपाल सरकारसँग जोडदार माग गरी छात्रवृत्ति रकमलाई १० लाख बाट १० लाखसम्म पुर्याइएको छ । आशा छ उहाँको बाँकी कार्यकालमा विद्यालयका विविध क्षेत्रमा निरन्तर प्रगति हुँदै जानेछ । यसले नेपाली जनताको उच्च गुणस्तरीय शिक्षा प्राप्त गर्ने उद्देश्य परिपूर्ति हुँदै जानेछ ।







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## Memories and Reflections of My Teaching Career at Gandaki Boarding School

### Abstract:

This article which is based on my memories and reflections is about my reflective expressions derived while working in Gandaki Boarding School Pokhara. The purpose of the article is to express my memories from the early years, moment of crisis and feelings, opportunities to be trained and developed, opportunities to lead and learn and transitioning to the next assignment. The paper also attempts to highlight how a primary teacher at GBS landed as a professor of education. It attempts to connect the experiences and learning while in GBS to the next level of career. It has also been assumed that this article will highlight some of early situations of Gandaki Boarding School (GBS).

### Introduction:

Inspired by the local leaders and social workers and supported by the local administration of Pokhara, a desire of developing a residential school of international standards was materialized in mid-sixties in the form of “Nepali Adarsha Vidhyalaya” and was operating in Lamachour. In the early days, the school got ‘Secondary’ status. In 1971 when the Government of Nepal nationalized all types of schools, it was approved as the Lower Secondary School and later upgraded into the Secondary School and name also was changed as “Gandaki Boarding School”. Since I got the opportunity to work at Gandaki Boarding School at the initial years, I was also part of the development process having extensive opportunity to experience and learn. In this paper, I am attempting to capture some noticeable events that helped me to grow, develop and learn from the experience. This paper has captured entry level experiences, secondary level math teacher in crisis, role as a house father, an opportunity for qualification advancement, a training opportunity to become the Student Counselor, the role as the Student Dean and transitioning from GBS to the development of Karnali Technical Schools.

### Entry Level experiences

In May 1969, a red van driven by a gentleman of about six foot stopped in front of my house to see me. I had completed my I.Sc. final examination and was waiting for the result. The gentleman was Tom Valvik, the Principal of “Nepali Adarsha Madhyamik Vidhyalaya” and asked me if I am interested to serve as a part-time teacher at the primary level. Since I had nothing to do after my final examination, I accepted the offer. I was called on May 5th 2069 to start the job.

I started my teaching career as a half-time math science teacher at the primary grades with remuneration of Rs. 75 per month. Although remuneration paid to me appears very small these days, but for my grandfather it was a big amount. He was very happy that I could earn and share the earning with him. The job was offered for limited time frame with no assurance of continuity. Later, I came to know that the Principal of my college and my teacher George John recommended my name to Mr. Valvik.

The teaching position, even if it was a half-time teaching, oriented me in a schooling system. A joint class with Maichang Guruama helped me to learn child friendly approach to teaching and learning. Maichang Guruama was a well trained teacher and I could observe her method and approach to apply to my own teaching. The class we had together was a singing class in grade 2, some of the songs we sang in the class together still echo in my ear. The song was:

“Euta chara udi aayo mero khuttama basyo; Usko mukh ma chitthi thiyo mero aama le pathayeko; Payro chara udai jau hai bhandeu aama lai salam; Mata auna paudina hai mero chha hai thuprai kam”

Children used to enjoy the song; they used to sing it with actions. Singing class used to refresh them and motivate them to learn. I learned that song to motivate children to learning keeping in mind that we as teachers should understand what they like to do and connect our learning activities with their interest.



I finished the contract of the half time teacher. The Principal called me at his office and said “we do not have teaching position for the coming year. We have recruited a couple from Darjeeling who teach mathematics and English. So if you want to continue working with us you may join as a Book Keeper at the account section”. Since I was more appealed to teaching job, I did not prefer to work as an accountant. But I could not deny the offer because the paid job was my need. I accepted the offer because one senior person from my village used to work as an officer and I was supposed to work under him. This made me comfortable to accept the offered position.

In the new session, the couple who were supposed to join teachers’ positions did not come. The Principal had difficulty in finding appropriate persons to replace the expected teachers. Since I had already passed I. Sc., I could teach math and science at the lower secondary level. This situation opened up teachers’ position at the school rather than working at the account section. I got the appointment letter as a full time teacher at the lower secondary level and started teaching.

#### **A Situation of Conflict and Crisis**

One incident of the early days had an effect on my career. I used to walk from home to school and I was totally unaware of what used to go on in the hostel. One fine morning when I went to school, I was told that one of senior teachers who were highly popular among the student had strong disagreement with the Principal. Still today I have no clear information why the Principal and the senior teachers were in severe conflict. I knew that the senior teacher was asked to leave the school compound before 4:30 PM. The idea could be not to allow the senior teacher to mix up with the students and protect the school from students’ unrest. But the overall environment was tense and students appeared unhappy from the incident. As decided by the school, the senior teacher left the school at around 4 PM. But the students from grade ten warned the Principal if the senior teacher left the school they would also leave the school. The Principal did not change his decision and said: “we will run the classes for grade ten students no matter whatever their number is.”

This is the major incident I experienced in the early days of my service in GBS. All students except two from grade ten left the school. We had to organize classes for two students. Some of the brilliant students like Saru Bhakta Shrestha, Bikram Gurung, Jit Bahadur Gurung, Tilak Gurung, Devendra Sherchan left GBS and joined Multi- purpose School (Rastriya Uchha Ma. Vi). But Purna Lal Kayastha and Gagan Gurung were the two students who wanted to continue their study at GBS.

They completed their SLC from GBS. This situation gave me responsibility to teach mathematics at the secondary level and continued engagement in teaching mathematics and science in GBS. Gagan and Purna may have clearer information of the incident GBS had then.

The Management Board constituted a commission to find the truth and review the decision made by the Principal. I remember, Dr. Rajendra Rangog was one of the members of that commission. This incidence gave professional insight that there had to be a clear communication channel between the school administrator and the students. Before making a decision, the Principal had to understand and explain the behavior of the senior teachers and at the same time students’ stance and expectations should have been assessed before coming into the decision that made students leave the school. It appeared to me that the incident was exaggerated and distorted by false assumptions. This was a lesson for us once regarding making decisions.

#### **An Opportunity to be closer to the students**

I was given the responsibility of house father of one group of students (may be students of Hostel -6). I had to take care of students, parent them and engage them in their regular work. This opportunity brought me closer to the students and we used to share our distresses and difficulties. I started to consider them as my own brothers. Even today those students, who were in temporary hostel no 6, are psychologically much nearer to me than others. Sushil Shrestha, Sushil Narayan Shrestha, Dinesh Shrestha, Mahendra Shrestha and Sunil Dutta are some of the students I remember who were in that hostel where I was the house father.

I remember one of the incidents in which I was saved by my students who were in our hostel. The toilet was outside the hostel building (thatched house). I woke up at around two AM at night and wanted to go to the toilet. When I was outside the toilet after making water, I found myself being gradually unconscious. I fell headlong to the ground. It was cold winter night; there was no one outside to rescue me. I remained unconscious for more than 15 minutes. Then I gradually sensed that I was on the ground in the freezing cold for a long time. My legs and hands were cramped and my voice was also gone. I managed to scroll toward the door of the hostel. I attempted to wake up one student who was sleeping near the door. He knew that I was in a miserable condition. Then he woke up other students and they all paid attention to my fast recovery. I still remember the concerns and worries in my students’ face and their promptness to recover me from the stroke.



I realized that caring students and teaching them is the most effective approach in bringing the teacher and the learners together. Living with the students or being their supervisor at the residential facility offers time for the teacher student's interaction and students will have opportunity to ask the teacher questions to clarify the unclear concept. They will have time to help each other in times of difficulties.

### **Jonathan Lindell as a Mentor**

Jonathan Lindell was a wise individual with substantial experiences of the Nepalese education development. As the Head teacher and teacher trainer he spent several years in Gorkha District. He became the Principal of GBS around early 1970s. He was a leader with vision having inspiring communication ability, teaming and coaching ability which helped him collectively driving the teachers and staff toward the accomplishment of his vision. The extraordinary strengths and abilities in him made him a successful Principal and led GBS to make it the school of outstanding quality and sensitive toward educational equity and inclusiveness by mobilizing international sponsors to generate adequate scholarships to the poor and the disadvantaged.

Every Friday, Jonathan Lindell used to organize interactive sessions for teachers for the purpose of orienting and training them. His delivery used to be supplemented adequate examples and experiences. These sessions were conceptually rich and based on experiences of the past which helped the novice teacher like me gain professional insight and understanding to function better in an outstanding school like GBS. The series of his lectures facilitated my professional growth and advancement.

Mr. Lindell was sensitive towards environment. Mr. Karki used to dig holes in the places assigned by Mr. Lindell. I used to join Mr. Lindell in each Saturday to plant trees within GBS compound. I remember Mr. Lindell and Mr. Karki when I see trees around GBS compound.

### **Dignity of Labor**

One of the important values GBS intended to develop among its students was dignity of labor. The quality education was supplemented with daily household activities. Every student was assigned with work duty in the morning so that everybody was engaged in useful work for about one hour. These regular work duties were useful for farming, pig production, poultry production, preparing morning and evening meal, clean toilets etc. These were very good practices introduced in the early days which could not continue later. To me, these practices gave a sense of honoring labor and I was

overwhelmed and influenced by such dignity of labor in my later professional life.

### **An Opportunity for Qualification Advancement**

New Education system was implemented in Kaski and Chitwan districts in 1971 and GBS was influenced by it. The school became similar to other public schools and all teachers got appointment from District Education Office. High school classes which were in operation were disturbed for one year. The result was that our students in ninth grade went to multipurpose school for secondary education.

Implementation of NESP not only disturbed our school operation, it also brought positive changes in teaching learning activities and teachers' service condition. All working teachers were made permanent with opportunities for training and further education for a few selected ones. An advertisement was published by the District Education Office for the teacher candidates. This would allow them to study B.Ed. This scholarship was on competitive basis. With the help of the Principal, students, and goodwill of their guardians and also with the support of United Mission to Nepal, I was selected for the in-service education scholarship program. I joined 16 other selected candidates in this program and flew from Pokhara to Kathmandu in 1972. I completed B.Ed. majoring Mathematics and science. This opportunity laid strong foundation for my career advancement and professional growth. In 1974 I completed B.Ed. program and returned to Pokhara.

I started to teach mathematics and science in secondary classes. I also experienced that a good mathematics and science teacher becomes influential and popular among the students. Such teachers can inspire and drive students towards excellence. After having B.Ed., District Education Office promoted lower secondary level teachers like me to a secondary level teacher. This promotion further recognized my expertise and was successful in getting the position of the Student Dean. At this stage I felt privileged that GBS supported me to advance my qualification and acquire higher level position to practice. Both of these opportunities proved to be the catalysts for further advancement of the career.

### **An Opportunity to Lead: Position of Student Dean**

It should be around 1975, I was appointed as the Dean of Student and Bhoj Raj ji was appointed as the Dean of Academics. Both of the positions were to assist the Principal in day to day affairs of the school. This added my importance in GBS and I had to be involved in several activities related to student affairs. As the



Student Dean I was responsible supposed to discipline students, organize their cultural activities, plan and execute sports events, counsel students and interact with the parents. The entire student body was organized into six houses. Hostels were built to represent the houses. Students would have competitions among the houses in sports and cultural programs. The winning house used to receive the shield in addition to winning individual awards.

To be specific, counseling students and organizing house competitions were two important responsibilities of the Student Dean and I had to be occupied with these two roles. While carrying these functions, I realized that these roles were specialized activities and I had to have knowledge and expertise to efficiently carry out them. Especially the task of counseling students appeared to be very important in maintaining peace in the school. It was realized that professional expertise was required to guide and assist students so as to cope with behavioral problems. Therefore, I decided to receive training in counseling and psychotherapy. GBS Principal arranged eight weeks' counseling training program in Vellore, South India for me. This was a unique experience for me and I was highly privileged from this professional residential training.

The Dean's position gave me a lot of opportunities to learn to lead, support and guide students. It was not only an exciting opportunity but equally a challenging one as well. I had that realization when there was the students' strike in 2036. The strike which started from gentle agreement progressed through more complexity and agitation. I learned that in times of crisis leaders should be prepared to take risks, exhibit their confidence and face the situation without fear. I was able to cope with some of the most aggressive student movements using some of the leadership techniques which I learned from Principal Larry C. Asher. The lesson I learned from GBS from such an unpleasant experience was useful while leading educational institutions with residential facilities. Even today, I advise school leaders based on the experiences I earned from GBS when I was the Student Dean.

My role as a Student Dean was not only to handle student affairs, but I contributed to the overall development of GBS as well. As a member of Building Committee I had also another opportunity to provide inputs and developmental ideas associated with designing building, planning space, site development and preparation for the master plan. Many current practices which are useful for the school and its students even today were the introduced under the guidance of Jonathan Lindell and Larry C. Asher. As I already mentioned, I was actively

involved in tree plantation scheme and developing greenery in GBS even before I was appointed as the Student Dean. Later when I was appointed the Principal of Karnali Technical School, I realized that I had most of the competency needed to become the successful leader of an educational institution. Therefore, GBS not only groomed me to advance in career, it also developed in me essential competency needed for an educational leader.

As a counselor of students I had to meet parents and students' relatives frequently. I was the person to be consulted to learn about the students' behavior and progress. This discourse with the parents and students' relatives made me familiar with Pokhara and surrounding districts.

### **Transitioning from GBS to KTS Jumla**

I was offered to become the first Principal of Karnali Technical School which was not established when this offer came to me. Mr. Larry Asher who was leading this project on behalf of the United Mission to Nepal knew my strength and abilities. He approached the offer to me and also talked with the Member Secretary of National Education Commission, Dr. Suresh Raj Sharma. I took a few days to make decision because it was difficult for me to decide. There were a number of reasons for such reluctance: (1) GBS is near to my home in Pokhara; leaving job nearby home and go to Jumla did not appear logical; (2) I was in a reputed position in GBS, had strong connections and networks in Pokhara; It was difficult for me to lose the reputation and connections; (3) My wife was working with me in GBS; there was no guarantee whether she would get the job in Jumla and I had to leave her in GBS. The situation in which I fell in was not easy. But I had to make decision and tell Mr. Asher whether I was interested to take the position offered.

I learnt that Technical School Scheme was a brand new concept for Nepal. I could get the opportunity to implement this new concept. If I became successful, I could earn fame from that opportunity. So I decided to go to Jumla even leaving behind my wife and two children. Mr. Asher made arrangements with National Education Committee, prepared an official letter seconding me to Jumla to develop Karnali Technical School. The District Education Office gave me an official letter to send me to Jumla on "Kaaaj". I remained to be the teacher of Gandaki Boarding School for five years even if I left the school and started to work in Karnali Technical School. Later, I realized that I made the right decision. GBS laid the foundation and KTS gave me the career. So I am obliged to both of the institutions, especially to



those who selected me to take the new responsibility in Karnali Technical School, Jumla.

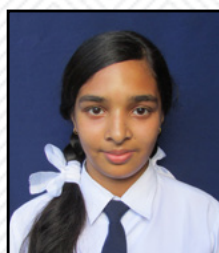
### Reflective Conclusion

It was a long journey in career and education, starting from a half-time primary teacher to a university professor. I completed an educational journey starting from a primary teacher with Intermediate in Science to a Doctor of Philosophy degree in education. I could accomplish all of this simply because I got an opportunity to work in GBS. But when I was very young I never thought of what I have accomplished can be a reality. How can a child who lost his parents when he was only three months old could aspire to undertake such a long uninterrupted journey in education and career?

There is another side to be proud of being a teacher of GBS. The students whom we cared, who learned from our guidance and have been successful in their life make me proud. I remember Dr. Basanta Panta, Dr. Jaiwanta Singh, Dr. Gopi Hirachan, Dr. Ajit Gurung etc. who are serving sick people with outstanding service and some of them have earned national fame. I also remember Kiran Gurung, Chhabilal Biswakarma and many more

who are political leaders and leading the nation. There are people who are in high ranking position in Nepal, or in international agencies or outside the country to whom I can claim that they are my students. Even in business sector, most of the successful business persons are our students. I am proud of Shiva Lal Malla, Ananda Batas, Binod Kayastha and many more that are raising business people in Pokhara. I find my students leading in literary sector as well. For example, I see Tirtha Shrestha in many accusations either citing poems or accepting awards. Wherever I go I find my students, I cannot recognize, they step forward and introduce themselves and remind me that they were my students in GBS.

I am proud of my students and their progress. I am thankful to GBS from where I learned to be a teacher, student counselor and educational leader. I always remember my days in GBS. The soil, buildings and trees are familiar and they might recognize me. I always keep GBS in my memory and wish its progress. I wish that let this Golden Jubilee lead GBS to a new vision, direction and new height and help it to preserve its motto "Knowledge, service and character".



Amisha Yadav, 9C  
Saptari

## Teachers

Nelson Mandela once said, 'Education is the most powerful weapon you can use to change this world.' As teachers impart quality education to students their role is of paramount importance in shaping their present as well as future life by instructing and guiding the latter through different roles. They must be their friends stirring them clear from murky water; they must be their guides helping them find their true calling in their life; they can be philosophers enlightening young audience about the ways of the world.

Apart from their mothers, children spend maximum time with their teachers in their childhood. At this stage in their lives, children are like clay waiting to be moulded into work of art. They are waiting to soak up every experience. A teacher carries a big responsibility on his shoulder the job of shaping the thoughts of the minds of the future.

Teachers look after the best interest of the students. It

is their goal to raise the kids to be good citizens and good humans. In the early years when the student is first exposed to people outside his family, he is scared. He hopes to find his teacher a friend. Then it is the teacher who must now not only help the student to decipher the facts and figures, he must be his confidant and his counselor.

It is important that a teacher befriends his students because students respond better to friendship than to authority. Then the teacher's encouragement and support could mean the world to the students. Students are deeply impressed by their teachers and are prone to emulate their characteristics. A popular teacher becomes the ultimate model for his pupils.

Teachers genuinely play an important role in society. They can make or break a future generation. Such is the power that rests in the hands of the teachers.



Colin Smith  
A Former GBS Teacher  
1966 - 1967 A.D.

## THE COW

The Cow is of course sacred to Nepalis, being a Goddess, but the Cow also is a great nuisance! Particularly the unattended cow, it blocks the traffic on the road, and it also breaks into fields and eats the crops. In the earliest days of Gandaki Boarding School, we were often troubled by them, breaking over the wall, or if anyone inadvertently left the gate open. The boys chased them out very efficiently, either by hitting them on the backside with a stick, or by throwing stones. I could not throw stones accurately as the boys (having not had the practice). The Boys had broken off some of the benches made by a local carpenter, and were left in classrooms, waiting for the carpenter to come and glue them on again. They were about 3 / 1 inch 3 feet long so made very handy sticks for giving the intruding cows a resounding wick! That was until I broke one on a cow's backside after that we forbade using them for that purpose. On Saturday afternoons, we used to take turns to take the boys out for a walk, with one of us remaining on duty at the school. So I was alone at the school when this cow came in and made for the gardens the boys had been making. So I threw a stone to chase it out, but the cow was not used to someone so bad at throwing stones! It must have assumed the stone would come behind it, whereas it actually came ahead of it. All the same it was sheer bad luck that the stone bouncing off the ground should catch it on the back of the neck. That was the last time that the cow ran from a stone, for its hind legs were paralyzed. When the boys returned, they

pulled grass for it to eat, and it was later dragged outside the school compound. Who owned it, we did not know. As expected, although it was diligently fed it died a few days later. It was then that the owner turned up demanding compensation. The village council was called to settle the matter. The story was all over the village "Colin Sir has killed a cow! The punishment for that is life imprisonment! No it isn't; it's the death penalty!" I well remember my last walk on the hills, thinking at the very least they'll expel me from Nepal; so this may be the last time I see this view. It had never looked so beautiful before. Well, the Council had their meeting at the school. The first thing they decided, was that as it wasn't a cow, but only a bull, there was no question of punishing me for inadvertently, it was only the question of compensation to the owner. He maintained "It was a very good cow, worth Rs. 300. But others said, No it wasn't! It was a cranky old one, and that was why he let it roam like that, hoping to get some compensation on it." Anyway they argued it all out and finally decided that a fair price would be Rs. 100. I shall never forget what happened next. The Pradhan Pancha said, "Mr. Smith has come all the way from his own country to help us run this school, and we don't want him to have any hard feelings about this, so I will pay the first Rs. 100 for him myself." So I only had to pay Rs. 90. And I have never thrown a stone at any cow since then.

(This true incident took place sometime about 1967.)

Krishala Dhungana,  
6B, Panchthar

## RELATION BETWEEN BROTHERS AND SISTERS

There are some relations in the world that are amazing. One of the most fabulous relationships in the world is the one between brothers and sisters. It's a relation in which brothers and sisters share their joy, happiness and sorrow with each other. People say, "Brothers and sisters together as friends are ready to face whatever life sends." The relation between brothers and sisters is as close as hands and feet. It's because they are like friends, and friendship means a relation on earth that never dies. There's no other love like the love for a brother and there's no other love

like the love from a brother. There can be no companion better than a brother and there can be no friend better than a sister. A brother shares childhood memories and grown-up dreams. A sister is the best caring person for a brother. Brothers and sisters quarrel and tease each other but there is no other love in the world like theirs.







कीर्तिराज बराल  
पूर्व नेपाली शिक्षक  
२०३१/०५/०२ - २०४१/१०/२० वि.सं.

## जगत्, जीवन र जिउने कला

### जगत् :

यो विशाल संसार पृथ्वी, आकाश, पाताल आदिको संयुक्त स्वरूपलाई नै जगत् वा ब्रमाण्ड भनिन्छ । सूर्य, चन्द्र र तारागण पनि यो जगत्भित्र पर्दछन् । यो जगत् सम्पूर्ण प्राणीहरू, विभिन्न वनस्पतिहरू, ढुङ्गा, माटो, हावा, पानी, वादल आदि सबैको आश्रय स्थल हो । यो जगत्ले सत्य, त्रेता, द्वापर आदि युग पार गरेर अहिले कलियुगमा सञ्चालित भइरहेको छ । हिन्दु धर्मका विभिन्न धार्मिक ग्रन्थहरूमा उल्लेख भए अनुसार यो जगत् भरिका सम्पूर्ण प्राणीहरू, विभिन्न वनस्पतिहरू, पृथ्वी, आकाश, पाताल, सूर्य, चन्द्र, ग्रहहरू आदि सबै ब्रम्हाजीका सृष्टि हुन् । यो जगत् भरि भएका मानवहरू र सम्पूर्ण प्राणीहरूका पालन एवं संरक्षण कर्ताको रूपमा विष्णु भगवानलाई मानिन्छ भने संहारकर्ताको रूपमा भगवान शिवलाई मानिँदै आएको छ, शिवलाई देवहरूका देव महादेव, रुद्र, निलकण्ठ आदि नामले पनि चिनिँदै आएको छ । यो चराचर जगत्मा बसोबास गर्ने जति पनि अलग अलग सम्प्रदायका मानव जातिहरू छन् ती सबैले साम्प्रदायिक भावनाले भिन्दा भिन्दै भगवान् मान्दै आएका छन् । जस्तै : क्रिस्चियन, मुस्लिम, बौद्ध, जैन, ताओ, हिन्दु आदि धर्मावलम्बीहरूका ईश्वर फरक फरक छन् । ईश्वर मान्ने वा पूजा अर्चना गर्ने संस्कार पनि फरक फरक छन् । तैपनि यो जगत् ईश्वर परमात्माको सृष्टि हो भन्ने कुरामा सबैमा एक मत देखिन्छ । यथार्थमा संसारभर भएका सम्पूर्ण प्राणीहरू, वनस्पतिहरू, सूर्य, चन्द्र, तारागण, हावा, पानी, अग्नि, पृथ्वी, आकाश तथा पाताल भर भएका यावत् सबै प्राणी तथा वनस्पतिहरू आदि सबै ईश्वर परमात्माद्वारा सृष्टि भई यही जगत्मा सञ्चालन, पालन र संहार हुँदै क्रमिक रूपले यो चराचर जगत् अनन्त काल देखि चल्दै आएको छ । यो जगत्मा सबै आआफ्नो गति र चाल

अनुसार सञ्चालन भइ रहेका छन् । यदि यो जगत् नभएको भए यो संसार शून्य वा निराकार हुने थियो । यो जगत् बिना कोही पनि जीवित रहन सक्तैन । हिन्दु दर्शन अनुसार आकाश, पृथ्वी, पाताल तथा स्वर्ग भन्ने उल्लेख गरिएको छ । तर स्वर्ग अहिले सम्म संसारमा कुनै मानव जातिले देख्न सकेका छैनन् । यी चार वटाको संयुक्त रूपलाई नै ब्रमाण्ड भनिएको छ । यो चराचर जगत्का प्राणीहरू, वनस्पतिहरू, कीटपतङ्गहरू, प्राकृतिक वस्तुहरू, ग्रहहरू, सूर्य, चन्द्र, ताराहरू आदि सबै प्रकृतिको नियम अनुसार आआफ्नै चाल र गतिमा सञ्चालित छन्, बाँचेका छन् तथा नाश भएका छन् । यो क्रम कहिलेदेखि चल्दै आएको हो र कहिलेसम्म चल्ने हो ब्रह्मज्ञानी बाहेक अरु कसैलाई पनि थाहा छैन । वास्तवमा यो जगत् सम्पूर्ण प्राणीहरूको आश्रय स्थल हो ।

हिन्दु धर्म अनुसार यो जगत् “ॐ” शब्दबाट उत्पन्न भएको हो र सृष्टिको सुरुवाती अवस्थामा यो जगत् शून्य थियो तर खगोल शास्त्रीका अनुसार लगभग पन्ध्र अरब वर्ष पहिले हाइड्रोजन ग्याँसको अति सूक्ष्म परमाणुको विशाल विस्फोटनको परिणाम स्वरूप यो जगत्को उत्पत्ति भएको हो ।

वास्तवमा धर्म अनन्त छ । यो मानव जीवनको गन्तव्य सम्म नै रहन्छ । जब धर्म छाडिन्छ तब पथ भ्रमित भइन्छ । विभिन्न धर्मका भिन्दा भिन्दै संस्कार र क्रियाकलाप भए पनि अनन्त धर्म भनेको एउटै हुन्छ, विवेक युक्त सत्कर्म । धर्म पैसाले किन्न पाइने वस्तु होइन । हामी सम्प्रदायलाई धर्म भनिरहेका छौं । धर्म त एउटै हुन्छ जो स्वतः छ, अनन्त छ र सनातन छ । भावनात्मक रूपमा जुनसुकै सम्प्रदाय वा धर्मावलम्बी भए पनि कर्म उपासनाको शुद्धिसँगै उसले प्राप्त गर्ने शान्ति ज्ञान एकै हो ।



### जीवन :

हिन्दु दर्शनको विश्लेषण गर्दा यो जगत् भरिका सम्पूर्ण प्राणीहरूको जीवन प्राकृतिक दृष्टिकोणले आफ्नै गतिविधि, संस्कार र प्रक्रिया अनुसार परिचालित एवं सञ्चालित भइरहेको छ तर मानिस र अन्य प्राणीहरूको जीवनशैली फरक फरक छ । मानिस एक चेतनशील प्राणी भएकाले प्रकृति सँग समन्वय गरेर उसको जीवनशैली चलेको छ भने अरू अर्ध चेतन र अचेतन प्राणीहरू पनि प्रकृतिको नियममा आधारित भएर जीवन चलाइरहेका छन् । जड तथा चेतन वस्तुहरूको जीवन पद्धति पूर्ण प्रकृतिसँग निर्भर भएको छ ।

जीवन सृष्टिको बारेमा संसारमा दुई छुट्टा छुट्टै मत पाइन्छ ।

१) अध्यात्मवादी दर्शन र २) भौतिकवादी दर्शन ।

अध्यात्मवादीहरू भन्नाले हिन्दु, बौद्ध, क्रिस्चियन, इस्लाम, यहूदी आदि धर्मावलम्बीलाई बुझिन्छ, जसले धर्ममा अति विश्वास गर्दछन् । उनीहरूको मत अनुसार यो ब्रमाण्डका सम्पूर्ण प्राणीहरू, चेतन, जड अदिका जीवन सृष्टि कर्ता उनै ब्रमाण्डका परमात्मा परमेश्वर भगवान् हुनुहुन्छ । हिन्दु दर्शन अनुसार सृष्टि कर्ता ब्रम्हा, पालन कर्ता भगवान विष्णु र संहारकर्ता शिवलाई मान्दै आइएको छ र संसार यही आधारमा सञ्चालित भइरहेको छ । संसारमा भएका विभिन्न धर्मावलम्बीहरूले ईश्वरलाई भिन्न भिन्न माने पनि यसमा सबै धर्मावलम्बीहरूको मत, विचार, भावना एक भएको महसुस गरिएको छ । जीवनले जस्तो क्रियाकलाप र कर्म गर्दछ उसले त्यस्तै भोग गर्दछ भन्ने विश्वास रही आएको छ । अध्यात्मवादी दर्शन अनुसार जुन मानिसले जीवनभर परोपकारी कार्य गर्दछ, उसको स्वर्गमा वास हुन्छ भने दुष्कर्म

गरेमा नरकमा बास हुन्छ भन्ने विश्वास रहि आएको छ ।

भौतिकवादीहरूको दर्शन र सिद्धान्त अनुसार संसार भरका सम्पूर्ण प्राणीहरू चेतन, जड आदिको सृष्टि प्रकृतिको नियम, गतिविधि एवं प्रक्रिया अनुसार भएको हो । प्रकृतिको नियम र पद्धति सँग यो जीवन सञ्चालित र संहार हुँदै जान्छ ।

### जिउने कला :

यो ब्रमाण्ड वा संसारभर सृष्टि भएका जति पनि प्राणीहरू छन् ती सबै प्रकृतिको नियमसँग समन्वय गरेर आफ्नो जीवन पद्धति सञ्चालन गरेका हुन्छन् । जुन सुकै प्राणीलाई पनि जीवित रहनको लागि हावा, पानी, खाना नभई हुँदैन । सबै प्राणीहरूको खाना भिन्दा भिन्दै किसिमको हुन्छ । सबैको एउटै प्रकारको खाना हुँदैन । जस अनुसार उनीहरू आफ्नै रूप र शैली अनुसार जीवन बाँचि रहेका हुन्छन् । जीवन प्रतीको बेहोसी, जीवन बाँच्ने कला प्रतीको अज्ञानताबाट माथि उठेर केही जानकारी राखियो भने तमाम अभाव र अप्ठेराहरू विच पनि सार्थक जीवन बाँच्न सकिन्छ अन्यथा आम जीवन जस्तै बन्न जान्छ हामी सबैको जीवन । हरेक चम्कने वस्तु हिरा हुँदैन भनेजस्तै बाहिरी रम्भमले मात्र साँचो अर्थमा जीवनलाई चम्काउँन सकिँदैन । मानिस जब अस्वस्थ हुन्छ तब ऊ उपचार र आराम गर्न तर्फ लाग्दछ । उसले खानपिन र आहार विहारमा पनि ध्यान पुऱ्याउनु पर्ने हुन्छ । काम, क्रोध, लोभ, मोहको दुष्चक्रमा परेर मानिस जीवन कालमा नै मरे तुल्य हुन्छन् । केही मानिस मरेर पनि जीवित रहन्छन् । पारलौकिक सुखको लागि इहलौकिक कालमा सत्कर्म र मानव कल्याणका कर्म गर्ने मानिस मृत्यु पर्यन्त पनि जीवित नै रहन्छन् ।







**Annama Varughese**  
**Former Head, Department of Science**  
**Working Period: 1986-1998 A.D.**

## Cherishing Memories

We came to GBS in August 1985. Dr David Bambach, the then Principal, was the one to encourage us to move to GBS from Amar Jyoti High School, Luintel, Gorkha where my husband Varughese Thomas was the Headmaster and I was a Science teacher. When we arrived in GBS, Lamachaur, that August afternoon, Mr Kesh Bahadur Gurung, the then Catering Manager welcomed us and led us to the teacher's Residence No. 5B which would be our home for the next five years. We moved to Residence No. 2A in 1990. Later Dr Bambach and Mr Ken Afful, the then Administrative Manager came to see us.



Our plan was for Varughese to take up his responsibilities in the school immediately and for me to put my teaching on hold while I helped Anil, 5, and Asha, 3 settle into a nearby school. Sunil, 10 joined Class 5 GBS's first English medium batch. However, Varughese couldn't continue for long. It was a bit of a culture shock for him. Luintel was a remote village in Gorkha district and he had spent two decades there. Pokhara was already a town, more accessible and relatively well

off. We could feel the difference in the classroom. So, when Varughese decided to take a break, I returned to teaching. I remember teaching Class 10 Science in Nepali medium, like I had done for 15 years in Luintel. And Class 4 Science in English medium. Varughese needed about a month to come to terms with the change, after which he was back in the staff as the senior teacher and head of the Department of Mathematics. He would go on to become the Vice Principal in the early 1990s, when Mr John Barclay was the Principal. He also served two short terms as an Acting Principal.

I remember how the school flourished over the fourteen years we spent there. I taught the school's first co-ed (Class 4) in 1986. The building of the first girls' hostel took another few years. Then in 1991 we had the first batch studying for the UK board O level exams. A couple of years later, GBS became one of a handful of schools offering the newly introduced Nepal's own Ten plus Two system.

We had students from all over the country, a beautiful campus, and a vibrant community from all over the country, made up of many staff families. Our children grew up into their teens in the community. It was an atmosphere of selfless giving, the seeds of which were perhaps sown when individuals and families from around the world, prompted by a godly, sacrificial love for

others, chose to give so that GBS could be what it is today.

I congratulate GBS on turning 50 and hope that the school continues to send out good people into the world. With best wishes,







## Good Memories of a Shining School

**Elwyn Kelso**  
Former English Teacher  
Associate Head of English Dept.  
1993 - 2005 A.D.

During the years 1993 to 2005 I was a teacher at GBS. There are various special things that come to my mind as I reflect on my time there.

From the school I could see part of the Himalayan range in the distance, at least during those seasons when the sky was clear. To me that was always a wonderful sight as I was not accustomed to seeing snow-covered mountains from where I had lived in Australia. The GBS students didn't always understand my excitement and sometimes told me "Miss, they are always there!"

I was impressed by the fact that the students appreciated the opportunity that they had been given to study at an excellent school and were prepared to work hard to fulfil their potential and achieve their dreams. This attitude was reflected in the excellent results achieved by the school.

I always enjoyed the special events at the school which included the annual sports days, annual cultural programmes, inter-house contests and fun fairs. Those occasions showed the many and diverse talents of the students. I particularly enjoyed watching the

girls dance at the cultural programmes: beautiful dress and beautiful dancing. Of course the boys could dance well too!

I enjoyed teaching the various classes but it was with the 10+2 students that I spent most time. I appreciated their pleasant and lively company in many different settings: in the classroom, at picnics and on tours. It was good to watch them develop maturity and take leadership roles in the school.

When the students left GBS at the end of their time at the school they were sad to leave a place that had been their home for many years. This was surely a result of the good care they had received from the staff in the hostels and in the school community.

GBS has shone brightly in the past and I anticipate that it will continue to shine in the future maintaining an environment in which it provides the knowledge for academic achievement, encourages the development of character in the students and motivates them for service to their communities and their country.



**Raman Yadav, 7A**  
**Dhanusha**

## Friendship

Friendship is a relationship between two or more people who hold mutual affection for each other. It is a stronger form of interpersonal bond than an acquaintanceship. There are many valuable things in life. One of them is friendship. Friendship is one of the most important relationships in life. To live life without the experience of friendship is to live a life without living it. Human interaction is necessity for survival but developed friendship is essential for the successful well-being of anyone.

Many people look for different characteristics in friends such as selflessness, compassion, cooperation, support and critical comments. It is best in nature to recognize and appreciate various kinds of friends. We should always be aware of fair weathered friends. Even a company of bad friends spoils our life. True friendship is expected by everyone. So, a friend in need is a friend indeed.





## Joyous Memories of GBS

Hilary Jones  
Former English Teacher  
1985 - 1987

Sitting in the library with my 3 little children, cross-legged on the floor reading the new British Library book consignments before we put them on the shelves for the students.

How we loved those quiet afternoons, whilst the students had their tea breaks and we were free to use the library.

The second thing which comes to my mind, was the amazing musical performance of 'Joseph and his technicoloured dream coat', which the year 5-7 students produced in 1986. We ran the music club to help the students with their English and what wonderful time we had doing that! I think many of those students will remember the hours which 3 of us teachers spent with

our guitars and key board in one of the large classrooms practising for that event.

We have photos of this in one of the old school magazines as I believe the Zonal Commissioner also attended that event, whilst Dr. Bambach was Principal.

Thirdly, reading the dozens of Dr. Seuss books and discussing the stories every morning in the English classroom with the children straight from the villages

Our time at GBS changed our lives and thinking as we integrated into village life in Lamachaur. Friendships built then remain with us, which is why we will be attending the Golden jubilee celebration.



## Is GBS Just Another School?

Sandhya Dhital  
S.L.C. Batch 2064  
San Francisco, California, USA

I joined GBS in class eight and did SLC from there but I have always had an inexplicable connection with the school. Those were merely 3 years of my life yet I cherish every single moment I spent there. Even after years of graduating from GBS, the feeling that "GBS is my school" is still intact. It has always been a moment of pride to read and hear news on the excellent SLC results of GBS and its other extraordinary achievements. Sometimes I wonder if GBS just another school? No doubt, the word 'school' in itself holds extreme value but it is the entire GBS family and community that makes it ever so special. All the teachers, mamas and majus, brothers and sisters, and friends make GBS more than just a school and I found no difference when I visited GBS last year in August 2014. I found the entire school just as beautiful as, or perhaps even more beautiful and more organized than the time when I studied there. When I saw the classrooms, I reminisced my classes and days spent there. Remembering those Thursday

Programs, Hostels, General Assemblies, Parents' Days, Gym, Sports Days, Fun Fair, Playgrounds, Health Center and Dining Hall, and meeting so many wonderful teachers, I felt like I had never actually been away from GBS. Most importantly, meeting my favorite teacher, Mr. Kedar Dhakal, who is also a source of inspiration, was emotional as well as exciting. I don't know whether it was a sheer co-incidence or the destiny, he was the first teacher I happened to meet at the school. I cannot express enough in words the happiness of meeting Kedar sir, whom I consider the epitome of an ideal teacher and advisor. I am also very thankful to him for initiating a noble idea of establishing "Gurukul" at GBS. I am also grateful to every single member of the GBS family who is forever striving to maintain and upgrade GBS's standard. My visit last year made me realize once again why GBS is not just another school but a family, a community in itself and I shall continue being proud that I belong to GBS.





**Dr. Him Lal Ghimire**  
S.L.C. Batch 1986 (2042 BS) \*

## **GBS Memories and Propositions to Education**

“High school is not a very important place. When you're going you think it is a big deal, but when it is over nobody really thinks it was great unless they are beered up.” -Stephen King

No matter where we go or what we do, there are challenges ahead of us. Across the world, every country, every family is grappling with the question of how to produce a capable person who can be competitive in the 21st century global context. Imagine if every individual lived up to his or her own potential, how amazing that would be, and how much better off the world would be. Even if just half of those individuals lived up to their potential, the world would still be an awesome place. If even one fourth of those individuals worked to make their lives successful, they could still make some amazing contributions to the society. Every individual may not have the power to inspire the entire world to strive for success, but we do have the power to try to achieve it for ourselves.

Education is at the core of our response to globalization. Nevertheless, what you want to do with your life – I guarantee that you will need good education for every successful career. This is not just important for your own life and your own future, what you make of your education will decide nothing less than the future of the country. What you are learning in school today will determine whether we as a nation can meet our greatest challenges in the future. Everybody needs the knowledge and problem-solving skills, the insights and critical thinking skills, the creativity and ingenuity, interaction with nature and community that we develop in our school days. Some of the most successful people in the world are the ones who have had the most failures. These people succeeded because they understand that you cannot let your failures define you – you have to let them teach you. You have to let them show you what to do differently next time. If you get in trouble, that does not mean you are a troublemaker, it means you need to try harder to behave. If you get a bad grade, that does not mean you are stupid, it just means you need to spend more time to study.

There are challenges in the sense that there is no

boundary in education these days. Nepal government has been investing millions of rupees for education. However, the sufferings of Nepalese people are at their climax. The root cause of these sufferings can be primarily attributed to the poor quality of education that prevailed in most of the schools in Nepal. Even today, the kind of education Nepalese children are getting is practically obsolete in modern world. Because of this medieval education, the knowledge base and thought process of the leaders and rulers of our society have been impaired and their delivery has been mediocre. As a result, the sufferings of the people continue. As a result of rise in income level, increased educational awareness and increasing exposure to developed world, Nepalese people are demanding for high quality education. Nepalese parents are spending a lot within and outside Nepal to offer good education for their children. Education has become expensive these days. If Nepalese children can get access to high quality education from home, it will be much cheaper compared to what they pay when they send their children to India and other countries. No matter whether we are developed or developing countries, when there is supremacy of education of the best type, we need to explore best practices in education.

Gandaki Boarding School (often referred to as GBS) established on 11 June 1966 in Pokhara is one of the best schools in Nepal. The school is a non-profit institution owned by Nepal Government (Ministry of Education) and used to be run by an agreement and in collaboration with the United Mission to Nepal. Academic performance has been excellent. For its best academic performance in the SLC Exam GBS has been awarded the Regional Educational Birendra Shield for 18 times. To most human beings, the significance of the adolescent years is pretty intuitive. Most of the stuff I draw on, even today, is based on stuff that happened back then at GBS. Whether I was graduated with highest degree Ph.D. or America's master's degree, I feel proud to be a graduate of GBS. It is a matter of pride that many of the graduates of GBS have specialized in various sectors, scattered in different parts of the world



and contributing for better world. Some other graduates of GBS are in key positions of the Nepal government and private sector. The main purpose of education, in my view, is to create good, learned and capable citizens, and educate them to build their character and nation. At GBS, it makes me proud to see you have taken this mission to heart and have been doing best for the past 50 years.

Whether the developed or developing countries, when there is supremacy of education of the best type, we need the best education for which we need to explore best practices in education. GBS has been offering quality education for the children belonging to both better off family and socially and economically deprived community involves both opportunities and challenges. It is an opportunity in the sense that this initiative of GBS has been a very innovative and demonstrative work towards upgrading children from low level economy through a very high quality education. GBS has been contributing to promote inclusive society by providing scholarships. Under the proposed scheme, it has been possible to provide quality education to the talented students from different strata-poverty, linguistics, ethnicity, geographical regions, gender, etc. Making quality education possible for poor but talented students would lead our society to move towards becoming inclusive. No doubt, it was a very distinctive initiative in Nepal. It has been capturing the attention of a wide variety of people ranging from the people having a very high socio-economic status to lowest socio-economic situation, and businessmen to bureaucrats. Being a non-profit school, whatever they generate through their educational activities and contributions from national and international sources have been spent on the education of those who otherwise can be left far behind or for those who belong to disadvantaged group. It is an example that how a non-profit school can be managed and how they can pay back to the society in terms of serving the poor. One of the most important factors to be considered while setting up a best education institution is the location. It was one of the best alternative thoughts of planners to establish one of the best schools (GBS) in Pokhara. While looking for sites for schools, it would be useful to find places that have all kinds of required facilities or there is likelihood of developing all necessary facilities like security, electricity, roads, water supply, etc. GBS, a full residential, reasonably away from the city area have excellent physical facilities, teaching learning resources, laboratories, experiential learning areas (farm, forest), outdoor learning ground for extra-curricular activities, full accommodation for the students, teaching staff and administrative staff.

GBS has been a brand name for a good school outside Kathmandu. The benefits of establishing a good school

and offering an international standard education for a country like Nepal could be enormous. International standard education can enhance the national image rather than becoming more of a supplier of cheap labours. Through this effort, it would be possible to create a situation in Nepal which would attract many Nepalese to come back to Nepal and serve the country that ultimately stops brain drain and the nation will gain. If Nepalese children can get access to world class education from home, it will be much cheaper compared to what they pay when they send their children to other countries. By offering international standard education Nepal can attract NRN children and international students as well. Ultimately, international education will not only promote education in Nepal but also turn to the education industry. Nepal can become an educational destination in Asia. Bringing international students in Nepal will bring a lot of other people associated with him/her and promote tourism as well. Nepal could be the suitable destination for international students because of several reasons:

- The climate and geography of Nepal is very suitable throughout the year. No extreme climate and temperature. Children are panicked because of hot/cold in most of the countries.
- Nepal is politically neutral so that foreign students from all countries can come which is not possible in other countries like India, Pakistan, Bangladesh because of their political problem. Parents don't feel safe and don't like to send their child in those countries.
- Low cost of life and human resources
- Hospitable people, rich cultural and natural attractions

At last, GBS has to change as per today's need and maintain its standard and history to be a center of excellence in education. Celebrating a "Golden Jubilee" is a moment of pride for everybody. Wishing you all for the grand success of this mega event!

\* Dr. Ghimire is SLC batch of 1986 (2042 BS). Holds PhD degree (the first and only PhD about Lumbini and Pilgrimage Tourism) from Tribhuvan University, has Master's Degree in Leadership for Educational Change from Bank Street College of Education, New York, USA; a tourism expert/statistician, an educationist and a teacher developer/trainer/planner; progressive and democratic academic leader, demonstrated extensive skills on writing concept papers, research papers, proposals and curriculum development; published 100's of papers in international and national journals and newspapers, presented several papers in international conferences. Has more than 27 years of experiences in schools/colleges (such as Ullens School, Lalitpur and REHDON College, Kathmandu) management and teaching. Email: himghimire@gmail.com.





**Dr. Basant Pant**  
**S.L.C. Batch 1975**  
**Annapurna Neurological Institute**

## **My Golden Days in GBS**

My days in GBS were one of the best times of my life. I was a restless and hyperactive child since my early age and at the age of 11 my father sent me to Japan for 3 years. There I was enrolled in a Japanese school. I was completely off contact with my parents for 3 years, and when I came back I completely forgot how to speak and write Nepali. "You have seen an advanced country like Japan now you should see remote part of Nepal and feel the difference" was his conclusion and I was sent to Namche Bazar where I relearned Nepalese language. After 4 months there I was expecting to go back to Kathmandu and be reunited with my family when my father suddenly said "you are going to Pokhara next", I asked many questions on why I should go there but the only answer I got was that it was for my future. So I joined GBS from 1973 in grade 8 and studied there for 3 years. Named Gandaki Boys Boarding School back then it was partly run in small huts and partly in a proper building. We were the first SLC batch of the school. Despite being chased from the house all the time I felt like I got a real friendship and family in GBS. I liked the mess the most because we were involved in the preparation of the food, the distribution and cleaning of the plates. I became like a professional dishwasher using multiple bucket technique, I can still do the same with perfection at home. We used to clean our beds, rooms, toilets and our surroundings in the morning and go to the farm in the evening. I mostly cleaned the chicken shelter since my vocational subject was poultry. If I ever made a mistake I was punished with additional chicken shelter cleaning during sports time for 2 weeks. When everyone was playing, I was cleaning chicken sheds. I did not enjoy this part of my schedule but still looked forward to stealing and literally swallowing two raw eggs every day. I hid the egg shells so that my mischief was not to be discovered.

There were many exciting and interesting events during this time of my life but I would like to mention 2 incidents at this point.

I was interested in biology since early childhood and in our class there was a plan to do frog dissection. Ms. Kingsley was about to do that the next day and I could not resist trying it myself before her. So I went out to search for a frog. It was rainy season and there were frogs everywhere but I was not happy with the usual ones and was looking for a big one. I searched for hours and eventually got hold of a very large frog scientifically called Bufo, there were many Ranatigrina that did not satisfy me so I picked the biggest Bufo. I kept the frog in a tin can and hid it under my bed in the dormitory. Our beds were double decker and I was sleeping in the upper bed. Babu Ram Yubamura slept in the lower bed, I thought the frog will be silent but throughout the night the frog was making loud noises and all my friends in the dormitory had a sleepless night. Especially Babu Ram had a terrible night having a noisy Bufo just under his bed for the whole night, but the bond in the hostel was so strong that no one mentioned about this to the house father. I was the captain of Machhapuchhre house then and no one dared to talk against the captain those days, I do not know how it goes these days.

Next morning I got the Bufo out and held it with tape in a wooden board, and was planning to start the dissection, the toad just got loose and started to run. I was panicking to see my biology experiment disappearing in the bush so I started chasing it all around the hostel and eventually in the field. With luck I got hold of it and brought it back, so to prevent it from running again I stuck some nails in it with some threads tied around its arms, it started making more noise and I periodically put some chloroform soaked cotton that I sneaked out of the science lab and put it on its mouth to anesthetize it, but somehow that



did not seem to work very well. I started dissecting it and did a beautiful dissection using lots of pins to demonstrate different organs, this was my first ever dissection in my life but I was so pleased to see the beating heart, the moving lungs and was fascinated to see how all these structures were working. When I opened the chest I realized that his lungs puffed out of the chest wall and was so big and fascinating, a real breathing and beating Bufo. I could even see the peristalsis in the intestine. I was so happy with my deed and wanted others to see it as well, I immediately took it outside and started explaining the moving organs to other colleagues, my explanation was disturbed by the crying noise of Bufo but I was so absorbed in my work I hardly noticed. I took the board with the dissected frog on it to the dining hall and put it beside me and many colleagues came to see what I had done, and soon it was the talk of the school.

I took the board to school thinking of how happy Ms. Kingsley would be at the sight of his bravery. When I entered the school and was walking towards our class and I heard a scream and saw Ms. Kingsley running towards me, before I could understand what was happening she grabbed both of arms and was shaking me and saying something in English, I could not understand anything. I was worried that her violent shake might drop my Bufo board, so I clung to it. Then she hugged me tight and started crying, she was tall so my face was buried in her bust and I started suffocating. I was really puzzled because I did not understand what was happening, I thought she was not happy with me because I did something she was planning to do before her, and this was the only explanation that came to my mind. I felt sorry for her, and liked her so much that I did not want to see her unhappy. So I walked away from her and threw the board with my Bufo into the bush and went inside the class. I was so sad for Ms. Kingsley because I made her unhappy by dissecting it before she could do it, or at least that was what I thought, another part that made me sad was that I could not show my great achievement to the whole class and explain the organs to them. Ms. Kingsley had her frog already dissected, it was a very tiny frog, already killed and dissected pinned on a steel plate filled with wax. Nothing was moving; there was no heart beat like mine, no respiration, no blood movement on the vessels and no peristalsis. Since she kept the frog in her refrigerator overnight it was cold and all organs were of the same color, greenish blue. Our class was not happy at all and some of my friends who have seen my dissection

could compare it with my lively dissection and they started saying “we want to study on Basant’s frog, we couldn’t understand anything here”. Ms. Kingsley was trying to explain very nicely but the class was not listening at all, I was scared because I did not want to bring the topic of my Bufo again and see Ms Kingsley cry, but my colleagues did not know about what happened between me and her before the class and they were insisting Ms Kingsley that she should explain the organs on my Bufo. She eventually turned to me and asked me to bring it to the class. Then I asked her if she was sure. She said that it was okay so I ran out of the class like a bullet and went to the bush where I had thrown it, and brought it back to the class. I could see the Bufo still breathing and its heart was still beating, but it was no more crying. I explained all the organs to my friends and this was one of the best dissection courses in my whole medical career. In medical college I could only cut the same dead body without movement or color of life and I wished we could teach anatomy in Operation Theater rather than in the cold cadaver dissection room. But I was still puzzled why Ms Kingsley was so upset with me just because I did it before her. After a few days I went to her apartment and apologized to her for whatever I had done. But by that time she was the same old friendly Ms. Kingsley and treated me with the kindness she always showed towards all of us. She even gave me some cookies and told me that she did not want to discuss about that incidence anymore. But my curiosity did not die off, I was not happy with her makeshift with the situation, then one day another GURUAMA told me that my dissection looked like the crucifixion of Jesus. When I heard it I realized my mistake. I felt so bad towards Ms. Kingsley and went to her apartment to apologize again, this time it was a real apology which was coming from my heart. I promised that I would never hurt another creature in my life again, and I kept my promise throughout my life. I thanked Ms. Kingsley for teaching me the real biology lesson of my life.

The second event was on a human skeleton. We wanted to learn about skeleton in our science class and Richard Clerk was our teacher. He taught us about bones on a plastic model and I was not happy about it since it was not real. So we wanted to bring a real skeleton in the school and I shared it with Jayawant Mashi my classmate. We decided to go to the Seti River at night and collect the human bones we could see lying around the bank of the river below the school. This was a tricky decision and could get



us involved in a serious problem but the more we discussed, the more we became determined to do it. So one night both of us sneaked out of the hostel and went to the Seti River. We did not dare to use our flash-light till we were quite far from our hostel. Once on the bank of the river at midnight we realized that it was not an easy task to find scattered bones, we were looking here and there. Then we decided to open a rock-covered tomb like structure where people left the dead body to be washed when the river swelled up. We were looking for rotten carcasses with only the skeleton left, so we had to open the stone of either end and see the face of the dead body just to see if it was good for us or not. It was not easy and suddenly I realized that I was a bit scared, not for any spiritual reason but that we may be caught by someone and would surely be expelled from the school. If expelled I would have to face my father, and that would be the scariest part for me. I did not want to show my feeling to Jayawant and we kept looking for the right skeleton. At last we got one that was nothing but skeleton held together by the ligaments. I was surprised to see how light it was. Actually I had thought it would be heavy but it was very light. Then we immediately put it in the sack and ran towards the school. Our hearts were pounding with excitement and joy of success; we were looking at each other and smiling. We sneaked into the hostel where everyone was deep asleep, we went to Dhaulagiri house and hid the skeleton in the false ceiling above Jayawant's bed and both of us went slept. Next morning we said nothing and went about our usual schedule. We did not know what to do with the skeleton so we kept it lying there for days before we dared to talk about it to Clark sir. We thought that he would shout at us, and maybe rusticate us, but surprisingly he was quiet and said that he would help us make a proper skeleton out of it. Then he asked us to dig a trench and put the skeleton into it with lots of lime. We covered it again with soil and made it look the same. Now we were happy that we were not

alone in this venture, Clark sir was in it, and that was really reassuring. Before that we were living everyday with fear of being caught but now we were happy. We almost forgot about the skeleton but one day Clark sir said that he wanted to show us something and took the entire class to the science practical classroom. There was a white clean and sparkling skeleton hanging in the middle of the classroom. I was puzzled to see it, since it looked exactly like the one I saw in movies and was so fascinated. I could not move for some time and just stared at how Clark sir could make such a clean skeleton, I went and touched it, and could see small impressions and holes in it, then I remembered about the night when we dared to fetch it from the Seti River. Both of us started smiling when we could see all our classmates were excited and jumping around the skeleton with joy. I memorized the name of all the bones in that skeleton and when I entered medical school, I could still recall all the names of those bones and actually describe them. This was again the talk of the school. We came out of our hiding and started telling our friends with proudly how we got the skeleton, and suddenly we were heroes in the school. After that many students did the same thing and fetched many more skeletons from the Seti River and the hostels' false ceiling was full of human skeletons. Some students were putting cap and spectacles, mustache on a skull and putting spring on the jaw and played with it, which both Jayawant and I did not like since that was not our purpose.

Having grown in an environment of openness, self-discipline but at the same time great brotherhood, my 3 years in GBS was one of the best in my life. The time spent there taught me so many things, which I will always cherish. I congratulate our teachers on maintaining the high standard of education even after the UMN handed it over to the government. I am always proud to be a member of GBS alumni.







Willson Basyal, AS  
Syangja

## Science: Skepticism and Reality

Science is not merely the school and university subject that we learn to pass our exams and whereupon kick it out from our thoughts. As stated by Carl Sagan, 'Science is more than a body of knowledge. It's a way of thinking.'

From the enigmatic force of gravity that doesn't allow us to be scattered into the space, and hold us within the planet to the nanoscopic atoms that make up all the stuffs around us, is an extraordinary knowledge that we have gathered as a transcendent privilege of science.

We go about our daily lives understanding almost nothing of the world. We do not give time for knowing things happening around us which obey a set of particular laws. We do not have time to discuss our existence and know about the way the universe is rather we spare most of our time in far too general things such as in celebrities, sports and pseudo-science activities.

We need to do science. We need to be able to ask skeptical questions to interrogate those who tell us something is true. We must allocate time in order to think about, imagine and wonder about the universe which follows a certain set of rules and is governed by the laws. We need to wonder about our purpose in this cosmic existence.

Science is actually a perspective. It is the process that takes us from confusion to understanding in a manner that is precise, predictive and reliable – a transformation for those lucky enough to experience it, that is empowering and emotional.

People read stock market quotations and financial pages. See how complex they are! People are able to look at sports statistics. Look how many people can do that? Understanding science is not more that it deals with the way the universe works. Have we ever questioned ourselves? Where did the universe come from and where is it heading towards? What is the purpose of our existence?

What I believe is science is the language of the universe. It's a way out for every question mark soon or later.

Notwithstanding all these things, I go with a line quoted by a twentieth century scientist Richard Feynman.

I would rather have questions that can't be answered than the answers that can't be questioned!

Remain skeptical

Have scientific attitude.



Deepak Budha, 10B  
Kailali

## A Gem in Itself

Nepal is a seraphic land of myriad features. This wonderful land incorporates my district. It is Kailali District. It lies in Seti Zone of the far western development region. It is natural that one adores one's birthplace but my birthplace is the most exceptional one. In my understanding it is a gem in itself. Its headquarters is Dhangadhi. Kanchanpur, Dadeldhura, Doti, Achham and Surkhet make friendship with this. It is the main trade centre of far western development region till date.

Basically native Tharus and the other castes like Chhetris, Brahman cover the major part of population.

Agriculture feeds the people here. Sugarcane, cotton, oilseed etc. are produced here. Tourism also has become a source of income. However, native people are suffering due to lack of required manpower and government's less concern. Though this region is at a far-off distance, it is waiting for the government's sole concern. I am really fortunate in the sense that I was born here. If I get chance to do anything worthwhile for my district, I will move heaven and earth to develop it. That day will be the gala day to commemorate my attachment with my birthplace.





**Bhumi Bhakta Baral**  
**S.L.C. Batch 2050**  
Lieutenant Colonel in Nepalese Army  
Battalion Commander No 1 Rajdal Battalion

## **GBS, a Centre of Excellence in Education**

In military we often hear, spending time and resources in training are never a waste and to sweat in training is for saving blood in war. Similarly, in the civil society it's often heard, the best investment the parents need to make on their children is paying for their studies. I feel that good education to a student is as important as a good training to a soldier. There are some sceptics who believe that the progress that is made in their overall performance is up to the students themselves and it has nothing to do with the school. This latter argument could be true to some extent but in general it is not so and I, having gone to one of the best schools in Nepal, have a firm belief that a school has a crucial role in shaping the life of a student. If you have growing up children and you want to send them to an ideal school, you can do a quick research. As you google, you will discover the following characteristics of a perfect school:

1. School environment embraces the idea that all students can learn by creating a good family environment. This is evident from, less number of failures, dropouts and expulsion with respect to learning, discipline, staying healthy and so on.
2. The school environment works to build safe learning spaces for students to include enough space for games, not too crowded class rooms with optimum aeration, lights etcetera.
3. The school has a good educator climate where the school environment attracts teachers who are knowledgeable, care about students' learning, and adapt their instruction to meet the needs of their learners. Most importantly, school environment should be led by people who value others, their voice and need for choice. This is better augmented by some must have good infrastructure to include nice buildings, good library, workshops, laboratories and many more.
4. The ideal school environment works hard to make the curriculum relevant to the lives of students complimented by several extra-curricular activities in terms of sports, art and craft, adventures, music and plays, scouting and various social clubs. In

doing so, the school would give exposure to the students in varied disciplines; students can then choose and progress for future career as per their interest.

5. School environment works hard to develop authentic measures for assessing students' learning. Students should be assessed in terms of social and emotional competence, and development in their self-esteem among other tests. Assessment has to be done by recognizing the fact that students' success is a complex idea and measuring it must be accomplished with many tools.
6. In a perfect school there should be a good ratio of teachers to students including some visiting professors. There must be some spare teachers to do research and acquaint the school with modern trends in terms of teaching and learning and also discover the loopholes in instruction procedures prevalent in the school.

After going through the list, one might say it is very impossible to get such a school especially in Nepal. However, for the students who studied at GBS, the above mentioned points are just the reminiscence of what they had experienced during their days there. I am already feeling nostalgic in recalling the enthralling scenery in the school, well suited climate, superbly built classrooms and especially magnificent architecture of the gymnasium, The unbelievable library, modern ultra-tech laboratories, workshops, immense sports facilities, innumerable extra-curricular activities including clubs, and not to forget the great kind hearted and devoted teachers.

The ex- GBS students doing their best in different walks of life, being in job or entrepreneurship truly reflects the diverse first-hand experience gained in GBS. The school is getting identified as the best school in Nepal in different forums. The school has also been providing education to several unprivileged students through its scholarship program. Its name and fame does not end there. The school as a centre of excellence has been helping other schools to improve their all-



round competence. This endeavour benefits the most and we all should focus more on this end as there will be only limited number of students that can enrol in GBS. The theme selected for the golden jubilee of the school 'Shining to Outshine with a Golden Radiance' accurately resonates the overall excellent performance of the school.

As the school is preparing to celebrate Golden Jubilee, a small jerk went through my body clearly indicating that I am slowly growing old - some would better call it being mature. I am feeling so because I clearly remember celebrating Silver Jubilee as a part of the student team then. However, as I look back into my life, I am a satisfied fellow with a good job that I like. I have a loving family and a circle of good friends. I have travelled extensively around the world and seen many things. The success that I have achieved so far in life or in other words, what I am today is mostly because of the school I was fortunate enough to join. The broad-spectrum of knowledge and the learning techniques I learnt in GBS helped me get through

different assessments at different epochs. A few of the blissful moments in life were when simply taking the name of the school worked like the gate passes for many entrances. I am sure this must be the case with other GBS alumnae too. The school, therefore, has a great credibility and anyone who has simply heard about the school would feel that it deserves such recognition.

Finally, I am grateful to all those who made it possible for me to attend this school and I would also like to thank those kind hearted sponsors. I am indeed indebted to the entire GBS family. At the juncture of the Golden jubilee of the school, I would like to heartily congratulate the school faculty, parents, students, sponsors, the school alumnae, former teachers, and all other concerned on bringing the school to this stage. I wish it would serve as a model centre of excellence in education for many more years to come and let us all contribute in whatever way we can to this noble effect.



## My Five Years at GBS

Bikash Kumar Sah, 9C  
Sarlali

It has been long since I joined this heaven. It's true; time keeps flying. The same applies to me as well.

I am from the Terai region. The cool surrounding of GBS has struck as an awesome one. The first day was special for me. I entered the classroom 4C and sat on a single seat in the first row. Then I introduced myself to the teachers and new friends. As it was entirely a new place I happened to remember my parents and tears rolled down my cheeks. In my earlier days of GBS I was not as much satisfied as I was supposed to be. However, my life started to be normal. I was staying in the hostel under the guidance of my hostel parents. As time passed by, I felt a type of emotional attachment between my school and me. Then I began to enjoy my student life and hostel life at GBS. I thanked god for providing such a magnificent platform, for making my future secure. I found the surrounding here always full of peace and enthusiasm. This environment taught me how to be a self-disciplined, self-motivated and self-confident. GBS made me an independent person.

The ride of life has really been a bumpy one due to some hurdles and obstacles at GBS. It allows a raw student to

test himself or herself in the ordeal of fire. He or she becomes like football which is supposed to be kicked here and there. He or she then comes to know what bitter realities there can be in the early period in his or her life. The same thing has happened to me. Definitely I have been tested here a number of times. I myself have faced challenges here just to refine. From a seedling that is almost in the prime phase of life or that does not know anything, I have been developed into a fully grown plant able to endure the harshness and softness of the weathers around me. I am really thankful to GBS family who helped me a lot to bloom pleasantly in this beautiful world.

Cold blood runs through my veins when I think of separating myself from my family. However, if I had some kind of magical power, I would wish to stay at GBS forever. Still I can say that my separation from my family has given something special. It is none other than being mature regarding how to make my future secure.





मैच्याड्ग गौतम  
पूर्व नेपाली शिक्षक  
२०४१ - २०६१ वि.सं.

## गण्डकी बोर्डिङ्ग स्कूलमा रहँदाका केही अविस्मरणीय अनुभवहरू

महेन्द्र भवन राणाशासनकाल सकिएपछि स्थापना भएको थियो । त्यस बेला केटीहरू कमै पढ्न जाने गर्थे । सुरुमा त्यहाँ धेरै उमेरका विद्यार्थी पढ्न आउँथे । त्यस्तै गण्डकी बोर्डिङ स्कूलमा पनि धेरै विद्यार्थी थिएनन् । कक्षा एकमा केही त राम्ररी बोल्न पनि जान्दैनथे । कतिले त मलाई 'ए भाउजू !' ए दिदी ! पनि भनेर बोलाउँथे । उनीहरू ज्यादै ज्ञानी, आज्ञाकारी थिए । पोखराका धनीमानीहरूका छोराछोरीहरूले कहिल्यै घमण्ड गरेनन् । कक्षा एकका विद्यार्थीले पनि आफूले खाएको थाल कचौरा आफैले माभुने गर्दथे । ठुलाहरूले भान्साका कामहरूमा सहयोग गर्दथे । सबै कक्षाका साना साना बारी पनि थिए । विद्यार्थीहरूले साग, सब्जी, विरुवाहरू लगाउन सिक्थे । सबै जाँगरिला, नयाँ कुरा सिक्न इच्छा राख्ने र स्वावलम्बी थिए ।

सन् १९५७ नोभेम्बर १४ मा युएमएनले महेन्द्र भवन स्कूलको स्थापना गरेको थियो । त्यो स्कूलको स्वर्ण जयन्तीमा पनि मलाई निमन्त्रणा आएको थियो । अब गण्डकी बोर्डिङ स्कूल पनि पचास वर्ष पुग्न लाग्यो भन्ने सुन्दा मलाई धेरै खुसी लागेको छ । यस स्कूलको सुरुको समय पनि धेरै कठिन थियो । कुनै किसिमको सहूलियत थिएन । म सन् १९७१ मा यहाँ आएकी थिएँ । त्यस बेला धेरै U M N / INF का स्टाफ थिए । हालको माथिल्लो भागमा सम्पूर्ण कुराहरू कक्षा कोठहरू, होस्टेल प्यारेन्ट बस्ने घर, भान्सा घर सबै भकारीको भित्तो भएका र खरले छाएका थिए । मैले यहाँ आफ्नो सामान लिएर आउँदा Mr. Colin Smith ले मेरो बस्ने कोठा देखाउनुभयो । वहाँ आफैले मेरो कोठा रातो माटोले लिपिदिनु भएको रहेछ । त्यो पहिलो रात पटकै निदाउन सकिनँ । केटाहरूको होस्टेल देब्रेपट्टि अनि दाहिने पट्टि जापानी आन्टीको कोठा थियो । रात परेपछि मलाई सारै नै डर लागेको थियो । तर हाल गण्डकी बोर्डिङ स्कूल सम्पूर्ण सुविधा सम्पन्न छ ।

गण्डकी बोर्डिङका प्रथम विज्ञान शिक्षक जसलाई पुतली सर पनि भनिन्थ्यो, वहाँले जम्मा गर्नुभएका पुतलीहरू गण्डकी बोर्डिङमा र पि.एन.क्याम्पसको म्युजियममा पनि राखिएका छन् । वहाँ धेरै dedicated शिक्षक हुनुहुन्थ्यो । अब Tomoko Sukala (जापानी आन्टी) पनि त्यस्तै dedicated स्टाफ हुनुहुन्थ्यो । वहाँ चाहिँ होस्टेल मदर र स्कूलको नर्स पनि दुवै काम गर्नुहुन्थ्यो । त्यस बेला गण्डकी बोर्डिङमा एक कक्षादेखि पढाइ हुन्थ्यो । बच्चाहरूको राम्रो स्याहर सुसार गर्नु पर्थ्यो । जापानी आन्टीले नै दिनहुँ बच्चाहरूका फोहर लुगा पनि आफैले धुनुहुन्थ्यो । एक पटक चैते हुरीमा स्टाफ हाउस तथा होस्टेल भत्कियो । घरले थक्क भुइँमा घुँडा टेक्यो । होस्टेल त हालको मैन्टेनेन्स विभागमा अनि म र जापानी आन्टी हाल जेनेटर रहेको सानो कोठामा धेरै समयसम्म सँगै बस्यौँ । त्यस्तै आइ.एन.एफ. स्टाफ चाहिँ बगरमा रहेको आइ.एन.एफ. कम्पाउन्डमा बसे । यस्तो कठिन समस्यालाई पनि स्कूलले पार गरेर अघि बढेको हो ।

गण्डकी बोर्डिङमा छात्रावास (Girls Hostel) को व्यवस्था सर्वप्रथम भण्डारी डहर अमरमान सिंहको घरमा भएको थियो । यसमा जम्मा ६० जना केटीहरूको लागि बस्ने व्यवस्था गरिएको थियो । होस्टेल मदर चाहिँ आइ.एन.एफ.की एक जना महिला र म थियौँ । त्यातिखेर कक्षा कोठाहरू पनि खरको छानामुनि डेस्क राखेर पढाइन्थ्यो । एक पटकको कुरा हो कक्षा कोठामा एग्रीकल्चर फारमको बड्गुरले खरको भित्तो च्यातेर कक्षा कोठाभित्र पसी किसिमै गरेको थियो । कहिले कहिले त वर्षायाममा खरको भित्तोले पानी नछेकेर कक्षाभरि पानी नै पानी हुन्थ्यो । त्यो समयमा आफूले खाने भाँडा (थाल, कचौरा र गिलास) विद्यार्थी स्वयंले घरबाट ल्याउनु पर्थ्यो र खाना खाएपछि आफैले सफा पनि गर्नु पर्थ्यो । खासगरी भान्साको काममा विद्यार्थीले भान्छे



मामालाई सघाउनु पर्दथ्यो ।

सबैभन्दा पहिलो एस. एल. सी. व्याज परीक्षामा शतप्रतिशत सफल (उत्तीर्ण) भएकाले तत्कालीन सरकारबाट स्कूलले निकै रकम प्राप्त पनि गरेको कुरा पनि मलाई सम्झना छ । हाम्रा त्यातिखेरका प्रिन्सिपल Jonathan Lindel जो फाउन्डर प्रिन्सिपल हुनुहुन्थ्यो, वहाँले त्यो पैसाले हालको डाइनिङ हलको लागि स्टिल फेक्ट्रीबाट स्टिलका प्लेट र मग किनेर ल्याउनु भएको हो । मलाई लाग्छ आज पनि हामीले वहाँप्रति धन्यवाद ज्ञापन गर्नु पर्छ र उहाँको त्यो गुण बिसर्नु हुँदैन ।

यो स्कूल भवनको निर्माण गर्न Mr. Bob Buckner ले रातदिन धेरै परिश्रम गर्नुभयो । साथै उहाँकी श्रीमती Hazel Buckner ले खरको छानोको कक्षा कोठामा एउटा दराजमा धेरै पुस्तकहरू राखेर पुस्तकालयको स्थापना गरेर काम चलाउनु भएको थियो र पछि हालको पुस्तकालयको पनि स्थापना गर्नुभयो ।

अब हाम्री Dedicated Teacher miss Kristeen Stone को शिक्षणले विद्यार्थी र शिक्षक दुवैले धेरै फाइदा लिए । उहाँले नेपालका स्कूलका लागि धेरै पाठ्य पुस्तकहरू जस्तै English, Maths, Science र Social जस्ता धेरै विषयका लेख्नुभयो र लेख्दै पनि हुनुहुन्छ । उहाँ त अबै पनि धेरै दुर्गमा क्षेत्रहरूमा गएर विद्यालयहरूमा सहयोग गर्दै हुनुहुन्छ । हाल उहाँको स्वास्थ्य त्यति राम्रो छैन । तैपनि कामबाट थाक्नु भएको छैन । उहाँले तन, मन र धन सबै लगाएर गर्नु भएको निस्वार्थ सेवा नेपाल र नेपालीले कहिल्यै बिसर्ने छैनन् ।

हाम्रो अन्तिम UMN Head Sir Dr. P.v. Chandy Sir : उहाँ पनि एक आदर्शवान् व्यक्ति हुनु हुन्थ्यो । चण्डी सर आउनु भएपछि गण्डकी बोर्डिङ स्कूलमा धेरै परिवर्तन भए । उहाँ एक ज्ञानी, दानी र मायालु स्वभावको व्यक्ति भएकाले स्कूलको सबै स्टाफहरूलाई कसरी राम्रो सुविधा दिएर सुखी र उच्च मनोबलको बनाउने भन्ने कुरामा सधैं लागि रहनु हुन्थ्यो । विद्यार्थी, शिक्षक, कर्मचारी सबैसँग उहाँ राय सल्लाह लिनु हुन्थ्यो र त्यसै अनुसार काम गर्नु हुन्थ्यो । उमेरको हदले अवकाश प्राप्त भएपछि पनि मलाई “विद्यार्थीहरूको

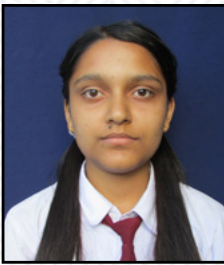
भलाइका लागि गुरुआमाले जहिले सम्म काम गर्न सक्नुहुन्छ वा जहिलेसम्म काम गर्न चाहनुहुन्छ स्कूलमा काम गर्न दिनुपर्छ” भन्ने कुरा विद्यार्थी तथा स्वयम् प्रिन्सिपलबाट पनि भयो र आफूले सकेसम्म सन् २००५सम्म मैले यस विद्यालयमा काम पनि गरें । दोस्रो पटक पनि मेरो खुट्टो फ्याक्कर भयो र काम गर्न नसक्ने भएपछि मात्र मैले शिक्षण कार्य छोडेकी थिएँ । पोखरा विश्वविद्यालयबाट सम्बन्धन प्राप्त गण्डकी कलेज अफ इन्जिनियरिङ एण्ड साइन्सेस (GCES) को स्थापना तथा निर्माणमा पनि डा. पी.भी. चण्डीको मुख्य भूमिका रहेको छ । त्यस्तै स्कूल कम्पाउन्ड भित्रै बोरिङ गरेर स्कूलको लागि सधैं पानीको सुविधा पुऱ्याउने जस्ता महत्त्वपूर्ण कामहरू चण्डी सरबाट भए ती कहिल्यै बिसर्न नहुने काम हुन् । अब हामी पनि यस्ता असल व्यक्तिका परोपकारी कामबाट प्रेरित भएर जीवन सफल बनाउन तिर लाग्नु पर्छ भन्ने मलाई लाग्छ ।

म खुसी छु किनभने मैले युनाइटेड मिसन टु नेपालले स्थापना गरेका महेन्द्र भवन तथा गण्डकी बोर्डिङ स्कूल दुवै विद्यालयमा सेवा गर्ने मौका पाएँ, इमान्दारीका साथ सेवा गरें । गण्डकी बोर्डिङ स्कूलमा ३२ वर्ष र महेन्द्र भवनमा १० वर्ष साथै गण्डकी बोर्डिङ स्कूलकै शिक्षक विकल शेरचनज्यूले स्थापना गर्नुभएको अन्तपूर्ण स्कूलमा ५ वर्ष शिक्षिका भएर काम गरें । आज आफूले काम गरेका ठाउँ सबैतिर उन्नति भएको, विकास भएको देख्न पाउँदा मलाई खुसी लाग्छ । यति लामो समयसम्म काम गर्ने शक्ति दिनुभएकोमा म ईश्वरलाई पनि धन्यवाद दिन चाहन्छु ।

विद्यार्थीहरूबाट पनि मैले जीवनमा धेरै माया पाएँ । सबै साथीहरूबाट र सबै अभिभावकबाट पनि मैले धेरै सहयोग र आदर पाएँ । अब मैले पाउनुपर्ने कुरा पनि केही छ जस्तो लाग्दैन । मेरा प्यारा विद्यार्थीहरू, साथीहरू सबैप्रति हार्दिक आभार प्रकट गर्दै सबैमा ईश्वरको आशीर्वाद रहिरहोस् भन्ने कामना गर्दछु । धन्यवाद !







**Smriti Adhikari, 9B  
Kaski**

## **Mother: The Most Precious Gift for Us**

The first person we see when we open our eyes for the first time in this world is our mother. She is the person who loves us more than her own life. She is the only person who lives with us the whole life and never seems to be fed up with our silly mistakes. It is said that a mother is like salt in the food. We do not feel her importance in her presence, but we cannot live in her absence too. A life without our mother is a living hell.

Mother is the reincarnation of goddess. She is a perfect example of kindness, modesty and forgiveness. No living being in the earth has the heart bigger and kinder than the mother has. She has a heart which can swallow and digest all our mistakes. A mother's heart is always providing warmth to us which has the strength to fade away all the

gloom in our life. Her lap is the most comfortable place for a person no matter how old s/he grows. She is the first best friend with whom we share all our love and anger. The best person for us in our life is our mother. So never let her be away from us with our stupid acts.

A mother bears a lot of problems and anxieties for us. So, it's our turn to be her helping hands after she grows old. No mother can tolerate disrespect from a child she had loved more than her life. So, let's work for our mother, for their work and sacrifice they bore for us. Nothing is much better service than helping your mother and bringing a wide smile in her face.



**Hardik Shrestha, 10A  
Kaski**

## **Evils and Benefits of Competition**

Competition is an act to compete with other persons. We can find competitions in every aspect of nature. Even nature itself is a platform and all other living creatures are the components. In the long run, the creatures of earth tussle for their survival and existence. From a very small and micro-organism to a prodigious organism, there are continuous competitions. The competition has its own benefits and evils inside it.

Yes, it is true that there must be competitions in every aspect but it must be fair and healthy one. The world is developing briskly. People are changing day after day, minute after minute and second after second. It is not the time when people were in the lowest strength of development and behaved like wild animals. It is the era of 21st century where there is maximum number of wise people. We have to select wisest among the wise and best among the good. In this regard, competitions can be very beneficial and effective. Through the competition, the most capable body can come to the top with his/her new and creative ideas. With the competition people can manifest their abilities and strength to the world. It is obvious that every person has zeal to be in the front row. Competitions

help to sharpen the capacities and skills which ultimately shorten one's step towards the door of success. A person can also check his/her abilities with competitions. A canny person always takes competitions in a positive way. He/she tries to find the weakness. After one competition, we can prepare ourselves for the upcoming competition fulfilling the rooms for improvement.

Competition has its evil that hides inside it. We never want failure in our life. Human beings are such creatures who have a habit to success only when a person fails to compete with others, and then they find a diabolical way to beat their opponent. Such persons change the word 'competition' to negative. They have a strong feeling of revenge and to take revenge, they can go to any extent. If we develop such absurd sense of revenge, then our career will come to an abrupt halt. A competition may also develop a negative power around us. Some of the people take part in competition with evil motives. They are in competition only to annihilate others' happy life. With the aid of competition, some educated fools want to be on top to control others.





## GBS: A Great Social Experiment

Mitra Pariyar  
An Ex student  
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Every time I recall my life at Gandaki, I remember a famous Roald Dahl novel: the day I received a letter informing that I had been awarded a scholarship to go to this elite school, I was as happy as little Charlie when he found the last golden ticket to visit Willie Wonka's mysterious chocolate factory. And my life at the school was sweeter than the best chocolate in the world.

Having lived in the UK and Australia, I can proudly say that there are few schools in the world better than GBS in its academic and sporting and other programmes. It's a shining example of a great partnership between Christian charity and Nepalese sincerity. Thanks to an almost life-long hard work and dedication of many academic and support staff, the school has produced thousands of doctors, engineers, scientists, teachers and many others who are working at home and abroad. Several volumes could be written about the many contributions the institution has made to the country and to the whole mankind.

Above all, I think our school's most honourable role has been in inculcating best human values in the young minds. My best part of growing up there in the eighties and the nineties was the blurring of all social

boundaries: class, caste, ethnicity, region, religion, race, nationality. I, therefore, remember Gandaki Boarding School as a little oasis of social justice; an island of social, cultural and economic equity.

Son of an impoverished and so called Dalit family I had grown up with many pampered children of wealthy parents – without realizing it. This was a community totally different from the society we came from. To an extent, we are likely to be remolded once we move out, of course, but I'm certain that the world view of everyone who has studied and lived in my school is quite different from those of others. This, I believe, is an unseen but best contribution of the school to society.

(Mitra Pariyar is a graduate of Oxford University and is about to complete his PhD in Sociology from Macquarie University, Sydney. He worked as a Political Officer in the Embassy of the UK located in Lainchour, Kathmandu. He provided GBS library a good stock of books costing about Rs 70000: 00 a few years back through the Embassy of the UK.



Subash Gurung, 6A  
Gorkha

## My Hostel Life

Hostel is just like a home but school is like an institution. My hostel life is a comfortable one. I have got many friends here to play with. It is not my home. Anyway, it has given me many things that I require. My life here goes normally.

The school administration has provided a hostel parent to look after us. Every time he is available to help us. He guides and instructs us. We really respect him. Apart from him, we have got an assistant hostel

parent who looks after us only one day. We have got a captain to look after us and also to control us. We make some rules to run our hostel smoothly and properly. We follow all the rules.

There are many types of duties to be done. I do the duties sincerely because such duties make me learn things that I may need in future. I feel proud to be a part of the hostel.





**Parvathy Uprety**  
A Former English Teacher  
Working Period 1995 - 2002 A.D.

## My Memory of GBS

It just seems like yesterday, that I had first stepped on the grounds of GBS. But it was September 1995. I had been called for an interview to GBS for the post of an Accounts Teacher. When I entered the gates and stepped on the stone pavements and saw the high snow-clad mountains, the Annapurna ranges, it was breathtaking. I just stopped and completely immersed in the beauty of the mountains forgetting myself. The evergreen environment, the unique structure of the GBS buildings and the strength of the school just empowered me and I prayed and wished I would be selected as the teacher of the unique school. To my utmost luck my dreams came true and I became part of GBS from November 1995 as an Accounts Teacher. I was just in my early twenties then.

When I entered the classroom and got introduced by Mr. John Barclay to the Grade 9 students I was filled with awe. I had mostly boys who seemed to be taller than I was and in their teens. I had to watch out my steps and create a first impression. So, I started off with my introduction and journey of life from the village Mallaj of Parbat to Bharathiyar University of Tamilnadu, South India. My fluency in English helped me to connect with the students and I easily set up my journey there.

We as the members of the GBS staff were very blessed, as we were given staff quarters. We stayed within the compounds of the school. The school had nine hostels, dining hall, staff quarters, gymnasium, big grounds and kitchen gardens for the staff.

I was given the responsibility of Assistant Hostel Mother of Senior Girls (class 8 to class 12). I was wonder-struck by the hardworking girls who in spite of reminding would sleep late night and wake up early to get the best academic results. I felt very blessed as we had the best and talented students from all over Nepal who were selected on merit basis. The students were either from very rich backgrounds or needy families who received full scholarship. It was a great joy to teach such wonderful students who were always eager to learn more and more. I had the most cherishing moments and great experiences for 12 years in the company of the bright and all-rounder students. I still remember my reward

for the students, if they worked well, I would tell them the episodes of Sherlock Holmes, detective stories. The students simply adored the stories and so did I. I stayed late night reading Sherlock Holmes to share it with the students.

I met my loving and caring husband Mr. Durga Prasad Uprety who was in the English Department. He had joined the school after me. We got married amidst the company of the staff and the students in the Shivalaya temple just behind the school. We were blessed with the birth of our gorgeous sons Abishek and Anurag, who were warmly welcomed by our mum and the GBS family. Our mum looked after the boys completely as both, my husband and I were teachers and busy with our work. I cherish each and every moment spent at the wonderful institution and feel truly blessed to have had the company of our awesome colleagues and students who have occupied a place in our heart, forever.

GBS was entirely a different world; we had never ending chats after school with our friends. Our children would play out till late night. It was a home away from home and so safe with such beautiful people. We got to be part of each other's' celebrations, lived as a large family and supported each other in our ups and downs. May God bless this school and all the wonderful people! We pray to God for the growth, peace and success of the school always. We wish the school to have a blessed and peaceful Golden Jubilee Celebration. We truly thank the school for inviting us in this auspicious moment and feel sorry for not being able to be present. But our hearts and best wishes are always there for the wonderful institution which inspired and nourished me to be what I am today with the experiences gained out there. We indeed feel proud to hear the success stories of GBS students in different parts of the world. Thanks to face book which has helped us to connect with everyone and know their whereabouts.

*(Together with another former English Teacher Mr. Durga Uprety, my beloved husband)*







## My School is My Pride

Bindu Koirala  
S.L.C. Batch 1993 A.D.  
Member of Chamber of Commerce and Industry, Pokhara

It's my pleasure and honor to get this opportunity to write a few words of best wishes on the occasion of Golden jubilee of my school, Gandaki Boarding School. My school is a temple of learning and training ground for future citizens. Today if there is any institution which exerts the greatest influence on us after the family, it is the school. The years that we spend in school are not merely time spent in learning and filling our minds with knowledge, but also time spent in moulding our character, acquiring various attitudes and imbibing basic principles of life. The basic traits of our personality are formed during our school days.

I am proud to announce to be the first co-educational batch of GBS where only sixteen girls got an opportunity to study. We felt so good to wear our unique school uniform and the badge which contained strong words of motto: knowledge, character and service. When I first entered GBS on my first day as a girl student I was so surprised to see the systematic rules and regulations from the assembly when the day began and till the day ended. Since I came from a Nepali medium school I was ignorant about the question asked by Narayan Prasad Uprety sir which I remember I answered wrongly even though I knew the answer, just because it was asked in English. I became shy when the whole class laughed at me. I joined GBS in 1986 and passed SLC in 1993, 22 years back, which I feel just like yesterday. Coincidentally, my son Kabil did his schooling and +2 level in GBS and we both mother and son are ex-students now.

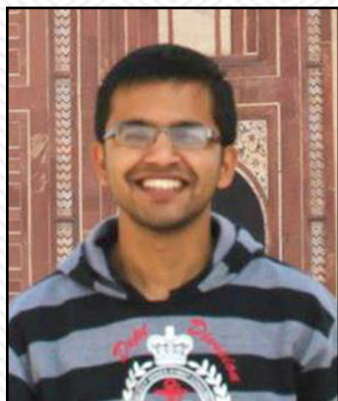
Who knows what really life is? Who had guessed we would know each other? But Lord of the hidden hatch has enlarged my eyes to see, know and understand the importance of GBS on time for which I think it's my great luck. I was inspired by different types of competitions, duties and responsibilities apart from

our study. There used to be the sports day program and the cultural program. I was announced to occupy the 3rd position in fitness competition in class four and I improved myself and secured 1st position the year after. Likewise, I was continuously awarded as the best disciplined student. I was given responsibilities of house captain, class captain, hostel leader from which I was able to develop my leadership. At this moment I would like to remember and thank all GBS family who took responsibilities of their own from their side. Thanks a lot to teaching and non-teaching staff of GBS. Thanks a lot to dhobi sisters and mamas, catering services staff, cleaners, security guards, maintenance staff, tailors, drivers, receptionists, telephone operators, shopkeepers, sports teachers, librarians, hostel parents, class teachers, subject teachers, all heads of departments, PTA representatives, administrators, vice-principals, advisors, SMT and the principals. Role of each and everyone was so important to run school smoothly and successfully. Again I am proud to be the part of GBS as an ex-Gandakian. Wherever I am today and whatever I do today are possible by its background. I am involved in following non-profit making social organizations:

1. Worked as Pokhara Valley town Development committee. Nominated by ministry of physical planning for two years
2. I have been working as the Executive member and women entrepreneur chairperson at Pokhara Chamber of Commerce and Industry for ten years.
3. Treasurer of Rotary club of Pokhara, Newroad for one year (till now)
4. Pokhara Sub-Metropolitan level-local peace committee member for five years (till now)
5. The Executive member of Federation of Nepalese Blind Students (FNBS) for six months (till now)







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## **600 Hundred Thousand Rupees Lottery- A memory of My Journey with GBS**

In Chaitra of 2054 while everybody was busy harvesting the winter crop and preparing the field for maize plantation in western hills of Nepal, my mother was struggling to figure out how she would send me to Pokhara to study at Gandaki Boarding School where I was selected for studying. We were four in the family, my grandfather was old, my brother was just few years older than me and my mother had never been to a city on her own. Finally we traced one of our neighbors who was working in Pokhara who apparently was visiting the village then and my mum requested him if he could take me along with him and leave me in the school. I went along with him to Pokhara and then to GBS.

A 10 year old child would obviously find it difficult to leave his mum but somehow I didn't. I don't know why. I find it surprising now as I see my nephew being frightened by saying if he doesn't study he would be sent to the Boarding school and then he starts crying. While the school environment was better than what I had imagined from the village, it quickly faded. I started finding myself odd, a distinctly identifiable village boy finding it difficult to mix up with the city kids. Then came the most difficult part of my school days; those days, the introduction-session in class (every year) would include questions among others, 'what does your father do?' This is the single question that made me cry every time they asked. My father is no more with us was something I would utter and burst into tears. I wished this was never asked.

The school was such a large home, filled with diversity where one could adjust and find the likes of his own. It was only a matter of time. As I was settling in the school, news had spread in the village saying the kid that has gone to Pokhara again won a lottery of 600 hundred thousand rupees. Excited and unable to find the details, everybody thought that fate of my family would change now. 600 hundred thousand rupees was a good amount of money for the villagers then. Now the question was how and when I won it and who had got the details. Somehow some teacher from the village

had heard the announcement in the Radio Nepal that I was selected for studying in Budhanilkantha School in Kathmandu. Since I had already gone to Gandaki Boarding school, he estimated the total fees one would have to pay for studying in Budhanilkantha School and since I would not go there he thought I would get the money. This logic was explained in the village and everybody thought it to be valid since who would better know things than teachers in the village. After all, they were the only educated people in the village.

Then came the most difficult question, how do we approach Budhanilkantha School and get that 600 hundred thousand rupees? Since the sum was huge, everybody thought it would deserve some efforts. Then a teacher in Budhanilkantha School who had his in-laws staying in our village was traced. There was no telephone in the village then. One had to walk an hour to reach the other village where there was a telephone booth and one had to stand in long queue before making a call. Finally when the teacher at Budhanilkantha School was contacted, he replied to the lottery query saying yes, the kid has won a lottery and the amount is more than 600 hundred thousand rupees.

What was disappointing was the comment that followed. The money is real but you are not going to get the same in cash. He told more about Budhanilkantha School and how it had changed future of students like me and somehow convinced my mother that I should immediately leave Gandaki Boarding School and get admitted to Budhanilkantha School. The 600 thousand rupees lottery thing turned out to be sort of prank though it was not. The next worry for my mum now was how to get me admitted to Budhanilkantha School because everybody had by then started telling that Budhanilkantha School was better and if I miss, I would miss a great opportunity.

With a lot of efforts, my mum and my maternal uncle managed to come to GBS and requested the school about taking me out and getting me admitted to Budhanilkantha School. I exactly don't recollect but the



school wanted us to repay the admission fees before I could leave. The amount would have been far less than the monthly fees of schools today but we could not afford. I wasn't very aware about both the schools except for the fact that both were good schools as everybody said. I told my mother that GBS by no means is less than Budhanilkantha School and I was enjoying my stay at GBS and then I continued studying at GBS.

That's how my Journey with Gandaki Boarding school started almost 18 years back. 9 years have passed since I left the school. As a working professional who am now in the initial phase of my career, I dream and aspire to do many things in life and as I look back, I realize how the school has changed my life. As a student also, whenever

I stood first in class, I would think of so many great things, I would do in life to change the society and even the fate of my country but as I write this memoir, I can feel the power of small things like how providing good education to a child can change things for better. No great revolution would be required to change the fate of this country if every child gets an opportunity as I got at GBS. The sad part is amidst everybody running after the next big thing, the giant leap forward and many more big hairy audacious goals (as they say in management), we as individuals and society fail to realize the power of small things that can make this world a better place to live in.

सुन्दर



Sachin Koirala  
S.L.C. Batch 2059 B.S.

## Wonderful Memories of GBS

Whenever I try to recall my GBS, I always remember Bam Dev sir quoting 'this is the best school in the nation, you may not feel that today but once you leave this school, you certainly will'. Absolutely true!

I can still remember, it was the month of Falgun, 2053 when I entered this school as a student. I was not feeling that happy to leave home and stay in a hostel. It was Hostel No. 3 (Himalchuli) and Ganesh Kunwar sir was the first person to counsel me that staying in hostel would be fun. I think that was the last day I actually felt bad about it. Since then, my identity changed as a boarder student. It was a home away from home. The care from the hostel parents, playing, quarrelling with friends, the gossips, rush for the canteen, hostel duties, everything was fun. Even today I smile to myself when I remember my days in hostel 3 and hostel 4.

Studying in GBS was a different thing, I felt no pressure; learning was always fun. Maichang miss used to make us sing with joy, Nepali subject felt so good to learn. Maya Madam's stories are good sharing even today. Science practical classes used to be some of the best things there. We actually saw science happening. Maths was like playing. Studying sometimes on the ground, in the library and in the lab never made us reluctant to enter the classroom. Study hours were fun, especially when we used to have hour long chats and regret not completing the homework.

The Physical Education classes, tournaments, inter-house competitions, Thursday classroom assemblies, occasional parties, cultural shows, everything made GBS stay so wonderful. Greetings and chocolates from Principal Dr. P.V. Chandy on birthdays and Christmas were so good; they actually used to make our day interesting.

Friends there were so good, so true. We used to play, fight and bully each other and also used to get back to a single dormitory at the end of the day and wake up fresh next morning. Sharing friend's noodles etc. sometimes was fun. Watching Saturday movie in hostel common room was no less than on a movie theatre. Getting ideas from the friends' notes, homework, practical was fun.

I think I remember every single day spent in GBS. There was nothing like the best day or the best moment; everyday was equally good and every single moment was worth remembering. Teachers and friends there are still the best ones.

Today when I look back, I am very thankful to GBS and everyone there who laid the foundation in me to be what I am today. GBS plays a big role in every success of mine. Joining GBS was the best decision of my life. I often sing 'those were the best days of my life....'

सुन्दर





**Susen Shrestha**  
S.L.C. Batch 2062 B.S.

## The Other Gandakian

I always wondered what it is like to be the other Gandakian from a different educational and infrastructural background, from an era of thoughts unlike mine. Will those barriers obstruct the basic soul of being a Gandakian as a whole? Will those spaces in terms of age and generation create a kind of uncomfortable silence when, out of the blue, two Ex- Gandakians meet? These questions are more of a subjective one than just giving a simple yes or no answer. And I am also trying not to answer here; it's completely my point of view of things I have experienced for the past few months.

EGBOSA (Ex- Gandaki Boarding Students' Association) was an acronym which hummed around for a long time when I was in school. The elongated name gives almost all the information that the abbreviated form is hiding, strangely so during my days at school I never had a hint of imagination that I will be one of its members. The sole reason must have been the child inside me, which constantly said that I was not going out of school and many times I looked around myself to know that the assertion was wrong as wrong. Ten years have passed since I passed my SLC examination and it took me the same amount of time to realize that I am a part of EGBOSA. Until then I had a body elsewhere, heart and mind always with GBS. The pain of not being with GBS and following its routine haunted me for a long time and to be frank it has not stopped till date. When I look back and analyze the way my life has progressed, being with GBS for glorious nine years always stands out as a highlight. I think, the latter few lines must sound my deeper nostalgia rather than what I was taking as the main topic itself. Off track you may guess?? Not so. What if it's not just me who misses school with deepest sadness? What if I am just a name in a long list of Gandaki's products that has similar emotion regarding the school? I have doubted that question for a very long time.

After the nation was shaken by the devastating earthquake, I was called to be part of the EGBOSA team and serve the nation with my technical assistantship and I was more than happy to do so. I had a wonderful opportunity to spend time with respected senior "dais" and "didis". Some rightfully like my elder brothers and sisters and

a few like my dad! We all worked together in order to complete the mission. Any way the interest is not the mission here but the way it was achieved. That we had been guided by the same driving force of "knowledge", "Character" and "Service" was evident. The motto was never discussed nor was anybody strictly ordered to do so but it was flashing everywhere in our work. It looked like it had changed a certain amount of protein in our DNA to act accordingly. Outside work we talked about the things which sounded dear to us. They all were about GBS and the incidents that were imprinted in our minds. We sang songs which sounded local to Pokhara. We discussed slangs and nicknames that were handed down with lineage. I always felt my attachment with the senior group. I found each of them completely fitting the outline of some of my friends. Both the glimmer of their eyes (when they laughed) and their talk about GBS never allowed me to feel that they have grown old. With every memorable talk of GBS they were turning back to their childhood; the same way I do with any of my GBS friend. I could not imagine any of them involved in serious professional background whenever they cracked jokes about their friends or laughed their heart out.

I stepped into the school library nearly after a decade and the first thing so distinctly peculiar about it, has always been the smell and aura didn't disappoint. There is no name or duplication for the smell. It's just how our library breathes. The very next moment I inhaled the smell I was carried back to the first day I stepped in the school library. If someone could take a video of my soul from just above my head, the captured image would have been a boy, a little (fat) scared boy who would wander around the places of library to see pictures of lost Roman Empire or read the story of three little pigs. It was juxtaposed with so much emotion; my heavy eyes were filled with a vague reaction like why this thing must have come to an end. The vibes with my senior were more or less same and their memories were outburst with mischief each one did; many of which I could recount doing them myself or by my friends and who knows the same pattern might be in existence today as well.

सुसेन श्रेष्ठ





Subarna Poudel, 12A  
Bardiya

## Knowledge, Character and Service

Gandaki Boarding school is our country's first and only regional school. Since its inception it has been running with a mission to provide students quality education, teach them moral values and build up the habit of service in them. That's why school has selected its motto 'Knowledge, Character and Service'. Many of us haven't thought about the meaning of the school's motto and why our school had this kind of motto. If we think broadly, the school's motto has great value in our life.

GBS provides quality education through highly qualified and dedicated teachers with the help of quality resource. It believes in the holistic development of the children. It offers theoretical learning as well as practical adjustment in various fields. It provides tranquil and conducive study environment within its premises where students are free enough to fulfill their thirst for knowledge. GBS students are also motivated time and often with different fruitful programmes and find themselves career oriented. As GBS does not have trend of rote learning with physical assault, students are given freedom of knowledge. In fact GBS is the school of bright and selected students. Every student has their high potential here. It's the students' duty to be conscious and grab all those opportunities at GBS. They need to work hard in order to prove themselves the best ones and make GBS a renowned institution. Students are lucky enough to get admission here.

GBS itself is considered as a big family. It accommodates the students from various backgrounds. Such students have emotional attachment and tolerance as we find in our family. GBS is a place where we do get chance to experience different personalities with their way of life. This makes us familiar with the value of character in our life. GBS is a big platform where we learn good culture and many other things required in life. As a family, it helps to develop feeling of brotherhood and sisterhood among us and maintain emotional attachment with those people who become a part of our life. Noticeably, it teaches us how to respect seniors and love juniors. To develop moral character and teach culture are the missions of GBS. The development of good culture is possible with the combined effort of both teachers and students mutually. Whatever GBS is teaching students is

important in our life. We need to radiate positive vibes and always follow good culture. In present context, students are much more influenced by western culture. It makes them forget their originality, culture and their way of living. So it's the responsibility of GBS to teach them what our originality is.

Service is also an important part of GBS motto. Many people in GBS are putting their hands together with the feeling of self-esteem. They are dedicated to their own jobs. Teachers spend day and night preparing themselves for the next day presentation; administrative staff work hard day and night and students who are important part of institution work with motivation to pave their life. GBS bell is the reminder of each and every duty of the student from the personal point of view. In every field students are learning the value of service. They are guided with different life skills and they are encouraged to develop the habit of selfless service. Different club programmes, hostel activities and volunteering services teach students the way of service. It is also a part of learning life. If we cannot develop the habit of service to mankind, our knowledge and character will be worth nothing. So, GBS teaches us a lesson that selfishness leads to sorrow and service leads to satisfaction. In my opinion it is a gallery of arts where students create image themselves and make it known to the world.

Lastly GBS teaches us how to be practical and natural and follow its motto 'knowledge, character and service' in each and every step of life. Our school is outstanding in all aspects. As it is celebrating 50 years of its excellence, its another duty is to maintain its excellence in the upcoming years and go further. As a GBS student I have spent my nine golden years at GBS where I learnt to stand upright on my own. It has helped many of its scholars to try to be the best and succeed in their life. Honestly it is like a panacea. It depends upon our outlook and thinking towards it. We need to fulfill all three important components of GBS motto in our life, and then only can we proudly call ourselves the Gandakians.







अतन लामा  
पूर्व शिक्षक  
सन् १९७८-१९८१

## मेरो दृष्टिकोणमा जिबिएस

सर्व प्रथम म गण्डकी आवासीय उच्च माध्यमिक विद्यालय (जिबिएस)ले स्वर्ण महोत्सव मनाउन गइरहेको उपलक्ष्यमा सम्पूर्ण विद्यालय परिवारलाई मेरो भित्री हृदयदेखि हार्दिक बधाई ज्ञापन गर्न चाहन्छु र जिबिएससँगको मेरो नाता, सम्बन्ध र अनुभव बाँड्छु भने अवसर प्रदान गर्नु भएकोमा म अति नै कृतज्ञ छु ।

वि.सं. २०२७ सालमा म भक्तपुरमा अवस्थित पब्लिक हेल्थ पोष्टमा काम गर्थे । त्यहाँ ३ वर्षसम्म काम गरेँ । तीन वर्षपछि उक्त मिसन हस्पिटल बन्द हुन बाध्य भई त्यहाँ काम गर्ने हरेक कर्मचारीहरूको बिल्लीवाठ भयो । त्यहाँबाट निस्किएपछि भाग्यवश मिस्टर जोनाथन लिण्डेल, जो बोर्डिङ्ग स्कुलको हेड मास्टर हुनु हुन्थ्यो, उहाँसँग मेरो चिनापरिचय हुन पुग्यो र उहाँले नै मलाई जिबिएसमा काम गर्न बोलाउनु भयो । जिबिएस त्यो समयमा मेरो लागि नौलो थियो तर मिस्टर लिण्डेलले दिनु भएको निम्तोलाई स्वीकार गर्दै जिबिएसको सदस्य भै त्यहाँ काम गर्ने अवसर पाएँ । यो मेरो लागि अति नै अहोभाग्यको कुरा हो ।

जिबिएसमा मलाई तीन वटा जिम्मेवारीहरू सुम्पिएको थियो । मेरो पहिलो जिम्मेवारी कक्षा ४ देखि १० सम्मको लागि हेल्थ टिचरको थियो । अर्थात् मैले जिबिएसमा हेल्थ टिचरको रूपमा पहिलो जिम्मेवारी निभाएको थिएँ । मेरो दोस्रो जिम्मेवारी भनेको हाउस फादरको थियो । जिबिएसमा रहेर होस्टेलमा बस्ने विद्यार्थी बाबुहरूको बाबाआमा वनेर म र मेरो परिवारले त्यहाँ रहँदासम्म काम गर्थौँ र मेरो तेस्रो जिम्मेवारी चाहिँ डिस्पेन्सरीको थियो । स्कुलमा पढ्ने विद्यार्थी एवम् विद्यालयमा कार्यरत शिक्षक तथा कर्मचारीहरूलाई कारणवश चोटपटक लागेमा उपचार गराउने जिम्मा मेरो हुन्थ्यो । सामान्य उपचार त मैले गर्ने गर्थे तर ठुलो चोट लाग्यो भने आइएनएफका डाक्टर तथा नर्सहरूलाई बोलाउनु

पर्थौँ । यी तीन वटै जिम्मेवारीहरू निभाउँदा म अति नै खुशी थिएँ । अनि नम्र हृदयले सेवा गर्ने मौका पाएको थिएँ । अनि मलाई सेवा गर्न पनि मन पर्थ्यो र आज पनि अति मन पर्छ ।

विद्यालयको वातावरणलाई सम्झने हो भने त्यो समयको विद्यालयको वातावरण अति नै रमाइलो थियो । को हाकिम ? को पियन ? कुनै भेदभाव थिएन । सबै सँगै रहेर रमाइलो गर्दै काम गर्दथ्यौँ । काम गर्ने समयमा कोही पनि कोहीबाट मनमा आघात परेर बस्नु पर्ने थिएन । एकदमै पारिवारिक, रमाइलो वातावरणमा हामी सबै मिलेर काम गर्ने गर्थ्यौँ र सबै आफ्नो जिम्मेवारी निभाउनमा नै व्यस्त थियौँ । त्यो समयमा स्टाफहरूबीच भगडाको नाम निसाना नै थिएन । विद्यालयको अति नै राम्रो प्रशासकीय पक्ष भनेको प्रेम, आदर र अनुशासन थियो । त्यहाँ सबैले सबैलाई प्रेम गर्नु हुन्थ्यो । एउटा स्टाफले अर्को स्टाफलाई आदर गर्ने गर्थे । आदर हृदयले दिने कुरा, हो, कामले होइन । किनकि काम त क्षमता अनुसार बाँडफाँड हुन्छ तर आदरचाहिँ हृदयले जन्मिन्छ । अनि मुख्य कुरा जिबिएसका सम्पूर्ण स्टाफहरूमा अनुशासन गहना भै टिलिक्क टल्केको हुन्थ्यो । सबै जना अनुशासित ढङ्गले काम गर्नु हुन्थ्यो र विद्यालय एवम् प्रशासनको नियममा रहेर विद्यालयलाई नमूना विद्यालय बनाउन सबै कम्मर कसी लागि परेका थियौँ ।

त्यो समयको जिबिएसमा स्थानीय, स्वदेशी, तथा विदेशी टिचरहरू सबै सँगै मिलेर आफूले पाएको जिम्मेवारी असल निभाउनमा प्रत्येकले आफ्नो तर्फबाट निश्चार्थ आत्मीय योगदान दिएका थिए । फलतः तिनै टिचरहरूको योगदानद्वारा जिबिएस आज अग्रपङ्क्तिमा छ । आजको जिबिएसको वातावरण कस्तो छ मलाई थाहा छैन तर मिसन स्कुल हुँदा विद्यालयमा छरिएको प्रेम, आदर र अनुशासनको वातावरण



आज पनि कायम र स्थिर छु भन्ने विश्वास मैले लिएको छु । मैले काम गरेको समय (२०३०-२०३७) मा जिविएसमा छात्र (केटा)हरूमात्र अध्ययन गर्थे । मैले रिजाइन गरेको केही वर्षपछि छात्रा (केटी) हरूले पनि पढ्न पाए । मैले त्यहाँ काम गर्दासम्म कहिले पनि विद्यार्थीहरूले टिचरलाई नटेरेको, आज्ञा उलङ्घन गरेको थाहा पाइनँ । त्यो समयमा टिचरको मुख्य जिम्मेवारी टिचिङ गर्ने, विद्यार्थीहरूलाई होस्टेलमा राख्ने र विद्यार्थीसँगसँगै समय गुजार्नु पर्ने थियो । यी तीन कारणहरूले गर्दा विद्यार्थीहरू पनि आफ्ना टिचरहरूसँग अति नै नजिक थिए र एकआपसमा राम्रो पहिचान थियो । त्यसैले टिचर र विद्यार्थीहरूबीच कहिल्यै पनि अकल्पित घटना घट्न पाएन । जिविएसले स्थापित गरेको प्रेम, आदर र अनुशासनकै वातावरण सदैव टिचर र विद्यार्थीबीच पनि भइरह्यो । टिचरले विद्यार्थीलाई आफ्नो नियममा बाँध्ने, कडा गर्ने, दण्ड दिने, विद्यार्थी पनि टिचरलाई नटेर्ने, पछाडि कुरा काट्नेजस्ता लज्जास्पद कामहरू त्यो समयको जिविएसमा कति पनि थिएन । कति पटक एकादुई विद्यार्थीहरू अनुशासनको दायराभित्र राख्नु पर्‍यो, अनुशासनको जग बसाल्न कडाइ पनि गर्नु पर्‍यो तर समग्रमा त्यो समयको जिविएस एउटा सुनकै टुक्राको रूपमा अवस्थित थियो भन्न म रूचाउँछु र वरिपरि प्रेम, आदर र अनुशासनको मीठो स्वाद दिने नून एवम् शिक्षा र ज्ञान छर्ने ज्योतिको रूपमा यसले काम गरिरहेको थियो । यसर्थ जिविएसको वातावरणलाई प्रस्तुत गर्दा प्रशासनले शिक्षकसँग गर्ने सम्बन्ध र विद्यार्थीले विद्यार्थीसँग गर्ने सम्बन्धमा कुनै गनगन गर्ने अवस्था थिएन । मेरो चाहना जिविएसले स्थापित गरेको स्थान सधैंभरि कायम गरिरहोस् जसरी जिविएस आज एउटा विशाल विद्यालय बनेको छ त्यसै गरी विशाल र आशाको केन्द्र बन्न सकोस् भनी म उत्साह दिन चाहन्छु । कारण नाम कमाउन गाह्रो हुन्छ तर कमाएको नाम गुमाउन भने सजिलो । दुःख गरेरै

जिविएस आज नेपालकै उत्कृष्ट विद्यालय बन्न सफल भएको छ । व्यक्तिहरूलाई रोजगार दिनसमेत सफल भएको छ । बुद्धिमान र क्षमताशील तर आर्थिक रूपमा गरिब गाउँगाउँका होनहार विद्यार्थीहरूलाई खोजी देशकै असल जन शक्तिको रूपमा स्थापित गर्दै जिविएसले नम्रता र ठुलो हृदयमा धनी भएको परिचय वरिपरि दिएको छ । यसरी हिजो मिशनरीहरूबाट छरिएको विद्यालयरूपी सानो बीउ आज सबैलाई शीतलता प्रदान गर्ने छहारी र मीठो स्वाद दिने फल फलाउने बोट बनेको छ । त्यसैले म जिविएसलाई लामाचौरको मात्र नभई पुरै पोखरा र नेपालकै परिचय एवम् शान बनेको छ भन्न चाहन्छु र सधैं यस्तै परिचय कायम राखोस् भनी निरन्तर प्रार्थनाका साथ उत्साहित पार्दछु ।

जुन उद्देश्य पूरा गर्नका लागि जिविएस स्थापित भएको थियो, मलाई लाग्छ आज जिविएस आफ्नो उद्देश्यमा पुग्न सफल भएको छ । अर्थात् जिविएस उद्देश्य मात्र बोकी हिड्ने विद्यालय नभई आफूले बोकेको उद्देश्य पूरा गर्ने विद्यालय साबित भएको छ । पहिले परनिर्भर रहेर बामे सरिरहेको जिविएस आज आत्मनिर्भर भई फटाफट द्रुतगतिमा अघि बढिरहेको छ । पहिले अरूले हेर्नु पर्दथ्यो तर आज जिविएसले कयौँलाई हेरिरहेको छ । पहिले अरूमा जिविएस आश्रित थियो तर आज अरू जिविएसमा आश्रित छन् । पहिले अरूबाट जिविएस पालिएको थियो तर आज कयौँलाई जिविएसले पालेको छ । अन्त्यमा :

जि.बि.एस.ले प्रगति गर्दै जाओस्, ।

हर कदममा जि.बि.एस.ले सफलता पाओस् ॥

पुरा हुँदै जाओस् जि.बि.एस.को मनोकामना ।

५०औं स्वर्ण महोत्सवको लाखौँलाख शुभकामना ॥

(अतन लामा हाल लामाचौर चर्चका वरिष्ठ पास्टर हुनु हुन्छ ॥)







अश्लेषा सुब्बा शर्मा, पि.एच.डी.  
पूर्व अङ्ग्रेजी शिक्षक  
सन् १९७४-१९८०

## गण्डकी बोर्डिङ्ग स्कूल : एक संस्मरण

मैले मेरो पेसागत करियर जेठ २, विक्रम संवत् २०३२ (सन् १९७५, मे १६) देखि गण्डकी बोर्डिङ्ग स्कूलको निम्न माध्यमिक तहको अङ्ग्रेजी र नेपाली शिक्षक पदबाट सुरु गरेकी थिएँ। शैक्षिक योग्यता बी. एड. नै भए पनि, मा. वि. को दरबन्दी नभएको हुँदा निम्न माध्यमिक तहको अङ्ग्रेजी विषयको शिक्षक पदमा नियुक्ति पाएकी थिएँ। बी. एड. सरहको तलब मिलान युनाइटेड मिसन टु नेपालले गरिदिन्थ्यो जसले त्यो बेला गण्डकी बोर्डिङ्ग स्कूलको व्यवस्थापनको जिम्मा लिएको थियो। त्यो समयमा युनाइटेड मिसन टु नेपालको तर्फबाट मिस्टर लेरी सी. एस. गण्डकी बोर्डिङ्ग स्कूलको प्रधानाध्यापक हुनु हुन्थ्यो। युनाइटेड मिसन टु नेपालले गण्डकी बोर्डिङ्ग स्कूलको व्यवस्थापनको जिम्मा लिएको भए तापनि शिक्षकहरूको नियुक्ति जिल्ला शिक्षा कार्यालयबाट नै हुन्थ्यो र शिक्षकहरूले शिक्षा आयोगको परीक्षा उत्तीर्ण गरेको हुनुपर्थ्यो। बी. एड. सरहको तलब मिलान गरे बापत त्यस विद्यालयमा मैले आठ कक्षामा पनि अङ्ग्रेजी विषय पढाउँथेँ।

जीवनमा पहिलो पटक विद्यार्थीहरूको सामुन्ने उभिएर पढाउनु पर्ने कल्पनाले मात्र पनि म चिन्तित थिएँ। तर विद्यालयको अनुशासित वातावरण र विद्यार्थीहरू स्वयं अनुशासित भएको हुँदा मलाई सोचे जतिको गाह्रो भएन। फेरि विद्यार्थीहरूलाई अनुशासित राख्ने कुरा आफ्नै हातमा रहेछ भन्ने कुरा पनि महसुस भयो। मेरा आफुले पढाएका विद्यार्थीहरूले राम्रोसित कसरी सिक्छन्, पढाएको कुरा कसरी बुझ्छन् भन्ने कुरामा सधैं ध्यान हुन्थ्यो। पाठ्य पुस्तकमा भएका अभ्यासहरू बाहेक नेपाली तथा अङ्ग्रेजी व्याकरण संबन्धी अन्य अभ्यासहरू पनि गर्न दिइ रहन्थेँ। विद्यार्थीहरूलाई पढाइमा व्यस्त राख्ने हुँदा मेरो कक्षामा हल्ला उस्तो हुँदैनथ्यो। हप्ताको दुई तिन पटक विद्यार्थीहरू बसेको बेच्चको ठाडो लाइन अनुसार नेपाली हिज्जे प्रतियोगिता, अङ्ग्रेजी हिज्जे प्रतियोगिता तथा सामान्य

ज्ञान प्रतियोगिता गराउँथेँ र विजय हुने लाइनका सबै विद्यार्थीहरूलाई पुरस्कार स्वरूप कहिले सिसा कलम, कहिले चकलेट, कहिले इरेजर त कहिले कलम तास्ने साप्पन दिन्थेँ। यस प्रकारको क्रियाकलापले विद्यार्थीहरू सिक्नको लागि उत्प्रेरित हुन्थे।

पढाइमा उत्प्रेरित गराउन म हप्ताको एक दिन कक्षा छ देखि कक्षा आठसम्म नै विद्यार्थीहरूलाई कथा सुनाउँथेँ। अङ्ग्रेजी थ्रिलर नोबल म विशेष पढ्थेँ र त्यही नोबलको कथाको भागलाई खण्ड खण्ड गरेर विद्यार्थीहरूलाई सुनाउँथेँ। यसो गर्दा पाँच वटै कक्षामा कथाको एउटै भागमा पुगेर रोकिन्थेँ जसले गर्दा एउटा कक्षाको विद्यार्थीले अर्को कक्षाको विद्यार्थीलाई कथाको अब आउने भाग सुनाउन पाउँदैनथे। कथा सुनाउने पिरियड सबै कक्षामा एकै दिन पार्थेँ, त्यसैले म यसो गर्न सफल भएँ। विद्यार्थीहरूमा कथाको अरू भाग सुन्न सधैं चासो राख्थे, त्यसैले कक्षामा ज्ञानी भएर बस्थे। मेरो कक्षामा विद्यार्थीहरू ज्ञानी भएर बसेको देखी तात्कालीन प्रधानाध्यापक पनि छक्क पर्नु हुन्थ्यो र भन्नु हुन्थ्यो, “हाउ कुड यू कन्ट्रोल द क्लास विदाउट रेजिङ्ग योर भोइस् ?”

कक्षा चार र पाँचमा चाहिँ नीतिका कथाहरू सुनाउँथेँ। यस्ता किसिमका नीतिका कथाहरूद्वारा यो उमेरका बालकहरूको मानस पटलमा नीतिगत कुराहरू घुसाउन प्रयत्न गरेकी थिएँ। कथा सुनाइ सकेपछि कथाबाट के कस्तो शिक्षा पाइयो भन्ने प्रश्नको उत्तर पनि विद्यार्थीहरूलाई सोध्ने गर्थेँ र उनीहरूबाट ठीक जवाफ नआएको खण्डमा म आफैले बताइदिन्थेँ।

विद्यार्थीलाई अनुशासित बनाउनुको लागि उनीहरूलाई कहिले काहीँ शारीरिक सजाय दिनु पर्छ भन्थेँ। तर कक्षा चारको विद्यार्थीलाई कक्षामा पढाइको समयमा साथीसित चलेको र गृहकार्य नगरेको कुरामा सजाय दिन खोज्दा मलाई



ठुलो पछितो परेको छ । त्यो दिन देखि म विद्यार्थीहरूलाई शारीरिक सजाय दिए हुन्छ भन्ने कुरामा कति पनि सहमत छैन । मलाई राम्रोसित थाहा छ, किनकि यो घटना म कहिल्यै भुल्न सकिदैन । म जुन विद्यार्थीको कुरा गर्दै छु उसको नाम नर्बु हो । ऊ त्यस बेला कक्षा ४ मा पढ्दै थियो । म विद्यार्थीहरूलाई गृहकार्य गर्‍यो कि गरेनौ ? भनेर सोध्दै थिएँ, नर्बु अर्को विद्यार्थीसित (उसको नाम अहिले याद भएन) चलेर हाँस्दै बसिरहेको थियो । उनीहरू दुवै जनाले गृहकार्य गरेका थिएनन् । “गृहकार्य गरेर नआउने कक्षामा हाँसेर बस्ने ? अब तिमीहरूलाई सजाय दिन्छु” भनी रूलर लिएर उनीहरूको हातमा हान्छु भनी पहिला अर्को विद्यार्थीलाई “हात थाप” भनँ । उसले ज्ञानी भएर आफ्नो हात मेरो अगाडि पसाय्यो र मैले धेरै जोड नलगाइ कन ठिक्कको जोडले उसको हातमा रूलरले हानेँ । बिचरा केटा, आँखामा आँसु पिलपिल गरी रोला भैँ गयो । मैले “अबदेखि गृहकार्य समयमा गर्नु” भनी छोडि दिएँ । त्यस पछि नर्बुतिर फर्केर उसलाई ‘हात थाप’ भनँ । उसले मेरो अगाडि आफ्नो हात पसाय्यो । मैले अर्को विद्यार्थीलाई भैँ उसको हातमा पनि रूलरले हानेँ । तर मैले हिकाउने बित्तिकै उसले आफ्नो हात आफूतिर थुत्‍यो जसले गर्दा रूलरको हिकाइले नर्बुको हातको औँलाको टुप्पोमा मात्र लाग्यो । उसको यस्तो व्यवहारले मलाई भौँक चल्‍यो र “हात किन थुत्‍तिसु फेरि थाप” भनँ । उसले हात फेरि थाप्यो । यस पल्ट उसले हात थुत्‍तेन र मैले उसको हातमा रूलरले हानेँ । त्यस पछि नर्बुको मुखबाट जुन वाक्य निस्क्यो त्यसले मलाई मर्माहत तुल्यायो र जीवनभरको लागि शिक्षा दियो । नर्बुको मुखबाट निस्क्यो “पक्षपाती !” मैले भनँ “के भनिसु ?” उसले जवाफ दियो, “किन मलाई दुई पटक हानेको र उसलाई (साथीलाई देखाउँदै) चाहिँ एक पटक मात्र हानेको ? त्यसैले पक्षपाती भनेको ।” म एक छिन त अक्क न बक्क परें, त्यस पछि भनँ, “तैले हात किन थुत्‍तिसु त ? त्यसैले फेरि हानेँ ।” उसले जवाफ दियो, “मलाई पहिलो पल्ट नै हातमा लागि सकेको थियो, फेरि किन हानेको ? लागि सके पछि फेरि हान्न पाइन्छ ? त्यसैले पक्षपाती हो ।” म केही बोल्न सकिन । “नकरा” मात्र भनँ ।

मैले नर्बुलाई एक शिक्षकको हैसियतले चुप त गराएँ । तर नर्बुले भनेको शब्द र वाक्य मेरो मानस पटलमा घुमिरह्यो । उसको वाक्यले मलाई सोच्न बाध्य तुल्यायो । पछि मलाई महसुस भयो कि म साँच्चै नर्बु प्रति पक्षपाती भएकी थिएँ । अहिले मलाई नर्बुको बारेमा केही थाहा छैन ऊ अहिले कहाँ

छ, के गर्दै छ ? भन्ने । तर यो घटनाले मलाई घच्घचाइ रहन्छ र उसको सम्झना दिइ रहन्छ ।

विद्यालयमा अनुशासन सँगसँगै पारिवारिक वातावरण थियो । विशेष गरी शिक्षक – आवास गृहमा बस्ने शिक्षकका परिवारहरू एक-आपसमा सुमधुर सम्बन्ध राख्थे, हाँसखेल ठट्टा गरी रमाइलो गर्थे । कीर्तिराज बराल सर हुनुहुन्थ्यो । माध्यमिक स्तरमा नेपाली पढाउनु हुन्थ्यो । सारै सोभो हुनु हुन्थ्यो । अरू सरहरूले जिस्काउँदा पनि वहाँ हाँसी रहनु हुन्थ्यो । कत्ति रिसाउनु हुन्थ्यो । एक बिहान कीर्तिराज सरले आफ्ना केही लुगाहरू धोएर आफू बस्ने क्वाटरको अगाडि चौरमा सुकाएर स्कुल पढाउन जानु भयो । बाहिर टन्टलापुर घाम लागेको थियो । दिउँसो ११ बजेतिर वहाँ क्वाटरमा आएर लुगा सुक्‍यो कि भनेर हेर्नु भएछ । लुगा त चप्लक्कै भिजेको थियो, कुनै छेउ पनि सुकेको थिएन । वहाँले लुगा निचोरेर, झड्कारी फेरि चौरमा सुकाएर स्कुल जानुभयो । दिउँसो खाजा खाने समयमा आएर फेरि लुगा कतिको सुक्‍यो भनेर हेर्नु भएछ । लुगा त जस्ताको तस्तै चप्लक्कै भिजेको थियो । बिचरा कीर्तिराज सर, आज के भयो ? किन यस्तो टन्टलापुर घाममा पनि लुगा एक छेउ पनि सुकेको छैन भनी छक्क पढेँ माथि आकाशतिर नजर लाउनु भएछ, कतै पानी त परेको छैन भनी । आकाश सफा थियो र शरीर नै पोल्ने गरी टन्टलापुर घाम लागेको थियो । तर बेलुकी ४ बजे स्कुल छुट्टी भइन्जेल सम्म पनि कीर्तिराज सरका लुगा कति पनि सुकेको थिएनन् । कीर्तिराज सर चाहिँ सूर्य विलास पौडेल सरसित “आज के यस्तो विचित्र भयो, यस्तो घाममा पनि बिहान धोएको लुगा यस बेलासम्म पनि कति सुकेनछ है” भनी भन्दै हुनु हुन्थ्यो । पौडेल सर मरीमरी हाँस्नु भयो । पछि थाहा भयो कि लुगा अलिअलि सुक्ने बित्तिकै सूर्य विलास सर र युवराज सर मिलेर लुगालाई फेरि पानीमा चोबल्दै सुकाउँदै गरि दिनु हुँदो रहेछ, त्यसैले कीर्तिराज सरले जतिखेर पनि लुगा चप्लक्कै भिजेको पाउनु हुन्थ्यो । यसरी सताउँदा पनि कीर्तिराज सरले मुख कहिल्यै रातो पार्नु भएन । धन्य कीर्तिराज सर !

विद्यार्थीहरू अनुशासित थिए, त्यसैले उनीहरू गुरु – गुरुआमा तथा विद्यालयका अन्य प्रशासनिक कर्मचारी प्रति सबैमा आदर भाव राख्थे । जहाँ आदर भाव हुन्छ त्यहाँ सौहार्दपूर्ण वातावरण सृजना हुन्छ । त्यसैले होला विद्यालयका सिनियर विद्यार्थीहरू र गुरुहरू बीच सौहार्दपूर्ण व्यवहार थियो । दसैँपछि विद्यार्थीहरू पालो पालो गरी शनिवारको



दिन पारेर कक्षा अनुसार कक्षा – शिक्षक तथा विद्यार्थीहरूले रोजेका (विशेष गरी पढाइसँग सम्बन्धित) शिक्षकहरूसित वनभोजमा जाने प्रचलन थियो । यस्तो प्रचलनले विद्यार्थी र शिक्षक बीचको सम्बन्धलाई फराकिलो वा सुमधुर बनाउन सहयोग गरेको थियो । विक्रम संवत् २०३७ सालको मङ्सिर महिनामा दश कक्षाका विद्यार्थीहरूले बेगनास तालमा वनभोजको कार्यक्रम राखेका थिए । त्यसवेला बेगनास ताल अहिलेको जति विकसित भैसकेको थिएन । डुङ्गा चढ्न पाइदैनथ्यो । तालको वरिपरि भार जङ्गल थियो । एउटा जिप मुस्किलले अट्ने साँघुरो काठको पुल तरी ताल पुग्नु पर्थ्यो । तालदेखि अलिक मास्तिर फाँटफुँट पारेको वनभोजको निम्ति बस्ने लायकको थोरै ठाउँ थियो । त्यहीं गएका थियौं वनभोज खान । जुनियर कक्षाका विद्यार्थीहरूलाई भने वनभोजको निम्ति फेवाताल बाहेक अन्य ठाउँमा जाने अनुमति थिएन । भन्ने बेगनास तालको त कुरै भएन ।

दिनभरि वनभोजमा रमाइलो गरियो । रमाइलो गर्दा गर्दै समय बितेको पत्तै पाइएन । सामान्यतया जुनियर कक्षाका विद्यार्थीहरूलाई वनभोजबाट बेलुकीको चार बजे सम्ममा विद्यालय फर्किसक्नु पर्ने थियो भने सिनियर कक्षाका विद्यार्थीहरूलाई भने बेलुकीको पाँच बजे सम्मलाई छुट थियो । त्यो दिन वनभोज स्थलमा नै बेलुकीको पाँच बजिसकेको थियो । सहायक प्रधानाध्यापक श्री भोजराज न्यौपाने सर चाहिँ विद्यार्थीहरूलाई “चाँढो गर, ढिलो भैसक्यो ।” भन्न थाल्नु भयो भने विद्यार्थीहरू चाहिँ “सहायक प्रधानाध्यापक सर र विद्यार्थी प्रमुख सर दुवै जना हामीसितै हुनुहुन्छ, बिस्तारै गए पनि हुन्छ नि ।” भन्दै थिए । हतार हतार सबै सामान गाडीमा हाली सबैजना भाडामा लिएको बस (त्यसवेला विद्यालयको आफ्नो बस थिएन) र ट्रेलर सहितको विद्यालयको ल्यान्डरोभर गाडीमा बस्यौं । गाडी हिँड्नु भन्दा अगावै नै विद्यार्थीहरूले सिनेमा

हेर्न जाने सल्लाह गर्न थालि सकेका थिए । विद्यार्थी प्रमुख श्री टङ्कनाथ शर्मा सरलाई मनाइ सकेका रहेछन्, भोजराज सरलाई मात्र मनाउन बाँकी थियो । गाडी अगाडि बढ्दै थियो, विद्यार्थीहरू भोजराज सरलाई सिनेमा हेर्न जाने कर लाउँदै थिए । त्यो समयको असाध्यै हिट सिनेमा चलेको रहेछ कल्पना चलचित्र मन्दिरमा । गाडी तेर्सोपट्टि टोलमा आइपुग्दा विद्यार्थीहरू भोजराज सरसित अति नै विनम्र भएर अनुरोध गर्न थालेपछि लाचार भएर वहाँले “लौ त नी, तिमीहरू कै जित भयो, हिँड सिनेमा हलतिर ।” भनेपछि विद्यार्थीहरू “भोज सरको जय ! श्री चियर्स फर भोज सर, हिप हिप हुर्रे ! ” भन्दै कोही चलचित्र हलतिर, कोही गाडी थन्क्याउनतिर लागे । सिनेमा छुटेर विद्यालय तर्फ लाग्दा रातिको ९ बजिसकेको थियो ।

गण्डकी बोर्डिङ्ग स्कूलका विद्यार्थीहरूले गरेका सांस्कृतिक कार्यक्रम अन्तर्गत नाटक, नृत्य, गीत (लोक तथा आधुनिक), वाद्य – वादन आदि स्मरणीय छन् । सांस्कृतिक कार्यक्रममा सदैव उत्कृष्ट काम गर्ने विद्यार्थीहरू तेम्बा शेर्पा, जयन्त सिं, कमल नारायण श्रेष्ठ, महेन्द्र द्वा, सुशील श्रेष्ठ, भरत थापा आदिका नाम उल्लेखनीय छन् ।

जेठ २, विक्रम संवत् २०३२ (सन् १९७५, मे १६) देखि गण्डकी बोर्डिङ्ग स्कूलबाट अध्यापन क्षेत्रमा सुरु गरेको मेरो यात्रा हाल सम्म पनि कायम नै छ । फरक यति छ कि जुन यात्रा मैले गण्डकी बोर्डिङ्ग स्कूलको निम्न माध्यमिक तहको अङ्ग्रेजी र नेपाली शिक्षक पदबाट सुरु गरेकी थिएँ, यो विश्व विद्यालयको डिग्री तहमा अध्यापन सम्म आइपुगेको छ । गण्डकी बोर्डिङ्ग स्कूलले दिएको अध्यापन क्षेत्रको अनुभव मेरो पेसागत जीवनको मेरुदण्ड हो । यसकारण गण्डकी बोर्डिङ्ग स्कूललाई मेरो मुरीमुरी साधुवाद छ !







## गण्डकी बोर्डिङ/जिसिइएस भूतपूर्व विद्यार्थी कोषको स्थापनाप्रति हाम्रो दायित्व र यसको सार्थकता (Our Responsibilities towards Establishment of GBS/GCES Ex-students' Trust and its Significance)

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### विषय प्रवेश :

गण्डकी आवासीय उच्च माध्यमिक विद्यालय तथा गण्डकी कलेज अफ इन्जिनियरिङ एन्ड साइन्स अत्यन्त गौरवमय इतिहास बोकेका दुई लोकप्रिय शिक्षण संस्था हुन्। स्थापना कालदेखि नै आफ्नो पृथक अस्तित्व कायम राख्दै आएको यस 'गण्डकी' शिक्षण संस्थाबाट हजारौं होनहार जेहन्दार विद्यार्थीले अन्तर्राष्ट्रिय स्तरको, उच्चकोटीको चौतर्फी शिक्षा हासिल गर्ने सुवर्ण अवसर पाएका छन्। 'गण्डकी'बाट दीक्षित विद्यार्थी राष्ट्रिय तथा अन्तर्राष्ट्रिय स्तरमा स्वास्थ्य, शिक्षा, इन्जिनियरिङ, साहित्य, कलाकारिता, गीत-सङ्गीत, खेलकुद, व्यापार, राजनीति लगायतका क्षेत्रमा अब्बल दर्जामा रहन (पुग्न) सफल भएका छन्। यो गण्डकीका लागि गौरव र हर्षको कुरा हो। गण्डकीको यस्तो अपार सफलता र प्रतिष्ठाका पछाडि यहाँको पठन पाठनको सृजनशील र मौलिक शैली, सुविध सम्पन्न आवासको व्यवस्था हरियालीयुक्त अद्वितीय शैक्षिक वातावरण, दक्ष तथा अनुभवी शिक्षक कर्मचारी, अनुशासित विद्यार्थी आदि सबैको भूमिका रहेको छ।

'गण्डकी'को प्रबल पक्ष भनेको यसले आफ्नो स्थापना कालदेखि नै गरिब तथा जेहेन्दार विद्यार्थीलाई प्रदान गर्दै आएको छात्रवृत्तिको व्यवस्था हो। विद्यालयले हरेक वर्ष कुल विद्यार्थी सङ्ख्याको करिब २० प्रतिशत सम्म विद्यार्थीलाई छात्रवृत्तिमा पढ्ने व्यवस्था गर्दै आएको छ। यो छात्रवृत्ति कार्यक्रमको सञ्चालनार्थ विशेष गरी अन्तर्राष्ट्रिय दातृ सङ्घ-संस्था र युरोपेली, स्क्यानेडियन, अस्ट्रेलियन आदि मूलका विभिन्न सङ्घ-संस्था तथा दाताहरूको व्यक्तिगत तबरबाट निरन्तर सहयोग रहँदै आएको छ। साथै नेपाल सरकारको तर्फबाट पनि क्षेत्रीय विद्यालयको हैसियतमा हरेक वर्ष छात्रवृत्ति कार्यक्रमका लागि उल्लेख्य सहयोग रहँदै आएको छ। आजसम्म सयौं विद्यार्थी यस कार्यक्रमबाट

लाभान्वित भइकन राष्ट्रिय तथा अन्तर्राष्ट्रिय क्षेत्रमा आफ्नो दक्षता सावित गर्न सक्षम भैसकेका छन्। यस प्रकार करिब पाँच दशकको अवधिमा गण्डकीले कैयौं सबल, सक्षम तथा प्रतिष्ठित नागरिक उत्पादन गरिसकेको छ। यस्ता जनशक्ति उत्पादन गर्न सकेकोमा एकतर्फ 'गण्डकी' गौरवान्वित छ भने अर्को तर्फ सिङ्गो राष्ट्र लाभान्वित भई दक्ष जनशक्ति पाएकोमा 'गण्डकी'प्रति कृतज्ञ छ। गण्डकीको यही गौरवमय इतिहास कायम राख्नु समग्र गण्डकी प्रशासन, शिक्षक/विद्यार्थी तथा भूतपूर्व विद्यार्थी सबैको दायित्व हो।

स्थापना कालदेखि नै UMN (United Mission to Nepal) अत्यन्त महत्त्वपूर्ण सहयोग र साथ रहँदै आएकोमा सन् २००५ मा UMN ले 'गण्डकी'को सम्पूर्ण वागडोर नेपाल सरकारलाई हस्तान्तरण गरेपछि यसको सञ्चालनमा विशेष गरी छात्रवृत्ति कार्यक्रम केही चुनौतीपूर्ण हुने सङ्केत देखिएका छन्। तसर्थ विश्व भूमण्डलीकरण र अन्तर्राष्ट्रिय सम्बन्ध एवम् कूटनीतिका विविध पक्षहरूलाई समेत ध्यानमा राखी सम्भावित अप्ठ्यारो तथा जटिल परिस्थितिलाई मध्यनजर गर्दै हालको छात्रवृत्ति कार्यक्रमको विकल्पका रूपमा सञ्चालित डा. पी. भी. चाण्डी जिबिएस ट्रस्ट (Dr. P.V. Chandy GBS Trust) ले 'गण्डकी'को छात्रवृत्ति कार्यक्रमका निम्ति आत्मसात गरेको अवधारणा भैं भविष्यमा 'गण्डकी'का हरेक योजनाहरू, सफलता तथा अप्ठ्यारोमा भूतपूर्व विद्यार्थीको समेत महत्त्वपूर्ण भूमिका रहने विश्वासका साथ "GBS/GCES EX- Students Trust" (GEST) स्थापना गर्न वाञ्छनीय देखिएकाले सोको लागि पहल कदमी सुरु गरिएको छ।

### GBS/GCES EX- Students Trust का उद्देश्यहरू :

क) विशेषतः गण्डकी आवासीय उच्च मा. वि. र कलेजको छात्रवृत्ति कार्यक्रमको विकल्प/पूरकका रूपमा कोषलाई



सञ्चालन गर्ने ।

- ख) 'गण्डकी'लाई आवश्यकता पर्दा शैक्षिक तथा भौतिक नव-निर्माणका लागि विशेष सहयोगका निम्ति सार्थक पहल गर्ने ।
- ग) भू.पू. विद्यार्थी र 'गण्डकी'का बिच नजिकको सम्बन्ध स्थापित गरी विद्यालय/महाविद्यालयको भौतिक तथा शैक्षिक उन्नयनमा रचनात्मक सहयोग पुर्याउने ।

#### हालसम्मको प्रगति :

'गण्डकी'को छात्रवृत्ति कार्यक्रममा आफ्नो व्यक्तिगत तर्फबाट धेरै-थोर सहयोग गर्न इच्छुक केही भू.पू. विद्यार्थीहरूले यस अघि पनि खुला दिलले सहयोगको प्रतिबद्धता सहित प्रस्तावहरू अघि सारेको पाइन्छ । यी निकै स्वागत योग्य कदम थिए तर उक्त प्रस्तावहरूलाई संस्थागत स्वरूप दिन नसक्दा व्यवहारमा मूर्त रूप लिन सकेनन् । यद्यपि यस प्रकारको छात्रवृत्ति सहयोग कार्यक्रमको आवश्यकता र यसको दूरगामी महत्त्वलाई आत्मसात गर्दै यस लेखको सर्जक (वि.सं. २०५४-२०६४ सम्म गण्डकी आवासीय उच्च मा. वि. र वि. सं. २०६५-२०६९ सम्म गण्डकी बोर्डिङको विस्तारित कार्यक्रम अन्तर्गत 'गण्डकी कलेज अफ इन्जिनियरिङ एन्ड साइन्स'मा अध्ययन गरेका विद्यार्थी अमृत दाहाल) ले वि.सं. २०६७ मा जिसिइएस पाँचौँ सेमिस्टरमा अध्ययनरत रहँदा प्रकाशमा ल्याएको "नेपालमा सूचना प्रविधिको प्रभाव" (Impact of IT in Nepal) विषयक पुस्तकको बिक्री वितरणबाट जम्मा भएको रकमबाट प्रारम्भिक कोष (Initial Fund) को स्थापना गरी वि.सं. २०६७ देखि GBS/GCES EX-Students Trust (GEST) लाई संस्थागत गर्न निरन्तर प्रयासरत रहेको छ । यस विचमा आजसम्म आइपुग्दा यो कोषको अवधारणा/प्रस्ताव विभिन्न अग्रज भू. पू. विद्यार्थी माभ औपचारिक/अनौपचारिक रूपमा प्रस्तुत भैरहेको छ र त्यसमा सबैबाट निकै उत्साहजनक प्रतिक्रिया सहित कोषको विकास, विस्तार तथा स्थापनाका निम्ति पूर्ण सहयोग गर्ने प्रतिबद्धता आइसकेका छन् । विद्यालय, महाविद्यालय, प्रशासन तथा व्यवस्थापन समिति यस कोषको अवधारणप्रति निकै सकारात्मक देखिएका छन् । भू.पू. विद्यार्थीको सङ्गठन EGBOSA पनि यस अभियानलाई अघि बढाउन निकै उत्सुक देखिएको छ । र अन्ततः यो कोषलाई हाम्रो गौरवमय स्कुल गण्डकी बोर्डिङको स्वर्णजयन्ती वर्ष २०७२/०७३ को अवधि भित्रै विधिवत स्थापनाको घोषणा गरी अघि बढाउने कार्यक्रम रहेको छ ।

#### रणनीति :

यस GBS/GCES EX-Students Trusts को अवधारणालाई साकार पार्न चरणबद्ध रणनीति तय गरिएको छ ।

- १) पहिलो चरणमा गण्डकी बोर्डिङ तथा कलेजका भू.पू. विद्यार्थीहरूको पहिचान र सहयोग भत्कने गरी गण्डकीको छात्रवृत्ति कार्यक्रममा उल्लेख्य टेवा पुर्याउन कोषको स्थापना गर्ने र स्वर्ण जयन्ती मूल समारोहमा प्रारम्भिक कोष (Initial Fund) सहित घोषणा गर्ने ।
- २) दोस्रो चरणमा निकट भविष्यमा न्यूनतम रु. एक करोडको अक्षय कोष खडा गर्ने गरी काम कारवाही अघि बढाउने ।
- ३) तेस्रो चरणमा सो अक्षय कोषलाई मुद्दति खातामा बचत गरी अधिकतम रु. १० करोडसम्म पुर्याउने र तत्पश्चात् गण्डकी बोर्डिङ स्कुल तथा कलेजमा हाल कायम रहेको छात्रवृत्ति कार्यक्रम कुनै कारणवश निष्क्रिय/कमजोर वा अपुग रहने अवस्थामा पुगेमा सोको विकल्प/पूरकको रूपमा यस कोषलाई कार्यान्वयन गर्न सक्ने सम्मको दक्षता विकास गर्दै जाने ।

#### कार्यनीति :

- क) यस कोषको स्थापना, विकास, विस्तार र प्रवर्द्धनका निम्ति GBS/GCES का भू.पू. विद्यार्थीहरू माभ अन्तरक्रिया, समझदारी, सहकार्य गर्ने ।
- ख) गण्डकी बोर्डिङ/कलेजका भू.पू. विद्यार्थीका अतिरिक्त तिनका अभिभावक, गण्डकीका शिक्षक/कर्मचारी वर्ग तथा विद्यालयका शुभेच्छुक व्यक्ति, सङ्घ/संस्था माभ पनि कोषमा सहभागी बन्न आह्वान गर्ने ।
- ग) कोषमा योगदान पुर्याउने व्यक्ति/संस्थालाई विद्यालय कोषको तर्फबाट संयुक्त रूपमा विद्यालय प्राङ्गणमा विशेष कार्यक्रमका माभ कदरपत्र/सम्मान प्रदान गर्ने ।
- घ) कोषको वृद्धि/विस्तारका निम्ति समय समयमा विविध रचनात्मक कार्यक्रमहरू आयोजना गर्ने ।
- ङ) यसरी छात्रवृत्ति कोषको विकास तथा प्रवर्द्धनमा योगदान पुर्याउने व्यक्ति, सङ्घ, संस्थाको नाम सहितको विवरण विशेष प्रकारले लिपिबद्ध गरी राख्ने । साथै योगदान सम्बन्धी समाचार आवश्यकता अनुसार रेडियो तथा पत्रपत्रिकामा प्रकाशित गर्ने र विद्यालयको वेबसाइटमा फोटो तथा विवरण ससम्मान राख्ने ।



### अपिल :

माथि चर्चा गरेको विषयवस्तु, हालसम्मको प्रगती विवरण रणनिति तथा कार्यनितिले, GBS/GCES Ex-Students' Trust को सान्दर्भिकता, महत्त्व र आवश्यकतालाई प्रष्ट भल्काउँदछ र आज हामीले हाम्रो बाल्यकाल व्यतित गरेको, गुणस्तर शिक्षा आर्जन गरेको विद्यालयले ५० औं वसन्त पार गरी स्वर्ण जयन्ती मनाइरहँदा, हामीले पनि अब यस विद्यालयको निरन्तर प्रगति र विकासमा टेवा पुर्‍याउनुपर्दछ। यो हाम्रो कर्तव्य र दायित्व दुवै हो। आफुले पढेको विद्यालयलाई कुनै रूपमा सहयोग गर्न पाउनु अत्यन्त गर्व र हर्षको कुरा पनि हो। तसर्थ यस कोषको थप विकास प्रवर्द्धनका निम्ती देश, विदेशमा रहनुहुने GBS/GCES का सम्पूर्ण अग्रज भू.पू. विद्यार्थीहरूमा हार्दिक अपिल गरिन्छ।

### परिशिष्ट :

आफ्नो मातृभूमि, आफ्नो देश र आफुले अध्ययन गरेका विद्यालय, यी तीन अत्यन्तै पवित्र चिज हुन्। यीनको सेवामा समर्पित हुन पाउनु सबैका लागि गर्वको कुरा हो र अब

हामी GBS/GCES का भू.पू. विद्यार्थी पनि गण्डकीको उन्नयनका लागि सरिक हुनैपर्छ। GBS/GCES Ex-Students' Trust एउटा माध्यम हो। यस कोषको माध्यमबाट हामीले GBS/GCES मा विद्यमान छात्रवृत्ति कार्यक्रमलाई पूर्ण रूपमा दिगो, चिरस्थायी र थप उपलब्धिमूलक बनाउने बलियो आधार सिर्जना गर्न सक्छौं। यसका निम्ति हामी सम्पूर्ण भू.पू.विद्यार्थीहरूका बीच हातेमालो र सहकार्यको आवश्यकता छ। यस परियोजनाको मर्मलाई आत्मसात गर्दै, निकट भविष्यमा यस GBS/GCES Ex-Students' Trust ले मूर्तरूप पाउनेछ भन्नेमा म विश्वस्त छु र सम्बन्धित सबैसँग सहयोगको अपेक्षा गर्दछु।

**पुनश्च:** यस कोषका सम्बन्धमा थप जानकारी आवश्यक परेमा प्रा.डा. रविन्द्रप्रसाद श्रेष्ठ, रेखा शाह कार्की, ई. अमृत दाहाल वा विद्यालयका प्राचार्यलाई सम्पर्क गर्नुहुन अनुरोध छ।

(लेखक सफ्टवेयर इन्जिनियर हुन् र GCES मा लेक्चररको रूपमा कार्यरत छन्)



कृष्णप्रसाद अधिकारी  
अङ्ग्रेजी शिक्षक

## रेल यात्रा

जीवन यात्रा रेल यात्रासरी चलिरहेछ।  
छक्छक् आवाजले मनलाई भक्भक् गरिरहेछ।  
तन्न पल्टँदा समस्या सल्टे जस्तो हुन्छ।  
पुनः छक्छक् आवाजले सन्नाटा कोल्टे जस्तो हुन्छ।  
यात्रा जात्रा त हुन्न कतै ? हृदय पिरोलिरहन्छ।  
स्वप्निल तरङ्ग कतै भड्ग हुने त हैन ?  
नवीन दृश्य र स्पर्शले म दङ्ग हुने त हैन ?  
म मेरो प्यारो नेपाल देखिरहेको छैन।  
म मनभित्रको हिमाल लेखिरहेको छैन।  
दृश्यपटलका ती समथर तरेलीहरू।  
आश्वादन गर्न लालायित यी परेलीहरू।  
म भित्रको अन्तरिक्षमा पलपल नजर छर्चल्किरहेछ।

फगत् जन्मभूमिको स्मृतिले हृदय भस्किरहेछ।  
अनुभूत हुन्छ म मनभित्रको रेलभित्र गुडिरहेछु।  
लाग्छ, म मेरै कल्पनाको सागरमा डुबिरहेछु।  
आकारले सानो भए पनि विशाल मेरो देश।  
दुस्साहस कसैले नगर्दा हुन्छ पुर्‍याउँन यसलाई ठेस्।  
विरानोपनभित्र पनि आत्मियता सँगालिरहेका हामी पथिकहरू।  
अनि कार्य विवशताले भेटिन्छन् नव यात्रीहरू।  
भौतिक भीमकाय पेटारोभित्र आत्मीयता कुण्ठित भएको छ।  
किनकि नवपथिकसँगको साहचर्य फगत क्षणिक भएको छ।  
(यो कविता २०७१ को शैक्षिक भ्रमणको क्रममा भारतको रेलयात्राको समयमा रचिएको हो।)





**Sudeep Uprety**  
An Ex-student  
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## **Going Back to GBS Days: Memories to Cherish for A Lifetime**

Gandaki Boarding School (GBS) is celebrating 50 years of its establishment this year. GBS is not just a school – it is an extended family of school staff, students, parents and well-wishers. From laying the foundation stone half a century ago to the present day, GBS has evolved into a large institution with colossal achievements. The “Secret to Success” has been its soul which has remained intact through the embodiment of 3 principles: Knowledge, Character and Service.

By the grace of the Almighty, I have also been privileged to be a member of this extended family. My birth itself happened in GBS when my parents were in GBS with my father Mr. Narayan Prasad Uprety working as English Faculty member and later as Head of English Department and Higher Secondary School Supervisor. I was born in 2045 BS in Hostel number 1 where my parents were also taking care of boarder students. Later, we shifted to another staff quarter which used to be called ‘Durbar Quarter’, the name coined for the reason that the two storey-building had good facilities like that of a ‘Durbar’ or Palace.

The environment of GBS is as heavenly as one could ever imagine. It is situated on the banks of the gorgeous river Seti and under the lap of the majestic Machhapuchhre Mountain. Furthermore, the lush green trees everywhere fulfilled all necessities for holistic development of students that the school management had envisioned for. For staff kids like me and my sister Garima, it was a dreamland. We used to get all the love and warmth from our elder students and colleagues of our father which made GBS more than a school but a home to us. GBS for 50 years has been immensely successful in maintaining the quality of education it is renowned for. I remember my time of admission for grade 4 in 2054 BS where even as a staff kid I had to go through a very strict and competitive admission procedure that comprised written examination and interview, competing with students from all over Nepal. From this stage itself, all students could understand the meaning and value of quality education. Furthermore, GBS has also been able to inculcate the value of self-discipline into its students. For instance, I can remember our evening study classes being conducted so smoothly and

without any disturbance with minimum supervision of the teachers on duty who would make a few rounds.

GBS also taught us the value of practical education and understanding the fact that education has little value if it is not in use in our daily lives. Therefore, our teachers would take us regularly to field trips to industrial estates, hydropower stations, museums and other important places exposing us to the real world and make us witness the actual transformation of theoretical knowledge gained in school. GBS also provided opportunities for all-round development of students with several extra-curricular activities such as sports, debates and poetry competitions. The GBS Library was also a famous hang around for students where we were exposed to the world of edutainment. Of course, the GBS Gymnasium stood out – where all the cultural programmes, prize distribution ceremonies and annual functions would take place apart from the regular weekly Physical Education activities. The GBS ground also provided huge physical and mental freedom for all of us kids to express our childhood freedom in the midst of football, cricket, kites and other games.

I spent just two years of my school education at GBS having studied in grade 4 and 5 before our family moved to Kathmandu. However, I spent glorious ten years of my childhood there. My father taught at GBS for almost 15 years and he also has lots of fond memories. The legacy GBS carries is as such that whenever we see anyone from Pokhara we instantly ask if he/she studied at GBS. While my father was working as Principal at Graded English Medium School (GEMS) in Kathmandu, he unfortunately suffered from Japanese Encephalitis about 12 years ago and as a consequence, he still suffers from short-term memory loss. However, the impact that GBS has had in our lives is so profound that he vividly remembers the morning assemblies, the special functions and his great relationship with his colleagues and students.

Social media, especially GBS Face book Page has done wonders to keep all GBS extended family members in touch as we are informed about various good things of GBS – including the most recent event of GBS being awarded the Secondary School Regional Shield on



Bhadra 22, 2072 on the occasion of National Education Day. It was also heartening to see Ex-GBS students making meaningful contribution to support the earthquake victims.

It is also a proud moment for me to contribute in my small way to this 50th Anniversary special magazine of GBS as I am aware that it was my father 25 years ago who had taken the initiative to produce the Silver Jubilee edition. Now, I am working as Senior Research Uptake and Communications Officer at an organization named Health Research and Social Development Forum (HERD) working in health and social development sector. My current job basically entails writing and I without a shade of doubt, acknowledge and thank GBS for making the early inroads towards building my career.

These are just a few words of tribute to GBS from me and my family in return for the immense love, affection, respect and recognition that GBS has provided us – the memories which are worthy enough to be cherished for a lifetime.

God Bless GBS!



My father, Mr. Narayan Prasad Uprety with the then Minister of Education, Mr. Govinda Raj Joshi along with Principal Mr. John Barclay and other GBS staff



My parents with the then Principal Dr. David Bambach and with his wife



My parents in front of GBS main building



Me along with my family while I was an infant – near Hostel number 1.



## My Mother

Aditi Adhikari, 6B  
Kaski

Mother is the one who gave birth to me.  
I respect her more than gods and goddesses.  
If she is with me then I can struggle even with the lord.  
I do not need the sun if I get her.  
Do not forget your mom because she is goddess.  
When people are young and strong they forget their mom.





**Bhugol Sharma**  
S.L.C. Batch 2067

## Reminiscence of School Days

Twenty years seem to have passed so quickly. It feels like yesterday when I stepped my foot in Gandaki Boarding School as a 10 month old child. GBS was more home to me than it was a school. Growing up around the periphery of GBS was a blessing for me.

On the first day I stepped into class 4 “B”. I knew that this was the home of education. And I knew that I would not let this opportunity slip out of my hands. Many types of memories that I had during those short nine years still remain fresh in my mind. The study hours and extracurricular activities were the fondest memories during that span. Staying in line for many hours to get a drumstick during the fun fair while we were juniors was worth remembering. The ten minutes break and rushing to the gymnasium hall in P.E. classes often move round my eyes. The hide and seek play in the gymnasium hall before evening study hour was a fun to remember. The fun we often had in our class is nostalgic. There was a memorable funny incident on one Sunday evening study hour when we were in class ten. We knew that there would be load shedding at 8 o'clock and we planned to scream at the study hour in darkness.

We screamed but due to it all the boys of class 10 “B” were called outside and we were scolded by the duty teacher which was foolishly a joyful thing to mention. As we know only study in the school can never make us laugh at ourselves when we are old, so these silly things certainly occur sometimes when we are not that serious.

I still remember the time I got involved in athletics and got awards. The time I used to gossip with my friends forgetting myself. It sounded like I was in the void that would provide me something to cherish. My childhood, my foolish acts, my learning lots of beautiful things from school are really fresh in my mind. I will take these things as an asset throughout my life.

Those nine years of school life were the golden period of my life. For me, the memories of the school-days are sweet and worth remembering. Deep are the impressions of school-life and unforgettable are the experiences in school days. On many occasions, the whole chart of memorable moments I had in my school-life is still vivid in my mind.



**Avishkar Rawal, 7B**  
Achham

## Khaptad National Park

Khaptad National Park, declared as a National Park in 2042 B.S., lies in Seti Zone of Far-Western Development Region. It was named after the sage Khaptad Swami who had stayed here for over 50 years and who had written some very useful books like Bichar Bigyan, Swasthya Bigyan, Dharma Bigyan etc. It is the only National Park in the middle of Himalayan range. It is the smallest development region in area and population. Achham, Doti, Bajhang and Bajura districts surround this national park. Its height from the sea level ranges from 1500m to 3300m. This national park has different types of land structure. Hills, plain areas,

lakes, rivers etc. increase the beauty of this area. Wildlife and many natural panoramic views are worth-seeing. We can see mountains like Api and Saipal from here. Khaptad Swami Ashram of Bajhang, Saharsa Linga of Achham and Khaptad Tribeni of Doti are the places that can attract anybody. Ganga Dashahara festival is observed in the Khaptad Tribeni. There is Khaptad Lake in this national park. I think the government should give due concern to its development. Only after this, more number of archaeologists and tourists will visit this place.





Santosh Gurung  
S.L.C. Batch 2067

## Seven Most Wonderful Years of My Life

Life is like a book in my view. There are many units and sub-units with some moral lessons and knowledge. Like that, my name in the merit list as a scholarship student in GBS came like a new chapter of my life.

2061 was the year I joined GBS, starting from the first day's orientation programme, life started to turn over the pages of new excitement, curiosities and knowledge. Being a student of GBS was a dream that came true to my life. I entered GBS with many expectations and dreams. Time in GBS passed like a blink of eyes. I got a lot from GBS. The academic environment, caring teachers, brotherhood, sisterhood and fun loving friends! These all were like the perfect paragraphs for the perfect chapter 'GBS' in the book of my life.

Each 'parents' day', hostel programmes, school assemblies, classes, picnics, tours, etc. became the lines of great and sweet memories of my life. All the sport days' activities and fun fairs are still fresh in my mind. The counseling given by my teachers and seniors in the

school have become a milestone for me. Those rainy days' football matches, games after school hours and between evening meals and study hours were literally the spices for my time in GBS.

Along with these great memories and funs, GBS provided me the best platform for my all round development. Past is now gone but only the memories have remained; future is not known and what we have is the present so today when I take a glimpse of those seven years, a different kind of feeling arises inside me. The feelings of courage, adventure and happiness make me able to take another step to my life and start a new chapter with the knowledge of those seven years' chapter. All the credit goes to GBS and the people linked directly or indirectly to GBS.

So, thank you GBS! Always be on the top and keep on rocking. You will always be in my mind. I am really proud to be an Ex-Gadakian. Happy Golden Jubilee to GBS!

*(currently he is studying B.Sc Third Year in PNC)*



Phenjo Aangmo Gurung, 10A  
Mustang

## Life Beyond Himalayas

Mustang is the cold desert of Nepal and one of the two districts beyond Himalayas of Nepal. People go to different hills for trekking to get relief from the busy life. And people find it really difficult to walk up and down of very small hills. But I feel blessed to have been born in such environment where people make plans to visit these places. I proudly say that I came from Mustang.

Life of people in Mustang is very different from that of the people living in other parts of Nepal. It lies in the lap of Mt. Nilgiri. It has many rivers flowing nearby and the biggest of them is the Kali Gandaki. Mustang is visited by thousands of tourists every year due to some of its beautiful scenery. Religious temples, gumbas, ancient tools, man made things etc are the most attractive things to attract tourists. Snow

fall attracts many tourists. Mustang has been one of the touristic spots.

People of these places wear their own cultural dresses 'Bakkhu' and 'Dochha'. They are benevolent. They help each other. Most of the people are engaged in agriculture and animal husbandry like keeping goats, sheep, cows, yaks and horses. There are many people who serve in the foreign countries. People of these places are very nice. Apples of different types are the most famous fruits of Mustang. Every year people grow apples. In the month of Ashoj, they pick the apples from trees and they supply to other places like Pokhara, Baglung, Nrayangadh and Kathmandu. Due to the cultivation of apples most of the tourists are attracted.





## यात्रा : लामाचौरदेखि अमेरिकासम्म

राजकुमार भण्डारी  
पि.एच.डी. (विश्लेषणात्मक रसायनशास्त्र)  
एसएलसी व्याच सन् २००१, १०+२ सन् २००३

गण्डकी बोर्डिङ स्कुलमा कक्षा १२ पास गर्ने वित्तिकै २००४ जनवरीमा अमेरिका टेकेको मलाई हिजो भैं लाग्छ । आज फोनबाट “स्वर्ण जयन्ती स्मारिका” का लागि केही लेख पठाउनु” भन्ने पूजनीय बुवाको भनाइबाट बल्ल भस्ड्ग भएँ र अतीत याद भयो ।

एउटा मध्यमवर्गीय परिवारमा जन्मी हुर्केको, मेरो बाल्यकाल रमणीय पोखराको मनमोहन लामाचौरमा व्यतीत भयो । सानैदेखि नै मेरी आमा जो कहिल्यै स्कुल जानु भएन, भन्नुहुन्थ्यो, “छोरालाई बोर्डिङ स्कुल पढायो भने अङ्ग्रेजी जान्छन्, अनि अङ्ग्रेजी जानेपछि अङ्ग्रेजी पढाएर नै आफ्नो पेट पाल्छन् ।” आमाको अङ्ग्रेजी पढाउने ठुलो सपनाले मलाई अल्फा बोर्डिङदेखि गण्डकी बोर्डिङसम्म पुर्‍यायो । मेरा पूजनीय पिता, शिव बहादुर भण्डारी, जो भारतीय सेनामा कार्यरत हुनुहुन्थ्यो उहाँको पनि निकै ठुलो त्याग, तपस्या र बलिदान छ मलाई गण्डकी बोर्डिङदेखि हालको यो स्थान पुर्‍याउनमा । मेरो बुवा जो एस.एल.सी.मा तेस्रो डिभिजनमा उत्तीर्ण हुनुभयो, उहाँले सदा प्रथम श्रेणीमा उत्तीर्ण हुने वातावरण मिलाइ दिनु भयो । बुवा सेनामा कार्यरत भएको देखेर मलाई पनि कहिले काहीँ सेनामा भर्ती हुने रहर जाग्दथ्यो । मेरा यी रहरहरू एक दिन निकै हिम्मतका साथ बुवासामु प्रस्तुत गरें । बुवाको भनाइ थियो, मैले धेरै दुःख पाएँ सेनामा, मेरो छोरालाई म त्यो बाटो हिड्न सल्लाह दिन सकिदैन । लौ खत्तम् अब राम्रोसँग नपढी कहाँ सुख पाइयो र ? आमा, बुवाको त्याग, तपस्या, सङ्घर्ष, बलिदान एवम् प्यारकै कारणले गण्डकी बोर्डिङमा कक्षा ४ देखि कक्षा १२ सम्मको यात्रा सहज तरिकाले पुरा गरियो । अब लाग्यो, मेरी पूजनीय आमालाई छोरो कक्षा १२ पढिसक्यो अब पढ्नु पर्दैन, पढाइ सकियो । आमालाई विस्तृत रूपमा थाहा दिएँ, कक्षा १२ पछि धेरै कक्षाहरू छन् पढ्नको लागि । आमाले मप्रति देखेको सपना त ठुलो नै थियो, भन्नु मैले अब ठुलो

सपना देख्न थालें । मलाई अब धेरै पढ्नु थियो, अमेरिकामा गएर उच्च शिक्षा हासिल गर्नु थियो । कक्षा १२ को नतिजा आइसके पछि मैले घरपरिवारमा अमेरिका पढ्न जाने इच्छा जाहेर गरें । अमेरिका संसारकै विकसित एवम् शक्तिशाली राष्ट्र । न त मेरा आमातिरका न त बुवातिरका कोही अमेरिका गएका थिए । घरपरिवारलाई पनि मलाई अमेरिका पठाउने रहर थियो तर मध्यम वर्गीय परिवारमा कहाँबाट ल्याउने त्यत्रो धेरै पैसा ? कान्छो नाति अमेरिका पढ्न जाने रहर गरेको कुरा हजुरबाको कानमा पर्‍यो । पैतृक सम्पत्ति सबै हजुरबाको नाममा थियो ।

मेरा हजुरबाका दुईवटा नातिहरू अनि म चाहिँ कान्छो नाति र म साह्रै नजिक थिएँ हजुरबासँग । सानैदेखि हजुरबासँग म धेरै ठाउँ घुमेको छु, जन्ती भएर गएको छु थुप्रै ठाउँमा जन्त । हजुरबालाई ढाड दुख्दा उहाँको दाडमा मालिस गरेको छु । देउराली चुरोटको सौखिन मेरा हजुरबालाई नजिकैको बालकृष्णको पसलमा गएर चुरोट ल्याएको छु , सानैदेखि मेरा हजुरबालाई साथमा चुरोट ल्याए बापत पीपलगेडी ज्याला पनि लिएको छु हजुरबासँग । मेरो उच्च शिक्षा हासिल गर्नका निम्ति हजुरबाले बाटो छेउको २ रोपनी जग्गा बेचिदिनु भयो । लाखौंको सम्पत्ति बेचेर मलाई शिक्षा प्रदान गरि करोडौं कमाउनु भयो मेरो हजुरबाले । त्यही पैसा लिएर मेरो यात्रा सुरु भयो अमेरिकातिर, ओक्लोहोमा राज्यको ओक्लोहोमा स्टेट यूनिभर्सिटी । अमेरिका उड्नु अघि मात्र एक चोटि प्लेन चढेको थिएँ, रहरले । अमेरिका जाने भिषा लागेपछि काठमाण्डौ देखि पोखरा आएको थिएँ । लामो दूरीको प्लेन चढेको मेरा लागि पहिलो चोटि नै थियो, जनवरी ३, २००४ मा । जनवरी ४, २००४ मा अमेरिकाको ओक्लोहोमा राज्यको ओक्लोहोमा सिटी एयरपोर्टमा मेरो जहाज रोकियो, मेरो गन्तव्य नजिकैको एयरपोर्ट यही नै थियो । एयरपोर्टमा ४ घण्टा कुर्दा आफुले ल्याएका लगेजहरू



हराएको खबर आयो । मध्यरातमा प्लेन अवतरण गरेको थियो, बाहिर जताततै बत्तीको झिलिमिली भए पनि मनमा मेरो निकै अन्धकार छाएको थियो । मैले लगाएको एक जोर कपडा, एउटा सानो भोलामा सर्टिफिकेट र केही अमेरिकी डलर बाहेक म सँग अब केही थिएन । मैले नेपाल देखि बोकी ल्याएका चिनोहरू सब हरायो, थाहा छैन कता ?

ओक्लोहोमा एयरपोर्टबाट म जानुपर्ने ठाउँ १ घण्टा पूर्व थियो । मलाई जो दाजु लिन आउने कुरा थियो उहाँ त आएर फर्किसक्नु भएछ । मेरो प्लेन अलि ढिलो ल्याण्ड गरेको थियो निर्धारित समय भन्दा । मलाई दाइले उहाँको फोन नम्बर दिनु भएको थियो । नजिकको एयरपोर्ट अफिसकी कर्मचारीसँग मलाई यो नम्बरमा सम्पर्क गराइदिनु भनी अनुरोध गरें । मैले दिएको नम्बर हेरी ती महिलाले “अमेरिकी नम्बरमा १० वटा अङ्क हुन्छन्, तिमीसँग जम्मा आठवटा अङ्क छन्, फोन लाग्दैन बरू अर्को नम्बर छ भने देऊ” भनिन् । म अवाक् भएँ । पाँच घण्टा भइसकेछ, एयरपोर्टमा बसेको । खिन्न मुद्रामा अब के गर्ने, कहाँ जाने ? भन्ने कुरा सोचिरहेँ । मेरो अमेरिकी सङ्घर्ष सुरु भएको अमेरिका टेक्ने बित्तिकै हो । एक छिनमा नजिकैबाट “म OSU जा रहाँहू ” भन्ने आवाज सुनेँ । म पनि हतार हतार त्यता लागें र उनीसँग सहयोग मागी ओक्लोहोमा स्टेट युनिभर्सिटी हुईकिएँ । हिन्दी भाषा जानेको निकै ठुलो काम लाग्यो, त्यतिबेला । ओक्लोहोमा स्टेट युनिभर्सिटी एक सेमेस्टर पढेपछि ट्युसन महँगो भएकाले म मिनेसोटा राज्यको सेन्ट क्लाउड स्टेट युनिभर्सिटीमा भर्ना भएँ । मिनेसोटा राज्यका केही युनिभर्सिटीहरू विदेशी विद्यार्थीहरूलाई छात्रवृत्ति प्रदान गर्ने भएकाले सेन्ट क्लाउड मेरो रोजाइ थियो । वर्षमा दुई सेमेस्टरको हुन्छ र समरमा विदा हुन्छ अमेरिकामा । समरमा हप्ताको ८० देखि ११० घण्टासम्म काम गरी स्कूलको लागि, ट्युसनको लागि पैसा जम्मा गर्दथ्यौँ, म लगायत मेरा अन्य विदेशी साथीहरूले । कडा मेहनत, परिश्रम, दृढ सङ्कल्पका साथ अनि माता पिताको आशीर्वादले नै सेन्ट क्लाउडबाट केमेष्ट्रीमा व्याचलर डिग्री प्राप्त गरें । सेन्ट क्लाउडबाट पढाइ सकेपछि मैले हावर्ड युनिभर्सिटीमा काम गर्ने सुवर्ण अवसर प्राप्त गरें । संसारकै महान् विश्वविद्यालयमा गनिने हावर्ड मेरा लागि प्रेरणाको स्रोत थियो । हावर्डमा १ वर्ष पब्लिक हेल्थ मा काम गरेपछि मैले PhD को लागि साउथ डकोटा स्टेट जाने निर्णय गरें । मेरा हावर्डका गुरुले मलाई पब्लिक हेल्थ पढ्न प्रेरित गर्नुभएको थियो तर मलाई पब्लिक हेल्थ पढ्नु थिएन । मलाई ठुलो पोखरीको सानो

माछा बन्नुभन्दा सानो पोखरीको ठुलो माछा, बन्न मन पर्ने भएकाले मैले साउथ डकोटा स्टेट युनिभर्सिटी रोजें । साउथ डकोटा स्वेटमा पढाइका साथ साथै मैले अरू अतिरिक्त क्रियाकलापमा पनि आफुलाई व्यस्त राखेको थिएँ । मैले नेपाली विद्यार्थी संस्थाको जुन विदेशी विद्यार्थीहरू मध्येको ठुलो संस्था थियो, साउथ डकोटा स्टेटमा, त्यसको अध्यक्ष भएर एक वर्ष काम गरें । त्यसको साथ साथै साउथ डकोटा स्टेट युनिभर्सिटीको Graduate School को सेनेटर भएर करिव १६०० को प्रतिनिधि गरेर Student Government मा आफुलाई सामिल गराएँ । साउथ डकोटा स्टेट युनिभर्सिटीको Student Government मा सम्भवतः म नै पहिलो विदेशी Student Senator थिएँ । साउथ डकोटा स्टेट युनिभर्सिटी जुन संस्थाको १२५ वर्षभन्दा पनि बढीको उमेर छ, त्यहाँ कुनै Graduate Student Association थिएन, जुन मेरो नेतृत्वमा पहिलो पटक Graduate Student Council को स्थापना भयो । मलाई थ्याक्कै ४ वर्ष लाग्यो PhD गर्न र मेरो अध्ययनको खोजीको विषय थियो Cyanide Poisoning । यो चार वर्षको अध्ययन कालमा मैले ६ वटा Research Paper हरू प्रकाशित गरेको छु । उत्कृष्ट अनुसन्धान गरेका कारणले नै अमेरिकी सरकारद्वारा मलाई ग्रीन कार्ड उपलब्ध भयो । PhD गर्ने क्रममा मैले मेरा आदरणीय एवम् पूजनीय हजुरबालाई सदाका लागि गुमाउनु प्यो, जुन मेरो लागि जिन्दगीमा अहिलेसम्मकै निकै दुःख लाग्दो क्षण हो । तैपनि उहाँको पैसाभन्दा इज्जत कमाउनु, भण्डारी नामलाई विश्वसामु चिनाउनु भन्ने विचारलाई जीवित राख्दै मेरो यात्रालाई निरन्तरता दिइरहेको छु । PhD को Graduation मा मेरो सामु मेरो उपलब्धीको खुसी साट्न मेरी आमा एवम् मेरा बुवा पनि अमेरिकामा पाउँदा ममा खुशीको सीमा नै थिएन । त्यो साँझ, मेरी आमामा समर्पित एउटा सानो कविता कोरें मेरो डायरीमा ।

आमा मैले त PhD नै गर्दै  
तिम्रो ममताको कदर गर्दै  
दुःख सुखका साथ अगाडि बढ्दै  
कैयौँ अप्ठ्यारहरूसँग डटेर लड्दै  
आज, म यो मोडमा आइसकें  
सबैको सामु दीक्षान्त समारोहमा टोपी र हुडी लाइसकें  
सच्चा वैज्ञानिक बनी उत्कृष्ट अनुसन्धान गर्ने कसम खाइसकें  
पढ्दै गएँ, गर्दागर्दै धेरै नै पढें  
अन्त्यमा, आमा मैले त PhD नै गरें ।



डाक्टर बन्यो तिम्रो छोर्रो  
तर तिम्रीलाई कुनै ओखती मुलो लेख्न सक्तिनँ  
तिम्रा घुडा, पेट, टाउको सधैं दुख्छन्  
तर तिम्रीभित्र के भयो भनेर म देख्न सक्तिनँ,  
फोनमा भन्थ्यौ, गोठका भैंसी बाखा अहिले बिरामी छन्  
न त तिम्रीलाई लेख्न नै सक्छु कुनै ओखती मुलो  
म त डाक्टर त डाक्टर तर वैज्ञानिक डाक्टर  
गर्छु कुनै गहन विषयमा अनुसन्धान ठुलो । .....

साउथ डकोटा स्टेट युनिभर्सिटीबाट PhD गरेपछि मैले  
Research Scientist भएर साढे एक वर्ष काम गरें साउथ  
डकोटा राज्यको सुफल्स भन्ने सहरमा । मैले गरि रहेको  
कामबाट प्रभावित भएर मलाई मिनेसोटा राज्यमा अर्को

कामबाट प्रस्ताव आयो र मेरो यात्रा मिनेसोटा राज्यतर्फ  
बढ्यो । मेरो लामाचौर टु अमेरिकाको यात्रा अहिले मिनेसोटा  
आएर अधि बढिरहेको छ । मेरो मन मस्तिष्क जति नै टाढा  
भए पनि सदा देशप्रतीको माया र जिम्मेवारीले पिरोल्छ । यहाँ  
थोरै समयमा धेरै कुरा सिकेर आफ्नै जन्म भूमिमा आएर  
सबैमा बाड्न पाऊँ भनी सदा भगवान श्री पशुपतिनाथसँग  
प्रार्थना गर्दछु । आशा छ, चाँडै नै मेरो यात्रा अमेरिका टु  
नेपाल हुनेछ । तबसम्मको लागि यत्ति मै कलम बन्द गर्ने  
अनुमति चाहन्छु । धन्यवाद ।

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प्राविधिक के.सी.  
कक्षा ९ ग  
प्युठान

## म र कविता

एकै छिन कविता लेख्न थाल्छु  
मस्तिष्कबाट नराम्रा विचार फाल्छु  
यता उता प्रकृतिलाई हेर्छु  
लेखनीलाई यताउता चलाउँछु  
कविता अगाडि तयार भएको पाउँछु ॥१॥

पहिलो श्लोक तयार हुन्छ  
शरीरले भित्री मनलाई सुन्छ  
फेरि भित्रीभित्रै खुलदुली हुन्छ  
तर एकै छिनमा आत्मा र मनको कुरा मिल्छ  
अनि फेरि मेरो लेखनी चल्छ  
र अर्को श्लोक पनि तयार हुन्छ ॥२॥

जब अल्छी लाग्छ  
अनि बाहिर गएर डुल्न थाल्छु  
मनले आनन्दानुभूतिको गीत गाउँछ  
नयाँ श्लोक दिमागमा आउँछ  
हृत्तलले प्रकृतिको भित्री तत्त्वलाई देख्छ  
अनि मेरा हातले अर्को श्लोक लेख्छ ॥३॥

लेख्दा लेख्दै रमाइलो लाग्न थाल्छ  
मनबाट आलस्यता भाग्न थाल्छ  
जोस, जाँगरले शरीर नै भरिन्छ  
अनि अरू पनि भावनाहरू कोरिन्छ  
क्रमशः अरू श्लोकहरू पनि लेखिन थाल्छ ॥४॥

जब कविता अन्त्यतिर आउँछ  
कविको मनमा खुसी छाउँछ  
कविको ज्ञान र सरस्वतीको वरदान मिल्छ  
लेखनीले ज्ञान र वरदानलाई निल्छ  
अनि कविको विचार कापीका पानामा घुल्छ  
यसरी कविको कवितालाई मूर्त रूप मिल्छ ॥५॥

जब कविता मिलेको जस्तो ठान्छु  
खुसीले गद्गद् भई नाच्न थाल्छु  
फेरि एकैछिन गहिरिएर सोच्छु  
सरस्वतीलाई कृपाका लागि धन्यवाद दिन्छु  
कापी र कलमसँग अर्को कविता लेख्ने वाचा गर्छु  
लामो सास फेर्छु अनि कापी बन्द गर्छु ॥६॥







Abishek Aryal, 12C  
Gulmi

## Are You Really a Good Person?

When we think about one of the nature's most common law; taking vs giving, we find out that if we do things expecting something out of it, we aren't that great persons we are supposed to be. Instead it takes the next step; to do it expecting nothing in return. That's unconditional love, a selfless attitude. We should be willing to do things for the people in our life with the promise that we aren't going to receive anything in return for what we give. We need to do things because we want to do them; because that's the right thing to do in your heart which ultimately becomes your real reward. The 'feel good' sensation for the contribution to someone else gives us all the pleasure and satisfaction in the world.

Let us take the most common example of an unconditional love: parental love. Parenting is like a thankless job. How often do you hear someone; parent screaming, 'These damn ungrateful kids, they don't appreciate anything. We bend over backwards for them and they don't even say 'Thank you!' The response can be: Never. Parents' love for their children is unconditional. No mother or father can bear the pain of cutting out their children from their life. Not even if their children turn out to be some sort of nightmare for them. It is a really tough job when you are giving all of your energy, your time, your effort, your love to someone else right from

the start. But we never hear our parents' saying, 'It's too much,' or 'I want some sort of appreciation.' Kids can never fully understand what their parents are doing for them until they are grown-ups and have to do it for themselves, i.e., they have to raise their own family. They cannot possibly grasp and feel it in their care how hard their parents have worked to put food on the table, pay all their expenses, may be pay for health insurances, make sure they have the latest laptops and cell phones, buy new clothes and sneakers just like their friends etc. Thus parents do all these things for our own benefits and just to see a huge smile on our face. They never want anything in return. There is a true example of selfless attitude and a pure unconditional love.

When we do some sort of favours for our loved ones, there are two different ways to see it, i.e. as a form of contribution for your loved ones or as a medium to receive a thank you or something else in return for that favour. But in reality, the less we seek for a 'thank you', the more appreciative these people that we contribute for will become because they sense that we are doing things from a place of complete selflessness. This same selflessness will help us to become a really great person.



Ujjwal Kumar Gupta, 9A  
Parsa

## Friendship

Friendship is an important part of life and having strong relationship with people will always keep you happy. Good friends will be with you to share good times and stand by you to help you overcome the hard ones. They are sincere and make incredible sacrifices without personal motives. They love you because they choose to, not because they should.

Friendship is about having wonderful moments with friends and sticking to them no matter what you do

or what goes on. Making friends is one thing, but maintaining a good friendship is a matter of great importance and commitment.

Remember "When we respect our friends and treat them as we would like to be treated, we will always be rewarded with a trustworthy everlasting companionship."





पूर्णलाल कायस्थ  
पहिलो एसएलसी व्याच, २०२८

## स्मृतिका पानाबाट

मेरो नाम पूर्णलाल कायस्थ हो । एस एल सी व्याच वि. सं. २०२८ हो ।

### मेरो पिताको चिन्ता र पढाइको अवस्था

मेरो पढाइको बारेमा बुबाको ठुलो चिन्ता थियो । पढ्नमा कति पनि ध्यान नदिने जहिले पनि फेल हुने । “साहुको छोरा मोतिलाल कर्क टोपी छैन निको चाल” भनेर सरहरूले मलाई गिज्याउनु हुन्थ्यो । शायद यो व्यङ्ग्य मेरो बाले पनि सुन्नुभएको हुनुपर्छ । उहाँ तनहुँका एक सफल व्यापारीका रूपमा चिनिदै हुनुहुन्थ्यो । हुनसक्छ यही तोडका कारण पोखरामा ल्याएर डिस्ट्रिक्ट सोल्डर्स बोर्ड स्कूल (हालको अमरसिंह उच्च मा.वि.) कक्षा ५ मा भर्ना गर्नुभयो । तर दुई महिना पनि पोखरामा टिक्न सकिन कारण होम सिक नै थियो । कहिले गाउँ र आमाको काख नछोडेका कारणले पनि पोखरामा बस्न सकिन । भागेर घरमा पुग्दा बाबुको कठोर दण्ड पाउनुपथ्यो र पुनः मीन हाई स्कूल, थर्पुमा अध्ययन सुरु भयो कक्षा ५ मा ।

### स्कूलमा प्रवेश

वि. सं. २०२३ जेठ २३ गते तदनुसार (June 5, 1966) मा नेपाली आर्दश विद्यालय, लामाचौरमा भर्ना भएको जस्तो लाग्छ । त्यो बेलामा कक्षा १-४ सम्म मात्र थियो । हामीलाई मिरुवामा अन्तरर्वाता लिइएको थियो । त्यस बेला यस स्कूललाई (Boys Boarding School) भनेर पनि चिनिन्थ्यो र कक्षा ४ मा भर्ना भएर छात्रावासमा बस्थौं । सम्भवत काठमाडौं उपत्यका बाहिरको पहिलो छात्रावास थियो र त्यो बेलामा लामाचौर गाउँ थियो । स्कूल र छात्रावास फुसको छानो थियो भने कक्षा कोठामा कुर्ची, टेबल र छात्रावासमा प्रत्येकको लागि खाटको व्यवस्था मिलाइएको थियो तर भुइँमा साना साना गिट्टी थिए ।

स्कूलका सुरुका दिनहरूमा शनिवार र आइतवार छुट्टी हुन्थ्यो र त्यस बेला स्कूलमा मेला जस्तो लाग्थ्यो । पोखराका अभिभावकहरू आफ्ना छोराहरूलाई भेट्न आउँदा स्कूलको चउरमा पिकनिक मनाए जस्तो भान हुन्थ्यो तर हाम्रा अभिभावक टाढा भएकोले कहिले यसरी भेट्न आउनु भएन । म आफू र मेरो आफ्नो सदनका मसँगै बसेका भाइ सीताराम केसी (हालका प्रतिष्ठित व्यापारी श्री सूर्य बहादुर केसी) का पनि अभिभावक प्रत्येक हप्ता आउन पाउँदैनथे र हामी खाटमा बसेर न्याउरो मुख लगाएर बस्थौं । हामी आफूहरूलाई टुहुरा जस्तै लाग्थ्यो ।

### राज कुमार सर

स्कूल छात्रावासको पहिलो वार्डेनका रूपमा श्री राज कुमार सर हुनुहुन्थ्यो र उहाँ कथा भन्नमा विलक्षण प्रतिभा भएको । तीन सदनमा उहाँलाई निम्त्याउन होड जस्तै चल्थ्यो कसले उहाँ बस्ने स्थान अग्लो र आरामदायी बनाउने तर राज कुमार सर पालै पालो एक एक सदनमा आउनुहुन्थ्यो र सबै विद्यार्थीहरू उहाँका कथा सुनेर मन्त्र मुग्ध बन्थे । समकालिन मित्रहरूले कसैले भुल्नै नसक्ने नाउँ राज कुमार श्रेष्ठ हो ।

प्रधान अध्यापिका मार्था मुखिया जो अत्यन्त कडा स्वभावका थिए र हामीले खाएका थालका अलवा पकाएको भाँडा माभ्ने कामदेखि मसला पिस्ने कामहरू गर्नुपर्थ्यो । त्यही अनुशासनको कारण म जस्तो नजान्ने विद्यार्थी पनि पढाइमा ध्यान दिनै पर्ने बाध्यता भयो ।

स्कूल सुरु भएको लगभग एक महिनापछि एक प्रकारको सरुवा रोग आएर स्कूल बन्द गर्ने अवस्था आयो । पोखराका वरपरकाहरू सबै साथीहरू घर गए । म र लमजुङ्गा गणेश गुरुङ्गमात्र भयौं । त्यो बेलामा खानाको ठेक्का दीपमा घर भएका थकालीहरूले लिएका कारण हामी बिहान बेलुकी उतै



गएर खानु पथ्यो । केही हप्ता पछि गणेश पनि घर गए म एकलै हुनुपथ्यो ।

### हर्वड बाक्ले र जोनाथन लिण्डेल

स्कूल संस्थापन गर्न मुख्य भूमिका खेल्नुहुने श्री हर्वड बाक्ले र जोनाथन लिण्डेल हुनुहुन्थ्यो । उहाँहरू आमपिपल, गोरखाबाट हिँडेर लामाचौरमा आउनुहुन्थ्यो । हामीहरूसँग मीठा मीठा कुरा गर्नुहुन्थ्यो र भन्नुहुन्थ्यो जुनको शीतलता हिँडन औधी आनन्द आउँछ । उहाँहरू दुवै जना गोरखाबाट दिन र रात गरेर बिहानी पख पोखरामा आइपुग्नु हुन्थ्यो । धेरै वर्षपछि श्री जोनाथन लिण्डेल यस स्कूलका प्रधान अध्यापक हुनुभयो र श्री हर्वड बाक्लेका छोरा श्री जोन बाक्ले गण्डकी बोर्डिङ स्कूलका प्रिन्सिपल हुनुभयो । जोनाथन लिण्डेल सरको अथक परिश्रमले अमेरिका र यूरोपका चर्चहरूबाट स्कूलका भवनहरू निर्माण हुन सक्यो । उहाँले हामीहरूसँग भन्नु हुन्थ्यो टोपी थापेर मैले आर्थिक सहायता मागें र आज यति धेरै भवन निर्माण भएकाछन् । यो उहाँको देन हो ।

### मृत्युको मुखबाट उम्केको

शनिबार र आइतबार छुट्टीको समयमा कलिन सर हामीलाई बेला बेलामा घुमाउन लग्नु हुन्थ्यो र उहाँलाई पुतली समाउने खुब सौख थियो । उहाँको परिश्रमले हाल पृथ्वी नारायण क्याम्पसको म्युजियम घरमा पुतलीको संग्रह छ ।

दुई दिन छुट्टी भएको कारणले प्रायः प्रत्येक हप्ता जस्तो काली खोलामा सरहरूले हामीलाई पौडी खेलन लानुहुन्थ्यो । मेरा सहपाठी कृष्ण र गगनले साना साना भाइहरूलाई ढाडमा बोकी पौडी खेलेर वारिवाट पारि पुर्‍याउने गर्थे । म पनि गर्ने भएको भण्डै बीचमा डुबेर मरेको कसैले तानेर म बाँचे । त्यस्तै भदौ महिनामा होला काली खोलाको रहमा पौडी खेलेर फर्कने क्रममा खोला तर्दा चिप्लिएर लडें र धन्य कुलो तिर बगाएर बाँचियो । भक्त सर खोलाका तिरै तिर दौडनु भएछ मलाई खोज्न ।

### शान्ति आइजक सुब्बा सर

शान्ति सर हामी कक्षा ६ मा पढ्दा स्कूलमा आउनु भएको जस्तो लाग्छ । उहाँ बहु प्रतिभावान व्यक्तित्व हुनुहुन्थ्यो । उहाँमा नेपाली, अंग्रेजी, भूगोल, हिसाब, इतिहास लगायत सबै विषयहरू पढाउन सक्ने क्षमता थियो र खेलकूदमा पनि माहिर । रानोको वरिपरि माहुरी भुम्भिए जस्तै उहाँका वरिपरि

सबै विद्यार्थीहरू भुम्भिन्थे । क्लास बाहिर साथीको रूपमा व्यवहार गर्नुहुन्थ्यो भन्ने क्लास भित्र अति अनुशासित । उहाँ कालिम्पोङ्गबाट आउनुभएकोले पौडीको खुब चाख थियो अनि हामी सेती नदी तरेर याम्दीमा जान्थ्यौ पौडी खेलन ।

### आमाको मृत्यु

म कक्षा ६ मा हुँदा मेरी आमाको निधन भयो र त्यही वर्ष हामीले कक्षा ६ र ७ को जाँच दियौं र नयाँ सेसनमा कक्षा ८ मा अध्ययन सुरु भयो । हामी मुनि यसैकारण दुई वर्षको ग्याप भयो । आमाको मृत्युपछि कविता लेख्न सुरु गर्‍यौं । भोजराज न्यौपाने सरले हामीलाई हौसला दिनुहुन्थ्यो कविता लेख्न ।

### जापानी आण्टी र स्वीस आण्टी

राज कुमार सरपछि होस्टेल वार्डनको रूपमा जापानी आण्टी आउनुभयो । उहाँको स्वभाव कडा थियो जब उहाँ पितलको घण्टी बजाएर एका बिहानै न्ययम Morning Boys भनेर उठाउन आउनु हुन्थ्यो सबै उठी हाल्थे । यदि दोस्रो पटक आउँदा पनि नउठ्नेलाई त्यही घण्टीले हिकानुहुन्थ्यो ।

जापानी आण्टी छुट्टीमा जाँदा उहाँको सट्टामा स्वीस आण्टी आउनुभयो स्वयंसेवकको रूपमा । उहाँको स्वभाव जापानी आण्टी भन्दा ठीक उल्टो थियो । उहाँले सबैलाई औधी माया गर्नुहुन्थ्यो । त्यही मायाको कारणले कति पटक विद्यार्थीहरूले टेढैन थिए । जब उहाँको समय सकियो र जाने बेलामा पो आँखा भरि आँसु लिएर विदा हुनुभयो । यसले सबैलाई द्रविभूत बनाएको थियो ।

### ठुलो बाजे

दयाराम गौतम जसलाई ठुलो बाजे भन्थ्यौं र उहाँ हेड कुक हुनुहुन्थ्यो र खानामा सबैको रेखदेख विशेष प्रकारले गर्नुहुन्थ्यो र उहाँ सबैका ठुलो बाजे हुनुहुन्थ्यो ।

### कक्षा दशमा पुगेपछिको कथा

साइनिङ्ग अस्पतालमा कार्यरत डाक्टर टर्नरकी श्रीमती हामी उहाँलाई मिसर्स टर्नर भन्थ्यौं । कक्षा १० को सुरुवातमा पनि विषय बस्तुमा नपढाएर सेन्टेन्स (वाक्य) घोकाउने मात्र गर्दा सबै रुष्ट भयौं । एक दिन उहाँको कक्षा बहिष्कार गर्‍यौं यो वि. सं. २०२७ सालको कुरा हो । त्यो बेला कक्षा बहिष्कार गर्नु अति गम्भीर हुन्थ्यो । त्यति नै बेला टड्कनाथ शर्मा सरले



कक्षा ९ सम्म हिसाब र विज्ञान पढाउनु हुन्थ्यो र हामीले राम्ररी बुझेका थियौं तर कक्षा १० मा आएपछि अचानक कलिन स्मिथ सरलाई पढाउने जिम्मा दिइयो। कलिन सरले पढाएको कुरा कसैले बुझ्न सक्दैन थिए। यो हाम्रो लागि ठुलो समस्याको रूपमा खडा भयो। यो कुरा हामीले शान्ति सरलाई भन्यौं तर उहाँको कुरा सुनुवाइ भएन। उहाँले सिधै हेडमाष्टरलाई आफ्ना कुरा भन भन्नुभयो। अब कसरी जानु हेड सरकोमा? त्यो बेलाको हेड सर टम भाल्मिक हुनुहुन्थ्यो। हाम्रो अंग्रेजी त्यति राम्रो थिएन। हाम्रो पालामा नेपाली माध्यम थियो। बिरालाको घाँटीमा घण्टी कसले भुण्ड्याउने भन्ने उखान जस्तै हेड सरसँग कसरी कुरा राख्ने। हामी साथीहरू एक अर्कामा मुखामुख भयौं। यसरी धेरै दिन बित्यो। उहाँको कोठामा गएर कुरा गर्ने हिम्मत जुटाउन हम्मे हम्मे पर्न थाल्यो तर हिसाब र विज्ञान विषय हाम्रो लागि टाउको दुखाइ हुँदै थियो।

भारतमा पढेर आएका सहपाठी विक्रम गुरुङ्गको अंग्रेजी हाम्रो भन्दा राम्रो थियो। एक दिन मैले भनें “तँ पहिला सुरु गर त्यसपछि जानी नजानी म सरलाई हाम्रो समस्या अवगत गराउँछु।” हामी डराई डराई सरको कोठामा गयौं। हामी त्यस बेला अति अनुशासित र गुरुहरूका आदर गर्ने गथ्यौं। सरसँग कुरा गर्न पनि ठुलो आँट चाहिन्थ्यो र हाम्रो पीडाले बोल्न बाध्य भयौं। जब विक्रमले कुरा सुरु गर्थे त्यसपछि म बोल्न थाल्थेँ म बोल्दा साथीहरू गलल हाँस्थे। अहिले सम्भन्धु कसरी बोले हुँला के के बोले हुँला? पक्कै बोल्दा थुप्रै गल्ती भएर साथीहरू र सर हाँस्नुभयो होला। तर धक नमानी हाम्रो पीडा उहाँसम्म पुग्याउन सफल भयौं। सरले भन्नुभयो कलिन सर योग्य शिक्षक हुनुहुन्छ तिमिहरू कक्षा १० मा पुगी सक्यौ। सयाद टड्क सर आई एस्सीमात्र हुनुहुन्थ्यो त्यो बेलामा। हामीले भन्यौं हो कलिन सर योग्य हुनुहुन्छ तर उहाँले पढाएको पटकै बुझ्दैनौं। जस्तो मैले भनें “सिम्लीफाई हिसाब गर्दा दुई हरफमा उत्तर निकाल्नुहुन्छ यो कसरी आयो भनेर सोध्दा सर रिसाउनु हुन्छ। हामीलाई यो सर हुँदै हुन्न।” उहाँ पनि आफ्नो कुरामा टसमस हुनुभएन। एउटा सामाधानको बाटो सरले राख्नुभयो। कक्षा १० का अभिभावक भेला गर्ने र हामी सबै घरमा गएर आफ्ना अभिभावकलाई एक हप्ता भित्र स्कुलमा ल्याउने। यो निर्णयपछि आफ्ना आफ्ना घरमा गयौं। म टाढा भएको हुनाले केही दिन घरमा बसेर स्कुलमा फर्कने क्रममा साँझ पख मोहरियाटोलमा गएर विष्णुलाई भेटें उनले भनें “शान्ति सरले स्कुल छाड्नु भयो।” म बिहान स्कुल

पुग्दा सबै एक अर्कामा हेराहेर गरेर विष्मयकारी रूपले म तिर हेर्दै थिए। म छक्क परें। सरहरू आएर मलाई अझालेर लानुभयो छात्रावास तिर। स्कुलबाट हामी गए पछि के के भएछ कुन्नि शान्ति सरले स्कुल छाड्नु भएछ। उहाँलाई शायद विद्यार्थीहरूलाई उचालेको दोष लगाएर स्कुलबाट निकालियो होला तर उहाँको दोष केही थिएन। यति मात्र हो सबै विद्यार्थीहरू उहाँलाई आदर र माया गर्थे।

अभिभावक सम्मेलनको दिन आयो। हाम्रा सबै अभिभावकहरू भेला हुनुभएको थियो। हेड सरले आफ्नो तर्क राख्नुभयो। हाम्रो पीडा कसैले बुझेनन् र कलिन सरलाई नै निरन्तरता दिने निर्णय भयो। हामीहरू सबै मर्माहात भयौं। अब कसले विरोध गर्ने? मिटिङ सकिएपछि मेरो बुबाले मलाई र हेडसरलाई बोलाएर एकान्तमा लगेर भन्नुभयो “यदि पूर्णका साथीहरू निस्के भने तपाईंले उनलाई मात्र पढाउने कि नपढाउने?” सरले भन्नुभयो “म पूर्ण एकलै भए पनि पढाउँछु।” अनि मेरो बुबाले भन्नुभयो “तिमी यो स्कुल छाड्छौ भने गाउँमा जानुपर्छ।” एक दिनको कुरा हो वि. सं. २०२७ को फागु पूर्णिमाको दिन स्कुल विदा भएन र कसैसँग अनुमति नलिई स्कुलबाट भाग्ने योजना भयो साथीहरूको तर मेरो विवशता बताएँ। सबै कक्षा १० का सहपाठी मित्रहरू भागेर गए। म एकलै रहें। ती भागेकाहरूलाई स्कुलले निष्काशन गर्‍यो र केही महिना म एकलै १० मा थिएँ। निष्काशन गरेको केही महिनापछि गगन गुरुङ्ग उनका अभिभावकसँग स्कुलमा आएर माफ मागेपछि स्कुलमा राखियो र मेरो एकलोपनबाट बल्ल छुट्कारा मिल्यो।

दर्शै पछि हाम्रो Send Up Test थियो। सुरुका दिन राम्रै भयो जाँच। मैले भुल्नै नसक्ने कुरा यहाँ लेख्न मन लाग्यो। शायद यो घटना गगनले बिसै पनि होला। अनिवार्य हिसाबको जाँच सकिएको दिन। साँझको खानाको घण्टी लाग्यो र म खान गएँ तर मेरो सहपाठी जो हामी एउटै कोठामा बस्थ्यौ खान आएन। म केही बेर कुरें उनी नआएपछि खाना छोडेर उनलाई के भयो भनेर कोठामा गएँ। उनी अँध्यारोमा एकलै बसेका रहेछन्। मैले सोधें के भयो? आज जाँच बिग्रियो यत्रो मेहनत खेर गयो यार मैले सोधें, “कुन कुन हिसाब गरिस् भन् त?” यो यो गरेँ भनेपछि त्यहाँ बसेर प्रश्न पत्रमा जोड्यौं। जोडदा ३२ आयो र मैले भनें तँ पास हुन्छस् जाऔं खान। अनि हामी दुवै जना खान आयौं। जब सेण्ड अप टेस्टको नतिजा आयो गगनको हिसाबमा ठ्याक्कै ३२ आएछ।



वि सं. २०२८ माघ १७ गते हाम्रो SLC सुरु भयो । हाम्रो SLC सेन्टर राष्ट्रिय बहुउद्देश्य मा वि, पुरानो टुडीखेलमा थियो । अहिले जस्तो छात्रावासमा बसेर SLC परीक्षा दिने चलन थिएन । सेण्ड अप टेस्ट परीक्षापछि पोखरामा डेरा बसेर जाँच दियो । जब हामी पहिलो दिन जाँच दिन गयौं सबैले हामी तिर हेर्दै थिए कारण बोर्डिङ्ग स्कुलबाट जाँच दिन आएको कारणले पनि हाम्रो उच्च मूल्याङ्कन भएको थियो । किनकि पहिलो दिन अंग्रेजी विषयको जाँच । तनहुँ र कास्कीका मित्र एउटै कोठामा परेकाले सिकाउने मौका पायौं र यही कारणले धेरै साथीहरू SLC पास भए ।

जब हामी जाँच सकेर हिँड्दै कोठामा आउँदै गर्दा रेडियोमा राजा महेन्द्रको स्वर्गारोहण भएको खबर सुन्यौं र हाम्रो जाँच पाँच दिनको लागि पछि सय्यो ।

असारमा रिजल्ट आयो तर यसको जानकारी पाउन ४-५ दिन लाग्यो । २ जनाले एसएलसी दिएकोमा दुवै जना पास म प्रथम श्रेणी पास भएछु र गगनको दोश्रो श्रेणीमा । यसो गर्दा स्कुलले राम्रो नतिजा ल्याएकोमा तत्कालिन श्री ५

को सरकार शिक्षा मन्त्रालयबाट स्कुललाई नगद पुरस्कार दिइयो ।

### एगबोसा

एस एल सी पछि स्कुलसँग सम्बन्ध टुटे जस्तो थियो र स्कुलमा भएको नयाँ परिवर्तनले हामीलाई चिन्दैन थिए । जिविएसको रजत महोत्सवमा स्कुल आउँदा सबै नयाँ र कसैले नचिनेको जस्तो आभाष भयो । त्यस बेला जोन बाक्ले प्रिन्सिपल हुनुहुन्थ्यो । रजत महोत्सवपछि चउरमा बसेर पोखरा एगबोसाको जन्म भयो र सरुभक्तलाई सभापतिको जिम्मा दिएर हामी छुट्टियो । एगबोसाले स्कुलसँग नजिक बनाउने पुलको काम गर्‍यो । स्कुलको स्वर्ण महोत्सवमा यी संस्मरण लेख्ने मौका दिनु भएकोमा प्रिन्सिपल लगायत स्कुलका सबैप्रति आभार प्रकट गर्दछु साथै एगबोसाले नयाँ र पुराना साथीहरूलाई जोड्ने काममा सफलता पाउन सकोस् । यही शुभकामना छ । धन्यवाद ।



अनु पिप्ला  
कक्षा ६ ख  
पर्वत

## जन्म गाउँ र शिक्षा

दुर्लुङ गाउँ धौलागिरि अञ्चलको पर्वत जिल्लामा पर्छ । मेरो जन्म दुर्लुङ गाउँमा भएको हो । म जन्मेको गाउँ चारैतिर डाँडाहरूले घेरिएको अति रमणीय छ । वरिपरि हरियाली, स्वच्छ हावा र सुन्दर वातावरणले सुसज्जित छ मेरो गाउँ । यस्तो स्वर्ग समान गाउँमा जन्म लिन पाएकोमा म आफूलाई भाग्यमानी ठान्दछु ।

जन्मभएको गाउँ जति प्यारो भए पनि शिक्षा प्राप्त गर्न गाउँ छोडेर टाढा जान पर्दो रहेछ । म पनि जन्म स्थान र आमाबुवाको काख छोडेर १० वर्षकै उमेरमा मनमा शिक्षा प्राप्त गर्ने आशा लिएर गण्डकी बोर्डिङ्ग स्कुल लामाचौरमा आएँ । मन त 'हातका मैला सुनका थैला के गर्नु धनले । साग र सिस्नो खाएको बेस आनन्दी मनले' भनेर गाउँमै

आमाबुबसँग बसेर काम गर्ने थियो । तर शिक्षाभन्दा ठुलो अरु केही हुँदैन । त्यसैले मैले पाएको पढ्ने मौका छोड्न ठिक ठानिनँ । अब म पढेर ठुलो मान्छे भएपछि म मेरो दुर्लुङ गाउँको विकास गर्नेछु । बाटो बनाउने, स्कुल नभएको ठाउँमा स्कुल बनाउने छु । दुर्लुङ गाउँबाट माछापुच्छ्रे हिमाल, अन्नपूर्ण हिमाल देखिन्छन् । मेरो गाउँमा एउटा ठुलो मन्दिर छ । त्यहाँबाट वरिपरि रहेका ९ वटा जिल्ला देखिन्छन् । यो गाउँ सबैभन्दा सुन्दर गाउँ हो । मैले पनि आफ्नो गाउँलाई सबै किसिमका सुविधा सम्पन्न, विकसित गाउँ बनाउने सपना देखेकी छु । म आफ्नो सपना पुरा गर्न अवश्य सफल हुनेछु ।





Abin Bhochhibhoya, A2  
Kavrepalanchok

## Saving the Planet, Seriously?

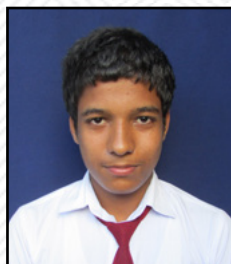
We're so self-important. Everybody's going to save something now. "Save the trees, save the bees, save the whales, save those snails." And the greatest arrogance of all: save the planet. What? Are these freaking people kidding me? Save the planet, we don't even know how to take care of ourselves yet. We haven't learned how to care for one another; we're gonna save the freaking planet? I'm getting tired of that shit. I'm tired of every Earth Day; I'm tired of these self-righteous environmentalists, these white, bourgeois liberals who think the only thing wrong with this country is there aren't enough bicycle paths. Besides, environmentalists don't give a shit about the planet. They don't care about the planet. Not in the abstract they don't. Do you know what they're interested in? A clean place to live! Their own habitat! They're worried that someday in the future, they might be personally inconvenienced. Narrow, unenlightened self-interest doesn't impress me. Besides, there is nothing wrong with the planet. The planet is fine. PEOPLE are busted. The difference; the planet is fine. Compared to the people, the planet is doing great. It's been here for four and a half billion years. Did you ever think about the arithmetic? We've been here, what, a hundred thousand? Maybe two hundred thousand! And we've only been engaged in heavy industry for a little over two hundred years. Two hundred years versus four and a half billion! And we have the CONCEIT to think that somehow we're a threat? That somehow we're gonna put in jeopardy this beautiful little blue-green ball that's just a-floatin' around the sun? The planet has been through a lot worse than us. It's been through all kinds of things worse than us. It's been through earthquakes, volcanoes, plate tectonics, continental drift, solar flares, sun spots, magnetic storms, the magnetic reversal of the poles...hundreds of thousands of years of bombardment by comets and asteroids and meteors, worldwide floods, tidal waves, worldwide fires, erosion, cosmic rays, recurring ice ages...And we think some plastic bags, and some aluminum cans are going to make a difference? The planet...the planet...the planet isn't going

anywhere. WE ARE! We're going away. Pack your shit, folks. We're going away. And we won't leave much of a trace, either. Thank God for that. The plant will be here and we'll be long gone. Just another failed mutation! Just another closed-end biological mistake! You want to know how the planet's doing. Ask those people at Pompeii, who is frozen into position from volcanic ash, how the planet's doing. You want to know if the planets all right, ask those people in Mexico City or Armenia or a hundred other places buried under thousands of tons of earthquake rubble, if they feel like a threat to the planet this week. Or how about those people in Kilowaia, Hawaii, who built their homes right next to an active volcano, and then wonder why they have lava in their living room. The planet will be here for a long, long, long time after we're gone, and it will heal itself, it will cleanse itself, 'cause that's what it does. It's a self-correcting system. The air and the water will recover, the earth will be renewed, and if it's true that plastic is not degradable, well, the planet will simply incorporate plastic into a new paradigm: the earth plus plastic. The earth doesn't share our prejudice towards plastic. Plastic came out of the earth. The earth probably sees plastic as just another one of its children. Could be the only reason the earth allowed us to be spawned from it in the first place. It wanted plastic for itself. Didn't know how to make it. Needed us. Could be the answer to our age-old egocentric philosophical question, "Why are we here?" Plastic...nigga. So, the plastic is here, our job is done; we can be phased out now. And I think that's begun. Don't you think that's already started? I think, to be fair, the planet sees us as a mild threat. Something to be dealt with! And the planet can defend itself in an organized, collective way. See I don't worry about the little things: bees, trees, whales, snails. I think we're part of a greater wisdom than we will ever understand. It doesn't punish, it doesn't reward, it doesn't judge at all. It just is. And so are we. For a little while!

George Carlin, Rip.







Kritim Rijal, 10B  
Syangja

## Axiom and Its Importance in Life

I was really impressed by his words. His phrases I felt were true and with his verses. I started my day. Now I was free from captivity as I was trained inside for about nine months to tackle the problems. He, I mean God was with me before I started my journey and his precepts for me were to bolster my Global Village. That's the reason why I was a devotee to him and his non-awry precepts were my axioms.

My focus is to win your life, you should have something that will respect you and help you to conquer every time. To consolidate and conquer your life, you have to tackle every obstacle in your way and have to destroy the ones who are bolshie in nature. And for all these things, you should have your own mentor, your axioms and you should do something that shall make your destiny bright.

Many centuries back, people believed more in God than in themselves. They worshipped God for their gnarly day and for fulfilling everything that they needed. That was their axiom which expiated their heart for additional powers to reveal a new world, a modern world known

this time. 'Time and tide waits for no one.' So we have to forget the wrong that we have done and should help ourselves to live behind some reasons to meet and push ahead, and thus, you will help yourself and your life will be more meaningful. 'We do not have to be great to start; we have to start to be great.' And thus your one step towards it will lead you closer to the end, the end of hardships and beginning of never ending luxury along with a mystique world. But once you would get out of your track and get farther from your principles, you will lose many things in your life and your life and axiom will never support you.

I just want to say that the one who is strong on the surface may not defeat the atmosphere. So you have to feign boldness in your area and should design some kind of defense so that no one will dare to attack you again as at that time, your principles, your axioms will serve, support you and will protect you from nadir of your life. So your axioms will always be a zenith and would swing in full fledge towards your bright future.



Rebecca Subedi, 7C  
Syangja

## GBS as a Community

A group of people who live in a particular area having the same interest, religion, race etc. is a community. It is a group of families. I live in a community named GBS. It's an intellectual community. People here are highly qualified. There are about sixty families here.

People here are united and they are able to maintain peace and friendly environment. They have the feeling of brotherhood and sisterhood. They all have common feeling 'we'. All people maintain mutual respect. They are cooperative to each other in need. In this beautiful community, they are engaged in different sectors and services. Most of them are academic personalities who are assigned to teach and

to hold administrative posts. Others are in laundry, maintenance, dining hall, transportation, school office, finance etc.

Actually it is a well-known school but in the school premises it is a community itself. Majority of the students stay in different hostels.

People here maintain good relationship among themselves. Truly it's a heaven where we can find respect, cooperation and good harmony. Its goodwill is praise-worthy. I am very happy and delighted to be a part of this community.





**Sindhiya Sharma**  
**S.L.C. Batch 2068 B.S.**

## Blend of Glories, Stories and Memories

It was already 10:30 in the morning. It was our first day at GBS. My best friend Bhumika and I hurried to our class. We had nearly missed our 1st period as we were busy playing on the school ground. Our class was 4B. "May I come in ma'am?" we both asked together. "Come in", we heard a sweet voice. It was Parvathy ma'am whom we had known since our childhood. We were overwhelmed by the surprising welcome. All the students were seated and we were the only ones who had been late. But in a minute or two we were happily seated in our respective seats.

It's been 10 years since my tiny legs stepped in class 4. There was a bit of nervousness prevailing inside me but it was thoroughly overpowered by the vivacious joy of starting a new journey in the school I had always wanted to study. GBS was a no 'wonderland' for me as I had grown up here. I was 2 years old when my dad started teaching English here and we had shifted in the staff quarters. So, GBS was a complete home for me. Recollecting the time I spent here is like turning the pages of "A Diary of a Fairy" because each and every moment I spent here was precious.

There are many anecdotes still fresh in my mind. Many accounts and stories which are powerful enough to make my stay inside GBS and my student life at GBS meaningful are vividly present in my mind. The most memorable people are the teachers who taught me. Teachers like Parvathy ma'am, Shiva Lal Dhital sir and Shakuntala ma'am were always top listed as my favorites. They always showed me the right path. They have made an irremovable mark on my mind. The classroom teaching and learning activities reverberantly come to my mind and sometimes it feels like I am still a regular student of this school. The then blissful moments and the angelic presence of the teachers who had taught me were the blessings for me.

When I walk down the memory lane, I see all my happy moments with my friends. I see the lab classes, sports days, fun fairs, parents' days, educational excursions, picnics and many more events. The way we had fun at the PE classes and the way we used to play in the '10 minutes' breaks are worth recalling. All the class assemblies when our friends and seniors would sing and dance and make the '20 minutes' time an enjoyable period always revolve round my mind. When I look at the retrospective slide show, I really giggle at myself. The very sight of the junior students moving here and there reminds me of my childhood. On the one hand, I feel jealous of their

sole ownership of existing GBS; I envy their entering my previous classrooms which I used to share with my classmates; on top of that, I think that they are the ones occupying my seats of every class. On the other hand, I feel that I have transferred my ownership of this school and my legacy to the younger kids.

I was an introvert when I came to GBS as a student but when I left GBS I became an extrovert and had outspokenness developed inside me. Now, I am strong and confident enough to see what exactly I am and to show the world what I have learned now and that is all because of GBS.

GBS definitely remains as the platform of learning for me. It has transformed me into the kind of a student who is inquisitive to achieve knowledge and experiences associated with an ideal citizen of the state of New Nepal. My attachment with this academic institution will be a source of inspiration to me that will ultimately guide me to the path of success. My friends, their smile, cry, gait, help etc. come under the dictionary of nostalgia. Knowledge, character and service are the confluence which I will accept as the holy destination of my life. One thing I have learnt from our school is that elders, parents and teachers are the source of blend of humility, maturity and purity which every Gandakian requires to possess.

GBS is an entire globe for me. I travelled round it to explore myself and to get into something mesmerizing. It's been four years since I left GBS but the chronicles of my life which I spent here will remain fresh in my mind till I collapse. I got to learn so much from this institution and I am making a way where I would be able to return my favour to GBS. I remember some of the notable things and smile. There is nothing more I could do because time has moved so fast and I have moved beyond my school life. As a part of EGBOSA, the GBS alumni, I feel proud to be a Gandakian. It is the unfathomable spectrum and I am just its tissue or vein and I would like to keep it alive and fresh using some kind of balm. I would like to assure GBS that I will leave no stone unturned to further associate myself with you. May this institution flourish and march ahead by leaps and bounds to make it known to every nook and corner of the world! May the Reunion Programme be a grand success!

*(Sindhiya Sharma is now studying BBA second Semester in Prithvi Narayan Campus, Pokhara.)*





## My Village

Sandesh Chaudhary, 4A  
Dang

My name is Sandesh Chaudhary. My village lies in the Mid-Western part of Nepal. We call it Kwadi. It's in Dang District. It lies in the Terai belt. It is hot in the summer and cold in the winter. The climate is moderate in other seasons. People of my village follow different religions but most of the people are Hindus. We can see many temples here. There are some industries, factories and mills here. There are some private schools, community schools and private colleges in our area. We have nice transport facilities here. We can see a government hospital in the centre of the city.

We get plenty of fresh water and we can find different types of vegetations here. It is a beautiful village. I compare my village with a paradise.



## Our Nepal

Sudip Rokaya, 5B  
Humla

My name is Sudip Rokaya. I live in Nepal. Its capital city is Kathmandu. We can see thousands of temples there. The national animal of Nepal is cow; the national bird is lophophorus; and the national flower is rhododendron. Though Nepal is a small country, we are proud of being a part of it. Sita was born in Nepal. She was married to Lord Ram. Lord Buddha was born here. He is 'the Light of Asia'. Similarly, Bhrikuti was born in Nepal. She was married to the Tibetan king. We can see the tallest statue of Lord Shiva in Nepal. Nepal is the land of Himalayas. Mount Everest, the highest peak of the world, lies here. Tenjing Norgay Sherpa had first climbed this peak with Edmund Hilary long ago.



## Street Children

Anjela Dahal, 12B (Regional School)  
Chitwan

There is no barometer to express the joy when you return home after a long vacation and your ten year old sister open the door with a chuckle of delight on her face, even the sphygmomanometer gets out of work to measure your blood pressure when your seven month young sister falls from one story building. The joy to celebrate your birthday with your ten year old sister on the same day is again inexpressible. We are so lucky to have someone by our side that is there to make us laugh, make us angry, make us irritated and make us sad.

Have we ever thought something about the street children? I'm sure your image towards children has been changed due to the noun 'street'. There's no one waiting for them to open the door. There's no one to tease them, make them happy, sad or irritate them. What about celebrating birthday? Oh! They even do not know on which day they were born. We tag and share our pictures on face book but have we ever shared a photo relating to the situation of the street children? They ask

us for money not to drop it in the piggy bank but to drop it in the hand of the bread seller to join their hands and mouth together and we do not even bother about them. We fight with our parents for money, clothing, mobile, scooter, but they do not have their parents to fight with. A street girl of thirteen years of age at the beautiful phase of life is gang raped and she even does not know what it was. This is the case of millions of the street children who are homeless and helpless. Never ignore them, treat them as your own brothers and sisters. If you cannot do anything, rather than turning your face down, just smile seeing them which will make them feel that there is at least someone who wants them to be happy.







**Prashamsa Thapa, 10B**  
**Kaski**

## Live Your Dreams

Most of us have watched shooting stars and made wishes, but has any of the wishes come true? Have our dreams ever been fulfilled? A dream doesn't become reality through magic; it takes sweat, determination and hard-work. It is just like the way a farmer irrigates his field with sweat and toil to make it arable.

Dreams can be fulfilled through innovation, determination, patience and perseverance. We make resolution but seldom keep them. A journey of several miles begins with a single step. To fulfill our dreams, we must take actions. Today is the day of action, tomorrow is only for hope. We have 24 hours to make our day. Our time is limited, we need to correct ourselves and we cannot waste it criticizing others. The tendency to blame others for our mistakes is the greatest hindrance to our path to success.

We make mistakes, fail, learn and ultimately strive for newer heights. Life is like a chocolate box, you never know what you will get. Failure defeats losers, but it inspires a winner. It brings out the best in us, just like heat brings out precious metals from ore. Man is supposed as the most intellectual living being on earth and the master of his fate. We are the architects of our own future. It lies in our hands whether to struggle, to succeed, and to make the tide turn or to just keep on dreaming being on a cloud cuckoo land. Where there is a will, there is a way. If we are firm, determined to achieve our goal, success is ours. All our dreams can come true if we possess the determination to pursue them.

Don't just dream; live your dreams!



**Aashika Sherpa, 5A**  
**Solukhumbu**

## My Best Friend

"A friend in need is a friend indeed" is a proverb that always stands true. I have many friends. But my best friend is Bipana Pun. I call her 'Bipu' and she calls me 'Ashi' in short. She is of my age. She is very good in studies. She is very polite, diligent and punctual. She respects elders and loves juniors. She is my neighbour. Sometimes, we play handball. She likes to eat sweets,

ice-creams, etc. I often go to her house and she also often comes to mine. She has five members in her family: father, mother, brother, sister and grandmother. Her brother's name is Bipin and sister's name is Kopila. Her family members also love me. That's why I love Bipana. I love her company.



**Sarvashree Jamarkattel, 5A**  
**Kaski**

## Family

Family is very important in our lives. Family consists of parents, children, uncles, aunts, grandparents, brothers, sisters and cousins. We can hear some good stories from our parents. Our grandparents also sometimes tell us stories about ghosts, gods and goddesses. Our parents love us very much. They teach us how to love each other. They inspire us to be good children. They want us to be good citizens of the country. I, my brother and cousins get

pleasure when we play many games together. We have a children's club in our house. We celebrate our birthdays together and nicely. We prepare some dances and songs at the weekends and perform them. All the members of our family watch our activities and become happy. I think our family is a really beautiful one, and I am proud of it.





Biplav Adhikari  
S.L.C. Batch 2068

## A Legacy to Carry on

The result was published in the local newspapers and yes, I was selected to one of the best schools of the country. It was a time of joy for me and my family but little did I know joining GBS would give me a lot more than just joy. New school and the whole class of new faces were pretty scary for a boy of class four but I guess it was the same for the rest of the students.

Roaming around the school I felt it was “HUGE” really. I don’t know if any of our previous schools had one tenth of the area GBS has had. Wow! The huge area with the infrastructures in it! The upper ground with all the classes and office! The lower ground with football fields! A cricket pitch and volleyball courts! It seemed like a dream place for the children who love to play. Grounds can be in other schools as well but what we could take pride in ours was that we literally had a little jungle in our school.

Then the exams came. Well, like most of the students in our class I too occupied the first position in my previous school but the result shocked me here. For the first time in my life I wasn’t the topper of my class. I just managed my position in the list of top ten students. This was disappointing, more for my parents than me. I did not know what to do or how to improve my performance but as we always do I moved on. The other exams were not as good as I had wanted them to be but I realized that I was surrounded by all the top students of Nepal. Yes! That was what the entrance was for, to sort out the best of students from the lot of good and to remain as the best one needed to do more than what was done before. I think that this experience of mine represents majority of our situations, all the best students of the past now simply putting it “Not the best anymore”.

As the day scholar and bus user, the travel on the bus was one of the most memorable moments at GBS. There was a self-understood hierarchy in the seating arrangement. Juniors in the front and seniors at the back! Talking on the bus was a way I bonded with many people and made some good friends who are still my very close ones. Our

unnecessary noise would sometimes make our mamas feel uncomfortable. We used to be warned as well. It was because of the company I had to do it that way. However, I was positive towards the verbal warnings.

I don’t remember the first day or to be honest, the first few years clearly. Not many significant things happened to me personally for the first 3 years. I was doing better and life was going on normally.

But during these years, one of the best times was the annual fun fair and sports day together. It was the time all the students would wait for eagerly. The house wise competitions, the chocolates given by the house captains on the sports day, the funfair games and the food! And I still remember the longest line of all the stalls always was the drumstick.

New students were admitted for the third section in class seven. We old students and the new intake were reshuffled in three different sections. I did not feel that comfortable with that kind of change as I was going to lose the company of my previous section of class six. However, little did I know that class 7B would be legendary! As I think about it now it was the beginning of a new era for me. Everything seemed to change. I was better in academic performance and I participated in extra-circular activities and everything was fun. Everyone in our section might agree that the year spent in class 7B is something we won’t forget. We were frequently told to keep silence in the classroom.

One thing no one could deny was the importance of football in our school. It was like a religion for us and almost everyone was present for any football game be it a house match or the biggest of the entire annual tournament organized by class 10. The area gave a huge boost to the students to improve in football and we won a lot of inter-school tournaments in Pokhara. Cheering our school team in the national tournament in the stadium was one of the happiest moments spent in the school life. And when we were in class 10 our team won the final on penalties. What a match it was! And as



the final goal was scored by our team we rushed to the ground to celebrate it. It was a sight worth seeing.

There's a lot more to be told but not everything can be covered in a piece of writing. As individuals we all had our own experiences here each differently viewed but as a student of our institution we all feel that the process of GBS has refined us. It made us independent in many ways. The tradition of selecting captains for houses, hostels, day scholar students gave the students not only the sense of leadership but also taught them the meaning of responsibility. I myself was the bus captain and main day scholar captain for 2 years and in those

years I had to discipline myself. So it was a wonderful experience for me and for many students likewise.

The other thing was the vast number of extra and co curricular activities in our school that happened every week and I can guarantee that no other school in the valley gave more emphasis on these than our school.

All those years in GBS certainly make the students capable of facing the world and carrying the name GBS as a matter of pride and a legacy to carry on.

*(Mr Biplav Adhikari is studying MBBS First Year in Manipal College, Pokhara.)*



## **I Really Owe you GBS**

**Anuradha Choudhary, 12B  
Bardiya**

I really did not know the connection of me with GBS but before I stepped on its land my happiness knew no bounds when I heard the result that I was selected to study in GBS. I was just very happy that a girl from such a community would get the golden opportunity to be a part of Nepal's number one school. So, I really respect and thank all people related to this. 'God has sent you with so much luck, girl and utilize it properly.' This is the very sentence I often hear when I meet my parents, old friends, relatives and the whole community people. Even I did not know how powerful the luck can be. It can turn a glitter to gold. Truly speaking, I also feel myself as the luckiest person of the world otherwise it is impossible for a girl born in a kind of family belonging to one of the backward communities of Nepal and also living far from all kinds of advancement and getting a chance to come to a beautiful city and studying.

There is no doubt saying GBS as an extraordinary institution and here I write about some of its outstanding fields. I think describing about the academic performance of students and qualifications of teachers are just never ending. The 'wow' feeling when anyone enters the GBS gate is just unexplainable one. The system that it follows does not seem like it is the part of the developing nation. The system of GBS is comparable to the systems of leading countries of the world. It gives importance to all leading countries of the world. It

gives importance to all the activities equally and all the programmes are conducted on right time and everyone is benefitted from it. One of the most appreciable systems of GBS is the freedom to all students. It does not give any kind of pressure and violence to students. 'Learning without tear and fear' is the characteristic of GBS which has helped every student to bloom in the garden called GBS. In its premises itself we can find the whole Nepal as students from Mechi in the east and Mahakali in the west come here to study and make their future bright. And I feel proud to represent the whole Tharu community of Nepal here.

I have come to know that it is very difficult to be far from our beloved parents and also it is not an easy job for the parents too. But GBS being exceptional, it has never lagged behind to provide warmth of mother to every student. That is why the period of nine years which I spent here just went in a blink of eyes. And today I am filled with so much good memories for my upcoming future.

Lastly, I truly respect the traditions of collecting gems from rural and backward areas and helping to expose their potential. Hope that this tradition will continue in the near future too. Finally thank you GBS for making me dream.





Shisir Baral, 6C  
Kaski

## My Birthplace Begnas Tal

Lekhnath Municipality lies in the eastern part of Kaski District. It is five kilometers far from Pokhara city. The heart of Lekhnath is Begnas Tal. Begnas Tal is the biggest lake among the seven lakes in Pokhara valley. Lekhnath municipality is also known as the Garden City of seven lakes.

Begnas Tal is my birth place. Everybody loves their birth place. I also love my birth place very much. Every year many domestic and international tourists come to visit Begnas Tal. It is a very beautiful lake. We can see

the image of Annapurna Mountain in Begnas Lake. The beauty of the lake attracts everybody and makes them revisit this place. Here, people are kind and friendly. There are many hotels and restaurants for the services of the guests. The number of visitors is growing every year. The visitors can also enjoy with many dishes of fish from the lake. So, at last but not the least, I would like to invite everybody to visit my birth place Begnas Tal, at least once.

## Has 'an apple' Really Changed the World?

Sagar Shrestha 12C, Gorkha  
Steven Gurung, 12C, Hong Kong

Oxford Dictionary says that an apple is a round fruit with shiny red or green skin and firm white flesh. It sounds pretty simple and irrelevant, doesn't it? Now, how would you feel if I told you that apples have had significant roles in history and even today? Confused, aren't you? Now let's travel back in time: to the times even before mankind existed and let us observe what roles the apple has played over the years.

Many consider Adam and Eve to be the first ever human species. Though it is accepted in biblical society, if one really thinks about it; entire mankind was born out of a simple act: Eve taking a bite of an apple from 'the tree of knowledge'. As a consequence, Eve and Adam were compelled to leave the heaven and reside on earth. Today the earth is the home of billions of people who are considered descendants of Adam and Eve. If Eve had never eaten the apple then mankind would never have existed. Now, I ask you a question, 'Has an apple really changed the world?'

Fast forward in time and now we're in Newton's orchard where an apple has just fallen on Newton's head. Now all you science experts probably know that this incident is considered to be one of the golden breakthroughs in science. This simple incident led Newton to explore the unknown force which bound everything to the earth's centre and hence the concept of gravity was born. Who

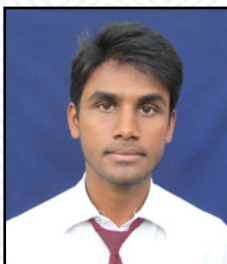
would have ever imagined that mere an apple could introduce the concept of gravity to science? Again, I ask you a question, 'Has an apple really changed the world?'

About five centuries and millions of scientific discoveries later, we are back in 2015 where millions of people's lives greatly depend upon the gadgets developed by 'Apple Incorporation'. Did you notice a chain over there? The apple has even made its way into today's era. From the 'Machintosh' of the 80s to the 'iPhone' series of today all these apple products have made life considerably easier and more convenient. The Apple Incorporation has brought about a revolution in electronic market in this modern era and thanks to mastermind 'Steve Jobs'. Again, I ask you a question, 'Has an apple really changed the world?'

Era after era, the apple has been involved in global revolutions and I believe that it still has much more to contribute to the world. No one knows what the future holds but I believe that the apple will play a significant role in shaping it.

I conclude with one last question, 'Will the apple change the world again?' You decide .....





**Niranjan Kumar Sarraf, 8C  
Sarlahi**

## Daughters and their Environment

Daughters are very important members of the family. Without daughters, the family feels incomplete. Daughters are the prestige of the family. They must be good for the prestige of the family. It depends upon the environment of the family, community and society for the success or failure of the daughters. Some daughters live in amity whereas some daughters are belligerent. The guardians must take care of their daughters. If we compare between the daughters living in the city and those living in the village then undoubtedly, the daughters living in the city will seem to be very beautiful and their dresses may be more entrancing than those living in the village. But in my understanding if we compare both according to habit, manner, politeness, culture or tradition then obviously the daughters living in village will be better than those living in city because they are independent and self-reliant. It's not that all the daughters living in the city should go to village for learning good habits.

Daughters living in the city too can be good but it depends upon the environment given by the guardians. All the daughters must be bold enough to face any sort of challenges because when they go to their husband's house, they will be mothers to their children one day. So, the daughters should be able to distinguish between right and wrong. They will have to face every odd situation and extremity, every twist and turn, every ups and downs in their life. So, they must be bold enough to handle themselves. They mustn't retract but they must go on moving forward encountering every problem in their life. At the caring period, mothers take care of their daughters but when the daughters become big enough then they must be self-sufficient. The daughters must make up their mind while doing anything. Mainly, the daughters should be given good environment and so the family, community and society will be benefitted. So, the daughters should be given good environment for the success of their life.



### Love Your Parents

**Anupriya Koirala, 11A  
Kaski**

Once, an old man was sitting on a bench of the garden with his son who was 25 years old. There was a tree beside the bench. The old man saw a bird sitting on the tree. He asked the son, 'What's this?' The son replied, 'It's a crow.' The old man again asked what it was. The son said, 'I already told you about it. It's a crow.' The old man again asked what it was. The son angrily said, 'Are you deaf papa?' How many times should I tell you that it's a crow? Can't you understand?'

The old man patiently replied, 'My dear son, when you were five years old, you asked me 174 times the same question and I replied every time with a kiss that it's a crow! Now, I asked you just three times and you were irritated.'

It's the difference between the love of parents and love from the children. So don't hurt them.



### Happiness

**Prerana Shrestha, 11C  
Tanahun**

A big dog saw a little dog chasing its tail and asked 'Why are you chasing your tail so?'

Said the puppy, 'I have mastered philosophy, I have solved the problems of the universe which no god before me has rightly solved; I have learned that the best thing for a dog is happiness and that happiness is my tail. Therefore I am chasing it; and when I catch it I shall have happiness.'

Said the old dog, 'My son, I also have paid attention to the problems of the universe and I have formed some opinions. I also have found that happiness is a fine thing for a dog and that happiness is in tail. But I have noticed that when I chase it, it keeps running away from me, but when I go about my business, it comes after me.'





Sthir Babu Subedi  
Mathematics Teacher  
Mathematics Department

## Role of Culture and Language in Learning Mathematics

Mathematics is sometimes referred to as a “gate-keeping” subject, because of the role it plays in students’ furthering their education and entering a more highly technical workforce with strong mathematical demands (de Freitas, 2008; Stinson, 2004). Thus a mathematics teacher can act as the gate-keeper, either allowing them to enter a world in which opportunities are afforded by mathematics, or locking them out. Why are some students allowed passage through the gate, while others are left to remain outside? Teachers are prepared to meet the needs of culturally and linguistically diverse students and allow them to develop the skills and knowledge necessary to pass through the gate.

Educational experiences are shaped by their home cultures and languages. Each student is unique and brings experiences to the classroom. Cultural capital stimulates mathematical learning. Students have mathematical skills within their community. For the effective mathematics learning life relevant examples should be mention in their classroom practices. Also the cultural background of the learners has a heavy bearing on the learning of mathematics and can have strong negative effects when this is not acknowledged and built upon so as to have culturally-responsive approaches that provide a shared context and hence increased conceptual understanding.

Language is socio-cultural in nature. Its uses and meaning are derived from who is using it, in what context, and for what purpose. Everyday language and academic language have different meanings. The academic language is generally learned in school from teachers and textbooks with proper instructional support and it is used differently each one of the content areas. One essential aspect of participation in mathematics classroom is the written and oral communication. Learners need to communicate their mathematical thinking coherently and clearly to teachers, peers and others. They also need to analyze the mathematical thinking and strategies of others and use the language of

mathematics to analyze and express mathematical ideas precisely. Furthermore, mathematics has its own ways of meaning-making that makes it different from other learning areas. Students, therefore, need to be instructed on how to negotiate this language for success.

Few examples regarding language and mathematics; in geometry, the word ‘squares’ refers to a geometric shape with all sides congruent and four right angles; in algebra the word ‘squares’ refers to the process of multiplying a number by itself. Mathematics also contains some unique grammatical structures that may create difficulty. A typical problem in mathematics may be ‘Ram had 6 cookies. If he gave 2 away, how many did he have left?’ This problem concludes with an –if clause and a question. In conversational English, -if statements are typically conditional, as in – if this is true, - then this is true. Direct translations are not always feasible; mathematical language may not be the same as it is in English.

In conclusion, teachers also need the freedom, ability and willingness to adjust Mathematics curriculum as required for meeting the needs of individual students. I believe that culture and language show the strength and efficiency in learning mathematics so the teachers should be aware about the students’ culture and language to make them more clear about the mathematical concepts.

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**Bhageerath Khadka, 8B**  
**Gorkha**

## **Desire for Good and Old** **Days to Return**

Time flows continuously and it is up to us how we utilise it. Our life is just like the river which flows continuously in its own way. River after origin flows through various stages. In the same way human life also passes through different stages. First of all he gets born as an infant, then he becomes a child and even after that he becomes adolescent. Then he turns out to be a youth. After this, he enters the phase of adulthood and eventually he passes away. This is how a human life becomes complete.

There is a saying 'Life begins with birth and ends in death'. As there is a big gap between birth and death, we should do a number of duties and responsibilities. A moment comes to an individual only once. Time once spent does not ever return to us. Therefore, it will be wise to spend every fragment of second doing only good things in life. If I am asked to demand one thing, I will ask the God to return my childhood to me.

Childhood is the most blissful period of our life. We

collect and experience new things in life and have fun as much as we can. Children are just like the bud of flowers. They are not expected to do things on their own but they are left just to grow well. I wish I was a child again. They are devoid of tension and any kind of burden. Nor do they have any sense of responsibilities. They are free from anxieties. Their only jobs are to watch the programmes on TV, play with friends, sleep for many hours and eat and drink the things provided to them. It is thought that children are innocent. If they commit any mistakes, parents take them for granted. In my understanding childhood is a learning phase. And in the course of learning I believe that fear or panic should not seize them. Parents, relatives and teachers should treat them well.

These are the reasons why I like to get my childhood back. I would see the replica of various moments of happiness of my childhood if I was able to enter my childhood again.



**Apsara Mukhiya, 9B**  
**Arghakhanchi**

## **Dreams**

Dreams are not those which you dream of but dreams are those which make you dream. The dreams that you dream when you are awake are more precious and motivating than the dreams that you dream when you are asleep. Ultimately, these dreams will pave the way of your success. When one desires something greatly, he/she first dreams life has no meaning, no goal. If one does not have a purpose for living then his or her life is useless. He or she can neither do anything for himself or herself nor can contribute to the family, society or the country.

However, dreams alone are not enough. Dreams have to be translated into reality. For this one should practice the three D's: namely- discipline, dedication and determination. Only then will one have success

touching his or her feet. Everyone should have a dream – a dream to achieve something in life; a dream to become a good human being.

Every night, before I go to bed, I look at the stars twinkling in the sky. They look so delightful that I sometimes get lost in their beauty. I look around the sky and see the most shimmering star twinkling with great fortitude and passion. In a similar way I, too, have a dream of being special among the special ones. I have a dream of utilizing all the opportunities that come to me.

Although no one is perfect, I have a dream of lying in the equation of perfection and satisfaction. Only then can I fulfill my dream of contributing to my family, society and my country.





**Baivav Basnet, A2  
Kaski**

## Just Smile

I decide to pop into little cafe around the corner to grab a cup of coffee while I am waiting. As I sit under my little gray cloud, my pretty, young server flashes me a dazzling smile that sticks there for the entire conversation. I couldn't help myself from smiling back. In fact, I even caught myself smiling while washing my hands in the bathroom. Suddenly my day didn't seem so bad. I finished my coffee and headed to my place equipped with a grin on my face frequently having a laugh remembering the good times of the past, feeling as if I've slipped on a pair of rose-colored glasses. And today's lesson? It turns out that when I smile, the world smiles back.

You're actually better looking when you smile and I'm not just trying to butter you up. There is an attraction factor. We want to know a smiling person and figure out what is so good. Smiling is transmittable. When someone is smiling they lighten up the room, change the moods of others, and make things happier. A smiling person brings happiness with them. Wouldn't it be awesome if we were all more that way ourselves and if we chose to surround ourselves with the people that do the same for us. So let's do that. Annoyed looks, scowls and sad face all push people away but a smile draws them in. Smile lots and you will draw people to you.

The other day, I smiled at a complete stranger, and it got me into an altercation. Before you start imagining what unfolded, let me elaborate. He thought I was making fun of him. I am a huge fan of smiling; it could be at someone or with someone. Some of you may be thinking – "isn't smiling at someone a negative reaction because it could offend that person?" Well, I like to think I am a pretty positive, "glass is half full," "everyone is good" kind of guy. So, my explanation for that would be when I smile at someone, I am smiling at that somebody's general direction, at that someone, acknowledging him/her, when I see someone, regardless of them being a stranger, friend, or acquaintance, I smile at them, not expecting one in return, rather sending positive signals out to them.

Everywhere I see more people with a sad look on their faces than happy smiles. I have tried smiling at strangers, and all I get back is an annoyed look that probably states "that guy is creepy" or probably it states that person's anger towards me as he mistook the smile as an insult (as if I was making fun of him/her). This might be because people do not trust others, which I can understand, given many reasons for distrust that are out there: dishonesty, fear, lies and betrayal etc.

Now, let's look at the other side of the mountain. What would it cost us to smile at someone? Nothing! Yes, there may very well be people who are liars, untreatable, dishonest, etc. but can everyone that you see or meet in the course of living your life be slotted into one of these negative categories? Of course not! And why would their being liars, untreatable, dishonest, thieves, etc. affect you? Give everyone the benefit of the doubt. So, I come back to the question – what is the cost of smiling? And I repeat – nothing; rather it gives a lot. As the saying goes – "A smile enriches those who receive, without making poorer those who give!"

Be that person that smiles no matter what you are going through or where you have been because everything does get better, however bad it looks now, only if you will give it the chance. If you do find yourself in a hopeless situation, then realize this – your thoughts are the architects of your life. You create your situation by your thoughts. But if you smile, you are already creating a positive thought which can produce a spark turning into the fire of positivity and happiness in your life.

Give smile a chance before you judge, I guarantee you that you will never regret it. Why give up on a chance to make someone else's day too?

Remember the Magic of a SMILE today.  
And do smile as it really looks good on you.







Sunil Ranabhat, AS  
Makawanpur

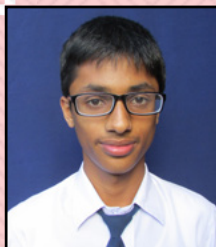
## The Raute, Lost nomads of Nepal

If we are asked whether we want to live in town or village then the most common and genuine answer will be town because we are used to the crowd, traffic and pollution but there is a tribe living far from these things in the mid-western part of Nepal and they are the only nomads of Nepal – the Raute I often called ‘banmanchhe’. They are dark skinned people with Australoid features and speak a Tibeto-Burman language called ‘Khamchi’. They mainly live in the western part of Nepal, i.e. Dailekh, Jajarkot, Surkhet, Dang and Salyan and sometimes even in India. They are the tribes who live in groups and settle in a place for just a week or a few weeks but if any of the tribe members dies then they will migrate to the other place the following day. They divide into groups for seeking better opportunities usually during starvation. They are best known for hunting monkeys and langurs in a spectacular hunting technique which they have been following for nine hundred years in order to earn a livelihood. Women spend quite some time on gathering wild fruits depending on location, features and availability. This tribe nominates a head.

Many people develop negative thoughts about the

lifestyle of the Raute and blame them for deforestation. But the latter are never against nature. They cut a part of a soft tree and leave the rest of it alive. They make wooden crafts, utensils etc. to barter food grains from the villagers. It is said that touching money is thought to be sin in this tribe. They shave their beard with their axes. Living under such circumstances is never easy and on the top of it, starvation, infections, natural disaster, deforestation etc. are the main situations they should face. Their total population now is only 130 and roughly 52 families live. This indicates that they are on the brink of extinction. Keeping this in mind, the UNDP has started a small ‘Grant Program’ with contemporary vision to know the present status of the Raute and to increase their population, ensure their rights, provide market for their wooden products and advertise their unique culture. Nepalese government should start new projects and programs in order to protect the Raute’s rights and preserve their unique culture and identity since they are considered the last hunting tribe of Asia.

Source: UNDP-Small Grant Program and CV’s Final Report 2002-2011 A.D.



Yogesh Dhungana, 9A  
Achham

## Mother's Love

‘If the whole world were put into one scale, and my mother in the other, the whole world would kick the beam.’

No one can describe mother’s love. To me, my mother is everything though I meet her only once a year. As I am from the remote village of Achham district, it takes almost three days to reach my home from Pokhara by bus. Yes, there is a very long geographical distance but she resides in the inner core of my heart. She is my heart for blessing me every moment of my life. We are bonded in never ending love. The more I try to explain her importance, the more excited I feel.

Nonetheless, I would like to share one incident which

struck my mind and it gratefully describes the mother’s love.

A woman was admitted to a hospital as she was suffering from brain tumor. Her son and relatives were around her. She died within a few hours. Her son cried the whole day and became ill. He returned home the next day and when he opened his mother’s cupboard, he found some tablets kept in a letter. In the letter, it included the line ‘Take these tablets dear, I know you catch cold easily after crying.’ Our mothers are the best gifts of our life. In every step of our life we should remember the contribution of mother for upbringing us. We should never forget our mother. Let’s love her.





## Examination

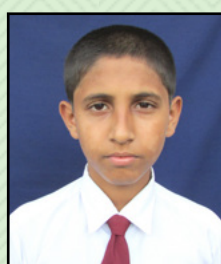
Sashant Shrestha, 5B  
Kaski

Oh! My dear examination  
I haven't made any preparation.  
I am really afraid of you.  
Please tell me, what should I do?

You are early but I am late.  
I am losing my wings.  
Go please, you must.  
Let me learn my lessons first.

And leave me alone in my room.  
I am getting sick of you.  
I shall adopt a new method.  
I shall work really hard.

And I stand above my whole class.  
I study wearing the glass.  
Teachers are watching me,  
With the eyes deep like sea!



## English Language

Darpan Subedi, 7B  
Kaski

English at school  
English on television  
English in the newspapers  
English everywhere

Difficult to speak  
And difficult to understand  
Here I come up with some tips,  
Which may help you to improve your English.

Read English more  
Write more in English and on English  
Learn more English  
And learn more words in English.

Use English more  
Speak English more  
If you follow these tips  
Your English will be a real English.



Suman Darji, 10B  
Bajhang

## Importance of Education

Education is the overall development of human civilization. It clears the darkness of life because education is our eye. It changes darkness into light. It changes an ignorant person into a wise one. In other words, people become aware of things in life and they see things from a different perspective.

Man without education is like an animal without horns and a tail. The educated person can pass a better and more comfortable life whereas an uneducated man is compelled to pass a miserable life. Education has the foundation of development for the country. Today the European countries are marching ahead in development due to education. They have been contributing in the field of science and technology and so on. The other

countries try to make it a dominion. For the physical, mental, social and emotional development of the fellow human being education is the foremost thing in this modern era. It has become the backbone of development. People will become capable to live a better life if they are educated. They can earn their living and spend their life comfortably. Education should reach every nook and corner of the country. To better the standard of education, the government should look seriously into the matter. To bring changes in the country, priority must be given to education.







**Dilli Raman Devkota**  
**S.L.C. Batch 2063**

## My School Days

We all live in the present but there are certain instances in which we cannot get over the past because it is too good to let go, too sweet for the tongue to forget its taste. Who we are today is the reflection of the past, and much of it is shaped by our days in our school, our second home. Every time I see the little school kids walking along the roads waving their hands to their teachers and parents, I am pushed back to my school days and immediately the nostalgia fills me from the head to the toe.



The days in the Gandaki were memorable, students from the different districts with diverse cultures and customs lived together cheerfully emboldening the unity in diversity. I give my full credit to my school, friends and teachers who, till this day, play the vital role in giving my life a proper direction.

When I reminisce about my school days, the things that flood into my mind are the mistakes, lessons, childish pranks, heartbreaks, joy, drama and athletics. Eight years in GBS seemed like they passed in the blink of my eye. I learned many valuable lessons associated with life as well as made lifelong friends. We learned the value of hard work, dedication, leadership, friendship, morality, socialization, knowledge, character and all round education.

The happiest moments were those when we used to spend sitting on the ground on full moon nights and used to have dry picnics, laughter filled days, study hours, gym hall and talking in Dining hall. Uniqueness of GBS is the friendship among students, teachers, and staff. Every single moment in GBS was memorable such as annual sport days, hostel programs, "Kauda" dances in annual cultural programs, picnics, educational excursion, inter house competitions etc. The main point of attraction is the football cup organized by students of class ten. This could be the best example of group work. We had participated in many football, cricket and basketball tournaments and won them. I was the team captain for about 8 years. Besides, I was the house captain, hostel captain and class captain as well. The sounds, the atmosphere, and the company of friends "we want a goal from Dilli ... Dilli..." is what make the events so inspiring and exciting. What make me feel a part of the Gandaki are my medals (53) and certificates I have got till today that still are a stimulus to me.



I missed beautiful dancers, talented friends, singers, poets, athletes, speakers, teachers (especially hostel parents), and peaceful environment of Gandaki. How strong bond of love between friends and GBS is that it could be easily visualized at the time to bid good bye to them finally came- it triggered the tears out of our eyes and the heaviness in our throat.



While coming into GBS, I was a shy, unmotivated young child that didn't really know what was going around. While leaving GBS, I was a man: relatively mature, confident and willing to take on the world. GBS has taught us that we should always believe in ourselves. If you believe in yourself and you believe that you can achieve anything you want in life and good things will happen to you.

Those eight years in GBS have instilled in me some inerasable motivations that still keep me driving today. On the behalf of SLC batch 2063 I would like to express my thanks to staff, brothers, sisters, teachers and mamas and all people who love GBS. On the auspicious occasion of GOLDEN JUBILEE of GBS, I would like to extend my best wishes to all the fraternity.



**Avishkar Gautam, 8A  
Tanahun**

## Science and Religion

Present age is the age of globalization and modernization. Now science is on the top level of its success. It has become an essential part as it is fulfilling our daily needs. The facts and truths based on observations and applications come under science. It demands proofs of everything as what is true today may be false tomorrow. On the other hand, religion tells us about good norms and behavior. It tells not to hate and kill others. But science, whether true or false, wrong or right, wants the right answer with accountability. Religion has come from thousand years back so most of the people don't know

its truth. When science fails religion is there to explain with God's omniscience. However, science and religion are correlated to each other. Religion was the science of the ancient age and science is the religion of present time. Though science and religion do not have many things in common yet we need to have both of them in our daily life. Science raises our curiosity and religion helps to develop our faith. Both of them developed at two different periods of human civilization. So, we should be guided by both science and religion. Lacking of one in us will make us incomplete.



**Jenish Poudel, 6A  
Kaski**

## Cricket

Cricket is the international game which requires eleven players each in two different teams. The captain and the assistant captain lead the teams. Talking about Nepali cricket team, Paras Khadka is the captain.

Although it was first played in England, it is now played in many countries of the world. Countries like Nepal, India, Australia, Bangladesh, Pakistan, Sri Lanka, Saudi Arabia, England, South Africa, New Zealand, Hong Kong, Netherlands, Ireland etc. have their own teams. There are three types of cricket matches. The first one is the test match. The second one is One Day International (ODI) and the third one is the T-20. In the test match we see the players in white uniforms. In this kind of match players display their technical skills.

In the case of ODI, each team plays a 50 overs match. The common thing among these cricket matches is that there are six balls in each over. The toss goes between two captains and the team which wins the toss might opt for the first batting or bowling.

ICC organizes the World Cup for the participating countries. Nepal has also been participating in the games organized by the ICC. It has already shown its skills to the rest of the world. These days Nepal has produced a number of cricket players and cricket fans. This cricket game is good for vocabulary like leg by, overs, innings, wides, fours, sixes, out, free hits, no ball etc.





**Prapti Adhikari, AS  
Kaski**

## **Mom, I am Home!**

The breaking of dawn was welcomed by the chirping of the birds on Friday morning. 'Listen baby, ain't no mountain high, ain't no valley low .....

Julia sang along with her alarm, hit the snooze button, flung her feet to the floor and rubbed her fifteen year old eyes. She got up in great excitement and started dressing. Last night she had talked with her mother and today she would soon be meeting her.

It was eight and she was found in her classroom, waiting for the teacher. She had a Mathematics lecture by Sir Dupe which was an enjoyable one for her. Her love for math paved the way for her being the class topper. Sir taught that statistics that day. He was unlike other teachers who emphasized more on textual problems. Julia was confident that after his explanation she could solve all difficult problems related to the topic.

After an hour the science lecturer Miss Taylor entered. Julia liked this subject but she wished to have a detailed study of it. To suffice her curiosity she asked questions related to that topic in every class. Miss Taylor looked at her in such a manner as though she had been asked to give away her kidneys.

The science class was followed by singing class of Mr Zach who was on long leave.

Julia could not wait for school to end. This was the first time she felt as though she had been trapped in school like a canary in a cage. She was excited about the idea of spending her weekends with her mother instead of her boarding friends. A year has passed since she had met her. She debated with herself whether her mom would come to pick her up or whether she'd be waiting at the station. She knew that mom would have prepared a chocolate pudding and put a big piece in front of her as soon as they reach home. She was unable to stop herself from planning how to spend these precious moments. She loved her mom for the love and concern she gave

her. She knew that the trouble taken by her mother to bring her up after her father's death.

Finally the time passed and she ran out of the class like a breeze. After fifteen minutes of waiting she caught the train believing that mom would be waiting to pick her up. Somehow she managed to pass an hour-long journey controlling her eagerness. She rolled her eyes all around the station searching for a familiar face but soon she discovered that there was no one waiting for her. That mother must be waiting for me at the door step to give me a warm welcome was the only thing she thought of while rushing towards her house. She did not stop at the sight of any neighbours or friends.

Suddenly she stopped at the sight of her house which lay lonely in the midst of tall bushes. In a quick movement of her eyes she swiftly turned towards the door when her mother wasn't waiting for her. She suspected her to be in the kitchen busy preparing delicious items for her. No luck! She wasn't in the kitchen.

'Mom, I am here!' she said aloud. She decided to check in her bedroom. Bingo! Her mother was lying on her bed.

As Julia approached her mother she observed her with every step. Her feet were soft as before. Her anklets were touching the bare flesh on her feet. She shifted her glance upward. Her mother was wearing a purple dress with a silver border. She understood that it was new. Her hands were resting on her flat stomach. Julia leaned forward to take a closer look at her face.

A breeze of chill ran throughout her body.

Her eyes were staring at the ceiling without blinking.







**Arya Mishra, 5B  
Mahottari**

## Our School

Our school's name is Gandaki Higher Secondary Boarding School. It is located in Lamachour, Pokhara. The name of our Principal is Rabi Prasad Baral. There are nearly 140 staff altogether. There are more than 1050 students here. We have computer labs, science labs, mathematics lab, library, gymnasium hall, dining hall, and maintenance section and health center here.

We have ten hostels altogether. Seven hostels are for the boys and three hostels are for the girls. Our school runs classes from class four to class twelve. There are three sections in all the classes. A-Level courses also are available here. There are 42 students in each section. The school provides scholarships to the students having poor economic background and good academic background.



### Parrot

**Darpan Thapa, 4B  
Kaski**

There are many birds in the world. But my best bird is, a parrot. I have one as my pet bird. It is green in colour. It has a long tail and a red beak. These birds can imitate human sounds. Simply, we can find the parrot in a jungle. We can see it mainly in the fields when the crops are harvested. I like parrots very much.



### My Pet Animal

**Sarthak Jamarkattel, 5A  
Kaski**

I have a pet animal in my house. It is a dog. It is an attractive animal. It is very playful. It plays with me. It likes to stay with me because it knows that I love it very much. It guards my house. It eats meat. It barks when it gets to see any strange person. It has got a nice kennel to live in. I am so lucky to have a nice dog as a pet animal.



### A Few Words about my District

**Aman Kumar Jaisawal, 4B  
Bara**

My name is Aman Kumar Jaisawal. I live in Kachorwa VDC of Bara District which borders India. Kalaiya is the headquarters of this district. Gadhimai is the most famous religious site here. Kankali Temple and Hanuman Temple are other beautiful temples. We can also see Raj Durbar here. The East-West highway passes through the jungle in my VDC. It is a populous district. People of this district are very helpful. Agriculture is the main source of income. Industrial and business activities also support this district. I love my district very much.



### Library

**Sujata Pariyar, 4C  
Kapilvastu**

Library is the place where many books, newspapers, magazines, encyclopedias etc. are arranged in proper order. We should go to library because we can get lots of knowledge from there. Library keeps the books which contain knowledge that our course books cannot provide us. There are two types of books in the library. They are fiction and non-fiction. If we read fiction, it makes our English better. We go to the library during breaks. We should stay there very quietly because library is a silent zone and everyone is busy reading books there.





**Aradhana Pokhrel, 12B  
Syangja**

## **Malala: My Source of Inspiration**

(Getting a chance to write about her on the page of golden jubilee souvenir is itself one of the greatest opportunities of my life.)

‘A child, a teacher, a pen and a book can change the whole world.’

This sentence triggered my mind to know about Malala, the girl who stood up for education and was shot by the Taliban. When I went through the video of Malala giving a speech in the United Nations on July 12, 2013, on her sixteenth birthday for the first time since being shot she made a public appearance and addressed an audience of 500 in the United Nations. The above sentence is an extract from her mesmerizing speech which she delivered that day. Such boldness in her voice at such a young age! Her speech was amazing. Her every word depicted truth and could touch my heart. However, the above sentence conquered my heart and mind.

At first after hearing her speech I had thought that she may belong to a wealthy high class family of any top officials of the UN. But later on after reading a book ‘I am Malala’ (Her biography) I came to know that she, too, belonged to a middle class family like me, who had the aim to grab the sky remaining on land. My respect towards her increased more and more when I came to know about the hardships she faced in her life. I salute her attitude of overcoming every hardship she had to face.

Malala Yousafzai was born on July 12, 1997 in Mingora Swat valley of Pakistan. Her father who established and administered the school she attended in Mingora encouraged her to follow his path.

In 2007 the Swat valley was invaded by the Taliban who began imposing strict Islamic law, shutting down girl’s school, banning women from any active role in the society and carrying suicide bombs. Along with that, they killed thousands of women teachers and girls throughout the country. Malala and her family fled from there for their safety but they returned when violence ceased.

Women were taken as stuffs with burkas who were confined to the four walls. Their situation was like that of a toy which could only be moved when men wanted.

On September 1, 2008 when Malala was eleven years old, her father took her to a local press club to protest school closings and she gave her first speech ‘How dare the Talibans take away my basic rights to education?’ Her speech was

publicized throughout Pakistan. In February 2009 she made her first appearance on TV. When she was interviewed on Talk Show ‘Capital Talk’ in the same year it was known that she was the BBC’s youngest blogger. When her identity was known she began to receive widespread recognition. She was awarded with Pakistan’s first National youth Peace (later renamed as the National Malala Peace Prize).

On October 9, 2012, Taliban shot her. The bullet moving at a speed of 1000 ft per second stroke left side of her forehead. In such a situation it was impossible for her to survive but miracle happened. The bullet instead of taking a straight path which would destroy her path took a bent path and went down through her head. Treatment was carried out for three months; her health was improving but even doctors did not know whether she would be able to hear and speak or not. She became all right after her lengthy treatment. It was sure that she was not meant to die soon.

She was shot just because she was a girl and she wanted education. I had known that education costs thousands, lakhs and crores but I had never imagined that it would also cost life. The education which I used to term sometimes as boring was that much important in our life? I had never thought like that before. It is true that we don’t value the things we have and when we do not have we got to know its importance we are easily getting education, that’s why we feel that studying is boring. However, we can learn nothing without getting education, we will again become like the Stone Aged people. That’s why it is important for us.

Malala gained global attention when she survived the assassination attempt at the age of 15. In 2012 itself a launch of education fund of ten million was announced by Pakistani President Asif Ali Zardari in Malala’s honour. In 2013 she was entitled ‘Most Influential Person’ of Times magazine and had won the United Nations Human Rights Prize. With Christina Lamb, she coauthored a book ‘I am Malala’.

In 2014 Kailash Satyarthi and Malala were jointly awarded the Nobel Peace Prize recognizing their efforts on behalf of children’s right. She became the youngest recipient in the history of Nobel Prize.

Malala, who inspired me through her every deed, is one of my models. I am to be like her to gain fame and to do something better for mankind.





**Abijeet Pant**  
**S.L.C. Batch 2071**

## I Miss My School

Gandaki is someone who discovered the real me and taught me the life instincts. It is my family and my safe home. It is so close to my heart and hence is the base of my soul. It is the power of inspiration which has blessed thousands of hearts, rescued thousands of hopes and illuminated a thousand minds. It gives me a sense of delightful touches reminding me of the shallow water of "Gandaki" which flows eternally despite all the obstacles and turnings it faces. And then I am joyfully encouraged to struggle with the barriers which are to come to my life.

There are reasons in my life for which I can smile. There are remarkable memories with me which I have accumulated. Everything I have is what Gandaki gifted me. Every morning I want to feel that "rising bell". I wish to see the magnificent morning sun reviving the snow-capped mountains with that evanescent rays. I miss the view of fabulous Machhapuchhre next to my bed. I wish my days to be welcomed by those splendid mountains. And then comes the dining hall bells. I wish I could write in that menu board once again and sign in the bottom of it. I remember surviving the monsoon at Gandaki without umbrellas. I want to run with the rain again. I miss our assemblies. Sometimes the scorching sun would sweat us. Sometimes soothing songs would heal us. Sometimes long speeches would make us feel them the other way and sometimes "quotes" would touch us. I enjoyed fun fairs and IT ceremonies, cultural programs and sport days.

I can frankly say, leave weekends and meat days were the best, literally. And sometimes, local holidays would astound us. The cups and games would entertain us throughout the year. The coca cola cup would spellbind everyone. The classes were eloquent. They were absolute fun. I miss those "study hours off" bells. The picnics and tours were amazing. I miss the edges and corners of my school. All the places of my schools are emotionally attached with me : from the libraries to the labs, grounds to the fences, RDC farm to waiting rooms; I miss everything. Fish was marvelous. The teachers were our parents. Gandaki was a family. It is fun to think of debates we had with the mamas. A flash of pride would enthrall us when we would notice our gigantic school buses rolling their tyres around Pokhara. The days were

just awesome.

Most importantly I miss Himalchuli, my hostel. It's the superb part of my Gandaki life. Himalchuli has given me the magical memories. Himalchuli has developed the crucial qualities in me. Himalchuli has given me the beautiful wisdom that will always help me. I miss that hostel life. I think of the revolutions we had made. I miss those hostel assemblies. I miss the movie nights. The war with pigeons was always tedious. Gardening was fun. I wish I could hear that "Kaya Kairan" which echoed every morning. The duties were full of dedication. The joy of bringing the "Hostel Shield" for three years is beyond comparison. The times spent with Kedar sir shouldn't be forgotten. His words were beautiful. I miss that "aloo paratha" feast with him and his family. That was jubilant. And then comes the Gurukul that we could build in our premises. I miss the Saraswoti Puja in our hostel. Kudos to Himalchuli family for being able to build Saraswoti Temple in that premises. Kudos to Kedar sir's company, continuous effort and the times he had spent with us.



"Gandaki" is that name of beauty and pride that is embedded in the inner core of my heart. I have always been so proud and happy to be a part of this gorgeous family and I will always be. I miss my school. I wish I could wear my white shirt and black pants once again. I wish I could show Gandaki's identity card on the buses and all. I miss that tie. I miss that atmosphere. I wish I could get back to those days. The memories are always precious to me. I would jump at every chance I get to repeat them.







**Spartakas Dhakal**  
**S.L.C. Batch 2066**  
**10+2 Batch 2068**

## **Days at GBS- A Flashback**

I just love eagles. Their massive wings and ferocious eyes are the ones that dazzle me. As a child I used to spend hours looking at them flying in the open blue sky. They kept circling in the sky, and I would fly with them into a world of my own dreams. The way these birds flew, it always seemed very easy. Just flap your wings and there you go, zoom off. But was it as simple as that? Absolutely not. As I grew older, I realized that it was never that easy. It isn't a matter of glimpse that you shoot yourself towards the sky and in moments you are at incredible heights. In fact, the idea is applicable when coming downwards, but to go up to those heights, it takes considerable time and effort. The relatively heavy weight of eagles made them comparatively less flickable and they had to swirl up and up, go round and round, until the desired height is reached. Our life is pretty similar to this, we can come down in flashes but going up is a herculean task nevertheless, not quite an impossible one.

I joined GBS in class six and it's been ten years but those early days at school are as fresh as they were then. It still makes me laugh at myself when I remember myself encircling the 'gym hall' round and round looking for a 'hall of gym'; because then gym was just a fitness center for me; where people build up their body muscles, just like the one I saw on TV! The first year in this large school of dreams was a year of change. Everything was more different. In the first library class, I remember my English teacher, Krishna Adhikari Sir, asking me, "Spartakas, have you seen any library bigger than this?" Well, the answer was obviously a 'NO' till then. The playgrounds were big, the classrooms were big, the whole school periphery was big, and everything looked so big. I even felt the windows gigantic whereby I could see my full reflection in the glass. I am really obliged to Shiva Lal Sir, who supported a newcomer like me to be thoroughly adapted to the new environment. Coming to the lessons, we used to have 'Scottish Mathematics' then which is an international level mathematics. This used to be the most difficult subject for me then. I used to just pass the class tests and I remember pleading

to my Mathematics teacher, Krishna Dhungana Sir to include me in his remedial sessions, which was actually for more poorly scoring students. I am really thankful to my Mathematics teacher, Chetnath Sir and his family for the special help; they provided me to uplift my abilities in the subject. Without him, I would have remained the same way, never would become the one to score full marks in the same subject in SLC examination.

Life at GBS has always been amazing and fruitful at the same time. Interestingly, one learns more outside the class than inside the four walls of the classroom. The idea of learning by doing is applied here which makes learning fun and easy for students like us. The availability of teachers and the various facilities provided by the school empowers us with an added zest. I am obliged to all the GBS family members who helped me to mould myself into the current form, which I am today. Writing everything down, condensing into a short article is really a difficult task. There are so many events, right from the classrooms to the various poetry and essay competitions, right from the science labs to the various excursions and picnics. There are just so many things and the memories that GBS has given to me are some of the happiest moments of my life which I would never forget. GBS has always been there for me, even after my school life was over and the heights that I had only dreamt of, is within my reach now.

Sometimes, seeing other kids go to school, I envy them. My school life just slipped by and I now realize that I could have made it much more fruitful. Anyway, I am lucky to be enrolled in the school like GBS. It is one of the best schools in the country; it really is and I like that fact. However, even the best of the best have room for improvement. Well, the sense of stability and equilibrium is great over here. This is good at times, because it imparts a sense of familiarity. But and there is a 'but'; higher level of status quo sometimes neglects the concept of change. Change is a rule of nature. In every second, or even a fraction of it, something is changing in this world. Change is everywhere. We humans being a prime and a model component of nature, we should



respect the changing aspect and give due regard to it. Without this, innovation and creativity would die. Upliftment is impossible without this. More ever, most of us don't belong to the 'Me' generation; we are not the 'Boomers' of the late 1940s. Instead we belong to the more change accepting generations - the 'Xers' and 'Millenials'. So, my point is, we have to change our attitude towards accepting positive changes and supporting them instead of resisting them.

Recently, one evening, I went to the same upper-ground area and the same classrooms where I once had studied. The moment was quite emotional for me. The tables, chairs, notice boards; all felt so close and lively that all my past experiences came rushing in my mind, so much that I wished to go back in time and re-enjoy my

school life. I suddenly realized that my eyes were wet while my mouth had gone dry. I looked at the window and I felt like someone was staring at me. There was no one but it was just me. The windows were the same, the glasses were the same, just the reflection had changed a bit. I was no more the same 11-year old kid. I look at myself. I am now an ex-student of GBS. Today also, when the school bell rings, it rings my heart and I feel as if, it is for me. I fly to the same classrooms again; I find myself sitting among my friends and re-enjoying those lovely lessons once again!

*(Currently pursuing bachelor degree in the management faculty in PCM)*



**Chrispee Gurung, 5B  
Kaski**

## Students and Social Service

Social service is a very important act a man can do for humans. It is one way of helping the people who are poor, old, homeless and sick. As we have houses, money and family we should help the poor and sick so that they will also have a comfortable life because they have no one to turn to.

There are many social workers who have given up a good life to help and serve poor people. Mother Teresa is the most famous one who served the lepers of

Kolkotta for many years. She also had homes to keep orphans and old people. Her organization is called 'Missionaries of Charity'. Another famous social worker is Florence Nightingale who nursed soldiers injured during the war. There are others working for animals like Jane Goodall who is dedicated to the saving of the Gorillas of Africa.

Children can learn a lot of things from such social workers.



**Krisha Poudel, 5C  
Kaski**

## My Mother

"If there are five cups of milk and there are six members in the family, then the mother says that she does not like milk." Mother is the one who gives love and shows the way to success to her children. My mother also is like that. She is very kind-hearted. She loves me very much. She wants to see me happy. She sometimes becomes sad, but still tries to give me happiness. When I return home she makes many delicious food items for me. I cannot live alone, without her. She tells me stories at night. She always wants me to be with her. She does not

want me to be sad. She is also my teacher. She gives me love and care.

My mother is sometimes sad but she does not show her sadness. She gave me a chance to see this beautiful world. She is very helpful. To a mother, her children are her lives. She can sacrifice her life just to see me happy. She takes care of me all the time. I think that a mother is a light of the country too. My mother is my Goddess. She is a tree and I am a flower of that tree. I am very happy with her.





Madan Baral  
SLC Batch 2062  
+2 Batch 2064

## Helping Hands: A Humanitarian Effort of EGBOSA - Kathmandu

The mega earthquakes that shook Nepal on 12th Baisakh, 2072 (25th April, 2015) and 29th Baisakh, 2072 (12th May, 2015) have not only devastated lives, historical monuments and shelters but left a lasting scar of wreckage in the mind of everyone. The life of every Nepali has been touched in one or the other way by the earthquake. The humanitarian support as relief activity through spontaneous youth volunteer mobilization and generous monetary aid from millions of people around the globe greatly consoled the heart of traumatized Nepalese. As a humanitarian campaign, EGBOSA, promptly launched **“Nepal Earthquake Relief Project, 2015”** with the slogan ‘Helping Hands (Sahayogi Haathharu)’ to help the earthquake victims. Generous donations were received from the Gandaki Boarding School Alumni as well as other individuals and institutions. It conducted several projects in the most severely affected areas in two districts - Dhading and Rasuwa.

**EGBOSA (Ex-Gandaki Boarding Students’ Association)-Kathmandu**, an alumni association of **Gandaki Higher Secondary Boarding School**, is a non-profitable, non-political and non-governmental organization established under District Administration Office, Kathmandu consisting of members from wide array of professional field not limited to doctors, engineers, pharmacists, IT professional, social activists, lawyers, business entrepreneurs, and government officers.

EGBOSA executed humanitarian support in different phases. The first phase involved the shelter support for the 50 most severely affected and low income families of Dhola VDC of Dhading district. Those families received 2 bundles CGI Sheets, GI wires, nails and construction tools. The management of the relief materials as well as construction of temporary shelters was overseen by a committee which was formed out of the 50 families under the coordination of Arjun Duwadi, an active and highly respected social leader of the village. Civil Engineers from EGBOSA provided

technical assistance and monitoring of the shelter construction of local masons and builders. Further, 80 bundles of GI sheets were distributed to the victims in Dhola VDC in another phase, in collaboration with Society of Nepalese in Hawaii (SNEHA) that benefitted more than 100 families.

Shelter support project was further extended to Yarsa Village of Rasuwa district offering GI sheets for 10 families and a school in collaboration with Jyoti Foundation and Manavta International.

Furthermore, EGBOSA handed over a sum of Rs. 1,11,111 to the Rt. Honorable Prime Minister Sushil Koirala to support “Prime Minister’s Disaster Relief Fund” as a gesture that we are with the state at the crucial hour of rebuilding the nation.

As a service to our own alumni, the engineer’s team of EGBOSA conducted the rapid visual damage assessment in the houses of ex-Gandakian free of cost. The house owners were provided full RVDA report and feedback after the assessment.

While conducting the earthquake relief program the severe water scarcity problem at Kalika Secondary School, a government school of Dhola VDC, came into attention of EGBOSA team. The only viable option for the water supply being rain water, the EGBOSA committee implemented Rain Water Harvesting (RWH) project. 400 students, who are currently enrolled in the school along with 20 staff of Kalika School, will be benefitted directly by the RWH project. In addition to these people, 10% of the local people shall also be benefitted by this project that will be able to collect 340,992 liters of water in a year. It shall be sufficient to provide 1 liter of water per day to each student.

EGBOSA-Kathmandu successfully conducted the highly esteemed mission “Nepal Earthquake Relief Project-2015” which is entirely a selfless humanitarian campaign. The humanitarian relief initiatives taken by EGBOSA-Kathmandu, at the hour of crisis have left impressive impact on the minds of people and received



accolades and media acclamation.

EGBOSA would like to express its gratitude towards all the school alumni and other donors for their support in this project and congratulate all the members and volunteers on working tenaciously and selflessly. We pledge all the Gandakians to join hands with EGBOSA and be part of its mission.

### **EGBOSA Members involved in the earthquake relief project on the ground:**

Ms. Anjita Parajuli (President), Ms. Rekha Shah Karki (Vice President), Mr. Sital Kaji Shrestha (General Secretary), Mr. Raju Dhakal (Secretary), Mr. Surendra Lama (Treasurer), Mr. Sulav Bhatta (EC member), Mr. Nirmal Khanal (EC Member), Mr. Sushil Sharma (EC Member), Er. Krishna Bahadur Gurung (Advisor), Mr. Ajudey Shrestha (Advisor), Mr. Ram Krishna Maharjan (Advisor), Er. Arjun Koirala (Member), Mr. Madan Baral (Member), Er. Susen Shrestha (Member), Ms. Pratistha Bhandari (Member), Mr. Ashwin Shrestha (Member)



*Shelter Support material hand over at Dhola VDC, Dhading District.”*



*“At the completion of Shelter Support Project at Yarsa, Rasuwa.”*



*“Work in Progress: Rain Water Harvesting Project at Kalika School, Dhola VDC, Dhading District.”*



*“EGBOSA-Kathmandu with the Hon'ble Prime Minister Sushil Koirala during cheque hand over to support “Prime Minister Disaster Relief Fund”.*



*Engineers associated at EGBOSA carrying out Rapid Visual Damage Assessment for Ex-Gandakian*

Compiled By  
Madan Baral  
(An EGBOSA Member)





**Sudarshan Pandey**  
**S.L.C. Batch 2068**  
**+2 Batch 2070**

## **An Ode to GBS**

David Foster Wallace, a great American writer said in one of the greatest commencement speeches that the real value of real education has almost nothing to do with knowledge and everything to do with simple awareness. Being aware of one's worth, one's responsibility and one's field of commitment, day in and day out is one of the greatest challenges of life, and yet the most important essence of education. What is GBS? My definition of Gandaki Boarding School is the place to be aware of your life, your tendencies and your responsibilities. It would be wrong to take GBS just as the series of communities replacing each other. It is rather a thriving 'form' that continually strives for excellence and dedicates to the creation of better humanity. This virtue of GBS, which I regret to realize only by now, is what I love and respect my school for. I feel shorthanded of my incapability to infuse in this writing, the emotional attachment, the wide range of people associated with GBS have with it. Nevertheless the nineteen years of my life that I literally lived within GBS renders me the potential to describe my version of the GBS experience in a superficial level. Much of GBS has remained the same. In summer, as the mulberries ripe in the Resource and Development Center(RDC), the 'kafal pakyu' bird sings with same enthusiasm as it used to sing when I was a kid, or so as I hear it. In the heavy rainfall of July, the stream that flows downstairs from the main gate is as forceful as it used to be and unavoidably turns into rivulet that flows through the tunnel into the park. It's just that I don't have the guts to swim in that rivulet the way I used to do some 10 years ago, when I first joined the school as a student. Infrastructures have undeniably increased but GBS continues to remain naturally as halcyon as it was decades before. The climate is the same but with every spring, as the trees shed leaves, I realize they are ageing and so am I. But unlike trees and me, GBS is ageing into never ending youth and as William Hazlitt said it is 'full of life, and motion and ceaseless progresses. The faces in the school assembly change every year and with every incoming student, GBS is subjected to

more variations. GBS continues to evolve into more substantial and responsible part of positive change of society.

It is mostly true that value of anything starts to be felt only once we lose the possession of it. Consequently, it appears no strange that school life is undervalued by students of its effectiveness in molding their future. However, in some lonely hours, it suddenly strikes your mind that the teacher who scolded you in class 8 ruthlessly for your misbehavior was the best teacher you could have ever had. It occurs again suddenly that handling tons of mischievous little kids in a hostel requires infinite patience and nurturing attitude. It suddenly occurs sometime in your life that the GBS playground had incredibly given you the instinct to appreciate sportsmanship in every walk of your life. You suddenly realize that the school assembly in the warm sun in the cold winter morning had provided you the space to perform your song in front of that huge audience with Beethovenian passion. Such realization, which comes not least after you graduate is – now as I see it – the real achievement of school life. They describe why your reasoning matters and how thinking positively matters in life. These feelings always endure to assist you in finding yourself whenever you feel lost. GBS is the place where you learnt to grow and create your own dimension of experience, not necessarily however by realizing it.

In our lives, every time we feel low and rejected, baffled and insignificant, we have choices of opinions to make. We can self-deprecate ourselves and let the flood sweep us into oblivion or we can take refuge in our memories so that the powerful affirmative voice awakens us into a glorious dawn. If you have walked the aisles of GBS as a student, it will be easy to find that affirming voice within yourself. This I say as a matter of experience and not as a contrived eulogy. GBS is all about affirming the true significance of education. For teachers who are dedicated to GBS, their devotion to pedantic life appeals as the highest form of contribution



to educate the humanity. They are the beacon light for the prosperity and civilization of any society. Personally, the educational environment of GBS that marked my transition from childhood to adolescence with maturity makes me feel indebted to it for all of its charm and love.

I compare GBS to a work of art. However, it is authored by thousands of people. It is continually subject to change. GBS belongs to all of its students, alumni,

teachers, and other supporting staff. Thus, it is essential for all of us associated with GBS to contribute to the betterment of it on whatever grounds we can. After all, our contribution with the sense of responsibility can become a stepping stone in creating better future for our society and our country.



**Ashmin Poudel, 9C  
Kaski**

## The Value of Time

The chain of our life time activities can have proposition as self-brand of creating opportunity for ourselves. There goes a proverb –“Time and tide wait for no man.” This sentence has encapsulated the true value of time. Time gives only one chance and one has to put all effort and intelligence to make it best usable. Time comes and goes. Time is absolutely free from any kind of control. Nothing on earth can subdue or conquer it. Neither money nor position can buy it.

Time is really a wonderful thing. It can be defined satisfactorily as it has no beginning and no ending. All the things are born in time, grow in time and then decay and die in time. Time moves at its own pace. It can't be commanded. It doesn't wait for kings or princess and has no pity for beggars. It can't be analyzed. It can't be criticized.

People say time is money. But I am saying that it is more precious than money. Money lost can be recovered, but time once gone does not return at all. A moment lost is lost forever. Its value is unfathomable and its power is inestimable. Its potential is something which we cannot calculate. A minute is enough to win a victory. A second is enough to make you the richest person in the world. A fraction of a second can make a difference between life and death. Time keeps changing. Change is the law of nature. Nothing is independent of change or time. Man's life is very short but the work is much larger and more difficult. There is so much to do in one's life. Therefore, we should not waste even a single minute. Every breath, every second should be used properly and meaningfully.

We should never postpone doing good and important things. We should never be idle when we ought to be

working hard. Leisure is enjoyable only after fruitful hard work. It is our duty not to leave any work till tomorrow that can be done today and now. If the sun doesn't rise and set in time then we may have problems. In the same way if we don't do our work in time we along with others will have to pay for it. Every moment brings with it thousands of golden opportunities. Every minute is a store-house of 'chances'. Therefore, we should not allow such precious time to slip away. If we do so, we allow those golden opportunities and chances to slip away from us too.

Those individuals, who plan beforehand, seldom fail. They are able to start their work on time and are able to complete it in time. Having worked out every minute of the allotted time, they do not hurry. Planning and proper implementation of that always brings success. Those who plan their living and activities seldom face heartaches, mental tensions and worries. A careful glance into the life history of successful men and women all over the world will reveal the basic truth that success is the outcome of planned utilization of time. Therefore, if we want to succeed in life we ought to chalk out what we are going to do with the minutes, hours, days, months and years at our disposal. This is the first step to success. Secondly, work must never be postponed; tomorrow they may never be materialized. We can only be sure of the present which is in our hands. Postponement and laziness are the ropes which strangle time. Thus, time can create us or destroy us. It all depends on how we utilize time.







**Namuna Ghimire, 11A**  
**Kaski**

## **The World I see through the Window**

‘Wow, what a fresh morning!’ I exclaimed to myself as my eyes opened. Few minutes later my mom came to the window from which I daily observe the world around me. ‘Do you want to have your breakfast?’ my mom asked me. I simply looked at her and winked to signal a ‘yea’ (up to now you may have understood that I cannot walk, neither I can speak) now I am telling you I cannot even move my body. Literally, I am paralyzed. I can just see and hear the things around me but unable to show any response towards it.

Going to school, I see a drunkard beating his wife daily, I see a girl who is tortured by her in-laws in the name of dowry and her parental property and I also see an old mother tolerating the negligence and fierce words of her children. I notice thirst of education in the eyes of that woman in the habit of her drunkard husband. I feel pity for the torture of that girl who is daily tortured for the dowry. I cry in the tears of that old woman. Most importantly, from the core of my heart I hate the system of our society where women are suppressed by men. Whether in the form of daughter, wife or mother every time this society is pulling women’s leg and is dominating her.

Sometimes I really can’t understand. I cannot respond to any external behavior, leave about other things I even cannot give a simple smile. But what has happened to these women whom I regularly see from my little window? I cannot react because I am compelled, I am paralysed but these women are completely able to do anything they want and still they are acting as paralysed as I am. Every time I wish that little girl to express her willingness to go to school. I want that tortured woman to stop her husband from beating her. I want that girl who is the victim of dowry to raise her voice against her in-laws and I want that mother to make her children realize that she is their mother not a broken

piece of glass that they are neglecting. Unfortunately, the saddest part of my day is none of these wishes of mine come true.

I do not know whether it is the fault of so called superior men who think women as the dust of their feet or it is the fault of women who have the capacity to tolerate all sorts of violence but not a drop of courage to act against it. I just know whether the world is really difficult for the women to survive. Women here are under domination of men in such a way that they cannot live their own life in their own way. Women here are not living they are just taking the breaths. I just hope that day will never come when women have to take permission of men even for taking breath. I really wonder what kind of society this is. On the one hand, they pray idols of all goddesses and on the other hand, they do animal like behavior to the real goddesses of their own house. How foolish can this society be? Why do they not understand that it’s not the idol of goddesses that bring prosperity in their houses but it’s the love, affection and dedication of women which changes a house into home? To be honest, sometimes I do not feel I am only a piece in this world. The other women here are both similar. The only difference is they are paralysed mentally and I am paralysed physically.

The world that my little window shows me is the world full of discrimination, fear and negativity. Who I wish I could speak against such discrimination; I could take off all the fears and lead the world towards positivity. Alas! I am not able to do so but I would like to request all the women in this society to fight for their rights. I would request them to speak against violence, and reach the level where men think they can never reach. To bring gender equality and evenness in the society is my only wish that I sleep with and my only dream I wake up with.







**Nayan Koirala**  
**S.L.C. Batch 2068**

## Thank You GBS

Today when I am writing about our school, Gandaki Boarding School, set of vibes run through my veins as I recall all those mesmerizing memories that have been inseparable part of life. As ink flows through my paper, I can vividly see those moments as if they're just happening right beside me. I can hear those crazy laughs and the gossips all round. It's not only limited to memories but GBS has been the pulse that ensures that my heart is beating. GBS has not only taught me to expose my talents but also to live my life to the fullest.

I am now in consultation with my dear friend Utsav Adhikari who [SLC batch 2068] is currently pursuing Computer Science and Engineering In NIT, Allahabad, India. So we are sharing our experiencing together.

Many of us started that chapter of our lives when we were probably at the age of ten, when we were still holding the mucus dripping from our tiny noses and wrapped up inside the caring warmth of our family. As we grow up we start to realize how time flies. Every time was then a closed chapter of our lives, starting new chapters and opening new doors. Nevertheless, we can never forget the moments that transformed us into who we are today. Be it the Wednesday programs or school assemblies or hostel assemblies, every program had something special. We cannot forget those speeches by SLD sir, study hour duty of Madhav guru, jokes cracked by Sthir Babu sir and punishments given by Sakuntala ma'am. All these memories leap through the gates of

time and allow us to enter the real world of school days. We still remember those mysterious stories narrated by Keshav sir and the care and guidance provided by Matrika sir. The events like football tournaments, fun fairs and picnics have given us fruitful experiences. Unforgettable moments were those late night gossips, last minute rushes for study hours and assemblies. On top of that, the chats and quarrels with friends and the spicy political talks in the Chautari are the times that bring smile to our face even today. We are immensely grateful to our mother GBS for all those times with our friends and teachers and for shaping the best part of our lives.

GBS was a tiny piece of heaven where she took us in her arms, nourished us and made us real persons, ready to face the challenges in this world. We think that we are now just fruits that have been detached from a tree with immense empowerment. Today we are on the ground, just in the shade of the very tree and now we realise how big we have been. GBS is now and will always be our part, our shade, our soul wherever we go. We will be indebted to you GBS for the kindness and care that you have given to us.

Once again thank you GBS for all those memorable years.

*(He is currently pursuing MBBS course in EPMC,  
Dhaka University.)*



**Sambhav Pyakurel, 5C**  
**Nuwakot**

## My Village

My name is Sambhav Pyakurel. I study in class 5. The name of my village is Baurgaun Gerkhu, Nuwakot. In my village there are fourteen houses and one shop. There is one health post here. We can see many public taps here. We can see the mountain from here. People here worship Lord Shiva in the temple. They live in harmony. They are very helpful.

This village is famous for water resources. The Trisuli River flows through this area. Wild animals like tigers and lions are found in the jungle near to our village. The village is far from the town. There is the facility of the bus service once a day. We have one school here for the children.





## **Trusts Associated with Deceased Students of GBS**

### **1. Gyan Prasad Rana Magar:**

Late Gyan Prasad Rana Magar was the student of class seven. He was from the community of Palpa District. His parents generously collected some money and deposited it in the bank. Since then, Nepali Department has been conducting one programme to commemorate



his stay and study at GBS. The programme can be Singing Competition, Poetry Competition, Debate Competition and Essay Writing Competition. The concerned department arranges prizes for the winners with the interest collected from that fund. This competition is annually conducted at the individual level in memory of the deceased one.

### **2. Pratik Mishra**

Late Pratik Mishra was a former student of GBS. He was born on 13th December in 1988 at Pipara VDC, Mahottari District. Unfortunately, he died on Poush 16, 2061 B.S., at the age of fifteen while he was studying in class nine. He was excellent at cricket vocabulary and would watch cricket matches and tournaments organized at GBS and those broadcast on TV. With



the combined efforts of school, school employees, late Pratik's classmates and his family gave birth to a trust in his memory. It was decided that the interest accumulated from the deposited amount would be spent on the conduction of the programme every year. Department of Social Studies conducts Pratik Memorial Quiz competition, allows therefore teams of four different houses to participate in it. There are two rounds in it and they are preliminary round and final round. In the preliminary round, there are four teams of each house. The team which becomes first goes to the final round and thus there are only four teams in the final round. The concerned department awards the prizes to the winners.

### **3. Rohan Adhikari**

Late Rohan Adhikari, a resident of Simpani, Pokhara was a fine student of Class nine. His premature demise due to a fatal disease in 2068 stunned the school. The school administration and the much bereaved class nine held a meeting and reached the decision that the former would cooperate to conduct Rohan Memorial Football



Tournament and class 10 students would be entitled to organize it in memory of the departed student every year. Students representing their classes can participate in it. Some sportive members of the staff also are included in Team Class Eight. It takes the organizers about two weeks to complete it. Friday afternoon, Saturday and the times after four O'clock are spared for its conduction. The Opening Ceremony, games and Closing Ceremony for prize distribution are the three different levels of the tournament.







अर्जुन कोडराला  
एसएलसी व्याच २०३६

## योग्य नागरिकको हैसियत दियौ तिमिले

“बाबु, तिमि इन्जिनियर बन्नु पर्छ,  
बुवाले सुरु गरेका विकासका काममा साथ दिनुपर्छ”  
.....कठै मेरी आमा...।  
उता फर्केर, चिरिएको मुटु चोलीको तुनाले कस्दै  
मलाई सपथ दिलाएकी अहिले पनि सम्झिन्छु  
मलाई विदा गर्दाको त्यो क्षण ॥

भिसमिसे बिहानीमै  
एकिएको यात्रा पर परसम्म ।  
उकाली ओराली अनि गोरेटोमा  
आँखा तर घरको आँगनसम्म ॥  
खै कसरी भनूँ यो मेरो रह्र हो वा कर  
त्यो पोखरा सागरमा कसको पो होला भर  
यात्रा... पाल्पादेखि गण्डकी आवासीय मा.वि.सम्मको ॥

विद्यालयको विशाल छातीमा  
शिक्षकहरू, विद्यार्थीहरू, भवनहरू, खेल मैदानहरू.....  
ओहो कस्तो माहोल, कति विशाल अनि सबल  
दोधार र दोसाँधमै मन भयो प्रबल ।  
विद्यालय प्रवेशको मेरो अनुभूति ॥

गरुङ्गो मन, अनि रोकिएको सास,  
अत्तालिएँ म यसै  
थामिएन मन गई पिड छेउ  
बगे अविरल आँसु कठै ।  
पाइला जसै बढे मीठा सपना साँचेर  
भस्किएँ, आमा मेरी मनाइको चिसो सिरेटोमा रुदै होलिन्  
भनेर ॥  
उफ कति कठिन रहेछ जीवन ।

जोडले मेरा कोमल पाखुरी समाई  
तिमी नयाँ विद्यार्थी हौं र ? भनी सोधेको

अनि, लमजुङ्ग होस्टलतर्फ लगेको ।  
त्यो पौरखी हात, अहिले पनि सम्झिन्छु ॥  
जसले अन्तररोदन र कन्दनको भुमरीबाट मलाई केही पर लग्यो ।  
एकिएको मेरो मनलाई सहारा दियो ॥

कहिले सेती, कहिले कालीका भेलहरू  
कहिले अन्नपूर्ण, कहिले माछापुच्छ्रे जस्तै,  
बिस्तारै विस्तारिए मेरा ज्ञान भण्डारहरू ।  
लक्ष्य मेरो दृढ भयो समयको गतिसँगै  
सफलता अझ नजिकियो मेहनतको कसीसँगै ॥  
बहु आयामिक ज्ञान र जीवनोपयोगी सीप बने मेरा गहना ।

कर्मशील शिक्षक र सङ्गठित विद्यालय परिवार  
मेरो भविष्य प्राप्तिको अनन्य आधार ।  
सङ्कल्प अटल भयो जसै प्रवेशिका परीक्षा आयो  
तरङ्गित मन शान्त रह्यो जब नतिजा प्रकाशन भयो ॥  
भविष्यको मार्ग कोर्ने मेरो अठोट भनै निश्चित हुँदै गयो ।

आज, विद्यालयको स्वर्ण जयन्तीको अवसरमा  
मेरा यी पानाहरू पल्टिएका छन् ।  
आमाको आशीर्वाद, बुवाको अटल विश्वास, अनि विद्यालयको  
दिग्दर्शनले  
मेरा सपनाहरू सिर्जित र साकार छन् ॥  
योग्य नागरिकको हैसियत दियौ तिमिले ।

हे मेरी आमा, मेरा बाबा, मेरो विद्यालय  
मलाई फेरि पनि रह्र छ,  
अझै तिम्रा काखहरूमा,  
फेरि एकपटक अल्झिन देऊ ।  
अझै तिम्रा चाहहरूमा,  
फेरि एकपटक सजिन देऊ ॥  
म अझै प्यासी छु तिम्रो स्नेहको ।



संस्मरण

फल्यासब्याकमा गण्डकी बोर्डिङ

रोशन शेरचन र बन्नी मल्ल  
एसएलसी व्याच २०४० वि.सं.

स्नेही साथी बन्नी मल्ल मेरो स्कुले स्मृतिसँग जोड्ने पुल भएको छ । पोखरावासी ऊ बेला बेलामा फोन गर्छ । म पनि गर्छु । स्कुले दिनकै कुरा गर्नमा बित्छ, सबै समय । किन ऊ त्यति विगतमुखी भएको छ ? मलाई थाहा छैन । म आफै पनि किन विगतमुखी भएको छु ? त्यसको कारण पनि थाहा छैन । हामी कक्षा दुई देखिको साथी, वि.सं. २०३१ देखि । साल गन्तीले सायद एकचालिस वर्ष नै पुग्ला । गण्डकी बोर्डिङ स्कुलमा । माफ पाऊँ, त्यतिबेला गण्डकी बोर्डिङ भनिँदैनथ्यो । त्यसको नाम 'नेपाल आदर्श माध्यमिक विद्यालय' थियो । पुरुष मात्र विद्यार्थी थिए । सहशिक्षाप्रणाली लागू भैसकेको थिएन । भौतिक संरचनाको त के कुरा ? कक्षा दुई त चित्राले वारेको कोठामा पढ्यौं । पल्लो कोठामा पाठ घोकेको पनि सुनिने । कुन विद्यार्थीले पिटाइ भेटेको छ, थाहा पाइने । तिलस केसी क्लास टिचर हुनुहुन्थ्यो । कक्षा तीन देखि पक्की भवनमा सयौं । धेरै पर हुत्तिईसकेका यस्तै कुराकानी गर्न सायद बन्नी फोन गरिरहन्छ । म पनि सुदूर विगतका ती दिनमा नोस्टालजिक भइ बस्छु ।

केही महिना अगाडि बन्नीले फोनमा भन्यो "रोशन, गण्डकी बोर्डिङले स्वर्ण जयन्ती मनाउँदैछ । पोखरा आउनु पर्छ, है ।" खुसी लाग्यो । आश्चर्य पनि लाग्यो । ओ हो ! आफू पढेको स्कुलको स्वर्ण जयन्तीको समय आइसकेछ । समय बितेको पत्तै भएनछ । यथाशक्य आउछु भनौं । स्मृतिका रिलहरू घुम्न थाले ।

गण्डकी बोर्डिङफेरि एकपटक पुग्न मन छ । नभरिएको मन भर्न मन छ । सानो हुँदा टेकेको माटो टेक्न मन छ, फुटबल मैदानमा दगुर्न पनि । डायनिङ हल अगाडिको अभ्रक टाँसिएको ढुंगालाई छुन मन छ । निलगिरि, हिमालचुली, माछापुच्छ्रे होस्टेल हेर्न मन छ । डुम्लिस खेलन मन छ । कृषि फर्मतिर घुम्न मन छ । फेरि एकपटक निश्चलता ओढेर सानो हुन मन छ । सानामा अभेद्य लाग्ने दक्षिणको

सराङकोट र उत्तरको भालु पहाड हेर्न मन छ । साप्ताहिक नयाँ सन्देशको मिठो पढेर खितखिताउन मन छ । र, लाइब्रेरीको पूर्वी कुनाको तलतिरको च्याकबाट युधिर थापाको हुरीको लहर, सङ्गमरमरको ढुङ्गा र सिस्टर कल्पना उपन्यासहरू निकालेर पढाउन मन छ । त्यस्तै प्रकाश कोविदको अर्को जन्म र देउता पनि । अन्तहीन मनहरूको शृङ्खला पुरा गर्ने मन छ ।

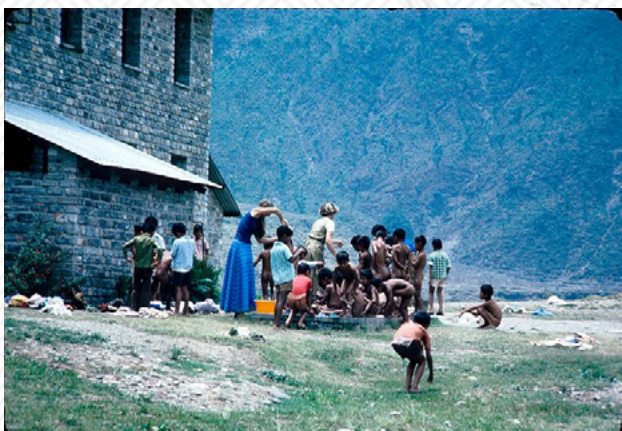
स्वर्ण जयन्तीको अवसरमा के गर्न सकिन्छ? वार्तालाप यस्तो छ फोनमा । "रोशन तिम्रो कलम चल्छ, तिमी लेख, संभेको कुरा म सेयर गर्छु नि" बन्नी सुभाउँछ । प्रस्ताव स्वीकारें । स्वीकार्नाका दुई कारण थिए । विस्मृतिमा पुगिसकेको स्मृतिलाई फेरि मानसमा उल्झे र बोनस स्वरूप सानो आलेख तयार हुने । त्यसपछि केही राउन्ड फोनमा वार्तालाप र एक साँझ घरमै भेट गरिसकेपछि यति लेखियो । धेरै संस्मरणहरू बन्नीबाट नै आएका हुन् । मिठो संभना बिच सहयात्रा गर्थौं । अन्तरङ्ग बातचित गर्दा अवचेतन मनसम्म पुग्यौं । कैयन साथीहरूको नाम बिर्सिसकेको रहेछ । बन्नीले भनेपछि, भुल्याँस्स भएँ । हो त नि, मैले त भुसुकै बिर्सिको, हो र ? विस्मयादि बोधक आत्मानुभूतिले लच्यापै भिजायो । फल्यासब्याकमा कति कुरा आए होलान् वा आएनन् ? कति सही हुनन् वा गलत । केही तिथि मिति र नाम पनि फरक परे होलान् । तर जे जति आए, त्यसले हृदयलाई गहिरो सन्तोष दियो । बन्नीको बलियो स्मरण शक्ति देखेर त म अचम्भित नै भएँ ।

हामीलाई मैच्याड गुरुआमा, मिस किङ्गले र एनी आन्टीले धेरै गुण लगाउनु भएको छ । अहिले सोच्दा, अचम्मलाग्छ । कुन जुनीको सम्बन्ध रहेछ ? गुरुआमा ममताको खानी । गीत सिकाउने । कथा सुनाउने । अनुशासनमा उत्तिकै कडा । दुईवटा गीत अबै याद छ, भिङ्गा हेर भित्तामा, चढ्दै चढ्दै लड्दै...र पुसी क्याट, पुसी क्याट....। मिस किङ्गले अङ्ग्रेजी पढाउँथिन् । फिङ्गर पेपेटको मदतले । सायद कक्षा ४ मा ।



एनी आन्टी त हिमालचुली होस्टेलको मदर भएकोले आमा नै भइन् । उनी फिनिस थिइन् । माया पनि गर्ने, बदमासी गरे सजाय पनि दिने । टफ लव । बढीले स्मरण गरायो “रोशन तिमीलाई संभन्ना छ ? दुई कक्षामा, एनी आन्टी, मिस किडस्ले र जुनिकरी दिदीले हामीरूलाई नाङ्गै नुहाइदिन्थ्यो नि ! हो र ? मैले बिसिसकेको रहेछु । त्यसखाले सम्भन्ना स्मृतिमा ल्याउन पनि असहज लाग्दो रहेछ । धूमिल सम्भन्ना भ्यार भ्यार गर्छ । तर प्रस्ट आउन मान्दैन । हाँसो पनि उठ्दो रहेछ । सात, आठ वर्ष हुँदाका कुरा । विचित्रको अनुभूति । हिमालचुली होस्टेलमा थियौं हामी । हिमालचुली जुनियर ब्लक थियो । चित्र हिराचन, पासाङ दाइ र राम प्रसाद दाइ हामीलाई हेर्ने सिनियरहरू थिए ।

हिमालचुली होस्टेल अगाडि सार्वजनिक बाटो थियो । लामाचौर र वरपरका गाउँका कोही मर्दा शव बोकेर त्यही बाटो सेती नदीलगिन्थ्यो । सानामा शङ्ख बजाउँदै शवहरू लगेको धेरै दृश्यहरू देखेका थियौं । त्यसको प्रभावले गर्दा राति पिसाब लाग्दा कोही पनि विद्यार्थी एकलै ट्वाइलेट जान नसक्ने भयो । चर्पी भुइँ तल्लामा थियो, पछाडिपट्टि । हामीहरू



मिस किडस्ले र एनी आन्टीले शनिबारमा विद्यार्थीहरूलाई नुहाइ दिँदै (फोटो श्रोत : एग्बोसा)

पहिलो तलामा सुत्थ्यौं । रेलको बर्थजस्तो माथि तल बिछ्यौनाहरू हुन्थे । राति कसैलाई पिसाब च्यापे, ऊ ओछ्यानबाटै कराउँथ्यो “पिसाब फेर्न को जाने ?” दुई, तिन पल्ट प्रश्न राख्न नपाउँदै, कसैले जवाफ फर्काइ हाल्थ्यो “म जाने ।”

स्वर चिने पछि, नाम काड्दै.....फलाना हो ? सोधिन्थ्यो । हो भने पछि, जाऊँ न त भन्दै सँगै सिढी ओर्लिन्थ्यौं । पिसाब फेर्दा सम्म त ठिक चल्थ्यो तर फर्कदा उछिन्ने होड लाग्थ्यो ।

फर्कदा सेती नदी पछाडि पर्नाले डर मान्थ्यौं । शव आँखामै आउँथ्यो । कोही त दगुर्थे पनि । बढीले यो प्रसङ्ग सुनाउँदा कम्ता हाँसिएन । हाँस्दा हाँस्दा आँसु नै आए । कारण त्यो मेरो पनि अनुभव थियो ।

बढी कक्षा दुईमा भर्ना भएछ । आरम्भका केही दिन उसलाई अन्नपूर्ण होस्टेलको कमन रुममा राखेछन् । कमन रुम गृहकार्य गर्न र टेबलटेनिस खेल प्रयोग गरिन्थ्यो । “के कारणले मलाई कमन रुममा राखे ? थाहा छैन ।” बढीको प्रश्न छ । अन्नपूर्ण होस्टेलमै दीपक शेरचन, बढीको दाइ शिव मल्लको साथी रहेछ । सायद शिव दाइले भाइलाई ख्याल गर्न भनेको हुनु पर्छ । दीपक दाइले बिहान उठाइ दिने, मुख धुन र ब्रस गर्न सिकाउने गर्नुहुन्थ्यो । बढी त्यो गुण अभै सम्भन्छ ।

स्कूले अनुभवले मलाई सबै धर्मप्रति सहिष्णु बन्न सघाएको छ । म आफूलाई बौद्धधर्मसँग नजिक महसुस गर्छु तर सबै धर्मप्रति मेरो सम्मान छ । ल्यारी सर हेड मास्टर हुँदाको कुरा । एकाध शनिबार ल्यारी सरको निवासमा पुगेको छु । बढी पनि केही पटक पुगेको रहेछ । ल्यारी सरको निवास मिनी चर्च जस्तै थियो । गितारमा बाइबलका गीतहरू गाएको संभन्छु । हल्लेलुया, हल्लेलुया.....को ध्वनि अभै याद छ ।



हिमालचुली होस्टेल (फोटो श्रोत- बढी मल्ल)

चिया, मकै र विभिन्न देशका हुलाक टिकट दिइन्थ्यो । विद्यार्थीलाई प्रार्थना गरेर मात्र खान दिइन्थ्यो । त्यो धर्म परिवर्तनको उद्देश्यले गरेको जस्तो लाग्दैन । कथाकार उपेन्द्र सुब्बाको प्रभु माइलाको नियत थिएन । फरक समयको सन्दर्भ थियो । चर्चमा हामी रमाउँथ्यौं । र हामी रमाएकोमा विदेशी सर मिसहरू पनि रमाउँथे । “अनि टिकट सङ्कलनको के भयो त ?” मैले सोधें बढीलाई । “मेरो टिकट सङ्कलन राम्रो मध्यमा पर्थ्यो । पचपन्न, साठी देशको



टिकट सङ्कलन गरिसकेको थिएँ । विस रुपैयाँमा बेचिदिँ । त्यति बेला विस रुपैयाँ निकै ठुलो रकम थियो ।” बढीले कारण बतायो । हाल आर्थिक दृष्टिले सम्पन्न बढीले जम्मा विस रुपैयाँको निम्ति सबै टिकट बेचिदिँछ । समय समय कि बात है, दोस्त । हुन पनि, विद्यार्थीहरू बिच टिकट सङ्कलन गर्ने अघोषित प्रतिस्पर्धा नै थियो । थाहा छैन कसले त्यसको सुरुवात गर्‍यो ।

आलपती घुमाउने खेल निकै चर्चित थियो । अन्ततिर च्याम्पती पनि भनिन्छ क्यार । बत्तिस, तेत्तिस सालतिर गण्डकीमा कहलिएको आलपती थियो- ‘राते’ । कसले हो, रातो थोप्ला बनाइदिएको थियो, त्यसको शिरमा । त्यसैले सबले त्यसलाई राते भन्थ्यौँ । रातेले घुम्दै गएर अन्य आलपतीलाई तिन चार सटमै नक आउट गरिदिन्थ्यो । स्कुलमा हामीलाई लप्सीको अचार दिइन्थ्यो । लप्सीको अचार जिब्राले फडकाउँदै अलि लाम्चो वा ठुलो आलपती पाए, ल्यास्स परेता पनि त्यसलाई गोजीमै हाल्थ्यौँ । अर्को दिन विद्यार्थीहरूले आलपती घोटिरहेको दृश्य प्रशस्त देख्न सकिन्थ्यो । त्यसको लागि हस्टेलको पछाडिपट्टि जानु पर्थ्यो । हस्टेल पछाडि ट्वाइलेटको सेफ्टी ट्याङ्क थियो । त्यसको स्ल्याब सिमेन्टेड खस्रो भएकोले आलपती मज्जाले घोटिन्थ्यो । घोट्दै जाँदा आलपती तातिँदै जान्थ्यो, स्लाबमा थुक्दै फेरि घोट्न थाल्थ्यौँ । आलपतीको खैरो काठे रङ्ग स्ल्याबमा इन्द्रेणी आकारमा गाढा हुँदै जान्थ्यो । एकपटक छात्रवासको जीवनमा अनौठो भयो । हठात् रातेलाई पनि टक्कर दिने आलपती आइपुग्यो । असिन पसिन हुँदै प्लास्टिकको खालमा ढल्कँदै ढल्कँदै त्यसले रातेलाई भट्यास खाइ दियो । रातेको एकाधिकार खोसियो । केही हप्ता त्यसले राज जमायो । राते पराजयबोधले निलो भयो । रातेलाई हराउने कुरो, अलि अस्वभाविक नै थियो । शङ्का उपशङ्काको कानेखुसी चल्दै गयो । एकदिन पोल खुल्यो । त्यस आलपतीको प्वालमा आलपिन घुसाएर गरुङ्गो र बलियो बनाइएको रहेछ । आलपती घुमाउँदा जुन आलपती गह्रौँ वा बलियो हुन्थ्यो, त्यसले ठोकिँदै अर्कोलाई प्लास्टिकको घेरो कटाइ दिन्थ्यो । त्यस आलपतीलाई आलपिन निकाले मात्र खेलमा सामेल गर्ने निर्णय भयो । साथी दम लागेको रोगी भैँ भयो, आलपिन निकाले पछि त्यसको दम रातेको धुँवादार कम व्याक भयो । अर्गानिक विजेता राते नै ठहरियो । रातेघनी को को थियो ? अहिले संभना भएन । तर मैले त्यो खेल हेरेको छु ।

सिनेमाको हिरोको फोटो नोटबुकमा टाँस्ने विद्यार्थी माभ

अर्को लोकप्रिय हवी थियो । नोट बुकमा बढी टाँस्सिने हिरोमा सुनिल दत्त, अमिताभ बच्चन, विनोद खन्ना, कविर बेदी, शशिकपूर आदि थियो । हिरोको फोटो त्यसबेलाको चर्चित सिने पत्रिका मायापुरीबाट निकालिन्थ्यो ।

अहिले सोच्दा खानामा दुःख पाएका रहेछौँ । त्यति बेला खासै मतलब भएन । स्कुल प्रशासनको ध्यान पोषण युक्त खाना खुवाउनुमा नगएको रहेछ । हुन त चालीस वर्ष अगाडिको कुरा, पोषण प्रतीको चेतना नै कति थियो र ? एकै खालको खाना । एकरसता । खाजामा उसिनेको अन्डा दिइन्थ्यो । त्यस्तै मासु नखानेलाई पनि विकल्पमा उही अन्डा थियो । मासु भने सधैं रागो वा बङ्गुरको मात्र । आफू रागो वा बङ्गुरको मासु नखाने । वर्षमा एक दिन आउने पिकनिकमा मात्र कुखुराको मासु खान पाइन्थ्यो । अन्डा खाँदा खाँदा वाक्क । कहिल्यै पोस, अमलेट बनाएर दिएको थाहा पाइएन । स्कुलको आफ्नै कृषि फार्म थियो । कुखुरा पालन थियो । अन्डा पार्नसाथ ल्यायो, ठुलो भाडामा पानी उमाल्यो, सयौँ अन्डा हाल्यो, भुक्क उमाल्यो, बाड्यो । कक्षा चढ्दै गए पछि खानाको दुःख बढी अनुभव हुँदै गयो । कति विद्यार्थीलाई त क्षयरोगले समात्यो । त्यसैले डेस्कलर विद्यार्थीसँग बोर्डर विद्यार्थीको खाजाको बार्टर धेरै फस्टाएको थियो । डेस्कलर साथीले भुटेको मकै गोजामा हालेर ल्याउँथ्यो । मकैको सुगन्धले कक्षा कोठा नै मगमग हुने । हामी चाहि गोजीमा उसिनेको अन्डा बोकेर ल्याउँथ्यौँ । एक मुठी मकैमा एउटा अन्डा । मकै ल्याउने कम र अन्डा बोक्ने विद्यार्थी बढी भएकोले अर्थशास्त्रको नियम लागु भई डेस्कलर साथीहरूको हाई हाई थियो ।

खाना पकाउने भान्सेलाई बाजे (उमेरको कारणले होला) भन्थ्यौँ । कालो वर्णको सुन्दर बाजेको व्यक्तित्व अग्लो थियो कारण उनी मासु बाँड्थे । बढीले धेरै कुरा सम्झि राखेको रहेछ । उसले भन्यो, थाल समातेर लाइनमा उभिँदै सुन्दर बाजेको अगाडि पुगेपछि, प्रायले यस्तो भन्थे रे.....मासु मासु देउन न सुन्दर बाजे, आलु आलु देउ न कालु बाजे । हड्डी धेरै देला भनेर कसैले हाम्रो दिमागमा त्यस्तो पुकारा हालि दिएछन् । हाँस्दा हाँस्दा रुन मात्र सकिन्न । अनि कालु बाजे भनेको को त ? बढीको तत्कालको जवाफ “खिमलाल बाजे ।” मैले दिमागमा खिमलाल बाजेको अनुहार पनि सम्झन सकिन्न ।

त्यति बेलाको समय बदमास, उमेर नै बदमास, बन्धनको वातावरण नै बदमास.... क्युमा जाने पालो कुर्दा डाइनिङ



टेबलमा पानी पिउने स्टिलको मगलाई घुमाउँथ्यौं र मग रोकिँदा हेन्डल जो तिर फर्कन्छ, त्यसलाई फटाहा फटाहा नाम भिराएर उल्लिबिल्ली पाथ्यौं । सनमाइकाको टेबलमा मग फिलीली घुम्थ्यो । एक पटक फेरि त्यसरी नै टेबल वरपर सहपाठी साथीहरूलाई कल्पनामा उभ्याएर, हाउडे नामहरू दिई, मगलाई बेतोडले घुमाउन मन छ । त्यही किचनको रछ्यानमा स्याल खान पल्केका थिए । रातविरात कराएर निद्रा हराम गरेको थियो । एकपटक विद्यार्थीहरूले योजना बनाएर, सायद बमबेडले हानेर स्याल मारे र आनन्दले सुत्न पाइने प्रबन्ध मिलाइयो । तर स्याल मार्ने नेतृत्व कसले गरेको थियो, थाहा भएन ।

कक्षा दसका दाइलाई विदाई गर्दाको स्मृति बढीले बतायो । गोपी हिराचन, बाल मुकुन्द, वसन्त पन्त दाइ हरूलाई हामीले विदाई गरेका रहेछौं । कार्यक्रम बेलुकीको समयमा राखिएको थियो । हामी कार्यक्रममा निदाउँला भनेर एनी आन्टीले हामीहरूलाई दिउसै सुताएकी थिइन् रे । त्यति बेला कार्यक्रम डाइनिङ हलमै हुन्थ्यो । जिम हल बनेपछि मात्र कार्यक्रमस्थल फेरियो । खाना खाए पछि, डाइनिङ हललाई सफा गरी त्यही हलमा कार्यक्रम गरिन्थ्यो । हलको पश्चिममा स्टेज थियो । शिक्षकहरू त्यही स्टेजमा खाना खान्थे । त्यही स्टेजमा उपल्लो कक्षाका दाइहरूले नाटक बसाई र मकवानपुरको गोली मञ्चन गरेका थिए । प्रसिद्ध लोक गायक धर्मराज थापाले, मिठो भाका हाली गाएको हो हो माले हो, हो हो माले हो, हरियो डाडा माथि, हलो जोत्ने साथी... अझ सम्झन्छु । डाइनिङ हलमा देखाइने वृत्तचित्रको नालीबेली मैले आफ्नो निबन्ध सँगालो धोबीघाट एक्सप्रेसमा विस्तारमा लेखेको छु ।



तत्कालीन नेपाल आदर्श माध्यमिक विद्यालय (फोटो श्रोत: एम्बोसा)

पछि हिमालचुलीबाट निलगिरि हुँदै सदन अनुसारको हस्टेलमा सारियो । म माछापुच्छ्रेमा परें । बढी अन्नपूर्णमा

परेछ । खेलकुदमा र सांस्कृतिक कार्यक्रममा अन्तर सदानात्मक प्रतिस्पर्धा हुन्थ्यो । आफ्नो सदनलाई समर्थन गर्ने पथ्यौं । । त्यही कारणले कहिले काहीँ सदन सदन बिच भगडा पर्दथ्यो । निलगिरि होस्टेलमा विद्यार्थीलाई रेखदेख गर्न र गाइड गर्न सिनियर दाइको व्यवस्था गरिएको हुन्थ्यो । वि.सं. २०३५ मा बलराम गुरुङ र अजुद्धे श्रेष्ठ दाइ आउनु भयो । वि.सं. २०३६ मा शिव मल्ल र जमकाजी गुरुङ दाइ आउनु भयो । त्यसै बेला आमाको निधन भएकोले शिव मल्ल दाइ स्कूल छाडि जानु भयो । बुद्धि हिराचन दाइ आउनु भयो वहाँको स्थानमा । बुद्धि दाइलाई मैले बिसि सकेको रहेछु । एक पटक रोमाञ्चकारी घटना घट्यो । साभ बेलुकातिर बढ्दै थियौं । गोल पोस्टमा एउटा मान्छे भुन्डिएको खबर आयो । कुरो बढ्दै गाउँको अन्धकार जस्तै फैलिँदै गयो खबर । सायद अटन सर हुनु पर्छ, हस्याङफस्याङ गर्दै कसैले आत्म हत्या गरेको हुन सक्ने कुरा सुनाउन भयो । हामी सबै डरले थरथर । फुटबल मैदान अन्नपूर्ण हस्टेलकै छेउमा थियो । हस्टेलसम्म त नजिक गयौं तर गोल पोस्टसम्म जाने कसको हिम्मत ? कसैले टर्च बाल्यो । ओ गड, मान्छेको आकृति देखियो तर छेउमा जान हचक्यो । अरू हस्टेलबाट पनि विद्यार्थीहरू ओइरिए । साना विद्यार्थी डरले सिनियर दाइको पछाडि थिए । केही समय पछि अटन सर नै अगाडि बढ्नु भयो । सबै उत्सुक थिए । अटन सर बिस्तारै अगि बढ्दै जानु भयो । अगिपछि पल्याकपलुक हेर्दै र त्यो आकृतिलाई पोस्टबाट भान्नु भयो । विद्यार्थीका टाउकाहरू भुईँतिर तन्किए । ए ! त्यो त पुतला पो रहेछ । डरहरू हराई हाँसोको खित्का बने । स्थिति सामान्य बन्यो । फुटबलबाट पुतलाको टाउको बनाइएको रहेछ । कागज र कपडा प्रशस्त कोचेको थियो । के त्यो अटन सरकै गेमप्लान थियो ? वा अन्य कसैको थियो ? कमान सरको पो थियो कि ? जे होस् । त्यो खेलबाट निसृत रमाइलो आजसम्म पनि लिइरहेका छौं । सन् २०१५ मा सहपाठी सुनिलमान शाक्यसँग एक दिन अनायस त्रिभुवन एयर पोर्टको देशीय टर्मिनलमा भेट भयो । ऊ पनि नेपालगञ्ज जाँदै रहेछ । म पनि नेपालगञ्ज हुँदै अछाम जाँदै थिएँ । प्लेनमा सँगैको सिटमा बस्यौं । आकाशमा यात्रा अवधिभर गण्डकी बोर्डिङकै सेरोफेरोमा नोस्टालजिक कुराकानी गर्थ्यौं । खासमा बढीले केही महिना अगाडि आफ्नो छोराको ब्रतबन्धमा कक्षा दुईका सबै सहपाठीलाई पोखरामा भेटघाटको प्रबन्ध मिलाएको थियो । अनायस भापाका जानु पर्ने हुनाले म छुटें । निमन्त्रणा कार्ड बढीले सुनिलकहाँ छोडेको थियो । फोनमा सुनिलले भन्यो “समय



मिलाई काँड लिन आऊ रोशन, बढीले मसँग छाडेको छ ।” तर सुनिललाई भेट्न सकिने । त्यो दिन प्लेनमा अनुपम संयोग मिलेको थियो । बुद्ध एयर नेपालगञ्जतर्फ उड्दै गर्दा उत्तरमा अन्नपूर्ण, माछापुच्छ्रे र धौलागिरि हिम चुलीहरू हेर्दै हामी पैतिस, चालिस वर्ष अगाडिको समयमा फर्किएका थियौं । जहाँबाट यी हिमालहरू त्यसरी नै देखिन्थे ।

सुनिलले भन्यो “रोशन, केही कनेक्सन छ कि क्या हो, केही समयदेखि फोनमा कुरा हुने, भेट्ने अवसर आइराखेको छ ।” मलाई पनि त्यस्तै केही लागिरहेको थियो । सुनिल अनुशासित विद्यार्थी थियो । सधैं प्रथम हुन्थ्यो । अक्षर त उसको यति कुदिएका हुन्थे कि मैच्याड गुरु आमाले छेरेको अक्षर लेखेलाई, सुनिलको जस्तो अक्षर हुनुपर्छ भन्नु हुन्थ्यो । सुनिलको व्यक्तित्वमा त्यो शालीनता म अभै पाउँछु । सुनिल पनि बढीको कार्यक्रममा पोखरा जान सकेनछ । तर हामीले आकाशको सदुपयोग गर्दै भ्याएसम्म कुरा गर्यौं । फुटबल खेल्दाको, ड्र्याकुलाको कथा सुन्दाको, दादा टाइपको साथीहरूले हेप्दाको, कृषि फर्ममा बेलौती चोर्दाको, मकवान पुरको गोली नाटक हेर्दाको, विद्यार्थी आन्दोलनको हडतालको, जीवनमा परिवारको महत्त्व । कुन साथी अहिले कहाँ छन् ? कस्को विवाह भयो ? छोराछोरी छन् छैनन् ? देशमै छन् कि विदेशतिर छन् ? कुन कुन शिक्षक सेवा निवृत्त भइसके ? अर्का असल साथी होम बहादुर गुरुङलाई पनि हामीले सम्झियौं । मिलनसार, नजानेकोलाई सिकाउने, खेलकुदमा अब्बल र सबभन्दा ठुलो गुण बलियो भएर पनि अन्य साथीले भैं उनले कसैलाई धम्काउने, थर्काउने गरेनन् । पढाइ पनि राम्रो । आदि इत्यादि प्रसङ्गहरू ।

डेस्टिनीको कुरा गर्यौं । अध्यात्मको कुरा गर्यौं । समय धेरै फेरिएका कुरा गर्यौं । मैले भनें “त्यो बेलामा, उनन्चालिस, चालिस वर्ष अगाडि, गण्डकी बोर्डिङ जस्तो स्कुलमा देश विदेशका शिक्षक, गुरुआमाहरूबाट शिक्षा लिन पाउनु धेरै महत्त्वको कुरा रहेछ । जति जति समय बित्दै जान्छ, महत्त्व भन् भन् बढ्दै गएको पाउँछु । हामी साच्चिकै भाग्यमानी हौं । अहिले त त्यस्ता स्कुल धेरै छन् । तर, त्यो बेलामा त्यस्तो स्कुल विरलै थिए । त्यसैको जगमा उभिएर हामी यहाँसम्म आउन सकेका रहेछौं, हैन ?” । सुनिलको टाउको सहमतिमा हल्लिन्छ । त्यसैले दिनप्रतिदिन सुलभ हुँदै गएको नैतिक ह्रासबाट जोगिन सफल भएका छौं । अतिवादको आकर्षणबाट मुक्त भएका छौं । भोजराज न्यौपाने सरले पाच वा छ कक्षामा नैतिक शिक्षा पढाउनु हुन्थ्यो । सार्वजनिक

सेवा लिँदा लाइनमा बस्नु पर्छ, कसैको मनमा चोट पुग्ने गरेर बोल्नु हुँदैन, नैतिक रूपमा मान्छे बलियो हुनु पर्छ भन्नु हुन्थ्यो । यी मान्छेका आन्तरिक श्रृङ्गारहरू हुन् भनेको अभै सम्झन्छु । देशको मूल प्रवाहमा आइ नसकेको धेरै दाइ र समकालीन साथीहरूलाई म सम्झन सक्छु, जो आफ्ना क्षेत्रका हस्ती भएका छन् । उनीहरू दुक्कसँग जीवनको अविराम यात्रामा लागेका छन् । देखिने, चिनिने र एकै छिनमा स्खलित हुनेको भिडभन्दा पर छन् । गण्डकी बोर्डिङका अधिकांश उत्पादनहरू जीवनमा मोडेस्ट सपना बोकेर गतिशील छन् । अविराम पनि । गण्डकी बोर्डिङ स्कुल नेपालकै जेम हो ।

प्लेन ल्यान्डिङ हुन लाग्दा सुनिलले भन्यो “पुराना साथीलाई एकै ठाउँमा भेला गराउन बढी सधैं जोड गर्छ । साँच्चै सुनिल, तिमीले ठिक भन्यौ । आखिर मैले बढीलाई पुल त्यसै कहाँ भनेको हु र ? नजोड्नेलाई म किन पुल भन्छु र ? पुल हुन साँच्चै गाह्रो छ । हाम्रो सौभाग्य हामीले पुलको रूपमा बढीलाई पाएका छौं । स्कुले स्मृतिगं जोड्नुको अलावा यो लेख लेख्न पनि मलाई बढीले नै ऊर्जा दिएको हो । बढी, तिमीले बल नदिँदा हौ त, यो लेख तैयार नै हुने थिएन । तिमीलाई धन्यवाद पनि ।

नोट: फोनमा बढीसँग लामो कुरा हुँदा कक्षा दुईमा पढ्ने सहपाठीहरूको नाम सम्झन प्रयास गर्यौं । बढीको सहयोगमा निम्न नामावली तैयार गर्यौं । केही नाममा शंसाय छ । केही नाम छुटेका पनि हुन सक्छन् । महानुभावले जानकारी गराउनु भए, सच्याउने छौं ।

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|----------------------|-----------------------|
| १. सुनिलमान शाक्य    | १५. बढीलाल मल्ल       |
| २. रोशन शेरचन        | १६. शङ्कर विजुकुच्छे  |
| ३. खेमराज श्रेष्ठ    | १७. सुरेन्द्र बाँनिया |
| ४. प्रदीप बाँनिया    | १८. विष्णु बाँनिया    |
| ५. आनन्द राज बतास    | १९. सुवास अर्याल      |
| ६. होम बहादुर गुरुङ  | २०. हर्कमान गुरुङ     |
| ७. सूर्य थकाली       | २१. रवीन्द्र शेरचन    |
| ८. शुशीलचन्द्र बोहरा | २२. गम बहादुर थापा    |
| ९. विजय थापा         | २३. प्रकाश केसी       |
| १०. कन्याराज गुरुङ   | २४. दूर्योधन लम्साल   |
| ११. करुण भट्टचन      | २५. अनिल द्वा         |
| १२. राजन गौचन        | २६. दिनेश बुद्धाचार्य |
| १३. राजकुमार हिराचन  | २७. लालकाजी गुरुङ     |
| १४. प्रेम थापा       | २८. रुबेन राई         |
|                      | २९. शोभाकान्त         |





नेत्रबहादुर बानिया  
पोखरा-१६, बानियाटोल  
९८४६०३७११

## संस्मरण

नेपालकै सुन्दर नगरी पोखराको पश्चिम भेकमा पर्ने पोखरा उपमहानगरपालिका वडा नं. १६ स्थित हिमशृङ्खलाको छाँया पर्ने सेती नदीको काखमा रहेको लामाचौर साह्रै रमणीय लाग्दछ। भनिन्छ, “जननी जन्म भूमिश्च स्वर्गादपि गरीयसी”। लामाचौरको प्रमुख गहनाको रूपमा रहेको गण्डकी आवासीय उच्च मा. वि. को नाम नसुन्ने व्यक्तिहरू नेपालमै सायदै कमै होलान्। कुनै पनि सङ्घसंस्था दिगो र सफल रूपमा सञ्चालन गर्नका लागि सम्बन्धित पात्रहरूले खेल्नुपर्ने महत्त्वपूर्ण भूमिका सामाजिक व्यक्तित्वहरूको निःस्वार्थ सेवाभाव कर्तव्य र दायित्व वहन आदि कुराहरूको सुदृढीकरणले नै उज्ज्वल भविष्यको सुनिश्चितता गर्दछ भन्ने कुरामा कसैको पनि दुईमत नहोला भन्ने मलाई लाग्दछ। विद्यालय स्थापना कालदेखि हालसम्मका सञ्चालकहरू एवम् शुभचिन्तकहरू सबै धन्यवादका पात्र हुनुहुन्छ।

मलाई थोरै सम्झना आउँछ २०३७ सालतिर हामीहरू इन्द्र राज्य लक्ष्मी उच्च मा. वि. मा अध्ययन गर्दथ्यौं। त्यतिखेर कास्की जिल्ला माध्यमिक विद्यालयस्तरीय वीरेन्द्र शिल्ड प्रतियोगिता हुने गर्दथ्यो। खेलकुद भनेपछि हुरुकै हुने हामी गण्डकी बोर्डिङका खेलाडीहरू लैजाने बसमा चढ्न बस रोक्थ्यौं। मामा-मामा भनेर चिनिने “सूर्य बहादुर शाही”ले गाडी चढाएर रङ्गशाला लगिदिनु हुन्थ्यो। विगतका समयलाई नियाल्दा अबै पनि गौरव लाग्ने विषय के छ भने जी. बी. एस.का विद्यार्थी ‘धीरनारायण भारी’ खेलकुदमा उत्रेपछि कास्की जिल्लाका कुनै पनि विद्यालयका खेलाडीहरूले जित्न सक्दैनथे। “रन धिरे रन” भनेर हुटिङ्ग गरेका शब्दहरू अबै पनि गुञ्जिरहे भै लाग्दछ। त्यसै गरी

२०४४ सालको एस.एल.सी. परीक्षामा गण्डकी आवासीय उच्च माध्यमिक विद्यालयका छात्र ‘राजेन्द्र गुरुङ’ले प्रथम श्रेणीमा प्रथम स्थान ओगट्न सफल हुनुभएको छ भनेर समाचार सुन्न पाउँदा लामाचौर बासी हर्षविभोर भएको क्षण कसरी बिर्सन सकिएला र ?

अर्को कुरा के भने विद्यालयमा कार्यरत शिक्षक तथा कर्मचारीहरूले लामाचौर निवासीसँग गर्नुभएको उदार भावना, सहानुभूति एवम् सरसहयोगले गर्दा पनि विद्यालयप्रति सबै लामाचौरवासीको भित्री मनमा सकरात्मक छाप परेको छ। म सानो छँदा मैले मेरा पिता स्व. होम बहादुर बानियासँग जिज्ञासा राखेको थिएँ “बा त्यति टाढा टाढा पूर्व मेची पश्चिम महाकालीदेखि कसरी विद्यार्थीहरू आउँछन् ?” प्रत्युत्तरमा वहाँले भन्नु भएको थियो, सरहरूले राम्रा-राम्रा विद्यार्थीहरू खोजेर ल्याउनु हुन्छ। तर अहिले हामी सबैलाई थाहा नै छ। उत्कृष्ट विद्यार्थीहरू आफै प्रतिस्पर्धामा उत्रेर आउन चाहन्छन्। यस परिवेशलाई सधैभरि कायम राख्न विद्यालय प्रशासन सफल रहोस भन्ने शुभेच्छा व्यक्त गर्दछु।

गण्डकी बोर्डिङभित्र देखाइने विभिन्न किसिमका ज्ञानवर्द्धक डकुमेन्ट्री विशेष गरी वार्षिकोत्सवमा गरिने खेल मध्ये घोडा दौड, बोरा दौड, ज्ञानवर्द्धक नाटक रोचक लोक नृत्य हेरेको अबै मानसपटलमा घुमिरहेको छ। अन्तमा विद्यालयको स्वर्ण जयन्तीको पूर्ण सफलताको कामना गर्दै मलाई पनि स्मारिकामा सानो लेख लेख्ने मौका प्रदान गर्नु भएकोमा विद्यालय परिवारप्रति हार्दिक धन्यवाद टक्रयाउन चाहन्छु।







शरण आँसु  
एस.एल.सी. ब्याच २०४२

## सपनाहरूको धुलेटो बाटो

म हिँड्छु प्रायः  
सपनाहरूको धुले बाटो

म  
फुलपातहरूमा भुन्डिन्छु  
खेतमा दौडन्छु ,  
खोलामा पौडन्छु ।

अक्सर म भोलि पर्सिका  
दुःखहरूले दुख्दिन ।  
जति समय ढल्दै जान्छ  
उति उति म अतीतको  
सलेदो बनेर सल्कन्छु ।

साँझपख  
वाखाहरूलाई खोरमा थुनेपछि  
म पनि मेरी आमाको मजेत्रोभित्र थुनिन्छु ।

हो,  
थुनिनुभित्रको सुरक्षा र स्वतन्त्रताको रहस्य  
वाखाहरूलाई र मलाई थाहा छ ।

म  
मेरा सपनाका उमेरहरूले  
क्रमशः  
किशोर वयमा परिणत हुन्छु  
र  
चराहरूको गुँड खोज्न हिँड्छु ।

मैले जानेका  
महान् आर्किटेक्टहरू हुन् -  
दमाइँ चरो र कोटेरो ।

जब म मेरी आमाको  
अनन्त गर्भमा निदाउँछु,  
मेर सपनाहरू  
मेरी ठिटी आमा  
सृष्टिको अव्युत्पन्न प्राप्ति ठानेर  
मलाई सुमसुम्याउनु हुन्छ ।  
संसारको लागि म जाबो  
अर्धसत्य र मूक प्राणी  
तर आमाको लागि म  
अन्तिम सत्य हुँ ।

त्यसैले  
म समयातीत र भुटो सपना  
देख्न चाहन्छु ।

ती भयानक सपनाहरूमा  
मेरी आमाको महाप्रस्थान  
अनि  
एउटा होनहार समयको अवसान हुने छ ।

म ती  
निर्मोही समय फुलहरूको  
बाटो हिँड्दिनँ ।

म हिँड्छु प्रायः  
मेरै सपनाहरूको धुले बाटो







सुरेन्द्र भण्डारी  
एस.एल.सी. ब्याच २०४६

## आत्म समीक्षाको भूँचालोमा खण्डहर

आत्म समीक्षाको भूँचालोमा खण्डहर  
रुग्ण पर्खालमाथि उभिएर  
अस्तित्वको त्याण्डस्केपभरि  
सम्भवतः मधु नै रित्याएर मधुशालाबाट  
म रित्तो उभिएको थिएँ ।

पागल आँधीहरू आउँदा  
र आउँदा मुक्ति र मोक्षका क्रान्तिहरू पनि  
इतिहासका सिँढीहरू बढारेर  
प्रत्येक शासकलाई स्वागत गरिँदा  
म तिम्रो समयको साक्षी थिएँ ।

अस्तित्वलाई थाहा छ  
आमाहरूले भ्रम जन्माउँदै नन्  
नजन्मेका दुइका आकृतिहरूमाभ  
नवौरने सत्यको चिहानमाथि  
गीताको मजेत्रो ओढेर  
बर्बर युद्धको पृष्ठभूमिमा  
तरवारका कुचीहरूले पोतिएको  
म तिम्रो समयको विभत्स चित्र थिएँ ।  
आज ढल्दा स्वाभिमानका स्तम्भहरू  
भत्किँदा मनका ढिलहरू

काँप्दा स्वयम्भूका नेत्रहरू  
भत्किएनछु म  
भत्किएनछन् मेरा कलुषित विचारका पर्खालहरू  
थर्किएनछु म  
थर्किएनछन् मेरा सङ्कुचित सीमाका परिधिहरू ।

तिमी र म  
समयका अमूर्त खण्डहरहरू  
सायद आँखाहरूलाई पनि बिभाउँथ्यौं होला हामी  
सृष्टिको शृङ्खलाहरूमा कुरूप हाम्रो अस्तित्व  
शताब्दीको लय  
अटेन त्यो पनि सारङ्गीमा  
अटेन त्यो पीडाको सागर आफैँ पनि किंवदन्तीको भोलामा  
बस भूँचालो गयो  
भत्किएनछु म  
भत्किएनछन् मेरा विचारहरू  
थर्किएनछु म  
थर्किएनछन् मेरा सङ्कुचित सीमानाहरू ।

(कवि हाल लामाचौर, पोखरास्थित अल्फा बोर्डिङ स्कूलको  
व्यवस्थापन समितिको संस्थापक अध्यक्ष हुनुहुन्छ ।)







डा. तीर्थलाल उपाध्याय  
मधुमेह, थाइराइड विशेषज्ञ  
एसएलसी व्याच २०४९

## मधुमेह (Diabetes Mellitus)

मधुमेहलाई अङ्ग्रेजीमा Diabetes Mellitus भनिन्छ । यो ग्रीकशब्द Diabetes (to pass through) र ल्याटिन शब्द Mellitus (Sweet as honey) दुई शब्दबाट संयुक्त रूपमा बनेको छ । यसका लक्षणहरू प्राचिन मिश्र सभ्यताले पनि वर्णन गरेको पाइन्छ । छिन छिनमा पिसाब लाग्ने भएकाले मधुमेहलाई उन्नाइसौं शताब्दीको बिचसम्म मृगौलाको रोगको रूपमा लिइन्थ्यो । २०१४ को तथ्याङ्क अनुसार संसारभर मधुमेहीको सङ्ख्या ३८ करोड ७० लाख रहेको छ र यो सङ्ख्या २०३५ सम्म बढेर ५९ करोड २० लाखसम्मपुग्ने अनुमान छ ।

मानसिक तनाव खानपिनमा लापरवाही व्यायममा कमी नै मधुमेह हुनुका मुख्य कारक हुन् । इन्सुलिन नामक हर्मोनको कमी वा काम गर्ने क्षमतामा ह्रास आयो भने हाम्रो शरीरमा ग्लुकोजको मात्रा बढेर जान्छ, यसैलाई नै हामीले मधुमेह भन्ने गर्छौं ।

### मधुमेहका प्रकारहरू :

#### १. Type 1 (पहिलो प्रकारको मधुमेह) :

यसलाई इन्सुलिन डिपेन्डेन्ट मधुमेह भनिन्छ । शरीरले इन्सुलिन कति पनि निकाल्न सक्दैन । बाहिरबाट इन्सुलिन लगाउनु पर्ने हुन्छ । प्राय ३० वर्ष मुनिका मानिसहरूमा हुने गर्छ ।

#### २. Type 2 (दोस्रो प्रकारको मधुमेह) :

यस प्रकारको मधुमेहमा प्यान्क्रियाजले इन्सुलिन उत्पादन गर्छ तर शरीरको लागि चाहिने मात्रा पर्याप्त हुँदैन अथवा प्रभावकारी मात्रामा काम गर्न सक्दैन । विशेष गरी ३० वर्ष माथिकालाई हुन्छ । चक्कीबाट पनि ग्लुकोज नियन्त्रण गर्न सकिन्छ ।

#### ३. Gestational (गर्भावती अवस्थाको मधुमेह) :

गर्भ रहेको २४-२५ हप्तामा देखा पर्छ । गर्भावस्थामा शरीरमा निस्कने हर्मोनहरूले इन्सुलिनलाई निष्क्रिय बनाउँदा यस्तो हुन्छ । यो बच्चा जन्मेको ९ महिनापछि १०० जनामा ९५ जनाको हराएर जान्छ ।

#### ४. Secondary (अन्य प्रकारका मधुमेह) :

यो प्यान्क्रियाजको संक्रमण औषधीहरूको प्रयोग, B-cell मा अथवा इन्सुलिनमा जेनेटिक असर आदि कारणहरूले हुन्छ ।

### मधुमेहका लक्षणहरू :

- धेरै तिर्खा लाग्नु, पिसाब छिनछिनमा लाग्नु, शरीर थाक्नु, तौल घट्नु, गुप्ताङ्गहरू चिलाउनु, आँखा कमजोर भएका व्यक्तिहरूलाई यो रोग लाग्ने खतरा हुन्छ ।
- मोटो व्यक्ति, पेटको गोलाई पुरुष ४०' र महिला ३५' भन्दा माथि भएको, उमेर ४० नाघेको वंशानुगत, गर्भावस्थामा मधुमेह देखिएका, मानसिक तनाव, धूम्रपान गर्ने ।

### (क) मधुमेहको उपचारका पाँचवटा विधिहरू :

- खानपिन ५०-६० प्रतिशत कार्बोहाइड्रेट, २५-३० प्रतिशत प्रोटीन, १०-१५ प्रतिशत बोसो मिलाएर दिनको ५-६ पटकसम्म खानेकुरा थोरै थोरै मात्रामा लिनुपर्छ । माटोमुनिका आलु, पिडालु, सखरखण्ड, तरुल कम गर्नुपर्छ, ध्यू, तेलमा तारेका जेरी, पुरी, पकौडा, समोसा, सेलरोटी कम गर्नु पर्दछ । गुलिया चीजहरू कोक, फेण्टा, चिनी हालेको चिया कम गर्नु पर्दछ ।
- व्यायम: सन्तुलित व्यायम एकदम जरुरी छ । दिनमा थोरैमा पनि आधा घण्टा अनि हप्तामा थोरैमा पाँच दिन केही न केही व्यायम गर्नु पर्छ । एक मिनेटमा मुटुको धडकन १७० उमेर गर्दा उपयुक्त व्यायम पुग्छ ।



- औषधी उपचार : मधुमेह उपचारका लागि विभिन्न चक्कीहरू इन्सुलिनको, सुई, इन्सुलिनको बाफ र निकट भविष्यमा इन्सुलिनको चक्की पनि बजारमा आउँदै छ। उपयुक्त व्यक्तिलाई उपयुक्त विधि अपनाउने गरिन्छ।
- नियमित परीक्षण : हरेक दिन ग्लुकोजको मात्रा, हरेक ३ महिनामा HbA1C, हरेक ६ महिनामा पिसाबमा Micro-albumin, Creatinine, Lipid Profile र हरेक वर्ष मधुमेहले असर गर्ने विभिन्न अङ्ग जस्तै मृगौला, आँखा, मुटु, नसाको जाँच गर्नु उपयुक्त हुन्छ।
- आफैँ डाक्टर (Self Education) : मधुमेह सम्बन्धी पुस्तक, इन्टरनेट, रेडियो पत्रपत्रिका अनि नबुझेको कुरा डाक्टरलाई सोधी आफैँ विज्ञ बन्नु पर्दछ। अल्पकालीन र दीर्घकालीन असरहरू पहिचान गरी बच्ने उपाय अबलम्बन गर्नु पर्दछ।

#### अल्पकालीन असरहरू :

रगतमा ग्लुकोजको मात्रा कम हुनु, ग्लुकोजको मात्रा बढी हुनु। (DKA, HONK), Lactic acid बढ्नु। छालामा घाउ, खटिरा निस्कनु। यस्तो अवस्थामा तुरुन्त डाक्टरको सल्लाह अनुसार उपचार गर्नु पर्दछ।

सुगर कम भएको अवस्थामा गुलिया चिजहरू खाइहाल्नु पर्छ।

#### दीर्घकालीन असरहरू :

मृगौलाघात, पक्षघात, हृदयघात, अन्धोपन, हातखुट्टा काट्नु पर्ने आदि इत्यादि समस्याले गर्दा व्यक्तिगत र संस्थागत रूपमा देशले ठुलो घाटा व्यहोर्नु पर्ने हुन्छ।

(ख) मधुमेहका असरहरू कम गर्न यो रोगको ज्ञान हुनु

एकदम जरूरी छ। यो रोगको बारेमा जति थाहा भयो। त्यति नै यसलाई नियन्त्रण गर्न सजिलो हुन्छ। यसलाई नियन्त्रण गर्न मानसिक तनावबाट मुक्तहुनु पर्‍यो, सन्तुलित भोजन गर्नु पर्‍यो। नियमित व्यायाम गर्नु पर्‍यो, डाक्टरको सल्लाह अनुसार औषधी उपचार गर्नु पर्‍यो। मधुमेह सम्बन्धी विस्तृत अध्ययन गरी आफैँ डाक्टर बन्नु पर्‍यो। अनि मात्र मधुमेह अनि यसका दुष्परिणामबाट हामी टाढा हुन सक्छौं।

#### (क) मधुमेहको निदान :

- (१) खाली पेटमा fasting सुगरको मात्रा  $126 \text{ mg/dl}$  नाघेमा
- (२) ३ महिनाको औसत ग्लुकोज (hbaic) नाघेमा
- (३) ७५ ग्राम ग्लुकोज १ गिलास पानीमा घोली पिउँदा (ogtt) २ घण्टा पछिको ग्लुकोज  $200 \text{ mg/dl}$  नाघेमा
- (४) मधुमेहका लक्षणहरू र च्यान्डम ग्लुकोज  $200 \text{ mg/dl}$  नाघेमा

#### (ख) मधुमेह उपचारमा भविष्यका आशाहरू :

- इन्सुलिन सुइको सट्टा इन्सुलिन चक्की निकट भविष्यमै बजारमा उपलब्ध हुने वाला छ। यसले सुइ लगाउने भन्झटबाट छुटकारा पाउन सकिन्छ।
- मधुमेहको खोप (vaccine) को विकास द्रुत गतिमा भैरहेको छ। निकट भविष्यमै बजारमा उपलब्ध हुने अनुमान गरिएको छ। यो काम सफल भएमा मधुमेह लोप (निर्मूल) गराउन सकिने छ।
- अङ्ग प्रत्यारोपण : प्याङ्क्रियाज प्रत्यारोपण B-cell प्रत्यारोपण, Islet cell प्रत्यारोपण आदि ठुलो सङ्ख्यामा गरिने अनुमान गरिएको छ।







नारायण सापकोटा  
एस.एल.सी. ब्याच २०५९

## सम्भनाको तरेलीमा

माघको महिना तराईको धुम्म परेको मौसम, साँझ पर्न आँटेको बेलामा बाखा खेदेर घरमा जाने तरखरमा थिएँ । एक्कासि मेरी बाल सखा कुदेर आइपुगिन् । तराईको धान काटेपछिको खुला फाँटमा उनको श्वास बढेर आइरहेको थियो । उनी मलाई केही भन्न खोज्दै थिइन् । एकछिन पछि उनले पोखराबाट एउटा चिठी आएको छ भनिन् । उनले म गण्डकी बोर्डिङमा पास भएको कुरा बताइन् । एकछिन त पत्याउँदै पत्याइँ । होइन होला भन्ने मात्र लाग्यो । त्यो खबर झुटो होला भन्ने मात्र सोचें । त्यतिखेरको त्यो मेरो बालसुलभ मनमा के के कुरा खेले अहिले ठ्याक्कै म भन्न त सकिदैन तर मलाई त्यसै त्यसै कुदेर घर पुग्न मन लागिरहेको थियो । बाखा लक्ष्मीलाई खेद लगाएर मैले टाप कसै घरतिर । मेरा घरमा एक किसिमको बेग्लै माहोल रहेछ । मान्छे जम्मा भैसकेका थिए । सबैले मलाई बधाई दिन थाले । म त खुसी भएँ कि अलमलमा परेँ केही भन्न सकिदैन, सबैले मलाई हेर्ने नजर फेरिएको, एक सानो परिचय विहीन बालक आज सबैको गर्वको पात्र हुनु, त्यसका बाजे हाँसो उठेर आउँछ आज पनि । त्यसपछि ठुलदाजुले भोलि नै पोखरा जाने कुरा गर्नुभो । एक पटक सबैलाई सम्झें मेरा बाल सखा लक्ष्मी, शिव । हो, म उनीहरूलाई अब छोडेर जाँदै छु । म उनीहरूसँग इट्टाको गाडी खेल पाउने छैन, नहरमा गएर पौडी खेल पाउने छैन .... । हो, म पराई ठाउँमा जाँदै छु । तर फेरि मन बुझाएँ जस्तो लाग्छ । भोलिपल्ट बिहानै बटवल हुँदै पोखरा जाने कुरा पक्का भयो । रातभरि निद्रा लागेन । के के सम्झिएँ । बिहान भयो हामी सबै उठियो, तयार भएर हिँड्न लागियो । हिँड्ने बेलामा ठुली आमाले २० रुपियाँ दिनुभयो बाबु ! बाटामा बिस्कुट खाएस् भन्नुभयो । रातभरिको नाइट बसको यात्रा, बिहान पोखरा पुगियो । ओ हो !!! पोखरा त कति कति राम्रो । माछापुच्छ्रे त कति राम्रो ! तर त्यसका बाजे जाडो त के

भन्नु र खै । एउटा होटेल खाना खाइवरि हामी एउटा ठुलो गेट भएको ठाउँमा आइपुग्यौँ । स्कूलभित्र छिरेपछि दाजुले के के गर्नु भयो सायद मलाई चासोको विषय भएन । १० बजेतिर अलिअलि नबुझिने आवाज भएको दुब्लो दुब्लो मान्छेसँग कुरा भयो । पछि थाहा भयो वहाँ त दयाराम सर पो हुनुहुँदो रहेछ । सबै प्रक्रिया पुरा गरी घर फर्कियोँ एक महिना पछि स्कूलमा आउने गरी । म धेरै खुसी भएँ किनभने अब एक महिनासम्म मैले फेरि इट्टाको गाडी खेल पाउने भएँ अनि नहरमा पौडी पनि .... । एक महिना कति चाँडै बित्यो थाहै भएन । २०५२ साल फागुन ३ गते पोखराका लागि लागियो । स्कूलमा पुगेर अफिसबाट सबै सामान बुझेर होस्टेलको बास । आमाको काखबाट ९ वर्षकै उमेरमा रात बिताउनुको पीडा ... । हिमालचुली होस्टेलको डर्मेट्री एक्को भ्यालनेरको बड्कबेडको माथि ... ।

सुरुमै भेट भए मेरो जन्मथलो अर्घाखाँचीका सुरेन्द्र आचार्य । जसलाई हामी पछि भैरुस भनेर जिस्क्याउने गर्थ्यौँ । त्यसै गरी गुल्मीका अर्का साथी सुशील खरेल मेरा मिल्ने साथी भए । कारण सुरेन्द्र अर्को सेक्सनका ..... । पहिलो दिन वेलुकीको खाना खाने बेलामा अचम्मको घटना भयो । त्यो दिन सायद सोमबार थियो र डाइनिङ हलमा खानाको बेला मासु रहेछ । म मासु खान थाल थाप्दै थिएँ । एक्कासि वामदेव सरले “भैंसीको मासु खान्छ ?” भन्दा मैले एक्कासि थाल हटाउँदा मामाले दिन लागेको मासु जम्मै भुँइमा खस्यो । सायद लम्बु मामा हुनु हुन्थ्यो होला ।

अर्को दिन स्कूल जाने बेला बिहानै खाना खाइवरी स्कूल ड्रेस लगाउने बेलामा टाई लगाउन नजानेर चौपट ..त्यसका बाजे ! आफूले चिनेको सुरेन्द्र र सुशील त्यसमाथि मजस्तो ल्वाँठ । बडो फसाद पयो । धन्य हाम्रा होस्टेलका गुरु गणेश सरले गाँठो पारिदिनु भयो । स्कूल गएपछि अर्को



चटक मैच्याङ गुरुआमा आउनु भयो । नेपालीमा सबै भनेर जानुभयो । त्यो त सबै बुझियो । तर अर्को पिरियडमा दिलशोभा म्याम आउनु भयो, इङ्लिसमा मकै भुटेजस्तै पट्टट भुटनु भयो । आफ्नो त बार बजिहाल्यो केही पनि बुझिएन । ओहो ! कस्तो ठाउँमा आइयो भनेर आफैलाई ताज्जुब लाग्यो, रुम कि हाँसु भयो । अब मैले अरूले जस्तै कसरी होला बुझ्ने ? गाउँमा जान्ने पल्टेको म यहाँ त कुइराको काग पो भएँ । इङ्लिस नजान्नेहरूलाई छुट्टै क्लासको व्यवस्था हुने भयो । माया ठकुरी म्याम नआएको भए मेरो हालत के हुने थियो ? वहाँको माया र सिकाइले फस्ट टर्मिनलमा नै फस्ट डिभिजनमा पास भइयो, त्यसका बाजे । त्यसपछि मलाई फर्केर हेर्नु परेन । पछिपछि म त जान्ने विद्यार्थीमा पो गनिन पुगें । रमाइलो लाग्दै गयो । निरन्तर पढ्दै – बढ्दै गएँ । केही गर्न सक्छु जस्तो लाग्न थाल्यो । साथी भाइ चिनियो । सहयोग पनि पाउँदै गइयो । मैच्याङ गौतम म्यामको मेरो लाइफ बनाउनमा ठुलो हात छ । पहिलो दिनदेखि नै हौसेला नपाएको भए .... । सायद म यो ठाउँमा आउँथेँ मात्र होला ..... ? वहाँका प्रेरक गीत, कथा आदि सम्झेर हाँस्न पाउँदा आज पनि खुसी लाग्छ । वहाँ र चन्द्रकान्त सरले गर्दा जानी नजानी कविता पनि लेख्ने भएको छु । वहाँको प्रेरणाले कक्षा ४ मा लेखेको कविता अबै याद आउँछ :

घरतिर जाँदखेरी हरियाली वन  
छहारीमा बस्दाखेरी खुसी हुन्छ मन ।



Eva Pradhan, 5C  
Kaski

पार्वती म्यामका अकबर वीरबलका कथा सुनेर आफू पनि त्यस्तै बहादुर र ज्ञानी बनूँ जस्तो लाग्थ्यो । ती कथा म कसरी भुल्न सकूँला र ? तर वहाँले सिकाएको अर्को गीत याद छ :

Green green green.....

Green all around .....

गण्डकीका सम्झना कति हो कति बयान गरी साध्य छैन.... । म पुरानो भएको हुँला तर सम्झनाहरू ताजै छन् । स्टडी आवरको सम्झना... । मोजाको क्रिकेट बल ... बङ्कवेडका फलेकको क्रिकेट ब्याट...

आज गण्डकीबाट टाढा भए पनि ती सम्झनाले कहिल्यै टाढा बन्न दिएको छैन । गण्डकीको ५० वर्ष पुगेको खबरले अबै गर्वले छाती फुलेर आउँछ । सबैलाई मेरो स्कुल भनेर भन्न पाउँदा शिर उचो हुन्छ । आफ्नो कार्य क्षेत्रमा सफल हुँदा, मेरो गण्डकीको कारणले भन्न पाउँदा निकै आनन्द हुँदो रहेछ । आज गण्डकीबाट भौतिक रूपमा विदा भएको १२ वर्ष पुग्यो । त्यसपछि कति ठाउँमा पढियो तर यो मन अन्त रम्दै रम्दै न । म जहाँ भए पनि मेरो सफलतामा गण्डकी छ । मेरो नसा-नसामा गण्डकी छ, रही रहने छ । प्रमोद खरेलले गाए जस्तै :

म छु यहाँ धेरै टाढा मेरो मन छ पोखरामा.....  
हस्त, ऐलेलाई विदा ।

## Lessons of Martyrs

Some people give their life to the nation.  
They die after giving the lesson to the other people.  
Our country is Nepal and we all live together.  
We should protect Nepal with rules as soft as feather.  
Our country is vast and there are many castes.  
Kathmandu many parks and zoos.  
Not any poor or rich, all have red blood.  
We should stop earthquake, landslide and flood.  
We should love and salute our country.  
We should be proud of our country.





सञ्जय बराल  
ए-लेभल ब्याच २०६८/२०६९  
अध्यक्ष, वर्ल्ड मेरिट

## अतीतको सम्भनामा गण्डकी बोर्डिङ

“आफ्नो सन्तान भविष्यमा के कस्तो बन्ला भनेर हामी हरबखत सोचिरहेका हुन्छौं, चिन्तित हुन्छौं तर हामी यो बिसरिहेका हुन्छौं कि मेरो बच्चा आजकै दिनमा पनि त केही बनिसकेको छ ।” - **स्टासिया टाउसर**

जीवन एक अविरल बगिरहने नदी हो । खुसी, उत्तेजना, तनाव, पीडा र संयमता यसका समिश्रण हुन् । यी सबै संवेदनाका बीच संयमित भएर अगाडि बढ्नु नै जीवनको यथार्थता हो । उत्सुकता, खोज र निरन्तर प्रयास नै सफलताको कडी हो । जीवनमा शिक्षाका साथै सही दीक्षा पनि चाहिँदो रहेछ । हौसला र प्रेरणा चाहिँदो रहेछ । ओठमा मुस्कान र मनमा हर्षको तरङ्ग ल्याउन असल सङ्गत चाहिँदो रहेछ । यस सन्दर्भमा जीवनमा मैले के कमाएँ भन्ने कुरा मेरो अतीतका पाइलाहरूले सङ्केत गरे भैँ लाग्छ । एक पटक अतीततर्फ फर्केर हेर्दा मेरो जीवनको उल्लेखनीय समय (Turning point) को रूपमा मेरो स्कूल जीवनलाई लिन चाहन्छु । हालसम्मको यात्रामा मेरो उपलब्धि र आत्म सन्तुष्टिको अनि बौद्धिक विकास र प्रेरणाको मुहान बन्थो गण्डकी आवासीय उच्च माध्यमिक विद्यालय ।

यो विद्यालयले शिक्षालाई कहिल्यै पनि व्यवसायको रूपमा लिएन । पैसाको लेनदेनसँग शिक्षाको गरिमालाई साट्न चाहैन । गुणस्तरीयतालाई मागी खाने भाँडो बनाएन । यही नै जि.वि.एस.को महानता हो, सफलताको रहस्य हो । यो विद्यालय धेरैका लागि अवसर हो । जेहेन्दार एवं आर्थिक रूपमा कमजोर विद्यार्थीलाई आकर्षक छात्रवृत्ति प्रदान गरी यसले सामाजिक दायित्वलाई पूर्णतः निर्वाह गरेको देखिन्छ । शान्त वातावरण, गुणस्तरीय शिक्षा र अतिरिक्त क्रियाकलापको सङ्गमका रूपमा रहेको यो विद्यालय गरिमामय ऐतिहासिकता बोकेको महत्वाकाङ्क्षी शैक्षिक संस्था हो । राष्ट्रकै शैक्षिक नेतृत्वदायी संस्था हो । आधुनिक शिक्षाको प्यास मेटाउने जो कोहीका लागि पनि यो पवित्र ज्ञानको मन्दिर अनुपम उदाहरण हो । यो जीवन सार्थक बनाउने एउटा खुट्टिको हो ।

यस विद्यालयबाट प्राप्त ज्ञान र उपलब्धिलाई मैले जीवन सार्थकताको सम्भावनामा उपयोग गरिरहेको छु । मैले समाज सेवा भाव र असल नेतृत्वको सामाजिक प्रभावको बारेमा यसै विद्यालयबाट धेरैधेरै सिक्ने अवसर पाएँ । यहाँ ए-लेभलमा

अध्ययनरत रहँदा म युवा रेडक्रस सर्कलको संस्थापक अध्यक्ष, दिवा विद्यार्थी क्याप्टेन जस्ता पदमा रही कार्य गर्ने अवसर पाएको थिएँ । यहीँबाट मेरो नेतृत्वदायी एवं प्रतिस्पर्धी क्षमता विकास भएको हो । सायद यही प्रेरणाले म देश विदेशको भ्रमण गरी अनुभव बटुल्दै आज 'World Merit' संस्थाको नेपाल अध्यक्ष भई विश्व प्रतिनिधित्व गर्ने अवसर पाएको छु । नेपालका दक्ष, चेतनशील एवं जागरुक युवाहरूको नेतृत्व गर्दै एक नयाँ अनुभव सङ्गाल्ने अवसर र युवा विकासको चुनौतीका माझमा क्रियाशील छु । यसरी मेरो भावी सफलतासँग जिबिएस प्रत्यक्ष जोडिएको छ ।

Batle Reese ले भनेका छन्, “यदि अरू कसैलाई प्रभाव पार्न तिमिले आफुलाई सानो ठानेका छौं भने सायद तिमिले लामखुट्टेसँग रात बिताएका छैनौ होला ।” हो, यो तीतो सत्यको आभाष मलाई गण्डकी बोर्डिङले नै दिलाएको हो । राष्ट्रमा जिम्मेवार नागरिक बन्न त्यति सजिलो छैन भन्ने शिक्षा र जिते पछि (सेवा गरेपछि) संसार प्राप्त हुन्छ भन्ने कुराको बोध पनि मैले यसै विद्यालयबाट गरें । हो, यही तथ्यलाई आत्मसात गर्न सिकाउनु नै गुणस्तरीयता हो । वि.सं. २०४९ सालमा यसै विद्यालयबाट एस.एल.सी. उत्तिर्ण गर्नु भएका मेरा बुबा रामेश्वर बरालले म बुझे भएपछि सधैं भन्ने गर्नुहुन्थ्यो, “छुन सकिँला बरू मङ्गलको सीमा, गाउन सकिन्न जि.वि.एस.को महिमा ।” अन्तमा, म सबै माझ के सन्देश दिन चाहन्छु भने तपाईंले चिन्ता गर्नु अगावै तपाईंको बच्चा केही भइसकेको हेर्न चाहनुहुन्छ भने निश्चिन्त यस विद्यालयका शिक्षकको जिम्मा लगाउन सक्नुहुन्छ, किनकि तपाईंको बच्चाबच्चीमा भएको क्षमताको पहिचान गरी सही मार्ग निर्देश गर्न यहाँका शिक्षकशिक्षिका अत्यन्त सक्षम हुनुहुन्छ ।

५० वर्ष पार गरेकोमा गण्डकी बोर्डिङ स्कूललाई धेरै धेरै बधाई तथा शुभकामना र यस संस्थाप्रति आफूले सके र भ्याए सम्मको साथ दिने प्रतिवद्धता व्यक्त गर्दछु ।

मलाई यस विद्यालयमा पढाउन महत्त्वपूर्ण भूमिका निर्वाह गर्नुहुने मेरा हजुरबुबा इन्जिनियर श्री कोमल तिमिल्सनालाई म धन्यवाद टर्क्याउँदछु ।

सञ्जय बराल





मुकेश यादव  
कक्षा १० क  
सिराहा

## सभ्यता र एक्काइसौं शताब्दीको कवटेल

अर्काले त लुट्छ लुट्छन् आफन्तलाई के भन्नु छ र ?  
अहिलेको पुस्तालाई हेर्दा मुन्टो निहुरन्छ पुर्खालाई के भन्नु छ र ?  
संस्कृति र सभ्यता त आफ्नै हो नि अनि किन पर्नु अरूको भर ।  
स्ववलम्बी भई आफू आफ्नो काम सधैं आफैं गर्ने गर ॥

नमस्कार त गर्दैन् आफू बुबाको खुट्टा ढोक्दा हाँस्छ अहिलेको पुस्ता ।  
अरूलाई सम्मान गर्न लजाउने अहिलेका केटाकटी हेर कस्ता ।  
गुनियो, चोली, कुर्ता-सुरुवाल छोडेर मिनीस्कर्ट लाउँछ अहिलेको पुस्ता ।  
भगवान्को मन्दिर जानुपर्ने बेलामा रात डिस्कोमा बिताउँछ अहिलेको पुस्ता ।  
अनि कहाँ छ सभ्यता ?

अगर बत्तीको वास्ना सुँघ्दा भन्छ छया यो के गनायो ।  
मादक धुँवामा आनन्दित हुने हेर कस्तो चलन आयो ।  
अनि गारो हुन्छ बुझ्न सभ्यता  
थुतुनो त राम्रै हुन्छ तर बोली सुन्दा गारो ।  
सभ्य भाषा त परै जाओस् मिठो वचन सुन्न पनि गारो ।  
चलन अनि रहनसहन बदलिएको होला छिटै यति किन सारो ।  
आफ्नै मौलिक संस्कार र संस्कृतिभन्दा किन पश्चिमी चलन प्यारो ।  
खै त आफ्नो सभ्यता ?

आँखाभरि आँसु आउँछन् हृदय मेरो रुन्छ  
यसरी नै समय बित्दै गयो भने बिस वर्षपछि के हुन्छ ?  
विरलै रहला राष्ट्रिय पूर्वेली तर संस्कृति पश्चिमी हुन्छ ।  
नेपालमा पशुपति रहन्न स्टेडियमको निर्माण हुन्छ ।  
भजन कीर्तन हुने ठाउँमा विभिन्न ब्यानहरूको कन्सर्ट गुन्जिन्छ ।

अमृत छाडेर विषतर्फ दौडिन्छ अहिलेको पुस्ता ,  
रूपयाँलाई लत्याएर डलरतिर लम्किन्छ अहिलेको पुस्ता ।  
मातृभूमिलाई छोडेर खाडी मुलुकतिर पल्किन्छ अहिलेको पुस्ता ।  
पूर्वेली सीतालाई छोडेर पश्चिमी सुपर्नखातिर आकर्षित हुन्छ अहिलेको पुस्ता  
पूर्वेली रामलाई छोडेर पश्चिमी रावणतिर आकर्षित हुन्छ अहिलेको पुस्ता  
अनि कहाँ रहोस् त सभ्यता ?



ढिँडो र गुन्द्रुक छाडेर पिज्जा र बर्गरमा रमाउँछ अहिलेको पुस्ता  
लोक दोहोरी छाडेर च्यापमा रमाउँछ अहिलेको पुस्ता  
मादल र सारङ्गीको साटो ड्रम र गितार टठाउँछ अहिलेको पुस्ता  
मान्यजनलाई दर्शनको सट्टा 'हाइ !' भन्ने अहिलेको पुस्ता  
खै अनि कहाँ खोज्नु सभ्यता ?

अमृत छर्नु पर्ने ठाउँमा विष छर्छ अहिलेको पुस्ता  
गल्ती स्वीकार्ने होइन दोषारोपण मात्र गर्छ अहिलेको पुस्ता  
फुल बनेर फक्रने ठाउँमा किन घाँस बन्छ अहिलेको पुस्ता  
जिम्मेवारी र कर्तव्यबाट किन पन्छिन्छ खोज्छ अहिलेको पुस्ता  
हैन कहाँ भुसुक्क निदायो त सभ्यता ?

यदि टाइम मेसिन पाए म एक सय वर्ष अघि जाने थिएँ ।  
२१ औं शताब्दीलाई नबोलाई २० औं शताब्दीमै रमाउने थिएँ ।  
पुख्र्यौली ती सारा संस्कृतिको सम्मान गर्ने थिएँ ।  
बिहान उठ्ने बित्तिकै सधैं "ओम् नम शिवाय" जप्ने थिएँ ।  
जोगाऔं अब सभ्यता !

ढिलो अहिल्यै भएको छैन सम्मान अनि आदर गर्न सिकौं ।  
कन्सर्टका च्यापमाभन्दा लोक दोहरीमा रमाउन सिकौं ।  
डिस्कोको भिलिमिलीमाभन्दा दियोको उज्यालोमा बाँच्न सिकौं ।  
अनि, बुबाआमालाई भेटदा सधैं चरण स्पर्श गर्न सिकौं ।  
अनि फर्किनेछ सभ्यता तर्किनेछ असभ्यता  
लम्किनेछ अघि आउँदो पुस्ता  
अनि गर्व गर्न पाइनेछ मेरो संस्कृति, मेरो सभ्यता !

## जीवनको यथार्थ

ईशा आचार्य  
कक्षा १२ क  
कास्की



आशासँगै बगदै गरेका आँसु रोक्न पनि  
मुटुभरि साहस चाहिँदो रहेछ, आँखाभरि आस चाहिँदो रहेछ ।  
मनसँगै पलाउँदै गरेका कल्पनाशील भावना रोक्न पनि  
भावना र कल्पना बीच मेल चाहिँदो रहेछ, विश्वास चाहिँदो रहेछ ।  
जब भाग्य बोल्छ तब म सुन्छु, जब म गर्छु  
तब भूत यथार्थ बन्छ वर्तमान बाँच्छ अनि भविष्य बदलिन्छ

जब म सफल हुन्छु तब भाग्य बोल्दैन, केवल मिहिनेत बोल्छ  
जिन्दगीको सङ्घर्ष बोल्छ, मेरो सफल पाइला बोल्छ ।  
सपना यथार्थ हुँदा आमाको ममता खुसी हुन्छ  
तब रोकिएका आँसु पनि आसा बढाउँदै बग्छन्  
जब भावना र कल्पना बिच मेल हुन्छ  
तब मुटुको धडकनसँगै विश्वास बढ्छ ।





मुकुन्द अधिकारी (गुजुमान)  
कक्षा १२ ग  
तनहुँ

## कविता

३० औं जन्म दिन (वि.सं. २०८४)

सुशान्त सहर,  
भर्खरै हेमन्तको विदाई गर्दै अनुपम  
शरदको सुस्वागतमा तल्लीन प्राणहरू  
निष्क्रिय भै  
अप्रत्यासित मेरै कोठामा  
दुई हात जोड्दै  
भाकाहरू गुन्जन्छन्  
जन्म दिनको शुभकामना !

म के भनूँ  
शिर ठाडो कसरी पारूँ  
नकारूँ पनि कसरी ?  
उत्सव मनाइ रहेछन् सन्ततिहरू  
फक्की रहेको लाली मासूँ कसोरी ?  
निमेषमै निभि जाने  
सुख्खा दियालाई आत्मसात पनि गरूँ कसोरी ?  
केवल  
कृत्रिम हाँसोको साथ  
होमिदै छु म  
पर्वमा जन्म दिन ।

हात कता बढाऊँ म  
मनभित्रको भरि कसरी तर्काऊँ  
फगत म पनि मान्छे हुँ  
दौतरीको आसमा मेरा मनहरू तोरण बाट्दै छन्  
भाकामा भाका मिलाउने उभयचर  
तिरिरिरी बजाउने वृक्षहरू  
सदा सुसेली हाँदै बोलाउने  
खोला नाला कसरी बिसूँ ?  
खै उनीहरूको आभास पाएको छैन  
लोकभाका र चौडाले सदा गुञ्जायमान दौराली  
दौरा सुरुवाल पटुकीमा खुकुरी भिरी  
शिरमा ढाका टोपी नचाई नचाई

भ्याउरे गीतमा उफ्रने मेरा सङ्गिनीहरू  
आज आफ्नै जन्मोत्सवमा  
अनुपस्थित छन् ।  
कुन आधारले जन्म दिन मनाऊँ ?

कुन आधारले जन्म दिन मनाऊँ ?  
जबकि मेरा संस्कृति मबाट ताछेर लगे  
मठ, मन्दिर, मस्जिद, गुम्बा विच दूरी बढे  
अनि मेरा  
डाँडा, पाखा, भन्ज्याङ चौतारी  
डोजरद्वारा बलात्कृत भए  
साससँगै स्नान गरेको पानी पँधेरा सुखा छन्  
रक्त सञ्चारको विधेयक  
मेची, कोसी सुक्दै छन्  
मेरै सगरमाथा कसैले कोतादै छन्  
बुद्धम् शरणम् गच्छामि  
आज बोक्सीको श्राप बनेपछि  
न कतै स्वच्छता छ,  
न पवित्रता ?  
पूर्वीय अध्यात्मतालाई  
सदा अन्धकारले छोपी  
कुन हैसियतले रमाऊँ

कुन आधारले जन्म दिन मनाऊँ ?  
जब कि कुनै पिलर बाँकी छैनन्  
भीमसेन आँफै ढलेर  
आइफल टावर बनेपछि  
लिपुलेक, महाकाली चाँदनीको अस्मिता बेचिँदा  
आँफै निष्क्रिय भए पछि  
कसरी मेरा लाली सक्रिय होलान् ?  
पाँच औँलेको  
एउटै औँला बाँकी छैनन्  
न कुनै एक सिङ्गो गैँडा



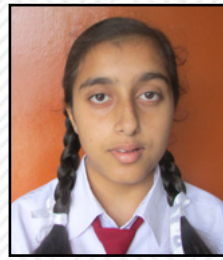
हात्ती, डमरुको बथानै देखिन्छ  
न वसन्तको आगमनमा पल्लवीहरू नाच्छन्  
म के गरूँ  
जब कि  
गाई पाल्नु भन्दा कुकुर पाल्नुमा  
गौरवान्वित ठान्छन् पश्चिमी संस्कृतिलाई अगाल्ने  
यी रामापिथेकसका प्रमूर्तिहरू मुर्कट्टाहरू  
सरम लाग्छ आँफैलाई  
कुन मनले पुर्खाहरूलाई सम्भूँ  
कुन अस्मिताको आधारमा  
जन्मोत्सव मनाउँ  
कुन रुद्रघन्टीले  
'जननी जन्म भूमिश्च स्वर्गादपि गरीयसी' पुकारूँ  
आमा,  
म कुन आधारले जन्मोत्सव मनाउँ



उत्तमकुमार मिश्र  
कक्षा ११ ग  
रौतहट

प्रिय गण्डकी,

सुकोमल मन, छलकपटरहित हृदय र सकारात्मक सोच लिएर २७० रोपनीमा फैलिएको तिम्रो काखमा म सानो गाउँको सानो मान्छे वि.सं. २०६५ वैशाख १२ मा आफ्नो ठूलो सपना र बुबा आमाको आशालाई साकारता दिन यहाँ आएँ। जि.वि.एस. ले मलाई, अर्थात् तिमिले मलाई दया गरेर ल्याएका हो कि जस्तो लाग्थ्यो तर यहाँ आएपछि थाहा भयो कि तिमि कर्तव्य भुलेर भावनामा बहकिने रहेछौ। तिमिले म भित्रको क्षमतालाई कदर गरेर ससम्मान भित्र्याएका रहेछौ। तिमिले कतिको सम्भेछौ म कक्षा ३ मा हुँदा बाबासँग बन्द र चक्काजामहरूको सामना गर्दै भरतपुरको भरतपुर माध्यमिक विद्यालयबाट छात्रवृत्तिको जाँच दिई यहाँ पढ्न पाएको छु। जुन क्षमता देखेर तिमिले मलाई यहाँ ल्यायो आज पनि ती क्षमताहरूले म भित्र श्वास लिन पाएका छन् र ? यदि फेरि ती हजारौंबाट छान्न परे तिमिले मलाई छान्छौ होला र ?



गुरु

आन्वी न्यौपाने  
कक्षा ८ क  
नवलपरासी

शिक्षाका खानी मानिने गुरु  
दिन्छन् हाँमीलाई ज्ञान र गरिदिन्छन् नयाँ जीवन सुरु।  
गुरुबिनाको यो संसार कहाँ संसार बन्थ्यो र ?  
मानिस जस्ता थिए उस्तै हुन्थे मानव कहाँ बन्थे र ?  
गुरु ज्ञानका भण्डार र गुरु हाम्रा बुबाआमा।  
सँगै राखी ज्ञान दिन्छन् हाँमी हुँदा साना।  
माया दिई दिई सिकाउन कहिल्यै छोडेनौ।  
शिक्षा दिँदा पनि आफ्नो सुख कहिल्यै खोजेनौ।  
पढ्दाखेरि सानैदेखि गुरुको सँगमा रहियो।  
पढीगुनी आजमात्र गुरुको महत्त्व बुझ्ने भइयो।  
शिक्षाका खानी मानिने गुरु  
दिन्छन् हाँमीलाई ज्ञान र गरिदिन्छन् नयाँ जीवन सुरु।

जिबिएसलाई फर्केर हेर्दा

भत्काउनेको हातमा कसैले पनि आफ्नो सपना दिँदैनन्। हो, यही सोचेर होला मेरा बुबा आमाले तिमिलाई छान्नुभएको। आज यहाँहरूलाई लाग्छ वहाँहरूले लिएको फैसला सही रहेछ। हो, तिमिले मलाई धेरै दियो। म यहाँ रहँदा धेरै सिकें। हामी पैसठ्ठी सालमा नौलो संसारमा प्रवेश गरेका थियौं। ठूला-ठूला मैदानहरू, नदेखेका भवनहरू, जताततै नयाँपन, खररर अङ्ग्रेजी बोल्ने शिक्षक-शिक्षिकाहरू। म यहाँ आउनु पूर्व सोच्यें कि म जिबिएस गएपछि अङ्ग्रेजी त खररर बोल्ने हुन्छु। सायद होला त्यो बेला अङ्ग्रेजीलाई धेरै मान्यता दिएर होला। हुन पनि हाम्रो देश जस्तोमा अङ्ग्रेजी बोल्न सक्नेले जेपनि गर्न सक्छन्। हामी आउँदा हाम्रो मनमा डर थियो तर एक प्रकारको उत्साह पनि थियो। मलाई अझै पनि याद छ हामी कक्षा ४ मा हुँदा सरकारी विद्यालयबाट आएर होला हामीलाई अङ्ग्रेजीले धेरै सतायो। हाम्रो एक जना साथी जसले अहिले



विशिष्ट श्रेणीबाट फलामे ढोका पार गरे “सर के भन्नु हुन्छ, ह्वलो इन ट्री (hollow in tree) रे हलो त खेतमा ... ..” भनेर आदरणीय अङ्ग्रेजी शिक्षक कृष्णश्याम शर्मा सरलाई भनेका थिए । त्यसैले वास्तवमा हामी कल्पना गरौं त हामी आउँदा के थियौं र जाँदा के भएर गयौं ।

म यहाँ (जि.वि.एस.) आएको थिएँ तर किन ? के म जेको लागि आएँ त्यो मैले पाएँ त ? मैले के पाएँ, तिमीले मलाई के दियो ? त्यो तिमीलाई थाहा छ तर मिहिनेत गर्न भने मलाई तिमीले नै सिकाएका हो । पराधीन भएर हैन, स्वाधीन भएर बाँच् भनेर तिमीले नै सिकाएको हो । म यहाँ आवासीय विद्यार्थीको रूपमा आएको थिएँ त्यसैले आवास मेरो घर थियो जहाँ म धेरै भन्दा धेरै समय बिताउँथे । मलाई लाग्छ सफलता प्राप्तिको लागि आफ्नो प्रतिभा र वातावरण दुवैले उत्तिकै भूमिका खेल्छ । भन्नु वातावरणले ठूलै प्रभाव पार्छ, तसर्थ म कस्तो वातावरणमा हुर्केँ ? कक्षा सातसम्म हामी बच्चा नै थियौं । बच्चा यो अर्थमा कि हामीमाथि केही कुराको दबाव थिएन । कक्षा आठमा हामीजिल्ला स्तरीय परीक्षामा बस्ने भएर होला हामीमाथि हल्का दबाव थियो । हाम्रै एक जना अभिभावकका अनुसार सफाइमा प्रथम हुनु भनेको मेरो बाबुनानी यहाँ भरिमा सबैभन्दा स्वस्थ रहेछ भन्ने कुरा म बुझ्छु भनेर भन्नु भएको थियो । हामी कक्षा आठमा सबैभन्दा स्वस्थ रह्यौं अर्थात् आवास सरसफाइ कार्यक्रममा प्रथम भयौं । त्यस्तै कक्षा ९ मा पनि सफल भयौं । हुन त विद्यार्थीहरू ठुलो (senior) हुँदै जाँदा ठुलोपन (attitude) आउनु, अराजकता आउनु, नहिँडेको बाटो हिँड्न मन लाग्नु जस्ता कुराहरू स्वभाविक नै जस्तो लाग्छ । यो उमेरको गुण भनौं या प्रभाव हो । तर यसमाथि विजय प्राप्त गर्नु ठुलो सङ्घर्ष, मिहिनेत, साधना र साथको कुरा हो । त्यस्तै हामी अराजकता माथि विजय प्राप्त गर्दै पुनः कक्षा १० मा पनि त्यही जीतलाई निरन्तरता दिँदै सफाइमा पुनः प्रथम भयौं । यो हाम्रो लागि एउटा राम्रो जित थियो । नतिजा स्वरूप हामीले पढाइमा उत्कृष्ट अङ्क ल्याउन सफल भयौं । हामी २५ जनाले त ९०% भन्दा बढी अङ्क ल्यायौं । मलाई लाग्छ यसैमा यो सफाइले पनि राम्रै भूमिका निर्वाह गरेको छ । ९०% ल्याउनु ठुलो कुरा हैन, यो ल्याउन सक्षम भयौं । हामीलाई थाहा छ, तिमीले हामीलाई यस्तो काबिल बन्नु ठुलो कुरा हो । हामीलाई थाहा छ तिमीले नै हामीलाई यस्तो काबिल बनाउन कक्षा ४ देखि नै खोजेका हो । धन्यवाद छ तिमीलाई जब हामी परिपक्व त हैन, परिपक्वताको बाटोतर्फ प्रथम पाइला सार्दै थियौं । तिमीले हामीलाई पिता समान गुरु आदरणीय केदारप्रसाद ढकाल सरलाई बाटो देखाइ दिन

आवासका अभिभावक (hostel parent) को रूपमा पठाइ दियो । वहाँले हामीलाई छोराहरू सरह ठानेर माया मान्ने, गल्तीमा सम्झाउने र पिताले भैं आफ्नो सम्भेर मायाको थप्पड हान्न पनि पछि नपर्ने र राम्रो काममा तिमी अघि बढ म तिमीसँग छु भन्दै सराहना गर्दै उज्यालोतर्फ लग्नु भयो । हामी सरको सामीप्यतामा हरेक जीवन उपयोगी कुरा सिक्दै गयौं । हामीलाई सपना होइन भन्दै एक असल पुत्र बन्नमा मद्दत गर्नु भयो । हामी सरसँग कक्षा आठदेखि एउटै छानामुनि सँगै बस्दै आयौं । सर र हामी साथीहरू विद्यालयसँग सहकार्य गरेर हामीले गुरुकुल र थकान मार्ने चौतारी स्थापना गर्‍यौं । हामीले गुरुकुल पुरस्कारको पनि स्थापना गर्‍यौं । हामी जिबिएस मै छँदा भाइहरूलाई एउटै उत्तर दिन्थ्यौं, “हाम्रो होस्टलको हरेक कार्यमा हामीसँग सर हुनुहुन्छ र सरसँग हामी छौं र एक अर्का प्रति विश्वास छ । त्यसैले हाम्रो होस्टल ....” नेल्सन मन्डेलाले भनेका छन्, “It always seems impossible until it is done” हामीलाई सरले यही सिकाउनु हुन्थ्यो केही असल काम गर । त्यसैले यसका लागि म सर लगायत तिमीलाई धेरै धेरै धन्यवाद भन्न चाहन्छु ।

मलाई धेरैले सोध्छन्, “जिबिएस कस्तो छ ?” म तिनीहरूलाई “मलाई हेर अनि भन जिबिएस कस्तो छ” भन्छु । किनकि म जिबिएस रूपी बोटको फल हुँ । त्यसैले कसैले मेरा राम्रा पक्ष देख्छन् र तिमी राम्रा छौ अर्थात् जिबिएस राम्रो छौ भन्छन् । म त्यसलाई स्वीकार गर्छु । कतिले म भित्रका कमजोरी देखी जिबिएसले सुधार गर्नु पर्ने रहेछ भन्छन्, म उसलाई पनि स्वीकार गर्छु । मेरो एक जना साथी भर्खरै करीब ९९% ल्याएर एस.एल.सी. पास गरे, उनी कक्षा ४ मा अङ्ग्रेजीमा फेल भएका थिए । हो, यो हो मेरो जिबिएस । तर गुलाबको बोटमा काँडा हुन्न र ? राम्रा राम्रा बगैँचामा नचाहिँदा र हानिकारक भारपात उम्रिन्नन् र ? तिनीहरूलाई सफा गर्नु, नजरअन्दाज गर्नु र परेको बेलामा जरैबाट उखेलेर फाल्नु त हाम्रो कर्तव्य हो । त्यसैले तिमीले मलाई धेरै दिएका छौ । निर्भीक भएर बाँच्न सिकायो । मलाई लाग्छ हरेक व्यक्ति कोइलाका खानीबाट निस्केका हिरा हुन् । तर त्यो कुन हातमा पर्छ र कुन आकार रोज्छ, उसको चमक त्यसमा निर्भर हुन्छ । अन्त्यमा पुनः भित्री हृदयबाट धेरै-धेरै धन्यवाद !

तिम्रो शुभेच्छुक  
उत्तमकुमार मिश्र







पविता क्षेत्री  
कक्षा १२ क  
पर्वत

## गण्डकीबाट पाएका अवसर र सफलता

“भो छोरी नजाऊ,... नयाँ वातावरण, नयाँ शिक्षक, साथीहरू के-कस्ता छन् थाहा छैन। बस्ने ठाउँ ठीक छ कि छैन।”

यस विद्यालयमा पाइला टेक्नुभन्दा अगाडि मेरा आमा बुबाका मुखबाट निस्केका यी भावले भरिपूर्ण शब्दहरू अहिलेसम्म मेरा कानमा गुञ्जिरहेका छन्। हरेक पलमा लाखौं मानिसको जीवनमा आमूल परिवर्तन आउँछ। कति बेला कसलाई के हुन्छ, भन्न सकिँदैन। कुनै मानिस यस जीवनको गोरेटोमा खुशी छन् भने कुनै यही गोरेटोलाई आफ्नो दुःख पोख्ने साधनका रूपमा लिन्छन्। मानिसको विचार नै स्वार्थी छ। आफ्नो स्वार्थ पूर्तिको लागि अरूको मर्म बुझ्दैनन्। यस्तै घटना भयो मेरो जीवनमा पनि। म गाउँको सरकारी विद्यालयमा कक्षा ३ मा पढ्दै गर्दा मेरो जीवनले पनि एउटा ठुलो मोड लियो। त्यो थियो, अवसर - पोखराको गण्डकी आवासीय उच्च माध्यमिक विद्यालयमा पढ्ने। त्यसमाथि पनि छात्रवृत्तिमा। यो खबर सुन्नासाथ मेरो पाउले जमिन छोएन, म हावामा उड्न लागें र सोच लागें कि कस्तो होला पोखरा र कस्तो होला मेरो छात्रावास एवम् कस्ता होलान् मेरा गुरुहरू एवम् मेरा मित्रहरू। यसै क्रममा मलाई मेरा आमाबुबाको ख्याल आएन, ख्याल आयो त केवल मेरो उज्ज्वल भविष्यको। त्यसैले, मलाई आफ्नो लक्ष्यसम्म पुग्ने क्रममा मलाई मेरो आमाको न्यानो काख र बुबाको आँसुले पनि कमजोर पार्न सकेन। कहिल्यै आमाबुबाको काखबाट नटाडिएता पनि खै त्यसबेला म भने आफ्नो पोखरा आउने निर्णयमा एकदम हिमालजस्तै अडिग भएँ र आफ्नो लक्ष्यलाई पछ्याउँदै गएँ। जब म पोखराको लागि हिँडे। मेरो बुवाले मलाई भन्नुभयो, “छोरी, अहिले तिमी सानै छौ, हामीबिना त्यहाँ तिमीलाई गान्हो हुन्छ। त्यसैले अहिले नजाऊ। भोलिपर्सि अलि ठूली भएर जाउली।” त्यही बेला मैले बुवालाई भनें, “बुबा, जीवनमा केही हासिल गर्न केही कुरा गुमाउनु पर्छ। म यहाँ बसें भने गाउँका अरू बालिकाहरू जसरी केवल घरको कार्यमा मात्र सीमित हुन्छु। यस्तो मौका फेरि आउला, नआउला। त्यसैले, मैले अहिले नै आफ्नो लक्ष्य पछ्याएँ भनें भविष्यमा सफल

मान्छे बन्ने छु र तपाईंको नाम रोशन गर्नेछु।” त्यसपछि त बुवाले केही भन्नु भएन र म पोखराको लामाचौरस्थित गण्डकी आवासीय उच्च माध्यमिक विद्यालयमा आएँ।

जब म पहिलो पटक यस विद्यालयमा प्रवेश गरें तब म मैले आफ्नो जीवनमा ज्ञानको ज्योतिको टुसा पलाउन लागेको अनुभूति गरें। सुरुमा नयाँ कुरा सिक्दा गान्हो लाग्नु त स्वभाविक नै हो। मलाई पनि सुरुमा कक्षा ४ मा पढ्दा त अङ्ग्रेजी केही नबुझे भएकाले बेकारमा किन आएछु घर छाडेर भनेजस्तो हुन्थ्यो तर फेरि आफ्नो लक्ष्यप्रति अटल सोचाइले गर्दा म फेरि आफ्नै लक्ष्यमा लीन भएँ। हरेक विषयमा कडाभन्दा कडा मेहेनत गरें। त्यसमाथि पनि आमा बुबाजस्ता गुरुको माया र ममताले गर्दा मलाई गान्हो लाग्ने विषयहरू पनि सजिलैसँग पढ्न सक्ने भएँ। दिदी दाइहरूको आफ्नोपन र मित्रहरूको सहायताले गर्दा बिस्तारै बिस्तारै आफ्नो पढाइमा पनि प्रगति गर्दै गएँ। ‘परिश्रमको फल मीठो हुन्छ’ भन्ने उखानले मेरो हौसला भन् बढायो र दोब्बर मेहेनत गर्दै गएँ। पढाइकै सिलसिलामा गुरुवर्गको भन् माया पाउन थालें र नयाँनयाँ साथीहरू पनि बनाउँदै गएँ। त्यसपछि त आमा बुबाजस्ता गुरुवर्ग, दिदी बहिनी र जीवनका हरेक दुःखसुखका साथ दिने साथी पाउँदा त गण्डकी साँच्चै नै आफ्नै परिवारजस्तो लाग्न थाल्यो। यसरी नै गण्डकीको ममतापूर्ण काखमा खेल्दै, हुर्कदै, बढ्दै गएँ र आज कक्षा १२ मा आइपुगें। यहाँ आइपुग्ने क्रममा यहाँका गुरुवर्गले आफू मैनबत्ती जसरी बले र हामीलाई ज्ञानको उज्ज्वल ज्योति दिए। त्यस्तै दिदीदाइ, भाइ बहिनीहरूले आफ्नोपनको कमी महसुस हुन कहिल्यै पनि दिएनन्। साथीभाइले मेरा हरेक दुःखसुखका घडीमा साथ दिए। यसरी अशिक्षाको अन्धकारमा हराइरहेको मजस्ती एक बालिकालाई सुन्दर फुल बनेर ज्ञानको ज्योतिमा फुल्ने अवसर मलाई गण्डकीले नै दियो। गण्डकीले नै मलाई एक सुन्दर फूलबारीको सुमधुर सुवास लिने मौका दियो जसमा मैले जीवनलाई चिन्ने मौका पाएँ। जीवनमा हामीले विभिन्न किसिमका अवसरहरू पाउँछौ र ती अवसरहरूको



हामीले सही उपयोग गर्न सिक्यौं भने पक्कै पनि एक सफल व्यक्ति बन्नेछौं भन्ने कुरा मैले गण्डकीबाट नै सिकें । गण्डकीले नै मलाई एक सहासी कर्तव्यबोध व्यक्ति बन्न सिकायो जसले गर्दा मैले अन्धकारमा रूमलिरहेका मजस्ता कैयौं बालबालिकाहरूलाई पनि जीवनमा आउने सुनौलो अवसरको उचित उपयोग गर्न सिकाउने मौका पाएँ । एक असल विद्यार्थीमा हुनुपर्ने पञ्चलक्षणहरू : कागको जस्तो चेष्टा, बकुल्लाको जस्तो ध्यान, कुकुरको जस्तो पातलो निद्रा, थोरै खाना र गृहको त्याग गरे मात्र व्यक्ति सफल हुने कुरा सिकायो । त्यसैगरी गण्डकीको समय-समयमा बच्ने डाइनिङ हल एवम् विद्यालय र छात्रावासको घन्टिले समयको महत्त्व ठुलो रहने कुरा अवगत गरायो ।

यो सबै कुरा सम्भव भयो त केवल ९ वर्ष अगाडिको मेरो त्यो पोखरा आउने निर्णयले गर्दा । यदि त्यतिबेला मैले

गाउँमै बस्ने निर्णय गरेको भए, गण्डकीले मलाई यस्तो सुनौलो अवसर प्रदान नगरेको भए, म आज गण्डकीको सुन्दरतामा रमाउनुको सट्टा गाउँको कुनामा सायद घाँस काट्दै हुन्थे होला । यसरी त्यतिबेलाको निर्णयले गर्दा मेरो जीवनमा ठुलो मोड ल्यायो जसले गर्दा आज म आफ्नो खुट्टामा आफैं उभिने भइसकेकी छु । आज म कसैको भर लागेर बस्नुपरेन । आज मसँग जे क्षमता छ, त्यो सबै मलाई गण्डकीले दिएको वरदान हो । म जस्ता कैयौं विद्यार्थी यहाँ पढेर ठूला व्यक्ति बनिसके भने कति त्यसको लागि अभै पनि लडिरहेका छन् र म पनि त्यसको प्रतिनिधि हुँ । भन्छु, एकोहोरो रोटी पाक्दैन् । आजसम्म मैले जेजति हाँसल गरेँ मेरो लागि मात्र गरेँ अब मलाई यो मुकाममा पुर्‍याउने विद्यालयको नाम रोशन गर्न चाहन्छु । यदि मैले यसो गर्न सकेँ भने बल्ल गण्डकीले ममाथि गर्व गर्नेछ ।

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सोफिया शर्मा  
कक्षा १० ख  
कास्की

## नारी

नारी सृष्टिकी जननी, वात्सल्यकी सागर, ममता, त्याग र कोमलताकी पर्याय हुन् । दुर्गा, पासाड, सीता, भृकुटी र गङ्गा यी सबै रूप बनी नारीले सिङ्गे आकाश बोकेकी छन् । तर यही नारीको महानतालाई हामी मनुष्य जातिले पहिचान गर्न सकेका छैनौं ।

दिउँसो सडकमा उसको अस्मिता लुटिएको छ । दाइजोको नाममा उसलाई खुला नै बेचिएको छ । लिङ्गको नाममा अपमान गरिएको छ । नारी पवित्रता र अपवित्रताले घेरिएको छन् । के नारी हुनु घरभित्रै थिचिनु, मिचिनु, लुटिनु र अधिकारबाट वञ्चित हुनु हो ? अवश्य पनि होइन, त्यसैले त म जस्ता अरू कयौं नारीहरू आफ्ना पटुका कसेर आफ्नै सुरक्षा खोज्न हिँडेका छन् । उनीहरू सिङ्गे आकाश बोकेर हिँडेका छन् । नारी अस्मिताको रक्षा गर्न सिक । उनी आधा आकाश बनिदिन्छन्, धर्ती उल्टाइ दिन्छन् र नयाँ इतिहास कोर्न नभत्किएका बारहरू भत्काइ दिन्छन् ।

किन नारीको अधिकारको माग गर्दा हाम्रो पाइला अगाडि नबढी पछाडि सर्दछन् ? के मनुष्यको नाममा नारीले पनि

जीवन अर्पण गरेकी होइनन् त ?

शक्ति स्वरूपा दुर्गालाई मन्दिरमा राखेर पुजेका छौं । त्यही नारीलाई आफ्नो पाउमुनि कुल्चनु दुर्गाको उपेक्षा होइन ? नयाँ विजारोपण गर्न पुराना विचारहरू उखेलेर फाल्नुपर्छ । हाम्रा यिनै साना विचारहरूले हाम्रो सोचाइ, उचाइ धेरै नै पछाडि परेको छ ।

नारीलाई यति सशक्त बनाऔं कि नारीले आफ्नो सुरक्षा गर्न सकून् । नारीहरू पनि दुर्गाकै स्वरूप हुन् । दुर्गाले आफ्नो मात्रै रक्षा नगरेर पूरा जगत्को रक्षा गरेकी थिइन् । दुर्गा पनि नारी नै थिइन् र हामी पनि नारी नै हौं । त्यसैले दुर्गा जस्तै साहसी बनी हामीमाथि भइ राखेका अन्याय र अत्याचारको विरोध गर्न सक्नु पर्छ । अन्यायको विरुद्ध सत्यको बाटोमा हिँड्दै नारी अस्मिताको रक्षा गरौं । सकारात्मक सोचबाट आफ्नो जीवनस्तर उकास्न आफ्नो परम्परागत सोच बदलेर शैक्षिक, आर्थिक, सामाजिक कुरामा अगाडि बढ्न आफ्नो बाटो आफैले बनाऔं ।

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संस्कृति चापागाईं  
कक्षा ९ ग  
पर्वत

## नेपाल किन पिछडिएको छ ?

हातमा रिमोट थियो । यसो टि.भी. च्यानलहरू बदल्दै अनि कुनै कुराको आभास गरेको थिएँ । सायद त्यहाँ रहेका च्यानलमध्ये धेरै हिन्दी च्यानल नै थिए । मलाई सही सक्नु भएन । नेपाल जहाँ मेरा पुर्खाहरूको रगतको खोलाले सिञ्चित भएको छ, जहाँ शान्तिका अग्रदूत गौतम बुद्धको जन्मभूमि भनिएको छ, आज सङ्क्रमण कालले गर्दा बिग्रिँदै गएको छ । भारत जहाँ बम्बईमा सयौं कोठामा पवित्र मनले सिञ्चित भएका नारीहरू अमानवीय व्यवहार सहेर बसेका छन् । जब टेलिभिजन हेर्दै थिएँ, एउटा कुनै व्यक्तिले गौतम बुद्ध भारतमा जन्मिएको भनेर भाषण दियो । भारत र नेपाल बिचको सीमानाका किल्लाहरू भारतीय पक्षद्वारा उखेलिँदै छन् । यहाँ नेपाल जुनिभरका लागि मौनव्रत गरेर बसिरहेको छ । जुन वीरताले सारा नेपालीहरूलाई नै प्रगतिथुम्की पुर्‍याएको छ, त्यही शीरताज पनि हाम्रो देशको भन्न पछि नपर्ने ती कुरा व्यक्तिहरू नेपाललाई आफ्नो देशको टुक्रा हो भन्न पछ्याडि परेका छैनन् । जुन ठाउँ जहाँ हाम्रा अग्रजहरूले रगतको खोला बगाएर पाएका थिए, आज त्यही ठाउँलाई हाम्रो हो भन्दै हस्तक्षेप गरेका छन् । जब यी कुराहरू मानसपटलमा बज्रपात भएर आउँछन्, अनि भित्र बगिरहेको तातो रगत उम्लिन थाल्छ, रिसका काँडाहरू फल्न थाल्छन् । म भित्रको राष्ट्रियता, स्वाभिमान, देशभक्ति उम्लन्छ । एउटा कुखुराले त आफ्ना चल्लाहरूलाई छुँदा ठुँग्न आउँछ भने यदि नेपालप्रति यस्ता नीच कुराहरू सुन्दा कुन नेपालीको मनमा भुकम्प आउँदैन, अविरल आँसुका बाढीहरू आउँदैन ? सोचाइ त फरक होला तर नेपालप्रतीको मुल आशय चाहिँ एउटै हो । आज लुम्बिनी यस्तै चोरी-डकैती, लोभीको कारणले कता लुकोँ भनेर आश्रय खोजिरहेको छ भने मन चाहिँ अँध्यारो बनाएको छ । आज हामीमा प्रत्यक्ष वा अप्रत्यक्ष रूपमा कमी कमजोरीहरू देखिएका छन् । एक त हामी नेपाली जनताहरू नै दोषी छौँ भने नेपाली रानजीति र सरकार चाहिँ निकै नै दोषी भएको ठहरिन्छ । जुन बेला आफ्नो देशमा आतङ्क मच्चि रहेको छ, सारा राष्ट्र नै दैवी प्रकोपको फन्दामा परेको छ, त्यही बेला

समाचार नपल्टाई योसँग “प्याच अप” भयो यसको योसँग “ब्रेक अप” भयो फलानोको, यो फिल्म “रिलिज” भयो भन्ने कुराहरू हेरेर हामी बसिरहेका हुन्छौँ । यसो बाबुआमाले कान्तिपुर लगाऊ त भन्यो भने ‘ह्या ममी ड्याडी तपाईं पनि कस्तो खालि समाचार हेर्ने, केही नयाँ कुरा हुने वाला छैन क्यारे’ भन्छन् । जहाँ आफ्नै चाडमा राष्ट्रिय गीत घन्किनु पर्ने गुन्जिनु पर्ने त्यहाँ भारतीय गीत गुन्जिन्छ भने नेपाली हुनुको के चाहिँ औचित्व रह्यो र ? जुन बेला आफ्ना देशका खेलाडीहरूको खेल भएको हुन्छ, त्यतिखेर ‘नचबलिए, सिआइडी, फलक दिखला जा’ हेर्ने । ‘कलर्स, स्टार प्लस, जी टिभी’ खोल्छन् । ‘भद्रगोल, तितो-सत्य, मेरी बाससै’ हेर्ने छाडेर बलिन्द्र आँखाबाट आँसु खसाउँदै हिन्दी सिरियल हेर्छन् । अनि हाँसो उठ्न थाल्छ, आम जनताको त के कुरा गरौँ । देश बनाउने भन्नेहरू पनि यसो केही कुरा मोडियो भने भारततिर वास बस्न थाल्छन् । आफ्नो देशमा के भो ? त्यो आफ्नै देशको नेतालाई थाहा हुँदैन तर अर्को देशको मान्छेले थाहा पाएर फोन गरि हाल्छ अनि सहयोगको हात फैलाउँछ । आफ्नो देशमा कति मान्छे स्वाइन फ्लुका कारण मरे थाहा छैन तर भारत भ्रमण गर्न गइहाल्छन्, यस्तो छ देशको हालत अनि कसरी चोरिँदैनन् त सिमाना ? साँच्चै नै नाप्ने हो भने अति सारो हुन थालेको छ । बरु गोविन्द के.सी. जस्ता मान्छे जसले नेपाली जनताका लागि भनेर अनसन बसे, त्यस्ता मान्छेको जन्म होस्, त्यही मान्छे नेता बनोस् - मदनकृष्ण श्रेष्ठ, हरिवंश आचार्य, राजेश हमाल जस्ता मानिस नेता बनून् । अब कानमा तेल हालेर बस्न हुन्न, बुझ्नेहरू पनि बुझ्न पचाएर बस्नुहुन्न । ‘जोगीले म जोगी हुँ’ भन्दै हिँड्नु पर्दैन, हिँडिरहेको मान्छेले यो जोगी हो भन्ने कुरा थाहा पाइहाल्छ । त्यसैले हाम्रा नेताहरू देश बनाउँछु भन्दै भ्रमण गरिरहनु पर्दैन, विश्वले नै नेपाली नेता छन् भन्ने थाहा पाएको छ । यहाँ देश र जनताले अविरल रूपमा आँसु बगाएका छन् तर नेता भने रात्रि भोजका लागि भारत भ्रमण गरिरहेका छन् । आफ्नो देशमा भारतीय नेता आउँदा देशलाई नै स्वीजरल्यान्ड जस्तो सफा



बनाउन खोज्ने नेताहरू, बाहिरबाट कुनै नेता भ्रमण गर्न आयो भने मात्र विकास निर्माणका काम गर्न थाल्छन् अनि धिक्कार लाग्छ । भनिन्छ सुतेका मान्छेलाई उठाउनुभन्दा सुतेको नाटक गर्नेहरूलाई उठाउन गाह्रो हुन्छ । हो, आज समावेशी लोकतान्त्रिक सहभागिता मुलक सङ्घीय संरचना सहितको राष्ट्र बनाउँछु भन्नेहरू बुझेर पनि बुझ्न पचाएका

छन् । देश र जनता रगतको आहालमा डुब्न पुगेका छन् । बन्द, हडताल, मारपिटले बन्दै देश । बन्द, हडतालले बन्दै भए नेपाल उहिले नै विकसित हुने थियो । अरूको सहायता लिएर कहिले आत्मनिर्भर, स्वावलम्बी भइदैन । विविधताका लागि लड्नुभन्दा यही विविधतामा समानता खोजौं, आफ्नै कर्म भूमिमा बसी विकासको काम थालना गरौं ।



बिराज कार्की  
कक्षा १० क  
गोरखा

## भूकम्पबाट प्रभावित मेरो मान्बु गाउँ

सगरमाथाको देश भनेर चिनिने नेपालको गणेश हिमालको काखमा मान्बु गा.वि.स. छ । गोरखा जिल्ला सदरमुकामबाट १७ कोष उत्तर पूर्वमा मान्बु पर्दछ । यस ठाउँको नाम माङ् कुवाट मान्बु भएको हो । 'माङ्' भनेको भूत र 'कु' भनेको नौ हो अर्थात् नौ भूतहरूको वासस्थान भएकाले माङ्कु भनेको र पछि माङ्कु भन्दा भन्दै मान्बु भएको भन्ने भनाइहरू पाइन्छन् । यस गा.वि.स. बूढीगण्डकी भन्दा पूर्वपट्टि पर्दछ ।

गोरखाको पूर्वोत्तर मनासलु हिमालको शिर गरेर दक्षिणतर्फ बग्ने बूढीगण्डकीको काखमा अवस्थित मान्बु गाउँ प्रकृतिको मनोहर सौन्दर्यको अनुपम नमूना बनेको छ । दक्षिण मोहडा गरी थुमीको स्याम्राङ्ग पर्वत मालासँग आम्ने साम्ने गरी हेराहेर गरिरहेका प्रतीत हुन्छ । हिमालबाट प्रवाहित हुने चिसो समीर, गोब्रे सल्ला, लालीगुराँस र बुकी फुलसँग खेल्दै गाउँ बस्तीसम्म आइपुग्दा सबै आआफ्नो हातमा कर्तव्य लिएर व्युँभिसकेका हुन्छन् । पहाडी उचाइबाट हावामा खेल्दै बेसीमा विश्रान्ति लिने छहरा पर्यटकको आकर्षणको केन्द्र बन्न समर्थ रहेका छन् । विभिन्न सामुदायिक वन, उपवन अन्तर्गत मृग, चितुवा र अन्य वन्यजन्तु लगायत जात जातका चरा चुरुङ्गीहरू र तिनका लता लतिकाका कूञ्ज विचरण गर्दा स्वर्गीय अनुभव हुन्छ । विभिन्न जातजाति, भाषा, संस्कार र संस्कृतिले गौरवशाली यो गाउँ बस्तीमा ब्राह्मण, क्षेत्री, नेवार, गुरुङ्ग, घले, तामाङ्ग, दमाई, कामी आदि सम्प्रदायविच आआफ्नै किसिमको संस्कारगत परम्परा रहे पनि ती सबैमा

सहष्णिताको पवित्र भावना पाइन्छ । निश्चल, निष्कपट, सौम्य जनमानस आफ्नो कर्तव्य सम्पदानमा व्यस्त हुँदा अतिरिक्त विषयमा त्यति जिज्ञासा राख्दैनन् । विगतका दिनहरूमा शैक्षिक पक्षमाथि त्यति जानकारी राख्न जिज्ञासु नभए पनि वर्तमानमा यस गाउँमा वडै पिच्छे प्राथमिक साथै निम्न माध्यमिक विद्यालय स्थापित छन् ।

जीवनस्तर राम्रै बित्दै थियो तर बिडम्बना भन्नु पर्दछ, प्राकृतिक सौन्दर्यको धनी यस मान्बु गाउँ भूकम्पबाट अछुतो रहन सकेन । २०७२ वैशाख १२ गते बारपाकलाई केन्द्रविन्दु बनाएर गएको शक्तिशाली भूकम्पले यस ठाउँलाई तहसनहस पारिदियो । भूकम्पका कारणले यहाँ सम्पूर्ण घरहरू त ध्वस्त भए भए, केही मानिसहरूको ज्यान पनि गयो । आर्थिक हिसाबकिताब त राखी साध्य छैन । अझ सबैभन्दा ठुलो नोक्सानी त भूकम्पले गर्दा यस ठाउँमा निकै धाँजा फाटेका छन्, पहिरो गएका छन्, जैविक विविधता मासिएको छ । अमरपुरमा नपाइने सुन्दरता विनाश भएको छ ।

महाभूकम्पको धक्कासँगै मान्बु मात्रै विनाश भएको छैन, नेपालका थुप्रै थुप्रै मान्बुहरू उजाडिएका छन् । मान्बु मात्रै दुखेको छैन, नेपालका अरू थुप्रै थुप्रै मान्बुहरू दुखेका छन् । दुखेका, उजाडिएका हरेक मान्बुहरूको मन, मुहारमा शान्ति र सौन्दर्य पुनर्स्थापित गर्न, आआफ्नो क्षेत्रबाट तन, मन र वचनले जुटौं ।







सरोज बराल  
कक्षा ७ ग  
बर्दिया

## हिमालचुली छात्रावासमा अहिले सम्मको बसाइ

समय आफ्नै गतिमा चलिरहन्छ। समयलाई न कसैले रोक्न सक्छ, न कसैले छेक्न सक्छ। हाम्रो जीवन पनि आफ्नै बाटोमा चलिरहन्छ। तर जीवनको बाटो फेरिएको हामीलाई थाहा हुँदैन। जीवन निकै छिटो परिवर्तन हुन्छ। हामीहरूलाई थाहा नै छ, जाग्नेहरूको रात लामो हुन्छ। जाग्नेहरूको बाटो पनि निकै लामो हुन्छ, र खराब मानिसहरूको जीवन निकै लामो हुन्छ। त्यसैले हामी सबै असल बन्नुपर्छ। हामी असल छौं भने हाम्रो जीवन पनि त्यही अनुसार परिवर्तन हुँदै जान्छ। परिवर्तनशील जीवन निकै रमाइलो हुन्छ। जुन मानिसले आफ्नो जीवनको मुख्य आशय बुझेर काम गर्न सक्छ, त्यही मानिस पछि गएर महान् मानिस बन्न सक्छ। मानिस विवेकशील प्राणी हो। उसमा चेतना हुन्छ। सधैं एउटै ठाउँमा बस्न, खान, खेल्न, कसलाई पो मन पर्छ र? त्यसैले हामी सबै कक्षा ७ का साथीहरू र केही कक्षा ६ का भाइहरू मिली होस्टल अन्नपूर्ण र माच्छापुच्छ्रे छोडी अर्को सबैभन्दा राम्रो होस्टल हिमालचुलीमा आयौं। हामीले पाएको न्यानो काख र पाएको माया र ममता निकै अविष्मरणीय छ, किनकि हामी त्यहीं हुर्किएका थियौं। सबै कुरा त्यहीं सिकेका थियौं। ती होस्टल हाम्रा लागि निकै प्यारा छन्।

छात्रावास ३ छात्रावास ३ भनेको मैले कयौं साथी, दाइहरूबाट सुन्थेँ। म पनि त्यो होस्टल हेर्न आउथेँ। मलाई पनि त्यो होस्टलको कयौं कुराहरू जान्न निकै जिज्ञासा लाग्थ्यो। तर म र सबै साथीहरू अहिले त्यही होस्टलमा बस्न आएका छौं। अनि बल्ल मैले मेरो प्रश्नको जवाफ आफैले पाएँ। त्यहाँको वातावरणले त त्यहीं बसुँबसुँ लाग्ने। कहिल्यै पनि छोडेर जान मन नलाग्ने जस्तो रहेछ। हामी घरबाट आउने दिन ७.९ रेक्टर स्केलको ठुलो भूकम्प गयो। हामी चाहिँ डराए पनि मज्जा लिएका थियौं तर उता चाहिँ सबै नेपालीहरू रोइरहेका थिए। हामी चाहिँ त्यो दिनको राति डराउँदै सुत्थौं। त्यही भूकम्पका कारण २० गते सम्म विद्यालय बन्द भयो। हामी केही साथीहरू त्यहीं बस्दै, रमाउँदै, पढ्दै खेल्ने काम गर्थौं। २० गते विद्यालय पुनः सञ्चालन भयो।

सबै साथीभाइहरू आए। हामी सबै साथीभाइहरू मिलीजुली बस्थौं। हामी यस होस्टलमा चाँडै नै व्यवस्थित भइहाल्थौं। हाम्रो होस्टल प्यारेन्टहरू केदार प्रसाद ढकाल सर र सूर्य नारायण खनाल सरसँग पनि छिटै नै चिनाजनी भइहाल्यो। उहाँहरूले हामीलाई माया गर्न थाल्नु भयो। हामीले पनि उहाँहरूलाई खुशी बनाएका छौं।

होस्टल प्यारेन्ट सरको र हाम्रो सल्लाहअनुसार हामीले छिटै नै एउटा होस्टल म्यानेजिङ कमिटी बनायौं। यस कमिटीमा १८ जना साथीहरूलाई छनोट गरियो। त्यसबाट ३ जना क्याप्टेन र अरू ठाउँमा साथीहरूलाई राखियो। क्याप्टेनहरू हुन् – विश्वास पौडेल, विवेक थापा र म आफू स्वयम्। हामीले पनि क्याप्टेको जस्तै गरी काम गर्थौं। सरको आज्ञा मान्थौं। हामीले म्यानेजिङ कमिटीको बेलाबेलामा सभा गर्थौं। हामी सबै मिलेर नयाँ नयाँ नियम बनाउँथ्यौं। ती नियम सबै साथीहरूले पालना गरेका छन्। हामीले यी काममा सबैको सहयोगले सफल भएका छौं।

हामीले पहिलाका दाइहरूले पालना गर्ने नियमलाई पनि निरन्तरता दियौं। हामी सधैं 'गुरुकुल' मा बिहान खाना खाएपछि, त्यहाँ भेला हुन्छौं र आफूलाई मनमा लागेका कुरा भन्छौं। हामीले बिहान ५ बजे उठेर पढ्ने कार्यक्रमलाई पनि निरन्तरता दियौं। 'राइटिङ आवर' भन्ने कार्यक्रमलाई पनि निरन्तरता दियौं। यी नियमलाई पालना गर्दै असल बाटोतर्फ लागिरहेका छौं। त्यस्तै 'समीप आऊ, सिकेर जाऊ' कार्यक्रमलाई पनि निरन्तरता दिइरहेका छौं।

हाम्रो होस्टलको सबै भन्दा राम्रो पक्ष सरसफाइ हो। हामीले पहिलेको जसरी सरसफाइमा निकै ख्याल गर्थौं। हामी प्रथम सत्रमा यो विद्यालयको सबैभन्दा सफा र राम्रो होस्टल भनेर घोषित भएका थियौं। हामीले यसलाई निरन्तरता दिइरहेका छौं। हामी सबै होस्टलका साथीहरू मिलेर बेलाबेलामा सरसफाइ कार्यक्रम पनि गर्छौं। हामीले गार्डेनमा फुल रोप्छौं, भार उखेल्छौं र मन्दिर र गुरुकुल वरिपरि सफा गर्छौं। 'सफा हिमालचुली सबै मिलिजुली'



भन्ने हाम्रो होस्टलको नारासँगै चलिरहेका छौं । हामीले बिहान ५ बजेको स्टडी आवर सकिएपछि न्युज सुन्ने गर्छौं । हाम्रा आदरणीय केदार सर गुरुकुलमा गएर योग गर्नुहुन्छ र उहाँलाई साथ दिन विज्ञान विभागका शिक्षक लक्ष्मी नन्द ढकाल सर पनि योगा गर्न आउनुहुन्छ । त्यो ठाउँ ध्यान गर्न निकै उपयुक्त छ । सबैले यस ठाउँलाई मन पराउँछन् । अभिभावक आफ्नो बाबुनानीहरूलाई लिन आउँदा त्यो ठाउँ देखेर आकर्षित हुन्छन् । हाम्रो प्राचार्य सर पनि बिहान मन्दिरमा ढोगेर जानुहुन्छ । यो ठाउँ राम्रो मात्र नभई सबैको लागि अविस्मरणीय होला ।

हाम्रो यो मात्र ५ महिनाको छोटो बसाइले हामीलाई मोहित र आकर्षित बनाएको छ । हामीलाई त भन्नु यो होस्टलमा ३ वर्ष बस्नु छ । हामीलाई त भन्नु कति रमाइलो हुन्छ होला ।

अनि त भन्नु त्यहाँबाट चराहरू कराएको आवाज र सेती नदी सुसाएको आवाज सुन्दा कति रमाइलो हुन्छ । डर्म ए को अन्तिम भ्यालबाट गुरुकुल र मन्दिर हेर्दा भन्नु हामी स्वर्गमै गएजस्तो हुन्छ । हामीले यी सबै चीजलाई सफा गरेका छौं । सरसफाइसँगै हामीले पढाइमा पनि उत्तिकै जोड दिएका छौं ।

अन्ततः हामी सबै मिलेर बसेका छौं । सरसँग पनि नजिक छौं । होस्टलमा शान्ति छाएको छ । यी सबै कुरालाई निरन्तरता दिने छौं र अन्त्यमा कलम छोड्न अघि 'सफा हिमालचुली सबै मिलिजुली' भन्ने नाराका साथ हामी यसरी नै अघि बढ्ने छौं ।

असतोमा सद्गमय, तमसोमा ज्योतिर्गमय !!!



सुदर्शन रेग्मी  
कक्षा ८ क  
पर्वत

## छुवाछुत

नेपाल प्राकृतिक सम्पदामा विश्वकै धनी देश हो । तर, मानव विचारमा नेपाल निकै पछाडि छ । विश्वकर्मा दाइले मूर्ति बनाउँछन् । त्यो मूर्तिको कार्य सकिएपछि मूर्ति मन्दिरमा लगिन्छ । जब त्यो मूर्तिको मन्दिरमा प्रवेश हुन्छ, तब विश्वकर्मा दाइ जसले स्वयम् मूर्ति बनाए, उनले नै त्यो मूर्तिमा पूजा गर्न पाउँदैनन् । यस्तो परिस्थिति अझै पनि नेपालमा कायम छ । २१ औं शताब्दीमा आएर पनि, नेपालमा यस्ता सामाजिक समस्याहरू यथावत् छन् । जसका कारण नेपाल दशकौं पछाडि परेको छ । महाकवि लक्ष्मीप्रसाद देवकोटाले “मानिस ठुलो दिलले हुन्छ, जातले हुँदैन” भनेको कुरा अझै पनि कार्यान्वयनमा आएको छैन । भगवान् पण्डित (ब्राह्मण) को मात्र हुनुहुन्छ ? मानिसको सोचाइ छ, हो भगवान् पण्डितको मात्र हो । तर यो कसरी सम्भव छ ? यदि

त्यसो हो भने प्रकृतिले किन शीतल, घाम सबैलाई बराबर दिन्छ ? प्रकृतिलाई भगवान्ले सिर्जना गरेका हुन् । प्रकृतिले पण्डितलाई धेरै शीतल र दलितलाई कम शीतल दिँदैन । सबैलाई बराबर शीतल नै दिन्छ ।

मानिसलाई विवेकशील प्राणी भनिन्छ । के विवेकशील प्राणीको कर्तव्य छुवाछुत र भेदभाव गर्नु हो ? होइन भने, हामी यस्तो कुकर्म अझै किन गरिरहेका छौं ? यो अहिलेको एकदमै महत्त्वपूर्ण प्रश्न हो । यति सानो कुराले हाम्रो देश विकासमा दशकौं पछाडि परेको छ । पहिला छुवाछुत म नै गर्न छाडिदिन्छु, मैले नछाडे कसले छाड्छ ? यस्तो सोचाइ राखेमा हाम्रो देशले विकासमा फड्को मार्ने थियो कि ?







कविता

पङ्खा

केदारप्रसाद ढकाल  
नेपाली शिक्षक

कोठा गर्मी छ  
पङ्खा सिलिङ्मा घुमिरहन्छ  
'ख्याटख्याट ख्याटख्याट'  
एक समान गतिमा  
सुशीतल हवा दिइरहन्छ

कोठामा मानिसहरू छन्

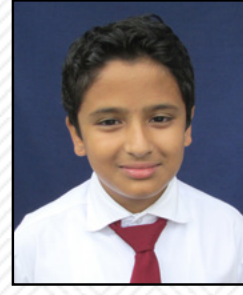
पङ्खा  
असल भन्दैन, खराब भन्दैन  
पङ्खा  
ज्ञानी भन्दैन, अज्ञानी भन्दैन  
पङ्खा  
धनी भन्दैन, गरिब भन्दैन  
पङ्खा  
राम्रो भन्दैन, नराम्रो भन्दैन  
नराम्रै भन्नेहरूलाई पनि  
पङ्खा  
जो उसको समीप छन्  
सुशीतल हवा दिइरहन्छ  
'ख्याटख्याट ख्याटख्याट'  
एक समान गतिमा  
पङ्खा सिलिङ्मा घुमिरहन्छ

मानिसहरू खुशी छन्  
यसो कपाल मिलाउँछन्  
आफैमा दङ्ग पर्छन्  
सुस्ताउँदै  
कहिले यताउति हेर्छन्  
तर कहिल्यै हेर्दैनन्  
आफूमाथिको पङ्खालाई उनीहरू  
कहिल्यै बुझ्दैनन्  
उसका अविश्रान्त घुमाइ र

दुःखाइका कुरा उनीहरू  
केवल एकनास  
पङ्खा घुमिरहन्छ  
कोठामा  
सुशीतल हवा  
भरिरहन्छ  
'ख्याटख्याट ख्याटख्याट'  
एक समान गतिमा  
पङ्खा  
सिलिङ्मा घुमिरहन्छ

कति मतलबी छ दुनियाँ !  
जब गर्मी जान्छ  
पङ्खा र उसका सबै कुराहरू  
मान्छे  
चटककै बिसिदिन्छ ।

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शुभकामना

वरदान पराजुली  
कक्षा ६ क  
कास्की

शुभ कामना, शुभ कामना तिमीलाई शुभ कामना ।  
हृदयभित्रै वास गर यही छ हाम्रो चाहना ॥

पुग्यौ अरे गण्डकी तिमी पचास वर्ष ।  
स्वर्ण उत्सव मनाउँछौं हुँदै हामी हर्ष ॥  
थिएनन् रे यो क्षेत्रमा बोर्डिङ स्कूल पहिले ।  
तिम्रो जन्म भएपछि धेरै भए अहिले ॥  
शुभ कामना, शुभ कामना.....

तिमीले नै पढाएका ठुला मान्छे भाछन् ।  
स्वदेश मात्रै कहाँ हो र विदेश पनि गाछन् ।  
पौरखी र इमान्दारी नेपालीको नाम छ ।  
नाम कमाए, दाम कमाए राम्रो गरे काम ।  
शुभ कामना, शुभ कामना.....

जसले पढे तिमीसँग सफल भयो जिन्दगी ।  
राख्न सक्थौ कीर्ति, नाम तिमीले नै गण्डकी ।  
तिम्रो शिर उचो रहोस् सगर माथा जस्तै ।  
काखमा बसी माछापुच्छ्रे मुसु-मुसु हाँस्ते ।  
शुभ कामना, शुभ कामना.....

सुसेलीले गाउँछ सेती यस्तो अन्त काँछ ?  
बजाउँछौं मादल हामी तिमी चाहिँ नाच ।  
शुभ-कामना तिमीलाई जतन गरी साँच ।  
ज्ञानको ज्योति फैलाउँदै युगौं युग बाँच ।  
शुभ कामना, शुभकामना.....

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रोशन पाण्डे  
कक्षा १२ क  
गुल्मी

## मैले देखेको गण्डकी

धर्तीको क्यानभासमा प्रकृतिले रचेको अनुपम चित्रकारिता हो मानिस । भनिन्छ, मानिससँग हार्नका लागि केही छैन, केवल एउटा शक्ति बाहेक तर जित्नका लागि सारा संसार छ । आफ्नो अस्तित्व गुमाएर सहरमा पोलेका स्वादविनाका मकैभैँ बन्नु छैन उसलाई, संसारमा केही गर्नुछ उसलाई । वास्तवमा भन्ने हो भने मानिस सधैं सोफामा पल्टिन चाहन्छ तर मर्न भने डराउँछ । प्रेमका मुनालाई कठोर ढङ्गले च्यापिदिँदा मानिस दुःखी हुन्छ । जीवन के हो ? सुख र संस्कार के हुन् ? जीवनलाई कसरी सिँगार्ने ? जस्ता प्रश्नहरूको उत्तर हो गण्डकी ।

समय कठोर छैन । ऊ त आफ्नो गतिमा अघि बढिरहेको छ । समयलाई फरक मूर्तरूप दिने त हामी मानिस हौं । हामी अनुसार समय चल्ने होइन, हामी समय अनुसार चलनुपर्छ नत्र सांसारिक मोह र भविष्यले हामीलाई खाइदिन्छ । जीवनमा आइपर्ने आकर्षण र क्षणिक मोहका मोडलाई बाइपास गर्दै जान सके मान्छेले आफ्ना अपराधको प्रायश्चित्त गरिरहन पर्ने थिएन सायद । वास्तवमा मर्नु नै छ भने मान्छे ढोकाको सँघारमा पैताला ठोक्किएर पनि मर्दछ । प्रकृतिमा उथलपुथल भए पनि हामी अझै जिउँदै छौं । हामीलाई संसारमा केही गर्न लेखिएको छ । अटेरी मन र कर्मविनाको मानव जीवनले मानवको सार्थकतालाई गिज्याउँछ । यस्तै कर्तव्यबोध गराउने सुक्तिहरूको सङ्ग्राम हो गण्डकी । भरनाको निश्चल पानी अनि सेतीको ज्ञानमूलक हिँडाइ हो गण्डकी । ज्ञान, चरित्र र सेवाको फुलमाला सिउरेर हाम्रो गण्डकी झल्किरहेको छ । तसर्थ नेपाल आमाले पनि गण्डकी बोर्डिङ स्कूल भनी गर्व गर्दछिन् । गण्डकीमा सुनौलो आत्मीयता र ज्ञानको प्रतिबिम्ब छ र पो गण्डकी शब्दका रङ्हरू सार्थक छन् । पहिले पहिले ठूलाबडाले भन्ने गर्थे “तिमी भविष्यमा ठूलो मान्छे बन्नु र टन्न पैसा कमाउनु ।” अहिले भन्नुहुन्छ, “तिमी असल मान्छे बन्नु । ठूलो त भ्रष्टचारी नेता पनि बन्दछ ।” हो, आफ्नो भविष्य आत्मसात गर्दै असल मान्छे बन्न सिकाउने प्रेरणा हो गण्डकी । गण्डकीका क्षणहरू मानसपटलमा फुलभैँ छपेकै छापिइरहँदा हामीलाई रमाइलो लाग्दछ, गर्व लाग्दछ । वन

पाखाको सुसेली, पारिजातको सौरभ, साथीभाइको घुलमिल, नागबेलीको जालझेल अनि स्कुसका मुन्टा भैँ लहराउँदो हुन्छ जीवन । डाँफे, कस्तुरीको सुन्दरता र काँडामा फुले गुलाफ हो जीवन । यही परिभाषालाई आत्मसात गर्दै गण्डकीले हामी विद्यार्थीलाई शीतल छहारी प्रदान गरेको छ ।

बाँसुरीका धुनमा मादल घन्काएर नाच्ने ती नेपाल आमाका सपूतहरू लोप हुन लागेका छन् । संस्कृति र इतिहासलाई भुल्ने मानिस शिरीषका फुलले सजिएर के काम ? मानिसमा आत्मियता र सेवाको भावना छै त ? वास्तवमा भन्ने हो भने अर्ती दिने ओठहरूभन्दा सेवा गर्ने हातहरू महान् हुन्छन् । यस्तै अनुपम वाणी र शब्दका रङ् बुझाउने इन्द्रेणी हो गण्डकी । शिक्षा आर्जनको निमित्त गृहत्याग गरेपनि घरलाई नबिर्सौं अघि बढ्न पाठ सिकाउने किताब हो गण्डकी । आमाबुवाको ममता दिने र संस्कार सिकाउने स्तम्भ हो गण्डकी । गण्डकीले हामीलाई आफैले परिश्रम गर्न सिकाएको छ । अप्ठ्यारा परिस्थितिसँग सिँगौरी खेल सिकाउने, अधिकार र कर्तव्य बुझाउने र शिक्षक विद्यार्थी बिच अटुट सम्बन्ध झल्काउने परिवेश हो गण्डकी । वैज्ञानिक परम्परा, भगवानप्रति आस्था र विद्याको सही बाटोमा उपयोग गरी कर्तव्य र अनुसन्धानमा अघि बढे मात्र ज्ञान आर्जन गरेको महत्त्व हुन्छ भन्ने कुरा गण्डकीले हामीलाई सिकाएको छ । परिश्रम नगरे सुकेको सयपत्री भैँ ओइलिएर जान्छ, हाम्रो जीवन । विद्यार्थी जीवनका इच्छा आकाङ्क्षा, परिवेश, गतिशीलता र आत्मविश्वास जगाउने संस्था नै गण्डकी बोर्डिङ स्कूल हो । ४९ वर्ष पुरा गरी ५० औं वर्षमा हिँडिरहेको गण्डकीले मुनाहरूलाई चौतर्फी शिक्षा आर्जन, चरित्रनिर्माण र उज्ज्वल भविष्यको बाटोतर्फ लम्काइरहेको छ । यस स्वर्ण महोत्सवको अवसरमा गण्डकीले सधैं सफलताको शिखर चुम्न सकिरहोस् भन्ने शुभकामना दिन चाहन्छु । गण्डकी सधैं सरस्वतीको काखमा रमिरहोस्, सेती भैँ निरन्तर बगेर ज्ञानको ज्योति विश्वमै छरिरहोस् । ज्ञान, चरित्र र सेवाको आलोकमा आलोकित हुँदै संसारमा ज्योतिर्मय सुवास छरिरहोस् । नेपालको झन्डाले गण्डकीप्रति सधैं गर्व गरिरहोस् । जय गण्डकी !





अङ्कित पौडेल  
कक्षा ९ क  
बाग्लुङ्

## मानवता र महानता

सहर सुन्दर, उज्ज्वल र मनमोहक देखिन्थ्यो । जुन सडकमा पनि मानिसको घचारो थियो । नर नारीहरू हुलमुलमा ठेलमठेल गरी हिँडिरहेका थिए । व्यापारीहरू व्यापरमा तल्लीन थिए । त्यो आधुनिक भव्यनगर स्वर्ग भैं दिव्य र सुरम्य थियो । भवनहरू गगनचुम्बी थिए । ऐश्वर्यले परिपूर्ण त्यस विशाल नगरको एउटा सडकमा “बा, एक पैसा, आमा, एक पैसा” भनेर एउटा अनाथ गरिव बालक करुण स्वरले कराउँदै हात पसारिरहेको थियो । हुलका हुल नर नारीहरू त्यस सडकमा आउ जाउ गर्थे, तर गरिव बालकका दुःख र वेदनापूर्ण आर्तनादमाथि कसैले ध्यान दिँदैनथे । बालकले अरूले सुनोस्, नसुनोस् अविरल स्वरले याचना गरिरहेको थियो, आफ्नै रापले तापले पिल्सिराखेको थियो । कुनै अज्ञात व्यथाले, दिक्दारीले मन व्यथित थियो । आत्माले सधैं एकान्त रोदन गर्थ्यो । शरीर पिंजडा जस्तो थियो, रक्तको लेश थिएन । जिउमा भुत्रो दौरा थियो । उसको विश्वासले, उच्छ्वासले दुःखमय जीवनको इतिहास भनिरहेको थियो । यो कसले बुझि दिने ? कसले सुनि दिने ?

अलिक बेरपछि एकजना मानिस लम्कँदै आयो र बालकको करुण पुकार सुनेर उभियो । त्यसलाई देखेर बालकले हात पसाउँदै भन्यो, बा, एक रूपैयाँ ।” बालकले रुन्चे मुख लाएर छातिमा भक्कानु पारेर मागिरहेको थियो ।

त्यो मानिस पहिरन र अनुहारले भलो मानिस जस्तो थियो । उसले बालकको शिरदेखि पैतालासम्म हेर्नो मुखमा उत्कट वेदना र भीषण नैराश्य देखिन्थ्यो, पहिरन भुत्रो थियो । बालकको गरिवी अवस्था देखेर त्यो मानिसको मन एक तमासको भयो । उसको मन संवेदनशील बन्यो ।

त्यो मानिसले दयापूर्वक भन्यो, “किन पैसा माग्छौ ?” बालकले भन्यो, “आज चार दिन भयो, आमा भोकै हुनुहुन्छ । मुखमा अन्नको दाना परेको छैन ।”

“हजुरले दुई पैसा दिए आमा र मेरो मुखमा अन्न पर्ने थियो । म पनि भोकै रल्लिएको छु ।”

“चार पैसा दिए भने ?”

“हजुरको ठुलो उपकार हुनेछ ।”

“सुका पैसा दिए भने ?”

“किन जिस्क्याउनु हुन्छ ? दिने मन भए जति सक्नुहुन्छ दिनुस् । बार सत्ताइस् कुरा किन ?”

“एक मोहर दिए भने ?”

“मैले खेलो गर्ने छु, फलफुल बेचेर जीउ पाल्ने छु । जीवन भर माग्ने छैन ।”

“ठीक छ, लौ एक मोहर लेउ, इलम सुरु गर । मेरो आशीर्वाद छ ।” त्यो मानिसले भन्यो ।

बालकको मुखमण्डलमा खुशीको रेखा कोरियो । त्यो देखेर त्यो मानिस भाव विभोर भयो । मनमा कोमल भावना र आत्मीयताको दिव्य अनुभूति भुलभुलिन लाग्यो । बालकको मन प्रबल वेगशील बन्यो । यस प्रेरणाले उसमा नयाँ उत्साह, नयाँ भावना, नयाँ जाँगर मौलाएर आयो । ऊ हाँस्दै, खुशी हुँदै, एक मोहर लिएर गयो ।

धेरै दिन, महिना, वर्ष बित्दै गयो । एक दिन विद्या सागर त्यही सहरमा आइपुगे । एक्कासि कुनै युवक आएर उनलाई प्रणाम गरेर उनको हात समात्यो, पाउ पत्न्यो । विद्या सागर आश्चर्य मानेर सोधे, “यहाँ को हुनुहुन्छ?”

“म हजुरको बालक हुँ ।”

“कसरी?”

“अघि हजुरले एक मोहर दिनुभएको थियो । सो खेलो गर्दै गर्दै आज म सम्पन्न भएको छु ।” युवकले आफ्नो परिचय दिँदै भन्यो । उसले विद्या सागरलाई आफ्नो दोकान लगेर देखायो ।

युवकले हात जोड्दै भन्यो, “यहाँको कृपाले आज म लाखौँको मालिक भएँ । यो उपकारमा म सधैं ऋणी छु । जिन्दगी भर भुल्दिनँ ।”

विद्या सागरले शिरमा हात राख्दै भने, “मेरो आशीर्वाद छ । मैले कल्पना गर्न नसक्ने यति सम्पन्न भएछौ, धन्यवाद । यो भगवत्कृपाको परिणाम हो ।”

युवकले जिज्ञासा गर्दै भन्यो, “यहाँ को हुनु हुन्छ ? नाम के हो ? कहाँ बसोबास गर्नु हुन्छ ? यहाँ देव पुरुष हुनुहुन्छ ।” विद्या सागरले आफ्नो सम्पूर्ण वृत्तान्त वर्णन गरे र भने,



“अब म लोक कल्याणमा लागेको छु । यही मेरो धर्म हो ।” बाबुले मलाई धन्यवाद दिनुभन्दा पनि तिमीले बाटोमा भोका, खान नपाएका अरू बालकलाई पनि सहयोग गरे तिनले पनि पछि गएर ठुलो मान्छे बन्ने थिए । यति गरे मेरो मन प्रफुल्ल हुने थियो । यति सुनेपछि ती युवक मानसिक सन्तोषले भावविभोर भए, अनिर्वचनीय देवदुर्लभ आनन्द अनुभूतिमा

निमग्न रहे र उनलाई सहयोग गर्ने छु भनेर वाचा गरे । बोट वृक्षमा फुलहरू सुन्दरतामा फुल्छन्, तिनले फुल र सुवास बाँडिरहन्छन् । फल फल्छ, तर वृक्षले फल उपकारमा, उपहारमा चढाइरहन्छ । मानवको निमित्त यो महान् आदर्शको प्रतीक छ । मानवले अरूलाई सत्मार्गतिर लम्कने प्रेरणा दिनु मानवता हो, महानता हो ।



अनुपा तिवारी  
कक्षा १२ ख  
पर्वत

## ऊर्जा संकट न्यूनीकरणमा नवीकरणीय ऊर्जाको भूमिका

विद्युत् बिना गाउँ सहर अन्धकार भैरहेको बेला, खाना पकाउने ग्याँस नपाएर तयारी खाद्य वस्तुको खोजमा भौँताँरिदै गर्दा, ऊर्जा संकटले उद्योग धन्दा ठप्प भइरहेको बेला, अनि राष्ट्र नै ऊर्जा बिनाको सिधिल अर्थतन्त्रमा घिसिरहेको बेला राष्ट्रभक्तिको भावले कुनै पनि नेपाली भाव विह्वल हुनु स्वाभाविक नै हो ।

वास्तवमा ऊर्जाले हाम्रो शरीर चलायमान बनाउँछ, यसले नै ओसारपसार गर्छ, कुटानी पिसानी गर्छ, राप, ताप र प्रकाश दिन्छ । समग्र जीवन सृष्टि ऊर्जाबाटै संचालित छ र गतिशील पनि । ऊर्जा अर्थतन्त्रका लागि प्राण हो भने औद्योगिक विकासका लागि मुटु । मुटुबिनाको जीवन खोजि रहेको हाम्रो अथक प्रयास कदाचित्त सम्भव छैन भन्ने कुरामा दुई मत छैन । राष्ट्रको जीवनलाई गति दिने हो भने भयावह रूपमा बढ्दै गएको ऊर्जा संकटलाई तुरुन्तै सम्बोधन गर्ने बेला आएको छ । दुःख लाग्छ, जलस्रोतको धनी देशका नागरिक हामी अन्धकारमा उन्नति र प्रगति खोजिरहेका छौं, आफ्नो मुहार खोजिरहेका छौं ।

विदेशी मुलुकबाट अरबौं रूपैयाँ खर्चेर ल्याइने अनवीकरणीय ग्याँस, डिजेल, पेट्रोल र कोइलाको विकल्प खोज्ने कि यथास्थितिमा बस्ने ? सान्दर्भिक प्रश्न बन्दछ । सम्भावना खोज्ने नै हो भने हामी सम्भावनाको खानीमा छौं । ६००० हजारभन्दा बढी खोलाबाट लगभग १ लाख ५० हजार मेघावाट जलविद्युत् उत्पादन गर्ने क्षमता छ हामीमा । हाम्रो

आफ्नै श्रोतसाधन, प्रविधि र पुँजीको प्रयोग गर्ने हो भने पनि देशको सहरदेखि दुर्गम वस्तीसम्म झलमल्ल बनाउन सक्छौं । तर हामी वातावरण विनास गर्न विदेशबाट आयातित डिजेल प्रयोग गरी थर्मल प्लान्ट राख्न खोज्दै छौं ।

पशुपालन सहितको मिश्रित कृषिप्रणाली भएको हाम्रो देशमा सफा नवीकरणीय ऊर्जा गोबर ग्याँसको प्रचुर सम्भावना छ, सौर्य ऊर्जाको दृष्टिबाट हेर्ने हो भने छब्बीस हजार मेगावाट बिजुली उत्पादन गर्न सकिन्छ । यस्ता कैयौं ठाउँहरूमा हावाबाट विद्युत् उत्पादन गर्न सकिन्छ । ग्रामीण भेगका चुल्होहरूलाई सुधार गर्ने हो भने दाउरा खपतमा कमी ल्याई वनजङ्गल जोगाउन सकिन्छ । त्यति मात्र होइन, राष्ट्रमा दिगो, भरपर्दो वातावरण मैत्री ऊर्जा विकास गर्ने हो भने विद्यमान संरचनालाई सुधार गर्नु पर्छ । त्यसको लागि Private Public Partnership उपयुक्त हुन सक्छ । स्थानीय जनताहरूको सहकार्यमा जस्तासुकै परियोजना पनि सम्पन्न गर्न सरकारले नीतिगत, आर्थिक एवं संरचनागत परिवर्तन गर्नु जरुरी छ । लघु विद्युत् आयोजना निर्माणका लागि सरकारले प्रचुर आर्थिक र प्राविधिक सहयोग गर्नुपर्छ । त्यस्तै सौर्य र वायोग्याँस प्रवर्धनको लागि पर्याप्त अनुदानको व्यवस्था गर्नुपर्छ, जसबाट छोटो समयमा नै ऊर्जा संकट समाधान भई ऊर्जा सप्ताह २०६९ को अवसरमा सरकारले घोषणा गरेको सन् “२०१७ सम्म प्रत्येक घरमा नवीकरणीय ऊर्जाको प्रयोग” भन्ने नारा सार्थक तुल्याउन सकिन्छ ।





राजकुमार साह  
कक्षा ५ क  
कपिलवस्तु

## मेरो साथी

जसले हामीलाई साथ दिन्छन्, कहिल्यै अलग हुँदैनन्, खुशीमा हाँस्छन् र दुःखमा सहयोग गर्छन् वास्तवमा त्यस्ता व्यक्ति नै हाम्रा साथी हुन्। साथी विभिन्न किसिमका हुन्छन्। हामीले सधैं असल साथी रोज्नु पर्छ। मेरो साथीको नाम प्रवेश दुङ्गाना हो। उनी गण्डकी स्कुलको कक्षा ५ वर्ग 'क' मा पढ्छन्। उनी एघार वर्षका छन्। उनको घर पोखरा लेकसाइड हो। हामी सँगै बस्छौं र असाध्यै मिल्छौं पनि। उनी पढाइका साथसाथै अरू खेलकुदमा पनि जान्ने छन्। उनी सधैं आफ्नो काम आफैं गर्छन्। उनी अरूलाई सकेसम्मको सहयोग गर्छन्। उनी आफूभन्दा सानालाई माया र आफूभन्दा ठूलालाई आदर गर्छन्। उनी सधैं हाम्रो कक्षामा प्रथम हुन्छन्। मैले नजानेको कुरा उनीसँगै सोध्छु। सबै शिक्षकहरूले उनको पढाइको तारिफ गर्नुहुन्छ। उनले एकचोटि भनेको र सुनेको कुरा कहिल्यै बिर्सदैनन्। उनी सधैं ध्यानपूर्वक काम गर्छन्। उनले आफुले कुन समान

कहाँ राखेका छन् भन्ने थाहा पाइ रहन्छन्। उनले आफुले गर्न सकिने काम आफैं गर्छन्। सबैसँग सदा राम्रो व्यवहार गर्छन्। उनी कसैलाई पनि दुःख दिँदैनन्। उनी कोहीसँग पनि झगडा गर्दैनन्। मेरा साथी प्रवेश ज्यादै परिश्रमी छन्। उनी सधैं आफ्नो काम गर्छन्, कहिल्यै अल्छी गर्दैनन्। हामी सँगै पढ्छौं। कुनै कार्यक्रम हुँदा उनी सधैं मसँग बसी मसँगै रमाउँछन्। उनी असल छन्। उनको बानी मलाई असाध्यै मन पर्छ। उनी नचाहिने कुरा कहिल्यै गर्दैनन्। उनले पुरस्कार पाउँदा मलाई आफैंले पाए जस्तो लाग्छ। मलाई उनीसँग कहिल्यै छुटिन मन लाग्दैन। प्रवेश एकदमै राम्रा साथी हुन्। प्रवेश जस्तै अरू साथी भइदिए मलाई एकदम राम्रो लाग्थ्यो। हामीले साथीको महत्त्व बुझी राम्रो साथी रोज्नु पर्छ।



प्रकाश पन्त  
कक्षा ५ ख  
बर्दिया

## मेरो गाउँ

मेरो नाम प्रकाश पन्त हो। म बर्दिया जिल्लाको भुरी गाउँ गाउँमा बस्छु तर अहिले पढ्नको लागि म पोखरा आएको छु। मेरो गाउँ असाध्यै राम्रो र रमाइलो छ। बर्दिया जिल्लाको सदरमुकाम गुलरिया हो। बर्दिया जिल्ला मध्य पश्चिमाञ्चल क्षेत्रको भेरी अञ्चलमा पर्दछ। बर्दिया जिल्लामा एकदमै बढी गर्मी हुन्छ त्यसैले सबै मानिसहरूले शीतल कपडाहरू लगाउँछन्। सबै मानिसहरू मिलेर बस्छन्। मेरो गाउँमा निरन्तर बगिरहने दुईवटा साना खोलाहरू छन्। ती खोलामा साना माछाहरू पनि पाइन्छन्। हाम्रो गाउँमा एउटा मन्दिर पनि छ जसको नाम कृष्ण प्रणामी मन्दिर हो।

त्यस मन्दिरमा धेरै मानिसहरू साँझतिर पूजा गर्न आउने गर्दछन्। मेरो घरबाट अन्दाजी ६ किलोमिटरको दुरीमा एउटा सानो बजार छ। त्यहाँ धेरै पसलहरू छन्। त्यहाँ एउटा सानो बस पार्क र टिकट काउन्टर पनि छ। हामी त्यहीँबाट खानेकुरा, किताब, कापी र लुगा कपडाहरू किन्दछौं। हाम्रो घरबाट बसमा पोखरा आउन पन्ध्र घण्टा जति लाग्दछ। हाम्रो गाउँ हरियालीले पनि भरिपूर्ण छ। यहाँ सधैं ताजा हावा चलि रहन्छ। मलाई मेरो गाउँ असाध्यै राम्रो लाग्छ।





विशाल न्यौपाने  
कक्षा १२ ख  
स्याङ्जा

## (न)जानेर कोरिएका शब्दहरू

समय बित्दै जान्छ । हरेक चिजले आफ्नो मुहार गुमाउँछ । फुलेको फुल ओइलाउँछ । पलाएको टुसा मौलाएर पनि भर्छ । कैयौं वसन्तसम्म दोहोरिरहन्छ । पहिरनका सामान छान् भने ती पनि फाट्छन् । खानपिनका कुराहरू सड्छन् । जीव जन्तुहरू पनि माटोभित्र खनिज पदार्थमा परिणत हुन पुग्छन् । तर अचम्म लाग्छ, हाम्रो गण्डकी जसले पचास वसन्त पार गर्दै छ तर रूप गुमाउनुको साट्टो फस्टाएको छ । फुलभै ओइलाउनुको साट्टो फक्रिएको छ । फाटेको छैन, सडेको छैन, अनि चाउरिएको पनि छैन । भन् भन् युवा/तन्नेरी भएको छ । जहाँ छ त्यहीँ भव्य छ, निडर छ सुन्दर छ र अस्तित्व कहिल्यै लोप नहुने गरी निर्मित भएको छ । फुलेको छ, फैलिएको छ, मौलाएको छ, गतिशील छ । छाप्रो थियो रे कुनै बेला । हावाले पनि मोहनीमा फसाएर आफूसँगै लैजान सक्ने खालको तर अहिले एकदम सचेत र सबल छ । कसैले करै गरे पनि आफ्नो पाइला नसानै । शीतलतासँगै रमेको छ । गण्डकीसँगै सुसेल्छ यो । आफ्नो शरीरमा शिक्षक, कर्मचारी र विद्यार्थीहरूलाई पद्धति बनाएर राखेको छ । यो भूमिमा रहेर आफ्नो छुट्टै पहिचान निर्माण गरेको छ, चारैतिर, कुना काप्चा जताततै मानौं रवि नपुगेको ठाउँसम्म पनि ।

आश्चर्य छ, बाँसले संस्कार देखाउँछ । ढोग्नका निमित्त त्यति अग्लो भएता पनि कष्ट नमानी शिर निउराउँछ, निउरोले जस्तै गरी केराको बोट पनि आफ्नो चलनबाट मुक्त हुन खोज्दैन । हात हल्लाउँछ र भन्छ बाँसलाई “पढेन पढेन दुःख

नपाऊँ” टाउको हल्लाएभै गरी । हो, त्यस्तै संस्कार छ हाम्रो विद्यालयमा । शिक्षकहरू शिक्षा दिन्छन् । कति पनि कष्ट नमानी बाँसकै सिको गरेभै गरी । विद्यार्थीहरू ज्ञान लिन्छन् खुसी मानी मानी । बुझेर टाउको हल्लाउँछन् केराको पातले भै गरी । तर अर्थ फरक छ टाउको हल्लाउनुको विद्यार्थीको निमित्त स्वीकारको हल्लाई अनि केराको चाहीँ कष्ट रोकावट । जे भए पनि आखिर कर्तव्य पालन अनि संस्कारको पछ्याइ अर्थात् गण्डकीको केन्द्रीय विशेषता हो । अहिलेको माहोल भन् बेग्लै छ । कता न कता दसैं आए जस्तो । एउटा चाड हो यो । चाड मात्र नभनौं उत्सव हो । उत्सवको पनि उत्सव भनौं क्यार । त्यो हो स्वर्ण जयन्तीको माहोल । कस्तो भाग्यमानी म, म लगायत सम्पूर्ण विद्यार्थीहरू । यस्तो उत्सवको समयमा आफ्नो उपस्थिति । धन्य छ जसले मलाई यहाँ ल्याइदिनु भयो । सुनभन्दा नि पहेँलिएको छ यो भूमि, फुलेका फुलका सहायताले भन् । त्यस्तो बगैँचामा हुर्कन पाएको छु । असाध्यै खुसी तर पुरा होसियारीका साथ ताकि खुसीमा मेरो मत्याइँ र दुःखमा मेरो रोदन बढी नहोस् जुन हो गण्डकीको सिकाइ ।

यस्तै छ मैले (न) जानेका अक्षर अनि शब्दहरू । कोर्दै छु मैले कलमले अभै । सदा उच्च रहोस् । चुली चुम्न सफल होस् । सफलता नै शिर बनोस्, पाइला यसको बाटो । सेवा, ज्ञान र संस्कार सधैंभरि रहि रहोस् । स्वर्ण जयन्तीको अवसरमा । धेरै धेरै शुभकामना, आगामी दिनहरूका लागि पनि ।







प्रतीक पौडेल  
कक्षा १० क  
स्याङ्जा

## भगवानलाई चिठी

लामाचौर, पोखरा ।  
मिति : २०७२ साल

प्रिय सुरदेव,

आक्रोश र आशा साथ मिठो सम्झना !

तिम्रो कृपाले आजका दिनसम्म आरामै छु । देवकोटाले भनेजस्तै तिम्रो अमरपनमा कुनै खड्को आएको छैन भन्ने आशा राख्छु । औपचारिक रूपमा भेटवार्ता गर्न भन्ने साधारण अवस्थामा न्यूनतम स्वर्ण जयन्ती नै कुनै पर्ने भए पनि धरतीको टिठ लाग्दो अवस्था देखेर नास्तिकतालाई तोड्दै कुनै सिप नलागेर तिम्रीलाई नै पुकार गर्दैछु । तिम्री विष्णु हो, राम हो, शिव हो, बुद्ध हो, यशु हो वा अल्लाह हो, मलाई थाहा छैन तर जसको हातमा पुगे पनि मेरो पत्र सुरक्षित रहनेछ र यसका सम्बन्धमा आवश्यक मनन गरिने छ भन्ने आशा राख्छु ।

यस मेदिनीको बनावट गर्दा तिम्रिले के कति राम्रा काम गर्‍यो, मलाई हेक्का छैन । तर मेरो विचारमा तिम्रिले एउटा गल्ती चै गरेकै हो । तिम्रिले मान्छौ या मान्दैनौ सायद त्यो भुल नै होला तर अमरपुरभन्दा नेपाललाई सुन्दर बनाउनु तिम्रो गल्ती हो । भौगोलिक विविधतामा जैविक विविधता थपेर सारा ब्रह्माण्डका कुबेर लोभ्याउन सक्ने क्षमताका साथ तिम्रिले यसको सिर्जना गरेछौ । 'अतिथि देवो भवः' भन्ने भावना यहाँका मानिसलाई सिकाएछौ तर तिम्रिले गरेको पक्षपातको वा भुलले निम्त्याएको नतिजाको भागीदार अहिले आफै बन्दै छौ । अरू राष्ट्रले स्रोत तथा साधनको प्रयोग गरेर आफुलाई निकै विकसित त बनाइ सकेका र बनाउँदै छन् । विकासको अर्को फड्कोको स्वरूप तिनीहरू नास्तिकता/भौतिकवादमा प्रवेश गरिरहेका छन् र गर्दैछन् । यस्ता गतिविधिले तिम्रो आफ्नै अस्तित्व धरापमा परेको छ । तर नेपाल जहाँको त्यहीँ छ । अझ भनौ न,.... पछाडि परेको छ । तिम्रिले गरेको महानता र मायाको यहाँ कदर होला जस्तो मलाई लाग्दैन । हुन त देवकोटा, आचार्य, श्रेष्ठ, पौड्याल थरका कविले लेखेको कविताले तिम्रीलाई ढाडस/सान्त्वना मिल्थ्यो होला तर याद गर, अब त्यस्तो

युग कहिल्यै फर्कने छैन । अर्थात् तिम्रो अस्तित्व यहाँ पनि छायाँमा परेको छ । तिम्रीलाई अचम्म लाग्ला तर छायाँमा यहाँ विश्व निकै ठुलो क्रान्ति लिएर उपस्थित हुँदै छ । तर तिम्री भने उही पुरातनवादी सोचमा अल्झिरहेछौ । तिम्री सायद एकपटक यहीँ आउनुपर्छ । यहाँ .... अल्लाह, राम, श्याम, हरि, गिता, सीता आदि नामका सयौँ देवता उदाइ सकेका छन् । हरेक देवताका छुट्टाछुट्टै धर्म स्थापना भएको छ र सुरु भएको छ, धर्म परिवर्तन गराउने लहर । हरेक गल्लीमा हरेक धर्मका फरक फरक धार्मिक केन्द्र पाउनु स्वभाविक बनेको छ । धर्म अनुसारको भिन्न भिन्न अतिवादी सङ्गठनको स्थापना भएका छन् र सुरु भएको छ, धार्मिक दङ्गा । यहाँ अहिले धर्मका विरुद्ध धर्म उत्रेका छन् । अझ यो भन्दा पनि अर्को बिडम्बना रहेको छ, यहाँ धर्मका नाउमा व्यापार गरिरहेका छन् । नयाँ देवतासँगै नयाँ धार्मिक स्थल, नयाँ धार्मिक स्थलसँगै नयाँ धन्दा यहाँ सुचारु गरिन्छ, शिक्षाको अभावमा भौतारिरहेका जनता यस्तै धर्मको अनुयायी बन्छन् । अझ बिडम्बना त त्यसबेला थपिन्छ जब धर्ममाथि पनि राजनीतिक हस्तक्षेप हुन्छ, राजनीतिक कर्मिले धार्मिक नारा उक्साइदिन्छन्, धार्मिक द्वन्द्व बढाइदिन्छन्, सडकमा उत्रन्छन् भक्तजन र फेरि फाइदा उठाउँछन् तिनैले । धार्मिक सहिष्णुताको अवस्था तिनैले नियाल्छन् र भन्छन् देश र जनताको लागि आफ्नो समर्पण र नयाँ नारा चर्काउँछन्, नयाँ क्रान्ति नयाँ देश ।

प्रिय भगवान् ! यहाँको यस्तो अवस्था सुन्दा पार्ने कसैको सामर्थ्य रहेनछ । भोलिवादले गसित यहाँ सयौँ भोलिले दिक्क भई म तिम्रो सहयोगको आशा राख्छु । तिम्रो अस्तित्व दर्शाउने यो नै सबैभन्दा उपयुक्त समय हो जस्तो लाग्छ । त्यसैले तिम्री आऊ र यहाँको अवस्था सुधार । अनि जोगाऊ आफ्नो अस्तित्व र राख आफ्नो साख ।

जय अध्यात्मवाद !

तिम्रो शुभचिन्तक





अनुवादक : असिम बाटाजु  
एसएलसी व्याच २०६४  
(हाल मणीपाल शिक्षण अस्पताल  
एम.बि.बि.एस अध्ययनरत)

## कविता

### सहरको जीवन

सिमेन्ट र ढुङ्गाले कठोर बनेको छ मेरो दिमाग  
स्टिलका रडहरूले बनेको मेरो हस्तपाउ  
नोटका पत्रहरूले किचिएको मेरो पेट  
व्यापारका क्रममा किनिएको मेरो आत्मा  
आज मेरा रक्त नलीहरूमा धातु खन्याइएका छन्  
सिसाहरूले श्वासरुद्ध भएको मेरो फोक्सो  
प्लास्टिकमा बदलिएको मेरो रगत  
अपराधहरूले कुल्चिएको मेरो सिर  
मेरो अनुहार शीतल मौसमको नक्सा जस्तै थियो  
नाङ्गो हड्डीमा पलाएका छालाहरू  
तर मेरा कथाका पानाहरू मेरै सामुने च्यालिएका छन्

र मेरो मुटु आज ढुङ्गामा बदलिएको छ  
मलाई फेरि मेरै ठाउँमा बग्न देऊ  
कलकल बग्ने नदी जस्तै  
मलाई फुल्न, फल देऊ  
बिउवाट उम्रेको गहुँ जस्तै  
मलाई मेरा हातहरू फैलाउन देऊ  
प्रकृतिका रुख जस्तै  
मलाई एक पटक फेरि मेरा सन्ततिहरूले माया गरून्  
(ग्यारेथ ओवेनको 'Song of the City' नामक यो कविता कवि  
बाटाजुले आफू कक्षा आठमा पढ्दा अनुवाद गर्नु भएको हो । :  
सम्पादक)

सन्ततिहरू



आस्था काफ्ले  
कक्षा ८ ख  
सर्लाही

## अहिलेका केटाकेटी र मोबाइल फोनप्रतीको मोह

सुन्दै कस्तो अचम्म लाग्दो । आजकलका केटाकेटीहरू मोबाइल भन्ने वित्तिकै मरिहल्ले गर्छन् । मोबाइलप्रतीको मोह र लगाव निकै बढेको छ, यिनीहरूमा । मोबाइलको नयाँनयाँ ब्राण्डको विकासले हो वा साथीहरूको देखासिकीबाट, आजकालका केटाकेटीका लागि त मोबाइल एक अभिन्न अङ्ग भैँ भइसकेको छ । सात, आठ कक्षामा पुग्ने वित्तिकै यिनीहरूको मनमा मोबाइल लिन पाए कति मजा हुँदो हो भन्ने भावना आउन थाल्छ तर उनीहरूलाई यो पनि थाहा हुन्छ कि उनीहरू आफैँ मोबाइल बोक्न योग्य उमेरमा आइपुगेका छैनन् । तर पनि उनीहरू आफ्नो परिवारलाई मोबाइल किनिदिन प्रस्ताव राख्छन् । परिवारले पनि परीक्षामा राम्रो अङ्क ल्याएमा किनिदिने आशा देखाएका हुन्छन् । केटाकेटी पनि एकलै बस्न सक्दैनन् । उनीहरूलाई गफ गर्न पनि कोही साथी चाहिन्छ । यसैमा अहिले फेसबुक, स्काइप जस्ता नेटवर्कड साइटहरूको विकास भएपछि त उनीहरूलाई पनि यसको प्रयोग गर्न मन लाग्छ र उनीहरूको मोबाइलप्रतीको मोह अझै बढ्छ । सुरुसुरुमा त

उनीहरू आफ्नो बाबा आमाकै मोबाइल प्रयोग गर्छन्, तर सधैं खुसुक्क लग्दा थाहा पाउँछन् कि भनेर मोबाइल चार्ज गर्ने, गृहकार्य गर्न मोबाइलको सहायता चाहियो भन्दै बाहना बनाउन थाल्छन् । त्यसपछि त रात बितेको पनि पत्तो हुँदैन । यो काम आफ्नै फोन नआउँदासम्म जारी नै रहन्छ । आफ्नै फोन आएपछि त भन् पढाइ भन्ने कुरै विर्सन्छन् । अहिले त भन् आफ्नो मोबाइल देखाएर आफू ठुलो हुन र आफ्ना साथीहरूलाई होच्याउन पनि पछि पर्दैनन् केटाकेटीहरू । यसले गर्दा साथीभाइबिच झगडा हुने, बोलचालै बन्द पनि हुने गर्छ ।

देशका कर्णधार केटाकेटीहरू अहिलेदेखि नै मोबाइल बाहेक केहीलाई पनि महत्त्व नदिने, राष्ट्रियता विर्सने भए भने त देश कसरी बन्ला र खै ? मोबाइलको व्यापार त बढ्छ नै तर त्यस बाहेक अरू केही हुन्छ जस्तो त लाग्दैन । त्यसैले आजका पिँढीलाई मोबाइल भन्दा बाहिर पनि निकै ठुलो संसार छ भनेर चिनाउन जरुरी छ ।





लाक्पा छिरी शेर्पा  
कर्मचारी  
सन् १९८५ देखि कार्यरत

## कर्मलाई धर्म ठान

हाम्रो समाज अन्यौल ग्रस्त छ । शास्त्र निर्देशित ज्ञानदेखि टाढा भएको छ । धर्मका नाममा जताततै भगडा भएको छ । यो सबै अज्ञानताको कारण हो । हरेक शास्त्रले असलै कुरा सिकाएको छ । जस्तै श्रीमद्भागवत पृष्ठ नं. ५६२ मा लेखिएको छ भगवान् आकाश समान सम्पूर्ण देहधारीमा आत्मारूपले सदा सर्वदा रहनुहुन्छ । परमप्रिय पनि उही नै हुनुहुन्छ । यो कुरा ऋषिमुनिले भन्नु भएको थियो । कृष्णले भन्नु भएका सन्देशहरूको पनि उत्तिकै महत्त्व छ । अभिमान गर्नु हुन्न कहिले पनि कसैको कुभलो चिताउनु हुन्न । सबै काम गम्भीर भएर गर्नु पर्दछ । प्रभु जगतका मालिक ईश्वर जो आत्मामा छन् । पशुहरूको बलि गरेर भूतप्रेतको उपसन गर्न थाल्यौ भने त्यसले अवश्य विवश भै नर्कको यातना भोग्नु पर्दछ र अन्तमा घोर अन्धकार अर्थात् अज्ञानमा परेर जड योनिमा प्रवेश गर्नु पर्दछ र बर्हिमुखी गराउने कर्मको फल दुःख दायक नै हुन्छ । यदि यो कुरा असल हुँदा हुँदै पनि

मानिसहरू पाप कर्ममा रहेका छन् । गौतम बुद्धले दिनुभएको सन्देश पनि उत्तिकै महत्त्वपूर्ण छ । यदि ज्ञान र प्रेम छ भने आनन्दको अनुभूति गर्न सक्ने छौ ।

हरेक धर्म शास्त्रले सिकाएको धर्मको फल स्वरूप आखिरीमा भलाई र प्रेम बाहेक अरु कुनै विकल्प नभएको ठहर रहेछ । एसियामा नै भएको बाइबल सोसाइटीमा पनि उत्तिकै महत्त्वपूर्ण कुराहरू हामी पाउँछौ । प्रभु येशु ख्रिष्टले भन्नुभएका सन्देशहरूमा यो कुरा पाइन्छ । कर्मलाई धर्म ठान । आफ्नो छिमेकीलाई आफूलाई भैं प्रेम गर । प्रेममा आनन्द, शान्ति, धैर्य, दया, भलाई, विश्वास, नम्रता, र संयम पाइन्छ । आज धर्मशास्त्रले सिकाएका यी कुरालाई मानिसहरूले बेवास्ता गरि रहेका छन् । पशुहरूलाई त बलि दिए-दिए, कतै कतै त मान्छेको बलि दिन पनि पछि परेका छैनन् । कुनै पनि धर्मले त्यस्तो कार्य सिकाएको छैन । दुःख लाग्छ, हिंसा गर्नु धर्म हो भने पाप के हो त ?



Babita Bhandari, 6B  
Kalikot

## My Native District

My native district Kalikot lies in Karnali Zone, a part of mid-western region. Its headquarters is Manma. Karnali River flows through this district. People of different castes live there. They are Brahmin, Chhetri, Magar etc. make up communities here. They celebrate festivals together. The farmers rear sheep, goats, buffaloes etc.

here. We collect herbal plants here. There is a snow fall in winter season here. It takes me three days to reach there – two days' bus ride and a day's walk.

Kalikot is not a developed district. As it is a part of Karnali Zone, the government must give special attention to it. I love my birthplace very much.



## List of Academic and Administrative Staff (1966–1984) [Prior to the Concept of 'Regional School']

S.No.	Name	Year Worked
1	Mr. Raj Kumar Shrestha	1966 to 1966
2	Mrs. Shrestha (Raj Kumar)	1966 to 1966
3	Mr. Colin Smith	1966 to 1967
4	Mr. Bhojraj Marahatta	1966 to 1967
5	Mrs. Martha Mukhiya	1966 to 1968
6	Mr. Subajeet Tamang	1966 to 1969
7	Miss. Pat Mabey	1966 to 1977
8	Mr. Shanti Isaac Subba	1967 to 1970
9	Miss. P. Davis	1967 to 1972
10	Mr. Krishna Bdr. Thapa (Bhakta )	1967 to 1984
11	Mr. Prem Bdr. Thapa	1967 to 1995
12	Mr. Vednidhi Sharma	1968 to 1968
13	Mrs. Tomoko Tsukada	1968 to 1974
14	Mrs. Saraswati Thapa	1968 to 1974
15	Mr. Netra Bdr. Baniya	1969 to 1969
16	Mrs. Hazal Buckner	1969 to 1970
17	Mr. Bengt Sundberg	1969 to 1970
18	Mr. Tom Valvik	1969 to 1971
19	Mr. Tankanath Sharma	1969 to 1980
20	Mr. Bhojraj Neupane	1969 to 1982
21	Miss. Lala Turner	1969 to 1982
22	Mrs. Maichang Gautam	1969 to 2004
23	Mr. Bob Buckner	1969 to 1979
24	Mr. Liladhar Jaisi	1970 to 1971
25	Mr. Shiva Psd. Parajuli	1970 to 1972
26	Mr. Larry Asher	1970 to 1977
27	Mrs. Phyllis Asher	1970 to 1977
28	Mr. Ron Mowll	1970 to 1980
29	Mr. Surya Bdr. Baniya	1970 to 2015
30	Mr. Loknath Devkota	1971 to 1971
31	Mr. Loknath Manen	1971 to 1971
32	Mr. Hari Bdr. Thapa	1971 to 1972
33	Mr. Jostein Holm	1971 to 1972
34	Mr. Peter Hitchen	1971 to 1972
35	Mr. Jonathan Lindell	1971 to 1976
36	Mr. Dayamal Gautom	1971 to 1994
37	Mr. Narayan Basnet	1972 to 1972
38	Miss. Eileen Baldry	1972 to 1972
39	Mr. Lalchan Pradhan	1972 to 1972
40	Mr. Bikal Sherchan	1972 to 1972
41	Mr. Krishna Adhikari	1972 to 1972
42	Mr. Man Bdr. Thapa	1972 to 1973
43	Mr. D. McCauly	1972 to 1974
44	Mr. Krishna Gopal Parajuli	1972 to 1974
45	Mr. John Peterson	1972 to 1977
46	Mr. Shyam Bahadur K.C	1973 to 1971
47	Mr. Basudev Kafle	1973 to 1975
48	Mr. Yek Bahadur Ranabhat	1973 to 1976

49	Mr. Richard Clark	1973 to 1977
50	Miss. Margaret Kingsley	1972 to 1977
51	Mr. B. Buckner	1973 to 1977
52	Mr. Chandrakanta Devkota	1973 to 1977
53	Mr. Karna Chaudhary	1973 to 1977
54	Mr. Tilak K.C.	1973 to 1982
55	Mr. Doug Curry	1974 to 1977
56	Mrs. Aslesha Sharma	1974 to 1980
57	Mr. Kritiraj Baral	1974 to 1984
58	Mr. Sundar Mashiha	1974 to 1984
59	Mr. Raj Mashiha	1974 to 1984
60	Mr. Narahari Sharma	1974 to 2000
61	Mr. Bamdev Sharma	1974 to 2006
62	Mr. Hari Poudel	1975 to 1981
63	Mr. David McConkey	1976 to 1986
64	Miss. Dorothy Broom	1976 to 1977
65	Mr. Chabilal Acharya	1976 to 1978
66	Mr. Dayaram Timilsina	1976 to 1982
67	Mr. Saligram Adhikari	1976 to 1984
68	Mr. Dilli Raj Devkota	1976 to 1994
69	Mr. Radhakrishna Devkota	1976 to 1999
70	Mr. Dayaram Timilsina	1976 to 2010
71	Mr. Purnakhar Gautam	1976 to 2011
72	Mr. Sukraraj Devkota	1977 to 1978
73	Mr. Bir Bdr. Gurung	1977 to 1978
74	Mr. Brian Wood	1977 to 1980
75	Mr. Dan Kumar Pradhan	1977 to 1980
76	Mr. Ramadhin Pandey	1977 to 1983
77	Mr. Gagan Gurung	1977 to 1984
78	Mr. Dayaram Timilsina	1977 till now
79	Mr. Chandra Bdr. Baniya	1978 to 1995
80	Mr. Yubaraj Sharma	1978 to 1978
81	Mr. Keshav Bohora	1978 to 1978
82	Mr. Adrian Evane	1978 to 1978
83	Mr. David Carson	1978 to 1978
84	Dr. David Hawker	1978 to 1978
85	Mr. Chakra Dhakal	1978 to 1979
86	Mrs. Eline Haggerty	1978 to 1979
87	Mr. Kaman Singh Gurung	1978 to 1981
88	Mr. Colin Berry	1978 to 1981
89	Mr. Attan Tshering	1978 to 1981
90	Mr. Hari Lal Bhattarai	1978 to 1982
91	Mr. Bob Burkholder	1978 to 1983
92	Mr. David Hawker	1978 to 1983
93	Mr. Khem Lal Gautam	1978 to 1983
94	Dr. Alison Craven	1978 to 1984
95	Mr. Finly Hodge	1979 to 1081
96	Mr. Mohan Singh Gurung	1979 to 1979



97	Miss. Rekha Chitra Pradhan	1979 to 1979
98	Mr. Rodney Simonds	1979 to 1979
99	Mr. Netra Bdr. Karki	1979 to 1979
100	Mr. Allan Davis	1979 to 1980
101	Mrs. Allan Davis	1979 to 1980
102	Mr. Pekka Seppoen	1979 to 1980
103	Mr. Gopal Bdr. Shahi	1979 to 1980
104	Mr. Jeetendra Bhandari	1979 to 1981
105	Mr. Achyutraj Poudel	1979 to 1982
106	Mr. Padmalal Viswakarma	1979 to 1982
107	Mr. Prajapati Timilsina	1979 to 1982
108	Mr. Lok Bdr. Karki	1979 to 1984
109	Mr. Brihaspati Sapkota	1979 to 1984
110	Mr. Mohan Krishna Gurung	1979 to 1984
111	Mr. Liladhar Adhikari	1979 to 2005
112	Mr. Ramhari Sharma	1980 to 1983
113	Mr. Ganesh Chhetry	1980 to 1983
114	Mr. Bakhat Bdr. Nepali	1980 to 1992
115	Mr. David Mole	1981 to 1981
116	Mr. Saru Bhakta Shrestha	1981 to 1981
117	Mr. Sher Bdr. Thapa	1981 to 1981

118	Mr. Jagannath Devkota	1981 to 1981
119	Mr. Nrendra	1981 to 1982
120	Mr. Khadka Bdr. Chand	1981 to 1983
121	Mr. Sodar Chaudhary	1981 to 1983
122	Mr. Jhapat Bdr. Karki	1981 to 1983
123	Mr. Shree Bhadra	1981 to 1984
124	Mr. Krishna Psd. Ghimire	1981 to 1995
125	Mr. Ganeshmarsingh Bhandari	1982 to 1986
126	Mr. Kesh Bdr. Gurung	1982 to 1991
127	Mr. Shreeman Gurung	1982 to 1995
128	Mr. Dilip Kumar Sharma	1982 to 2000
129	Mr. Govinda Raj Sharma	1982 to 2005
130	Mr. Heramba Psd. Koirala	1983 to 1984
131	Mr. Min Bdr. Gurung	1983 to 1984
132	Mr. Ben Westerling	1983 to 1990
133	Mr. Dhan Narayan Shrestha	1984 to 1984
134	Mr. Devnath Sapkota	1984 to 1984
135	Mr. Dil Bdr. Gurung	1984 to 1984

## List of Academic and Administrative Staff of Regional School (1985 – 2015)

S.No.	Name	Year Worked
1	Mrs. Basanti Tamang	1985 till now
2	Mr. Krishna Bdr Thapa	1985 till now
3	Mr. Lok Bdr. Thapa	1985 to 1985
4	Mr. Lakpa Tsheri Sherpa	1985 till now
5	Mrs. Bishnu Nepali (Gurung)	1985 till now
6	Mrs. Maya Bhujel	1985 till now
7	Mrs. Parbati Adhikari	1985 till now
8	Mr. Arjun Kumar Gurung	1985 till now
9	Mr. Kamal Mani Baral	1985 to 1985
10	Mr. Tulsi Man Tapol	1985 to 1985
11	Mr. Krishna Psd. Nepal	1985 to 1985
12	Mr. Damodar Neupane	1985 to 1985
13	Mr. Krishna Psd. Nepali	1985 to 1985
14	Mr. Janardan Tripathi	1985 to 1986
15	Mr. Lekh Ratna Shakya	1985 to 1986
16	Miss. Zenobia Sadique	1985 to 1986
17	Mr. Hari Psd. Gurung	1985 to 1986
18	Mr. Nar Bahadur Gurung	1985 to 1986
19	Mr. Kumarsingh Gurung	1985 to 1986
20	Mr. Hem Bdr. Thapa	1985 to 1986
21	Mrs. Hari Maya Gurung	1985 to 1986
22	Mr. Lok Bdr. Gurung	1985 to 1986
23	Mr. Khem Bdr. Gurung	1985 to 1986
24	Mr. Budhi Bdr. Gurung	1985 to 1986

25	Mrs. Heather Cameron	1985 to 1986
26	Mr. Gene Howard	1985 to 1987
27	Mr. Chiranjibi Gurung	1985 to 1987
28	Mr. Amrit Marshani	1985 to 1988
29	Mr. Radhakrishna Lamichhane	1985 to 1988
30	Mrs. Val Bambach	1985 to 1988
31	Mr. Richard Cameron	1985 to 1988
32	Mr. Ken Afful	1985 to 1988
33	Mr. Lok Bdr. Gurung	1985 to 1988
34	Mr. Prem Bahadur	1985 to 1988
35	Dr. David Bambach	1985 to 1989
36	Mr. Deepak Bomzon	1985 to 1989
37	Mrs. Bishnu Nepali	1985 to 1992
38	Mr. Kapil Psd. Silwal	1985 to 1993
39	Mr. Kesh Bdr. Gurung	1985 to 1993
40	Mr. Dammer Bdr. Gurung	1985 to 1993
41	Mr. Tej Bdr. Gurung	1985 to 1993
42	Mr. Hari Narayan Upadhyaya	1985 to 1995
43	Miss. Helen Parsons	1985 to 1995
44	Mr. Shankar Raj Shrestha	1985 to 1995
45	Mr. Harka Bdr. K.C.	1985 to 1995
46	Mr. Pan Bdr. Gurung	1985 to 1995
47	Mr. Rabi Lal Thapa	1985 to 1996
48	Mr. Nar Bahadur Gurung	1985 to 1996
49	Mr. Narayan Psd. Uprety	1985 to 1998



50	Mr. Varughese Thomas	1985 to 1998
51	Mr. Surya Bdr. Shahi	1985 to 1998
52	Mr. Tika Bdr. Pariyar	1985 to 2000
53	Mr. Ramchandra Shrestha	1985 to 2001
54	Mr. Hari Psd. Acharya	1985 to 2001
55	Mrs. Indra Kali Nepali	1985 to 2001
56	Mr. Nil Bdr. Thapa	1985 to 2003
57	Mr. Dev Bdr. Bhujel	1985 to 2003
58	Mr. Som Bdr. Thapa Magar	1985 to 2003
59	Mr. Baburam Bhandari	1985 to 2004
60	Mr. Govinda Adhikari	1985 to 2004
61	Mr. Liladhar Adhikari	1985 to 2005
62	Mr. Lal Bdr. Bhandari	1985 to 2006
63	Mr. Indra Psd. Gautam	1985 to 2006
64	Mr. Min Bdr. G.C.	1985 to 2007
65	Mr. Som Lal Gautam	1985 to 2007
66	Mrs. Bhagawati Magar	1985 to 2007
67	Mr. Madav Psd. Lamichhane	1985 to 2011
68	Mr. Nar Kaji Gurung	1985 to 2012
69	Mr. Ramkrishna Sapkota	1986 to 1986
70	Mrs. Hilary Jones	1986 to 1986
71	Mr. Indra Bdr. Thapa	1986 to 1986
72	Miss. Purnima Devi	1986 to 1986
73	Mr. Eugene Howard	1986 to 1986
74	Mr. Lekh Bdr. Thapa	1986 to 1987
75	Dr. Arthur Jones	1986 to 1987
76	Miss. Margaret Cranston	1986 to 1988
77	Mr. Arthur Jones	1986 to 1988
78	Mr. Nanda Psd. Gurung	1986 to 1988
79	Miss. Christine Stone	1986 to 1991
80	Mrs. Annamma Varughese	1986 to 1998
81	Mr. Sundar Tamang	1986 to 2007
82	Mr. Shiva Lal Dhital	1986 to 2014
83	Mr. Rabi Psd. Baral	1987 till now
84	Mr. Dil Bdr. Sunar	1987 till now
85	Mr. Khusiman Gurung	1987 till now
86	Mr. Devilal Gautam	1987 to 2001
87	Mr. Ramesh Kumar Gurung	1987 to 1987
88	Mr. Krishna Psd. Gautam	1987 to 1987
89	Miss. Dolmaya Gurung	1987 to 1988
90	Mr. Bob Smith	1987 to 1988
91	Miss. Jasu Gurung	1987 to 1989
92	Mrs. Sita Gurung	1987 to 1989
93	Mr. Khusiman Gurung	1987 to 1992
94	Mr. Khum Bdr. Gurung	1987 to 1993
95	Mrs. Budhi Sara Magar	1987 to 1993
96	Mr. Lal Bdr. C.K.	1987 to 1994
97	Mrs. Man Kumari Gurung	1987 to 1994
98	Mr. Jum Bdr. Gurung	1987 to 1997
99	Mr. Bir Bdr. Sarki	1987 to 2001
100	Mr. Dammer Bdr. Thapa Magar	1987 to 2003
101	Mr. Khadka Bdr. Baniya	1987 to 2004
102	Miss. Dil Sova Gurung	1988 till now

103	Mr. Ramchandra Thapa	1988 till now
104	Mr. Lesh Bdr. Gurung	1988 till now
105	Miss. Cathy Gowans	1988 to 1988
106	Mr. Lok Bdr. Gurung	1988 to 1988
107	Mr. Ran Bdr. Gurung	1988 to 1988
108	Mr. Jerry Clewett	1988 to 1991
109	Mr. Gyaltzen Lama	1988 to 1991
110	Mr. Kevin J. Gill	1988 to 1992
111	Mrs. Laxmi Gurung	1988 to 1992
112	Mr. John Barclay	1988 to 1995
113	Mr. Nanda Lal Tripathi	1988 to 1995
114	Miss. Ujeli C.K.	1988 to 1997
115	Mr. Kamal Neupane	1988 to 2008
116	Mr. Kabi Raj Gautam	1988 to 2001
117	Mr. Indra Bdr. Gurung	1988 to 2009
118	Miss. Bina Virk	1989 to 1989
119	Mr. Krishna Bdr. K.C.	1989 to 1989
120	Mr. Dilliraj Poudel	1989 to 1989
121	Mrs. Chandra Kala Sharma	1989 to 1989
122	Mr. Ishwori Giri	1989 to 1989
123	Mr. Teja Virk	1989 to 1989
124	Mr. Parbhu Gurung	1989 to 1990
125	Miss. Bidhya Gurung	1989 to 1992
126	Mr. Om Raj Dhakal	1989 to 1993
127	Mr. Purna Chandra Devkota	1989 to 1993
128	Mr. Graham Atkinson	1989 to 1994
129	Mr. Tek Bdr. Gurung	1989 to 1994
130	Miss. Caroline Hinchcliffe	1989 to 1995
131	Mrs. Phulmaya Gurung	1989 to 1997
132	Miss. Sita Gurung	1989 to 1999
133	Mr. Chandra Kanta Adhikari	1989 to 2008
134	Mrs. Rukmina Pageni	1990 till now
135	Mr. Man Bdr. Bhandari	1990 till now
136	Mr. Lok Bdr. Khawas	1990 till now
137	Mr. Bhim Bdr. Bhujel	1990 till now
138	Mr. Lekh Bdr. Khawas	1990 till now
139	Mr. Tej Man Singh Bhandari	1990 to 1990
140	Miss. Binita Dewan	1990 to 1992
141	Mr. Ghana Shyam Giri	1990 to 1992
142	Mr. Thaman Bdr. Gurung	1990 to 1992
143	Mr. Tanka Psd. Uprety	1990 to 1993
144	Miss. Sunita Pradhan	1990 to 1994
145	Mr. Ruth Barclay	1 year
146	Mr. Dasarath Pandey	1991 till now
147	Mr. Chetnath Bhandari	1991 till now
148	Mr. Ram Psd. Lamichhane	1991 till now
148	Mr. Bhim Bdr. Gurung	1991 till now
149	Miss. Anjali Thapa	1991 to 1991
150	Mrs. Anne Sizeland	1991 to 1992
151	Mr. Devilal Joshi	1991 to 1995
152	Mrs. Jenine Barclay	1991 to 1995
153	Mr. Bil Bdr. Gurung	1991 to 1996
154	Miss. Maya Sharma	1991 to 1998



155	Mr. Birkha Bdr. Pun	1991 to 2004
156	Mr. Purna Bdr. Pradhan	1991 to 2007
157	Mr. Dayaram Timilsina	1991 to 2010
158	Mr. Dil Bdr Sunar	1992 till now
159	Mr. Bal Krishna Devkota	1992 till now
160	Mr. Bhakta Pariyar	1992 till now
161	Mr. Ratna Mohan Poudel	1992 till now
162	Mr. Krishna Bdr. Sunar	1992 till now
163	Mrs. Dorathy Volk	1992 to 1992
164	Mr. Gupta Bdr. Banjara	1992 to 1992
165	Mr. Nawaraj Paudel	1992 to 1992
166	Mr. Pradeep Baniya	1992 to 1992
167	Mr. Dambar Dhoj Basyal	1992 to 1993
168	Mr. Kham Bdr. Gurung	1992 to 1994
169	Miss. Ragnhild Nystrom	1992 to 1995
170	Mr. Tika Bdr. Pariyar	1992 to 1999
171	Mr. Jay Hutchinson	1993 to 1993
172	Mrs. Susma Rai	1993 to 1993
173	Miss. Alexandra Rose	1993 to 1993
174	Miss. Clair Margaret	1993 to 1993
175	Mr. Dhurba Sharma	1993 to 1993
176	Mr. Dhan Bdr. Thapa	1993 to 1993
177	Mr. Suman Kumar Rai	1993 to 1993
178	Miss. Rachel Stephenson	1993 to 1993
179	Miss. Sylvia McCullough	1993 to 1993
180	Dr. Gahendra Man Udas	1993 to 1993
181	Mr. Nirmal Thapa	1993 to 1994
182	Mr. Abraham Jebaveeran	1993 to 1994
183	Mr. Thirtha Man Shrestha	1993 to 1994
184	Mr. Baburam Panta	1993 to 1995
185	Mr. Surendra Psd. Dahal	1993 to 1995
186	Mr. Surya Bdr. Chhetri	1993 to 1995
187	Mr. Niramani Gautam	1993 to 1996
188	Miss. Nadisara Garbuja	1993 to 1996
189	Mrs. Nanda Gurung	1993 to 1996
190	Mr. Kul Bdr. K.C	1993 to 1997
191	Miss. Sahida Shakya	1993 to 1999
192	Mrs. Sahida Shakya	1993 to 1999
193	Mr. Prithvi Narayan Shrestha	1993 to 2000
194	Mr. Rajeev Kumar	1993 to 2000
195	Mr. Basudev Bhattarai	1993 to 2001
196	Mr. Karna Psd. Nepali	1993 to 2001
197	Miss. Elwyn Kelso	1993 to 2005
198	Mr. Huma Nath Sharma	1994 to 1994
199	Mrs. Janaki Bhandari	1994 till now
200	Mr. Ganesh Kanwar	1994 till now
201	Mr. Bhim Bdr. Ranabhat	1994 to 1994
202	Mr. Asirvadam Dinakaran	1994 to 1994
203	Mr. Uttam Kumar Tajhya	1994 to 1994
204	Mrs. Yam Kumari Nepali	1994 to 1994
205	Miss. Ruth Barclay	1994 to 1995
206	Mrs. Aslesha Sharma	1994 to 1995
207	Miss. Lal Kumari Gurung	1994 to 2001

208	Mr. Suk Dev Tiwari	1994 to 1995
209	Mr. Kharananda Sharma	1995 to 2072
210	Mr. Yagya Raj Sharma	1995 till now
211	Mr. Dinesh Sharma	1995 till now
212	Mr. Yadav Jung Rana	1995 till now
213	Mr. Ramesh Bhandari	1995 till now
214	Mr. George John	1995 to 1995
215	Mr. Hardeep Singh	1995 to 1995
216	Mr. Trilochan Pokhrel	1995 to 1995
217	Mr. Ganesh Gautam	1995 to 1995
218	Mr. Yudha Shumshar Malla	1995 to 1995
219	Mr. Ram Psd Shrestha	1995 to 1996
220	Mr. Hari Sharan Adhikari	1995 to 1998 2012 till now
221	Mr. Purna Lal Kayestha	1995 to 1998
222	Mrs. Parvathy Uprety	1995 to 2002
223	Mr. Lok Bdr. Thapa	1996 till now
224	Mr. Santa Bdr. Vishwakarma	1996 till now
225	Mrs. Sony Thapa	1996 till now
226	Mr. Krishna Bdr. Thapa (com)	1996 till now
227	Mr. Shambhu Man Shrestha	1996 till now
228	Mr. Ramu Kami	1996 till now
229	Mr. Timothy Cundy	1996 to 1996
230	Mr. Clayton Grasslck	1996 to 1996
231	Mr. David Hamaty	1996 to 1997
232	Mrs. Sabina Hamaty	1996 to 1997
233	Miss. Shashikala Dhital	1996 to 1997
234	Mrs. Rita Pathak	1996 to 1997
235	Mr. Ram Jeewan yadav	1996 to 1998
236	Mr. Shreedar Acharya	1996 to 1998
237	Mr. Devendra Adhikari	1996 to 2000
238	Mr. Narendra Bdr. Thapa	1996 to 2001
239	Mr. Durga Uprety	1996 to 2002
240	Mrs. Bishnu Gurung	1996 to 2003
241	Dr. P.V Chandy	1996 to 2006
242	Mr. Rudra Bdr. Sinjali	1996 to 2007
243	Mr. Mukunda Psd. Wosti	1996 to 2008
244	Mr. Rim Bdr. Gurung	1996 to 2008
245	Miss. Netra Kumati Thapa	1996 to 2012
246	Mrs. Sabitra Devi Bhurtel	1997 till now
247	Mr. Andrew Bobis	1997 to 1997
248	Mrs. Mathu Maya Poudel	1997 to 1997
249	Mr. Babu Ram Devkota	1997 to 2004
250	Mrs. Padam Kumari Gurung	1998 till now
251	Mr. Kailash Chandra Devkota	1998 till now
252	Mr. Mitra Lal Poudel	1998 till now
253	Mr. Thamanath Timilsina	1998 till now
254	Mr. Dhan Bdr. Bhujel	1998 till now
255	Mr. Rajesh Gairippley	1998 to 1998
256	Mrs. Denise Ross	1998 to 2000
257	Mr. Richard Ross	1998 to 2000
258	Mr. Ram Psd. Manandhar	1998 to 2003
259	Mr. Krishna Bdr. Khatri	1998 to 2014



260	Mr. Krishna Psd. Adhikari	1999 till now
261	Mr. Mrs. Beena Bhandari	1999 till now
262	Dr. Dale W. Rosenburg	1999 to 2001
263	Mr. Ram Bdr. Khadka	1999 to 2005
264	Mr. Liladhar Poudel	1999 to 2008
265	Mr. Rajesh Yadav	1999 to 2012
266	Mr. Hutaraj Poudel	1999 to 2013
267	Mrs. Tej Kumari Khatri	2000 till now
268	Mr. Keshav Upadhyay	2000 till now
269	Mr. Mohan Bdr. Bhandari	2000 till now
270	Mr. Babu Ram K.C.	2000 to 2000
271	Mrs. Katrine Gimm	2000 to 2000
272	Mr. Hom Bdr. Pun	2000 to 2001
272	Mr. Krishna Psd. Dhungana	2001 till now
273	Mr. Mohan Psd. Gurung	2001 till now
274	Mr. Shiva Bdr. Bhandari	2001 till now
275	Mrs. Sundari Thapa	2001 till now
276	Mrs. Sabitra K.C	2001 till now
277	Mrs. Gita Nepali	2001 till now
278	Mr. Arjun Bdr. Gautam	2001 to 2001
279	Mr. Hom Nath Pathak	2001 to 2003
280	Mr. Subash Bastola	2001 to 2003
281	Mr. Nabin Bandu Koirala	2002 till now
282	Mr. Bishwa Raj Adhikari	2002 till now
283	Mr. Gansh Bdr. Thapa	2002 till now
284	Mr. Surya Bdr. Gurung	2002 till now
285	Mr. Hem Chandra Patani	2002 till now
286	Mr. Badri Nath Sharma	2002 till now
287	Mrs. Indira Shrestha	2002 till now
289	Mr. Khem Narayan Dhakal	2002 till now
290	Mr. Simon Harry	2002 to 2002
291	Mr. Hira Bdr. Thapa	2002 to 2007
292	Mr. Krishna Kant Banerjee	2002 to 2008
293	Mr. Sundar Psd. Dhakal	2002 to 2010
294	Mrs. Bhawana Pokhrel	2002 to 2011
295	Mr. Jhapindra Adhikari	2003 till now
296	Mr. Raj Kumar Dhakal	2003 till now
297	Mr. Binu Nepali	2003 till now
298	Mr. Bhagat Bdr. Karki	2003 till now
299	Dr. Ajay Singh Thapa	2003 to 2003
300	Mr. Arjun Sigdel	2003 to 2004
301	Mr. Rajendra Adhikari	2003 to 2008
302	Mrs. Heera Kumari Khadka	2003 to 2010
303	Mr. Laxmi Nand Dhakal	2004 till now
304	Mrs. Sakuntala Gurung	2004 till now
305	Mr. Robert Ellett	2004 to 2004
306	Mr. Prabin Prajapati	2004
307	Mrs. Sheela Thapa	2004 to 2005
308	Mr. Kedar Psd. Dhakal	2005 till now
309	Mr. Man Bahadur Thapa	2005 till now
310	Mr. Krishna Shyam Sharma	2005 till now
311	Mr. Shree Ram Adhikari	2005 till now
312	Mr. Bhoj Bdr. Thapa	2005 till now

313	Mrs. Sunita Bhandari	2005 till now
314	Mrs. Ishwori Thapa	2005 till now
315	Mr. Bir Bdr Karki	2005 till now
316	Mr. Karna Bdr. K.C.	2005 till now
317	Mr. Jhanka Psd. Dhungel	2005 till now
318	Mr. Kumar Rai	2005 till now
319	Mr. Rajendra Shahi	2005 till now
320	Mrs. Jamuna Bhujel	2005 till now
321	Mr. Shankar Thapa	2005 till now
322	Mr. Ram Chandra Ojha	2005 to 2006
323	Mr. Bhagirath Tiwari	2005 to 2007
324	Mrs. Laxmi K.C.	2005 to 2012
325	Mrs. Megsari Gurung	2006 till now
326	Mr. Surya Narayan Khanal	2006 till now
327	Mr. Matrika Psd Baral	2006 till now
328	Mrs. Deep Jyoti Chapagain	2006 to 2014
329	Mrs. Kabita Baral	2006 till now
330	Mr. Hari Sharma	2006 till now
331	Mr. Bhuwan Pradhan	2006 till now
332	Mr. Jeevan Bhadati	2006 till now
333	Miss Shan Shan	2006 to 2006
334	Mr. Bhim Bahadur Godar	2006 to 2006
335	Mr. Bhim Prasad Sapkota	2007 till now
336	Mr. Surya Psd. Ojha	2007 till now
337	Mr. Kevin Hodges	2007 to 2007
338	Dr. Feeroz Alam Khan	2007 to 2008
339	Mr. Ram Psd. Adhikari	2007 to 2009
340	Mr. Yam Kumar Baral	2007 to 2011
341	Mr. Madhav Psd. Gautam	2007 to 2013
342	Mr. Basanta Kumar Regmi	2007 to 2013
343	Mr. Deepak Raj Adhikari	2008 till now
344	Mr. Sthir Babu Subedi	2008 till now
345	Mr. Dayaram Gumanju	2008 till now
346	Mr. Hom Bdr. Bhujel	2008 to 2008
347	Mrs. Kalpana Gyawali	2008 to 2010
348	Dr. Dipendra Timilsina	2008 to 2009
349	Mr. Dilli Ram Ghimire	2008 to 2008
350	Miss. Nani Maya Poudel	2009 till now
351	Mrs. Sabitri Sharma	2009 till now
352	Mr. Mitra Mani Subedi	2009 till now
353	Mrs. Sharda Adhikari	2009 till now
354	Mr. Gajendra Basnet	2009 till now
355	Mrs. Parbati Poudel	2009 till now
356	Mr. Gopi Darji	2009 till now
357	Mrs. Renuka Bhandari	2009 till now
358	Mr. Ravi Thapa	2009 to 2009
359	Mr. Ganga Bdr Thapa	2009 to 2009
360	Mr. Prakash Bhandari	2009 to 2011
361	Dr. Heman Gurung	2009 to 2011
362	Mrs. Sakuntala Gautam Ghimire	2009 to 2012
363	Mr. Nirajan K.C.	2009 to 2013
364	Mr. Khadak Raj Adhikari	2010 till now
365	Mr. Ranvi Karki	2010 till now



366	Mr. Buddhi Bdr. Adhikari	2010 till now
367	Mr. Chitra Bdr. Thapa	2010 till now
368	Mrs. Chandra Kala Basnet	2010 to 2010
369	Miss. Min Thapa	2010 to 2010
370	Mr. Dorik Narayan Yadav	2011 till now
371	Mr. Dharma Raj Koirala	2011 till now
372	Mr. Shekhar Subedi	2011 till now
373	Mrs. Radhika Acharya	2011 till now
374	Mr. Prabin Nepali	2011 till now
375	Dr. Arjan Khanal	2011 till now
376	Mrs. Durga Timilsina	2011 till now
377	Mr. Bishnu Baral	2011 to 2012
378	Mr. Baburam Shankhi	2012 till now
379	Mr. Bharat Poudel	2012 till now
380	Mr. Sujan Lamsal	2012 till now
381	Mr. Subhadra Baral	2012 till now
383	Mr. Tika Ram Sharma Neupane	2012 till now
384	Mr. Gyan Bdr. Rana	2012 till now
385	Mr. Rajaram Poudel	2012 till now
386	Mr. Binod C.K.	2012 till now
387	Mr. Pramod Khatri Chhetri	2012 till now
388	Mr. Pratap Bhandrai	2012 till now
389	Mr. Sudip Banstola	2012 to 2013
390	Dr. Rabin Baidhya	2012 to 2013
391	Mr. Rabi Tripathi	2013 till now
392	Miss Kamala Gautam	2013
393	Mrs. Anjana Baral Bastakoti	2013 till now
394	Mr. Ravi Sunar	2013 till now
395	Mr. Mahesh Pahari	2013 till now
396	Mrs. Krishna Kumari Gurung	2013 till now
397	Mrs. Bindu Kumari Poudel	2013 till now
398	Mrs. Sita Thapa	2013 till now
399	Mrs. Durga Tiwari	2013 till now
400	Mrs. Shanta Sunar	2013 till now
401	Mr. Buddhi Sagar Khanal	2013 till now
402	Mr. Manoj Gurung	2014 till now
403	Mr. Shiva Ram Bhandari	2014 till now
404	Mr. Kamal Subedi	2014 till now
405	Mrs. Tuka Sharma	2014 till now
406	Mr. Chitra Bdr. Thapa	2014 till now
407	Miss. Sushila Rai	2014 till now
408	Miss. Deepa Gurung	2014 to 2014
409	Mrs. Sabita Lamsal	2015
410	Miss Alisha Lamichhane	2015
411	Mr. Tuk Bdr. Bhandari	1978 to 1978

## Members of the Current GCES Academic Personnel 2072 (2015/16)

S.No.	Name	Post
1	Mr. Rabi Prasad Baral	Principal
2	Mr. Ashok Raj Parajuli	Vice Principal
3	Mr. Krishna Bdr. Thapa	Administrative Officer
4	Mr. Sanjay Niroula	System Administrator/ Lecturer
5	Mr. Ram Chandra Acharya	Lecturer
6	Mr. Dilip Kumar Shrestha	Lecturer
7	Mr. Sujan Tamrakar	Lecturer
8	Mr. Krishna Paudel	Lecturer
9	Mr. Bidur Devkota	Lecturer-Part Time
10	Mr. Ramesh Thapa	Lecturer-Part Time
11	Mr. Hit Kaji Gurung	Lecturer-Part Time
12	Mr. Parash Mani Bhandari	Lecturer-Part Time
13	Mr. Shreeram Adhikari	Lecturer-Part Time
14	Mr. Samundra Poudel	Lecturer-Part Time
15	Mr. Hari K C	Lecturer-Part Time
16	Mr. Khadanand Sharma	Lecturer-Part Time
17	Mr. Krishna P. Dhungana	Lecturer-Part Time
18	Mr. Santosh Karki	Lecturer-Part Time
19	Mr. Sunil Dahal	Lecturer-Part Time
20.	Mr. Amrit Dahal	Lecturer-Part Time
21.	Mr. Kishor Bhandari	Lecturer-Part Time

## Members of the Current GCES Administrative Personnel 2072 (2015/16)

S.No.	Name	Post
1	Mrs. Rukmina Pageni	Secretary
2	Mrs. Shobha K. C.	Librarian
3	Mr. Surya Thapa	Lab Assistant
4	Mr. Phadindra Paudel	Office Assistant
5.	Mr. Kamal Bagale	Office Assistant



## Members of the Current Academic Personnel 2072 (2015/16)

Mr. Rabi Prasad Baral	Principal	M.A., B.Ed., Obs. (Nor.)
Mr. Chet Nath Bhandari	Vice Principal	M.Sc.
Mr. Ganesh Bahadur Kunwar	Junior School Supervisor	B.A.
Mr. Yagya Raj Sharma	Hostel Supervisor	M.A., B.Ed.
Mr. Krishna Bahadur Thapa	Secondary School Supervisor	M.Sc.IT, B.Sc., B.Ed.
Mr. Jhapindra Adhikari	Higher Secondary School Supervisor	M.Sc.
Mr. Bhim Bahadur Gurung	Scholarship In-charge	M.Ed., B.A.
Mrs. Shakuntala Gurung	Extra Curricular Activities In-charge	B.Sc.
Mr. Surya Bahadur Gurung	Day Students' In-charge	M.A., B.Ed.

### Nepali Department

Mr. Ram Prasad Lamichhane	Head of Department	M.A., B.Ed., Shastri
Mrs. Basanti Tamang	Teacher	M.A., B.Ed.
Mr. Kedar Prasad Dhakal	Teacher	M.A., B.Ed.
Miss. Nanimaya Poudel	Teacher	M.A., B.Ed.
Mrs. Subhadra Baral	Teacher	M.Ed.
Mrs. Megsari Gurung	Teacher	B.A., B.Ed.
Mrs. Tuka Subedi	Teacher (part time contract)	M.Ed.

### English Department

Mr. Krishna Prasad Adhikari	Head of Department	M.A., B.Ed.
Mrs. Sony Thapa	Teacher	B.A.
Mr. Krishna S Sharma	Teacher	M.A., B.Ed.
Mr. Bhim Prasad Sapkota	Teacher	M.A., B.Ed.
Mr. Deepak Raj Adhikari	Teacher	M.Ed.
Mr. Buddhi Bahadur Adhikari	Teacher	M.A., B.Ed.
Mrs. Anjana Baral	Teacher (part time)	M.A.
Mrs. Sabita Lamsal	Teacher (part time)	M.A.

### Mathematics Department

Mr. Keshab Upadhyay	Head of Department	M.Sc.
Mr. Chet Nath Bhandari	Teacher	M.Sc.
Mr. Krishna Prasad Dhungana	Teacher	M.Sc., B.Ed.
Mr. Shree Ram Adhikari	Teacher	M.Sc., B.Ed.
Mr. Matrika Prasad Baral	Teacher	M.A., B.Sc.
Mr. Surya Narayan Khanal	Teacher	M.Sc.
Mr. Sthir Babu Subedi	Teacher	M.Ed., M.B.S.
Mr. Khadak Raj Adhikari	Teacher	M.Ed.
Mr. Deepak Raj Paudel	Teacher	M.A.
Mr. Bishwa Raj Adhikari	Teacher (contract)	M.Sc.

### Science Department

Mr. Raj Kumar Dhakal	Head of Department	M.A., B.Sc., B.Ed.
Miss Dil Shova Gurung	Teacher	M.Sc., T. Training (Aus.)
Mr. Jhapindra Adhikari	Teacher	M.Sc.
Mr. Laxmi Nand Dhakal	Teacher	M.A., B.Sc., B.Ed.
Mrs. Shakuntala Gurung	Teacher	B.Sc.
Mr. Dayaram Gumanju	Teacher	M.Sc., M.A., B.Ed.
Mr. Bharat Paudel	Teacher	M.Sc.
Mr. Baburam Sankhi	Teacher	M.Sc.
Mr. Shekhar Subedi	Teacher	M.Sc.



Mr. Sujan Lamsal	Teacher	M.Sc.
Mr. Nabin Bandhu Koirala	Teacher (part time)	M.Sc., B.Ed., Montessori Training
Mr. Dharma Raj Koirala	Teacher (part time)	M.Sc.
Mr. Hari Sharan Adhikari	Teacher (part time)	M.Sc.
Mr. Ravi Karki	Teacher (part time)	M.Sc.
Mr. Mitra Mani Subedi	Teacher (part time)	M.Sc., B.Ed.
Mr. Dorik Narayan Yadav	Teacher (part time)	M.Sc.
Mr. Mahesh Pahari	Teacher (part time)	M.Sc.
Mr. Dharma Raj Bhattarai	Teacher (part time)	M.Sc.
Mr. Ravi Sunar	Teacher (part time)	M.Sc.
Mr. Dasarath Pandey	Lab Assistant	I.Com.
Mr. Ramesh Bhandari	Lab Assistant	I.A.
Mrs. Sarada Adhikari (Khanal)	Lab Assistant	B. Ed.

**Social Studies Department**

Mr. Santa Bahadur V.K.	Head of Department	M.A., B.Ed.
Mr. Rabi Prasad Baral	Teacher	M.A., B.Ed., Obs. (Nor.)
Mr. Yagya Raj Sharma	Teacher	M.A., B.Ed.
Mr. Surya Bahadur Gurung	Teacher	M.A., B.Ed.
Mr. Man Bahadur Thapa	Teacher	M.Ed., B.A.
Mrs. Sabitri Kumari Sharma	Teacher	M.A., B.Ed.
Mr. Ganesh Bahadur Thapa	Teacher (contract)	M.A.
Mrs. Janaki Bhandari	Teacher (contract)	M.A.
Mr. Tika Ram Sharma Neupane	Teacher (part time)	M.A., B.Ed.

**Physical Education Department**

Mr. Mohan Prasad Gurung	Head of Department	M.Ed.
Mr. Bhim Bahadur Gurung	Teacher	M.Ed., B.A.
Mr. Ganesh Bahadur Kunwar	Teacher	B.A.
Mr. Chitra Bahadur Thapa	Physical Education Instructor (part time)	M.Ed.
Miss Sushila Rai	Physical Education Instructor (part time)	M.Ed.
Mr. Alisha Lamichhane	Physical Education Instructor (part time)	10+2
Mrs. Krishna Kumari Gurung	Dance Teacher (part time)	

**Computer Science Department**

Mrs. Kabita Baral	Head of Department	B.Sc. Computer Science
Mr. Krishna Bahadur Thapa	Teacher	M.Sc.IT, B.Sc., B.Ed.
Mr. Gajendra Basnet	Teacher	M.Sc.
Mrs. Radikha Acharya	Teacher	B.E Software
Mr. Prabin Nepali	Teacher (part time)	B.E. (ELX N Com)
Mr. Suresh Lamsal	Teacher (part time)	BCA
Mr. Gyan Bahadur Rana	Computer Technician	B.B.S., Computer Training

**Library**

Mr. Ram Chandra Thapa	Librarian	S.L.C., L-3 Lib. Course
Mrs. Parbati Kumari Poudel	Asst. Librarian	B.A., Lib Training



## Current Administrative Personnel 2072 (2015/16)

Mr. Krishna Bahadur Thapa	Administrative Officer	B.A.
<b>Finance</b>		
Mr. Shambhu Lal Shrestha	Account Officer	B.Com.
Mr. Hem Chandra Patani	Cashier/ Book keeper	B.Com.
Mr. Badri Nath Sharma	Cashier/ Book keeper	M.B.A.
Mrs. Sunita Bhandari	Cashier	I.Com
<b>School Office</b>		
Mrs. Padam Kumari Gurung	Office Manager (Acting)	I.A.
Mr. Hari Sharma	Secretary	I.Com.
Mr. Gopi Lal Darjee	Office Secretary	I.Com, D.I.T
Mrs. Beena Bhandari	Receptionist	S.L.C.
Mr. Daya Ram Timilsina	Office helper	
Mr. Bir Bahadur Karki	Office helper	
Mr. Lakpa Tshering Sherpa	Cleaner	
Mr. Dhan Bahadur Bhujel	Cleaner	
Mrs. Gita Nepali	Cleaner	
Mrs. Ishwori Thapa	Cleaner	
Mr. Manoj Gurung	10+2 helper (contract)	
<b>Security Guard</b>		
Mr. Yadav Jung Rana	Head Security Guard	
Mr. Kailash Chandra Devkota	Security Guard	
Mr. Shiv Bahadur Bhandari	Security Guard	
Mr. Bir Bahadur Gurung	Security Guard	
Mr. Bhuwan Kumar Shrestha	Security Guard (contract)	
Mr. Raja Ram Poudel	Security Guard (contract)	
<b>Main Store</b>		
Mr. Bal Krishna Devkota	Store Officer	B.Com.
Mr. Rabi Tripathi	Store Keeper	I.com
Mrs. Indira Shrestha	Shopkeeper	I.Ed.
Mr. Bhakta Bahadur Pariyar	Tailor	
<b>Catering/Laundry</b>		
Mr. Lok Bahadur Thapa	Catering Officer	M.B.A.
Mr. Khyam Narayan Dhakal	Head Cook	I.A.
Mr. Rajendra Shahi	Catering Storekeeper	S.L.C.
Mr. Lesh Bahadur Gurung	Cook	
Mr. Man Bahadur Bhandari	Cook	
Mr. Arjun Kumar Gurung	Cook	
Mr. Dinesh Sharma	Cook	
Mr. Lekh Bahadur Khawas	Asst. Cook/Baker	
Mr. Mitra Lal Poudel	Asst. Cook/Baker	
Mr. Tej Bahadur Gurung	Asst. Cook	
Mr. Lok Bahadur Khawas	Asst. Cook	
Mr. Karna Bahadur K.C.	Cook helper	
Mr. Kumar Rai	Cleaner	
Mr. Jhanka Prasad Dhungel	Cleaner	



Mr. Bhim Bahadur Bhujel	Cleaner	
Mr. Thamanath Timilsina	Cleaner	
Mr. Arjun K.C.	Cleaner	S.L.C.
Mr. Chitra Bahadur Thapa	Cleaner (contract)	
Mr. Shiva Ram Bhandari	Cleaner (contract)	
Mrs. Renuka Bhandari	Rice winnower (contract)	
Mrs. Binu Kumari Paudel	Laundry worker (contract)	
Mrs. Bindu Maya Paudel	Laundry worker	S.L.C.
Mrs. Parbati Adhikari	Laundry worker	
Mrs. Sabitra K.C.	Laundry worker	
Mrs. Sundary Rana	Laundry worker	
Mrs. Jamuna Bhujel	Laundry worker	
Mrs. Durga Tiwari (Ghimire)	Laundry worker (contract)	
Mrs. Sita Thapa	Laundry worker (contract)	
Mrs. Shanta Maya Sunar	Aaya (contract)	

**Maintenance**

Mr. Kamal Subedi	Maintenance Incharge	
Mr. Surya Bahadur Baniya	Skilled Artisan	
Mr. Ratna Mohan Poudel	Electrician	
Mr. Bhagat Bahadur Karki	Artisan	
Mr. Shankar Thapa	Artisan	I.A.
Mr. Ramu Kami	Semi Skilled Handyman	
Mr. Dil Bahadur Sunar	Helper	
Mr. Pramod Khatri Chhetri	Bus Helper/ Unskilled Handyman (contract)	
Mr. Binod C.K.	Bus Helper/ Unskilled Handyman (contract)	
Mr. Pratap Bhandari	Bus Helper/ Unskilled Handyman (contract)	

**Transportation**

Mr. Krishna Bahadur Sunar	Driver
Mr. Shambhu Man Shrestha	Driver
Mr. Mohan Bahadur Bhandari	Driver
Mr. Buddhi Sagar Khanal	Driver
Mr. Bhoj Bahadur Thapa	Helper

**Health Centre**

Mr. Surya Prasad Ojha	Health Assistant (In-charge)	C.M.A.
Mrs. Sabitra Devi Bhurtyal	ANM	A.N.M.
Mrs. Durga Timsina	CMA (part time contract)	C.M.A.
Mrs. Maya Bhujel	Cleaner	



## Glimpses of Glorious History of GBS









