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Gossner Mission

GANDAKI BOARDING SCHOOL

(REGIONAL SCHOOL)

POKHARA



GANDAKI BOARDING SCHOOL
(Regional School)
Knowledge
Character
Service

MAGAZINE

1986

Gossner Mission

सेती गण्डकीको अविरल
प्रवाह भैं
गण्डकी बोर्डिङ स्कूलबाट
ज्ञानको अविरल प्रवाह
सदा बहिरहोस्

हाम्रो शुभ-कामना



लाभाञ्जु ब्रदर्श

महेन्द्रपुल, पोखरा

फोन नं. २०१८३

Gossner Mission

GANDAKI BOARDING SCHOOL

(REGIONAL SCHOOL)

POKHARA

M A G A Z I N E

1 9 8 6

ISSUE: 2 VOLUME: 1

E D I T O R I A L B O A R D

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Headmaster

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MESSAGE FROM

The Gandaki Zonal Commissioner
[Chairman of the School Managing Committee]

It is a matter of great pleasure that we have the opportunity to develop the Gandaki Boarding School as the first Regional School. On the way there will continue to be much hard work, but I believe that this responsibility can gradually be fulfilled.

As the Chairman of the Managing Committee of this school, I, on my own behalf and that of the Committee, again this year would like to thank all staff, parents and students for their strong contributions to this school during its second year. I would like also to express my belief that this school will greatly promote the development of a disciplined cadre which will work for the Crown, Country and the system.

I am pleased that the school again is producing a School Magazine to record the events of the year. I hope that this Magazine will be widely read, and that there will continue to be Annual Magazines in the future.

Narendra Kumar Chaudhary
Gandaki Zonal Commissioner

Gossner Mission



सुभेच्छा

छात्र छात्राहरूको सर्वाङ्गिण विकासमा विद्यालय मुख पत्र पत्रिकाहरूको महत्वपूर्ण भूमिका रहन्छ । यसबाट उनीहरूमा ज्ञानको विकासको साथसाथै सृजनात्मक भावना एवं शक्तिको पनि विकास गर्दछ । यसै सन्दर्भमा गण्डकी आधारशिय मा.वि.बाट क्षेत्रीय स्तरमा प्रकाशित हुन लागेको यो पत्रिकाले छात्र छात्राहरूको प्रतिभा फष्टाउनेमा अवश्य स्वर्ण अवसर प्रदान गर्नेछ र अन्य विद्यालयहरूलाई पनि यसले मार्ग दर्शन गराउनेछ भन्ने विश्वास गर्दछु । साथै यो पत्रिकाको उज्ज्वल भविष्यको कामना गर्दछु ।

आनन्द लाल प्रधान
का.मु. निर्देशक
क्षे.शि.नि. पोखरा

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श्री ५ महाराजाधिराज सरकारबाट "संपूर्ण नेपालीले शिक्षाको उज्यालो घामबाट बन्चित हुन नपरोस र देशलाई आवश्यक शिक्षा प्रदान गर्दै लैजाने" भन्ने पवित्र भावना राखी मौसुफ सरकारको सदिच्छा पूरा गर्ने क्रममा यस परिचमान्चल क्षेत्रकै आँखाको रूपमा पोखरा लामाचौंर स्थित श्री गण्डकी आवासीय माध्यमिक विद्यालयले गरी आएको प्रगति अविश्मरणीय छ । शैक्षिक क्षेत्रको समुचित प्रगति गर्दै लैजाने क्रममा यस क्षेत्रीय विद्यालयको तेश्रो वार्षिकोत्सवको उपलक्ष्यमा शैक्षिक जगतलाई प्रेरणादायी स्मारिका प्रकाशन गर्ने भन्ने सुन्दा निकै खुसि लागेको छ । भविश्यमा पनि स्वच्छ, देशभक्त र राजभक्त नागरिक उत्पादन गर्ने क्रममा यो विद्यालय अझ सक्रिय रहने छ भन्ने आशा राख्दै विद्यालयको उत्तरोत्तर प्रगतिको शुभेच्छा व्यक्त गर्दछु ।

दामोदर प्रसाद रेग्मी
प्र.जि.अ.
कास्की

मिति :- २०४३ माघ २९

Gossner Mission



MESSAGE FROM

THE DISTRICT EDUCATION OFFICER, KASKI, POKHARA

February 12, 1987

Gandaki Boarding School is one of the best English-medium schools taking care of qualitative education of boys and girls of different parts of the country. Besides regular programmes, the school has started a very lively academic programme by developing a Resource Centre and disseminating new teaching techniques in neighbouring schools as well. The school has planned to develop and distribute new teaching packages through Resource Centre which will encourage the teachers of neighbouring schools.

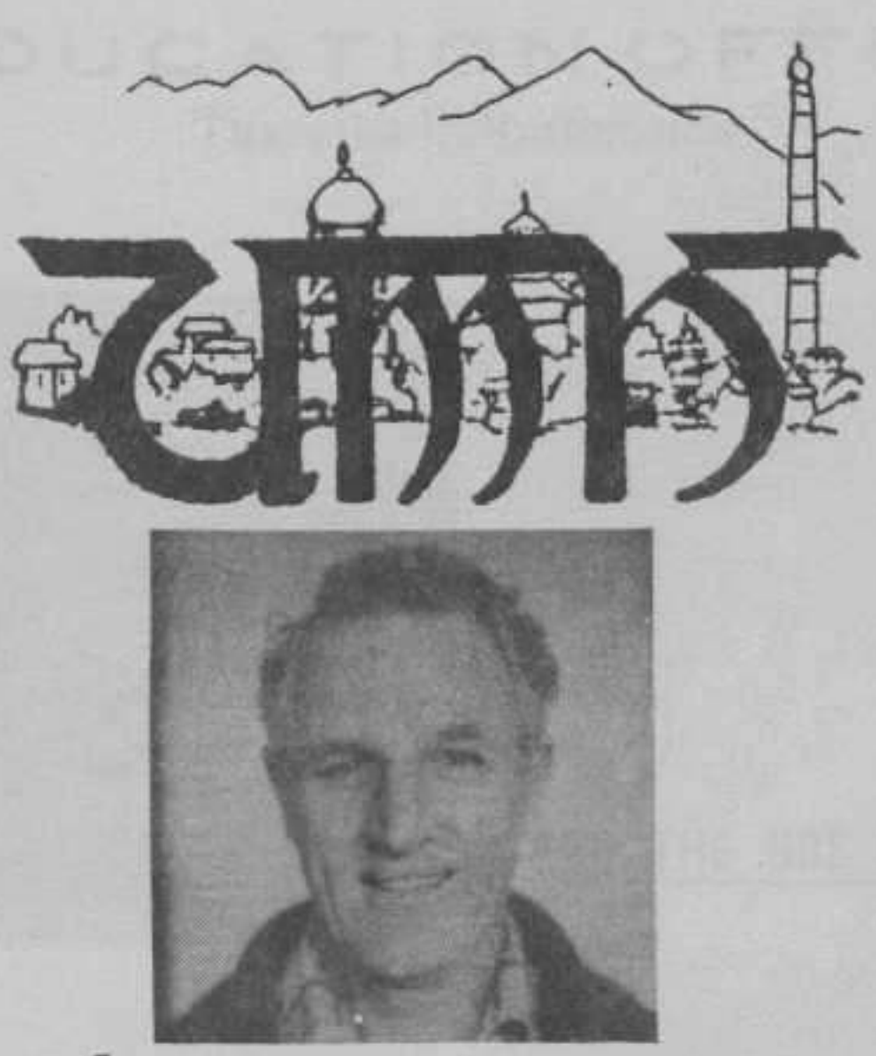
I believe that the dedication and commitment of the Headmaster, staff and students will keep up the educational standard and will fulfil the expectations of community, parents and nation by producing the right type of citizens suited to our environment.

My good wishes to all.

Virendra Kumar Singh
District Education Officer
Kaski

Gossner Mission

THE UNITED MISSION TO NEPAL



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13th February, 1987

I am very happy to offer congratulations to the staff and students of the Gandaki Boarding School [Regional School] after another successful year with new achievements.

Scholastic achievements have again been of the highest order.

Sporting facilities continue to give opportunity for all round development of the students.

The first group of girl students have been very successfully brought into the life of the school.

UMN Continues to count it a privilege to be involved in the school through the school Managing committee, by the provision of some staff, including the Headmaster, by assisting in finance for some capital costs, as well as the provision of scholarships, allowing good but less economically able students to share in the benefits of the school.

I wish you every success in the coming year.

J. Howard Barclay

J. Howard Barclay
Executive Director

Gossner Mission

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EDUCATION OFFICE
Thapathali, Kathmandu.

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Nepal

February 13, 1987



FOR THE GBS SCHOOL MAGAZINE

It is my pleasure, on behalf of the Education Office of the United Mission to Nepal, to extend warm greetings to staff and students of the Gandaki Boarding School on the occasion of the publication of this 1986 school magazine.

In my job as Education Secretary of the UMN, I have the opportunity to meet many, many ex-students of the Gandaki Boarding School who are here in Kathmandu or working in their home villages. Some, indeed, have graduated from GBS seven or eight years ago. I hear good reports from different places of the positive attitudes shown by the GBS graduates in their various places of work.

My hope and prayer is that GBS will continue to educate and send out many more excellent young people to help in the development of Nepal.

Best wishes.

David McConkey
Education Secretary

Gossner Mission

EDITORIAL



It gives us great pleasure to present the second edition of the annual school magazine of Gandaki Boarding School [Regional School] for the year 1986. The first edition of the magazine for the year 1985 was warmly received by all and we received certain constructive suggestions for the improvement of the same. We have tried our best to make it more interesting and to improve the overall standard.

The school magazine is the mirror of the activities and achievements of the school. As far as possible, we have included all the major activities of the school during the year. However, certain reports, items and events have been left out. I, on behalf of the editorial board, apologise for the same.

I extend my sincere gratitude to our Headmaster, Dr. David Bambach for his guidance, inspiration and encouragement that I always get from him, and to Mr. Ken Afful, the Administrator of the school for his co-operation and enthusiasm without which the publication was not possible. I am equally thankful to Miss Christine Stone of the English Department and Mr. Shivalal Dhital of the Nepali Department who devoted much of their time for the selection and correction of student's articles. I thank those who contributed the articles, and others who were involved in any way in the publication of the magazine.

Narayan Prasad Uprety
General Editor

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FROM THE HEADMASTER'S DESK



Gandaki Boarding School's second year as Nepal's first Regional School was a year of significant events and new developments. During 1986 [2042/43] the school family, and many G.B.S. friends, participated together in three very meaningful ceremonies, and also there were two most important planning decisions taken which certainly will have a considerable bearing on the future shape and role of the Regional School.

The unveiling of the Jonathan Lindell Memorial early in the year was a time for remembrance and deep gratitude for the life and work of Mr. Lindell, one of the school's founders and the longest - serving Headmaster. It was also an occasion for us to reflect on the debt we owe to all who helped to build the "old school" over a period of 20 years [1965-1985; 2021-2041].

A second very significant ceremony was the official opening of the school's new Health Centre by the Gandaki Zonal Commissioner, Mr. Narendra Kumar Chaudhary in early November, as part of the Queen's Birthday.celebrations. The building of the Health Centre marks a step forward in both health care and health education at the school. It is my belief that the additional facilities for both will enable us to provide high quality health advice and medical treatment, and also to equip our students to take back good, positive health attitudes, habits and practices to their own homes and communities upon leaving this school.

A third ceremony, the laying of the foundation stone of the first G.B.S. girls' hostel, took place in late December, as part of the King's Birthday celebrations. The hostel will accommodate 64 girl boarders [32 junior girls downstairs and 32 senior girls upstairs], as well as Junior and Senior Hostel Supervisors and their assistants. This project will be completed by late 1988 [2045], and will make it possible for many girls from all over Nepal to have the same boarding facilities and educational opportunities as boys. We are very grateful to U.M.N. for the financial support they have offered for this project, and also to the group of Class 10 boys who showed such excellent school spirit by raising Rs. 15, 111 during the Tihar festival [Bhailo] towards the Girls' Hostel Building Fund.

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The building, over the next two years, of the girls' hostel, follows a most important decision, taken by the school's Managing Committee, to admit girl boarders from 1987 [2043/44]. For 1986 [2042/43] the Committee had permitted 16 girls to be admitted as day students. The girl boarders will be housed in 1987-1988 [2044/45] in a nearly rented house, and they will be supervised in the hostel by a U.M.N. teacher. This encouragement of girls' education is a most important development in the Regional School, and ensures that now both girls and boys will be offered an English - Medium, Cambridge International Examination education at G.B.S.

A second major decision taken during the years concerns the Regional School's role as a "resource school". The school wishes to make a worthwhile contribution to the improvement of education in Nepal, particularly by providing services to teachers in the immediate district [Kaski] and the Western Region. To that end, G.B.S. organized and conducted two seminars during the year, for Kaski Science and Mathematics teachers, and is now planning to hold seminars next year for teachers of English, Social Studies and Physical Education. Seminars, for these and other subjects, will become a regular part of G.B.S. life in the years to come. In addition, the school plans to develop resource centres, starting with a Science Resource Centre, which will be available to teachers in the district/region. It is my hope that useful ideas about teaching approaches and methods, teaching aids and resources can be shared and developed in and through these seminars and centres. The school will be working closely with the Regional Education Director and District Education Officer, both of whom have promised their full support for these schemes.

This year four of our nine classes were studying in English-medium, and next year there will be two additional English-medium classes. In 1990 the present Class 6 will be the first G.B.S. class to sit for the School Leaving Certificate [S.L.C.] in English-medium, and then, after a further year of study, they will sit for the Cambridge International Examination. Selected students also will be given the opportunity to study for the Cambridge "A" - Level [Advanced] Examination, from 1992 onwards. Academic staff members have accepted enthusiastically these new challenges, and, by way of preparation, will be involved in a programme of in-service training over the next five years.

Staff, students and parents derived much encouragement from the pleasing G.B.S. 1985 - 1986 [2041/2042] national S.L.C. examination results. I wish to congratulate staff and students, in particular the 38 students who were awarded First Division ["A"] passes - our highest number and percentage ever. Their results have acted as an inspiration to the present Class 10 students, and to those who will sit for the S.L.C. later. It was also encouraging to learn earlier in the year that we had won the Birendra Education Shield for the best S.L.C. results in the region this year and also for previous year.

Gossner Mission

We have greatly appreciated the several gifts made to the school during 1986. For example, we have been able to add many books and other resources to the school library, because of the generous grants received from the U.M.N. and the British Council. The library is the school's major learning resource centre, and its ongoing development is a high priority for us as a Regional School. We have begun, too, with the help of a U.M.N. grant, to improve our Science teaching/learning facilities and resources, and this will be another major priority over coming years. Also, the arrival of a 40 - seater TATA bus, purchased by U.M.N. has already made a big difference to our educational programme, and to the transportation of our day students.

In 1986 the school had 372 students from 30 of the nation's 75 districts, and from all five regions. We were pleased to welcome some students from the Far-Western Region. We have completed testing in all regions for entrance into Class 4 in 1987, with the assistance of Budhanilkantha School, and again there have been over one thousand applicants. Selection is on merit only, so we shall be able to admit only the top 80 students, into two sections, for 1987. We are hopeful that successful students will include students from several other districts from around the country. Until other Regional Schools are eventually built, we shall continue to recruit nationwide.

There have been many examples over the Regional School's first two years of good team work and co-operation. Probably the outstanding example of this during 1986 was the school's Exhibition Day/Open Day in August [Bhadra]. A great deal of thought and good and creative work went into the planning and preparation of that day, and its outstanding success was a tribute to the fine contributions of academic staff, administrative staff and students from all classes[grades]. While there exists such a desire to work closely together and to strive for excellence, we should be very optimistic about the future development of this Regional School.

Again this year, I wish to express my appreciation of the excellent work of the editor of this magazine Mr. Narayan Prasad Uprety, his committee, and all others who have made contributions to the magazine. It is my hope that you will find this record of life during our second year as a Regional School both interesting and enjoyable.

[Dr.] David Bambach
Headmaster

Gossner Mission

MANAGING COMMITTEE, 1986

1] Mr. Narendra Kumar Chaudhary - Chairman
The Gandaki Zonal Commissioner

2] Mr. Ananda Lal Pradhan - Member
The Regional Director of Education

3] Mr. Damodar Prasad Regmi - Member
The Chief District Officer

4] Mr. Virendra Kumar Singh - Member
The District Education Officer

5] Mr. Amar Bahadur Karki - Member
Chairman, District Panchayat,Kaski

6] Mr. Surya Bahadur K.C. - Member
Chairman, Pokhara Town Panchayat

7] Mr. Om Bahadur Karki - Member
Tribhuvan University -
P.N. Campus Representative

8] Mr. Balbir Singh Negi - Guardian Representative

9] Dr. Peter Quesenberry - U.M.N. Representative
[till September '86]

10] Mr. Ryohei Takatsu - U.M.N. Representative
[from October '86]

11] Mr. John Tyson - Member
Headmaster
Budhanilkantha School

12] Mr. Dammar Bahadur Karki - Guardian Representative

13] Dr. David Bambach - Member-Secretary
Headmaster of the school

14] Mr. Kenneth Afful - Member
Administrator

Gossner Mission



ADMINISTRATOR'S END OF YEAR REPORT - OVERVIEW, 1986

This department continues to make good progress in all areas of its work. I must therefore congratulate all staff members of this department for their hard work in helping to make the activities of this department a success. I am most thankful to all Senior Administrative Staff members for their wonderful contribution towards the improvement of services of this department.

As a support unit to the Academic Department, this department's role over the last twelve months has been very important in assisting in the implementation of the school's total objective(s).

We are pleased that this department continues to work in close co-operation with the Academic Department in several areas of school work where this department is involved.

PERSONNEL:

1] The year 1986 was a year for our ladies and girls. As the school admitted girls students, we of this department employed fulltime ladies.

These include:

Mrs. Bhagawati Magar
Mrs. Bishnu Nepali
Mrs. Indrakali Nepali
Miss Bishnu Nepali

Catering Sub-section

The named ladies had been employed at this school as casual employees over several years.

Miss Dolmaya Gurung, Secretary, was the other female member of staff.

New Male Staff Members

Mr. Nanda Prasad Gurung was employed as Assistant Security officer.

Mr. Jum Bahadur Gurung as Head Cook.

Mr. Khusiman Gurung was employed as Driver.

Mr. Bir Bahadur Sarki as Security Guard.

Gossner Mission

2] RE-ORGANISATION:

Re-organisation of this department which was carried out at the beginning of 1986 increased the efficiency of this department.

The re-organisation included:

- Redefinition of duties, and names of individuals and Sub-sections.

- The Catering Section was expanded to include the Security Sub-section and an Assistant Security Officer was employed.

- The School cleaning team was transferred from the Clerical Department to Maintenance Department.

- A new Supply Section was created and the Store's Supervisor was made the Purchasing and Store's Officer.

- The Clerical Section became smaller, but the new job of the Liaison Officer was expanded to include public relations, liaison with H.M.G. officials and other departments.

- The school tailor was transferred to the Purchasing and Stores Section.

- With the completion of Health Centre, the Health Supervisor moved into his new home in the new Health Centre. The A.S.O. continues to act as Assistant Health Supervisor.

- The A.S.O. was also given additional responsibility as the school's Office Manager. I personally congratulate Mr. Nanda Prasad Gurung for his positive contributions in these three areas of our work.

The following new appointments were also made:

Mr. Babu Ram Bhandari	-	School Overseer
Mr. Nar Kaji Gurung	-	Peon
Mr. Som Bahadur Thapa	-	Assistant Cook
Mr. Kuman Singh Gurung	-	Driver's mate.

TRAINING:

The following persons were sent to Kathmandu on various courses:

1]	Mr. Krishna Bahadur Thapa	-	English & Secretarial courses.
2]	Miss Dolmaya Gurung	-	English & Secretarial courses.
3]	Mr. Liladhar Adhikari	-	English course.

These staff members attended their courses at the UMN Business school under scholarships granted by the United Mission to Nepal. Training visits to institutions in Kathmandu were also organised for some staff of the Finance, Catering and Maintenance Departments.

Gossner Mission

PROJECTS:

During the year just ended several projects were carried out. These include the:

1] Completion of the Health Centre.

2] Provision of desk and chairs in the class-rooms and other furniture in offices, staff quarters and hostels.

3] A new sewing machine was purchased for the school tailor.

4] A school bus was purchased for GBS by UMN.

5] New office equipment such as typewriters, duplicating machines and internal communication systems were purchased and installed.

6] Ceilings to class-rooms, offices and the Library was completed and a new cooking system was installed in the kitchen.

7] Other projects included the building of a pathway leading from the gate to school office, a permanent platform for school assembly, and notice and picture boards.

Several other projects were carried out during 1986 for which I render my sincere thanks to the Maintenance Supervisor and his staff for a job well done.

SECTIONS:

I have been very impressed with the very efficient work carried out by staff of all sections and sub-sections over the last year.

I wish to say a personal thank you and a thank you on behalf of the Headmaster to Mr. Hari Prasad Gurung - L.O.; Mr. Kesh Bahadur Gurung - C.S.O.; Mr. Rabi Lal Thapa - P.S.O.; Mr. Dilip kumar Sharma - H.S.; Mr. Lok Bahadur Gurung - M.S.; and Mr. Nanda Prasad Gurung - O.M. for their hard work.

MARRIAGE:

We were very pleased to witness the marriage of our Health Supervisor, Mr. Dilip Kumar Sharma, to Miss Prabha Devi Parajuli. On behalf of all staff of this department, I wish the happy couple continued happiness.

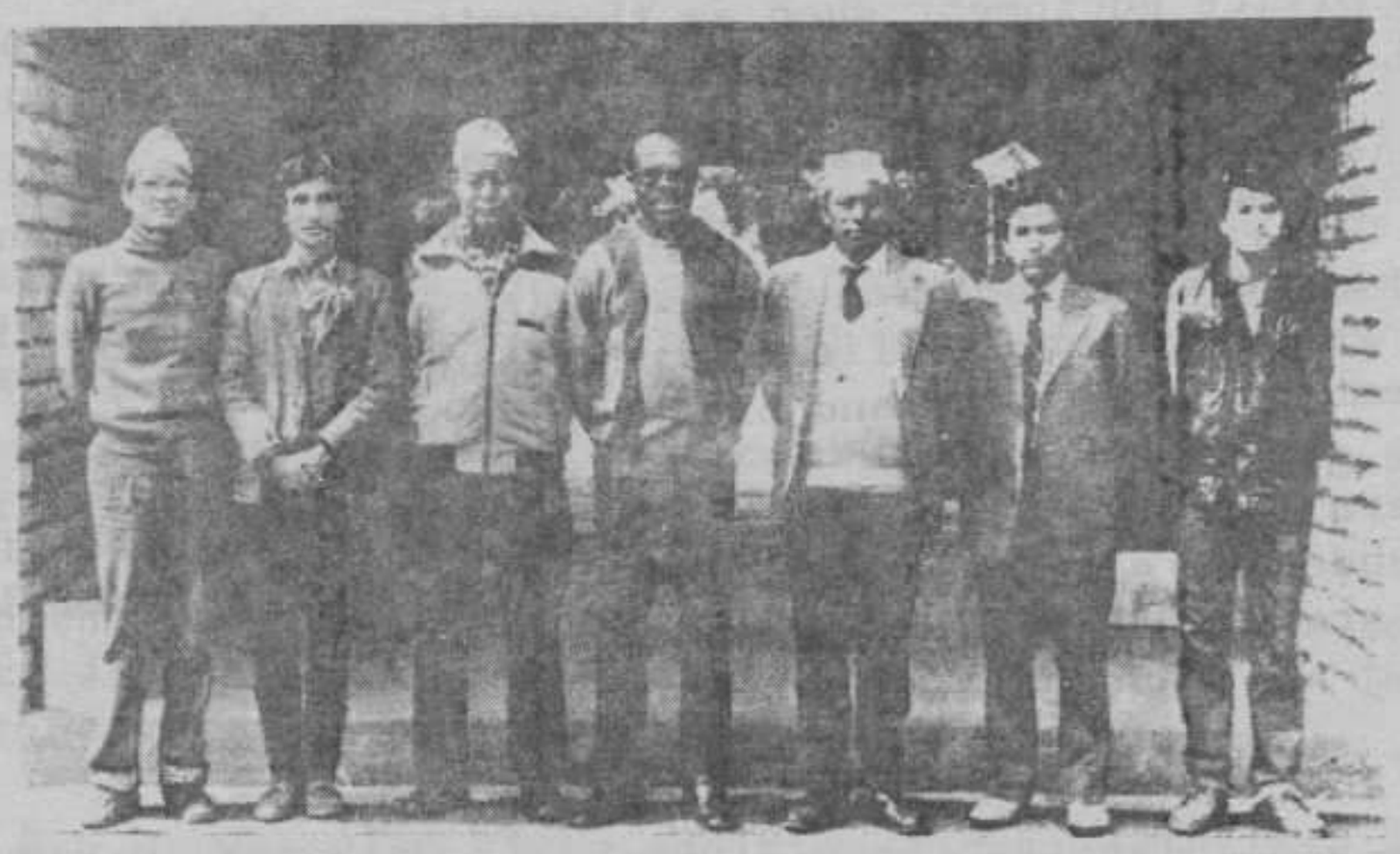
Gossner Mission

CONCLUSION:

The Academic year 1986 in all has been a good year for this department. We have put in our maximum effort to provide support services to the school. It has however not been as easy as it could have been, due to constraints such as finance, time and labour, etc. It is my hope that with our experience over last year, we shall be able to resolve our minor problems and face the challenges of 1987 with even greater determination and zeal.

I wish you all the best in 1987.

Mr. Ken Afful
Administrator



SENIOR ADMINISTRATIVE STAFF, 1986

Administrator	-	Mr. Kenneth Afful, M.Sc. [Amp.],D.M.S., Dip. P & S., M.Inst. P.S., AMBIM.
Liaison Officer	-	Mr. Hari Prasad Gurung, M.& C.A.
Catering & Security Officer	-	Mr. Kesh Bahadur Gurung.
Asst. Security Officer and Office Manager	-	Mr. Nanda Prasad Gurung
Maintenance Supervisor	-	Mr. Lok Bahadur Gurung
Accountant	-	Mr. Shanker Raj Shrestha, B.Com. [Management]
Health Supervisor	-	Mr. Dilip Kumar Sharma, P.C.S.C. C.M.A.
Purchasing and Supply Officer	-	Mr. Rabilal Thapa

Gossner Mission

REPORT FROM THE ACADEMIC DEAN



I am very happy to express a few words as Academic Dean in the second magazine of this Regional School. Really, I consider that I am lucky to work together with and under, a well - educated, experienced and far - sighted Headmaster, Dr. David Bambach. Moreover, I am getting so many valuable lessons from him. I am obliged to him.

It is known to all that the main Purpose of this school is to provide an all-round education, having the motto, knowledge, character and service, by running a range of different activities. English medium has been applied in Classes IV to VII, but it will be applied to all classes gradually. Selected students will be entering Cambridge classes, G.C.E. 'O' level.

We have a heads of department system in certain important subjects: Maths, Science, English, Social Studies and Physical Education. We are offering extra classes to improve our students in particular subjects in which they are weak. Boys and girls are admitted into Class 4 only on the basis of merit list from the Entrance Test. There is no system of admission to other classes. At the end of each education term, each student's progress report is given to the parents.

Some poor but intelligent students of different zones get a Scholarship provided by the United Mission to Nepal. An Educational tour is arranged for all students to a variety of historical, industrial, religious and educational places.

A Table of the S.L.C. results during last three years

Year	No. of students who appeared in the S.L.C. exam.	Results			
		1st Div.	2nd Div.	3rd Div.	% Pass
1983	54	21	24	1	85
1984	49	22	24	2	98
1985	68	38	22	2	92

Gossner Mission

This year we achieved our highest number [and percentage] of 1st Division passes. The school has been awarded "The Birendra Education Shield", with an amount of Rs. 15,000.00, for the results of the S.L.C. for four years continuously. Mr. Pradeep Baniya, Mr. Shaligram Ghimire and Mr. Amrit Nepal were awarded Rs. 1,000.00 each in the year 1983, 1984 and 1985 respectively, according to the policy of awarding a cash prize to the student who gets the highest marks in the S.L.C. examination.

All the staff, students and parents are working together as a team to fulfill our motto.

Mr. Narahari Sharma
Academic Dean

गण्डकी बोर्डिङ स्कूल !
हामी शिक्षा सामग्री वितरण गर्छौं
तिमी ज्ञान वितरण गर्छौं
वितरणको यो सिलसिला कहिल्यै नटुटोस्

दी स्टेशनरी स्टोर्स

महेन्द्रपुल, पोखरा ।

Gossner Mission

ACADEMIC STAFF....1986

Headmaster	-	Dr. David Bambach, Ph.D., B.A. Dip. Ed., M.Ed., Dip. Teach., Dip. Theol., Dip. R.E., F.C.P.
Academic Dean & Head of the Social Studies Dept.	-	Mr. Narahari Sharma B.Ed.
Student Dean and Social Studies Teacher	-	Mr. Krishna Bahadur Thapa, B.Ed. [till July, 1986]
Student Dean and Agriculture Teacher	-	Mr. Bam Dev Sharma, B.A., B.Ed. [From July, 1986].
Junior School Supervisor	-	Mrs. Val Bambach, B.Ed. [Hons'] Dip. Teach., Dip. Child Dev. Mr. Richard Cameron, B.Sc., Cert.Ed. [Supervisor from July, 1986].
Scholarship Officers	-	Mr. Ben Westerling, B.A. Mr. Richard Cameron, B.Sc., Cert.Ed. [From July, 1986].
Hostel Co-ordinator and Agriculture Teacher	-	Mr. Bam Dev Sharma, B.A., B.Ed. [Till July, 1986].
English Dept. Head	-	Mr. Narayan Prasad Uprety, B.A. [Hons'], L.LB., B.T.
English Teachers	-	Mr. Govinda Raj Sharma, B.Ed.
	-	Mr. Shreeman Gurung, B.Ed.
Science Dept. Head	-	Dr. Arthur Jones, B.Sc. [Hons'], Ph.D., C.Biol., M.Inst. Biol.
Science Teachers	-	Mr. Krishna Ghimire, B.Sc.
	-	Mrs. Annamma Varughese, B.Sc.,M.Sc.
Mathematics Dept. Head	-	Mr. Varughese Thomas, B.Sc.
Mathematics Teacher	-	Mr. Hari Narayan Upadhyaya, B.Ed.
Physical Education Dept. Head and Extra-Curricular Activities Supervisor	-	Mr. Eugene Howard, B.Phys. Ed.
Physical Education Teacher	-	Mr. Mohan Gurung, B.Ed.
Social Studies Teacher	-	Mr. Radha Krishna Lamichhane, B.Ed.

Gossner Mission

Industrial Education Teacher and Asst. Extra-Curricular Activities Supervisor, Hostel Co-ordinator [From July, 1986]	- Mr. Amrit Marsani, Dip.Elect., [Specialised in Ind. Ed.].
Nepali Teachers	- Mr. Ramkrishna Sapkota, Shastri, Acharya. [till Sept., 1986]. - Mr. Madhav Lamichhane, B.A. - Mr. Shiva Lal Dhital, B.Ed. [from October, 1986].
Junior School Teachers	- Mrs. Maichang Gautam, Cert. Ed. - Mrs. Basanti Pradhan, B.A.,M.A.,B.Ed. - Mr. Lekh Bahadur Thapa, B.A. - Mr. Govinda Raj Sharma, B.Ed. - Mr. Deepak Bomzon, B.A. - Mrs. Val Bambach, B.Ed. [Hons'], Dip. Teach., Dip. Child Dev. - Mr. Richard Cameron, Cert - Mrs. Heather Cameron, Cert.Ed. - Mrs. Hilary Jones, B.A. [Hons'], Cert.Ed. - Miss Christine Stone, B.A. [Hons'] Post Grad. Cert.Ed. - Miss Margaret Cranston, Cert.Ed., B.Ed. [Hons']
Librarians	- Mr. Sundar Tamang, B.A. - Miss Helen Parsons, A.L.A. [U.M.N. Library Consultant]
Short-term Teachers	- Miss Sylvia Barrett - Miss Priska Alldis - Miss Rita Rossiter - Miss Conchie Mc Cauley - Miss Rosemarry Nelson - Miss Elaine Stewart - Mr. Neil Hunter - Miss Elaine Varley

"शिक्षा नै सभ्यताको मूल हो ।"

– श्री ५ वीरेन्द्र

Gossner Mission

REPORTS FROM THE HEADS OF DEPARTMENTS

ENGLISH DEPARTMENT

There are three teachers in the Senior Section and three in Junior Section of English Department. They are all well qualified and trained the teachers. The student of English is quite high in comparison with other subjects in the school. Though, the medium of instruction in senior classes is Nepali, English is taught in English medium and we seldom follow a translation method.

When the school was converted into the Regional School and an English medium school, in 1985, I was given the responsibility of Head of the Department of English. The present set of teachers have prepared two batches of S.L.C. candidates so far. The last year's S.L.C. results in English was quite satisfactory. All the 68 students got through in English, the highest marks being 79, and the lowest mark was 47. Altogether 52, out of 68 students secured 1st Division marks in English. There were 27 students who got more than 70 marks in English.

We introduced optional English in class IX in 1985. The present class X students have appeared in S.L.C. with optional English as their Extra optional subject for the first time.

We have been trying our best to create an English environment in the school. Our Headmaster is keenly interested in the development of English not only among the students but also among the staff. I am quite hopeful of a better standard of English in our school.

Narayan Prasad Uprety
Head of the Department



Senior teachers of English Department

Gossner Mission

Mathematics Department

In our experience, many children find Mathematics a difficult subject. Therefore, it is important to put more emphasis on this subject.

Keeping the above fact in mind, G.B.S. has a separate Mathematics Department. G.B.S. is trying to give equal importance to practical work in Mathematics. We are also encouraging our students to do more and more sums to get a good foundation and confidence in this subject. Of course it takes time and effort.

The Mathematics Department is running two clubs. One club is for the senior boys and the other for the junior students. A mathematics seminar was organized for the Kaski District Secondary school teachers in November, 1986. We extend our thanks to the teachers who attended this one-day seminar. It is our aim to support and help the mathematics teachers in other schools too.

Varughese Thomas
Head of the
Mathematics Department

SOCIAL STUDIES DEPARTMENT

Social studies is one of the most important subjects, with so many branches such as geography, history, civics, panchayat and moral education. Specially in Junior classes, we are teaching social studies to integrating geography, history, panchayat and moral educations. In the present classes nine and ten, we have geography as an additional subject. When our present English-medium class six will be in classes nine and ten, we will have both geography and history as additional optional subjects, because, we will have geography and history as optional subjects in the Cambridge 'O' level class.

At present, most of the students of classes nine and ten feel that geography is a difficult subject to study as well as to score good marks in the exam. But I want to suggest that geography is one of the subjects which provides broad knowledge. If it is studied systematically, students get good marks.

In conclusion, I am convinced that if we study geography with interest, arranging many materials and presenting the subject systematically, with relevant figures and examples, we get very good marks in the exams.

Mr. Narahari Sharma,
Head of the Department

Gossner Mission

THE SCIENCE TEACHERS' SEMINAR

In response to a request from the District Education Officer, G.B.S. held its first Teachers' Seminar on 25th August, 1986. 17 Science teachers, representing 11 schools of Kaski District, attended the one-day seminar. Following an introductory tour of the school campus, the teachers were taken to the Science Laboratory where the Science Club had set up exhibition of science teaching aids made from local materials. The exhibition items were greatly appreciated, so much so that, in the week following the seminar, parties of students from 6 of the schools were brought to see the exhibition.

The rest of the day was given to talks and discussion. G.B.S. science teachers, Mr. K.P. Ghimire and Dr. A.J. Jones, gave papers on 'Teaching Science at G.B.S.' and on 'Teaching Integrated Science' respectively. The discussion sessions concentrated mainly on the many problems facing the science teachers and how these could be overcome. Many good suggestions were made which were forwarded to the concerned authorities in the seminar's report.

Many teachers commented that they had never before had a forum in which their particular problems and opinions could be heard and sympathetically discussed. The success of the whole day's programme demonstrated that G.B.S. as the Regional School, can and should serve the other schools of Kaski District by providing a science resource centre - a centre of facilities available to science teachers of Kaski District and a centre of communications, communicating ideas and information to teachers and communicating their views and suggestions to the authorities.

Our thanks for the success of the seminar go to the Headmaster for his constant encouragement and to the students of the Science Club for all their hard work.

Dr. A.J. Jones
Head of the Science Department

"कैयौं शताब्दी देखि अशिक्षा र अज्ञानताको
अन्धकारमा रूमलिएका हामी नेपालीहरूले शिक्षालाई
नै विकासको मूल ठानेका छौं।"

-श्री ५ वीरेन्द्र

Gossner Mission

PHYSICAL EDUCATION IN G.B.S.

The sports that we have been working on in the physical education programme this year are: badminton, volleyball, football, wrestling, basket-ball, table tennis, gymnastics and athletics. Each term the students have been given a choice of two or three different sports, and then been put into groups according to their choice. In the first term, they had a choice of three sports: badminton, volley-ball and foot-ball. Then in the second term, we worked on sports that could all be done inside during the monsoon season, with a choice of wrestling, basket-ball or table tennis. In the third term, only two choices were given, between gymnastics and athletics. Also in the second and third terms, all of the students were involved in a fitness competition, for which prizes were given in the junior and senior schools.

The primary objective of the physical education programme has not been the development of skills, but rather the development of proper attitudes, good sportsmanship, respect for teachers and other students, fairness, helpfulness, care of equipment, an understanding of the rules of sports, and the ability to follow instructions well. The actual skill development is only secondary to the above-mentioned character qualities, which are the things which will stand a person in good stead for any aspect of life. The fitness competition was introduced to teach about fitness, and to encourage students to work towards all-round fitness.

In the fitness competition, there are 10 areas which include: running, jumping, muscular endurance, agility, climbing, balance, strength, flexibility, endurance and throwing. In each of this categoeies the students have had a choice of anywhere from two to six different events, and they were required to do only one. The reason for this is to try to give all involved a chance to demonstrate fitness in the ten areas, with an event of their choice, which they are good at. This is also designed to encourage the small and weaker students, because strength and size are not necessarily an advantage in jumping [which is scored proportionately to the students' height], flexibility, agility and balance, so there is a very good chance for the smaller students who are not top athletes to do well if they work at it.

The aim of the physical edeucation programme this year has been to help the students develop lasting character qualities, and to have a chance to be involved in sports which they will enjoy working at.

Mr. Gene Howerd
Head of the Physical Education Dept.

Gossner Mission

LIBRARY REPORT

Libraries have been defined as, "the mind of society", and "the heart of the institution served". Such grand language may seem inappropriate to describe our present school library! However, staff and students agree that as GBS develops as a Regional School, the library does have a central role to play, in widening general knowledge horizons, in meeting specific information needs within the curriculum, and in providing interesting and stimulating material for recreational reading and improving language skills. In 1986, we have continued to work towards these goals in the expansion of our library resources.

Staff: As the 1985 school year came to an end, we were again without a permanent librarian. The School was happy to welcome Mr. Sundar Tamang to the work of the Library at the commencement of the new year. The continuity and efficiency which he has brought to the running of the Library throughout 1986 has been greatly appreciated by staff and students.

The following class 9 boys have been working through the year as Library monitors, and we thank them for their service:

1] Ram Chandra Thapa
2] Suraj Kumar Thapa
3] Gunja Man Gurung
4] Ram Prasad Gurung
5] Rabindra Koirala
6] Sandesh Sherchan

Facilities: The installation of a carpet and a ceiling during 1986 has improved the appearance of the Library, and helped to keep our feet warmer and our heads cooler! Attractive new shelving and magazine display stands have been purchased. During the monsoon season the shoe rack constructed by the school Maintenance Department was in daily use!

Stock: 830 new books, both Nepali and English have been added to stock this year, of which 109 have been placed in the reference section. A Teachers' Reference Library has been set up, to ensure that important teaching materials are readily available to staff. So far this collection comprises approximately 150 volumes, and we look forward to expanding it further. Many of the books in the Teachers' Reference Library were part of a most generous donation of books from Australia, which also included some excellent additions for the junior fiction section.

15 magazines and newspapers in Nepali and English are regularly received, and include publications from Nepal, India, U.K. and U.S.A.

Gossner Mission

Library Use: The Library is open for reading and reference from 9:15 a.m. to 5:30 p.m. [summer] and 5:00 p.m. [winter]. It continues to be well used before and after school, and in the morning and afternoon breaks. During teaching hours the Library is available for class study periods. At the start of 1986, library orientation lessons were held for the junior classes, and library periods have been regularly timetabled through the year.

In 1986 an average of 24 books a day have been issued for loan. The busiest month for book issues was July, when a total of 824 books were borrowed.

Grants: In 1986 the United Mission to Nepal again made a grant of Rs. 50,000.00 available for the purchase of library books, equipment and materials. The British Council has this year approved a generous book presentation for the School, worth more than Rs. 90,000.00. After many hours spent by academic and library staff poring over catalogues, and making and pruning book-lists, a final selection was eventually made, and books to the value of £ 3,500.00 have been ordered through the British Council. They are expected to arrive in September, 1987.

It is our hope that as the stock, not only of books, but of all types of audio-visual aids increases, our library will indeed become the heart of the academic life of Gandaki Boarding School.

Sundar Tamang
G.B.S. Librarian

Helen Parsons, A.L.A.
U.M.N. Consultant Librarian



SCHOOL LIBRARY

Gossner Mission

SCOUTS IN G.B.S.



PHOTO OF SCOUTS

Scouts in G.B.S. has a long history to tell. It was introduced in this school by Mr. Tanka Nath Sharma. Then it flourished during the Headmastership of Mr. Heramba Prasad Koirala [at present, the National Secretary of Nepal Scouts]. It was also run by Mr. Rudney Simond and Krishna Bahadur Thapa. When the school was converted into a Regional School and was handed over to the United Mission to Nepal, in 1985, scouts in the school was formally inaugurated and I was entrusted the task of Scout Master.

It was quite a difficult task for me in the beginning as all the boys wanted to take part in the scouts. According to the Scout Constitution, 32 senior scouts and 32 cub scouts were enrolled. The inauguration of scouts in the school was held on 13th August 1986. A scout committee was formed with Dr. David Bambach, Headmaster of the school as the Chairman, Mr. Balbir Singh Negi, Mr. Bam Dev Sharma and Mr. Mohan Gurung as members, and Mr. Amrit Marshani as the Scout Master. The ceremony was also attended by Mr. Amar Chandra Thapa, the Assistant District Scout Commissioner of the Kaski district and Mr. Ram Bahadur Thapa, the District Scout Secretary of the Kaski district. It was suggested that a Brownie group for girls and a Rover group for boys be set up in the school from 1987.

Gossner Mission

The school's scouts and cubs gave voluntary services as ushers, guides and guards at various functions of the school. They also participated in the Anti-Drug Movement [procession] held in the district level. They took part in various procession like Constitution Day, Queen's birthday, King's birthday, etc. On the occasion of Women's day [Teej], the school's scouts and cubs gave voluntary services at Batulechaur and gave an "Oral rehydration programme" and advocated the use of salt-sugar-water solution as an immediate remedy for dysentry.

There are a great many contributions from scouts in the life of the school. It helps to inculcate in the students the sense of discipline, loyalty to the King, country and nation. It also helps to mould the future citizens of the country in the true spirit of the nation. I wish for a bright future for the scout movement in Gandaki Boarding School.

Amrit Prasad Marsani
Scout Master



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for any services

&

for any National's Products [SEEAI]

B.B.C. RADIO SALES & SERVICE

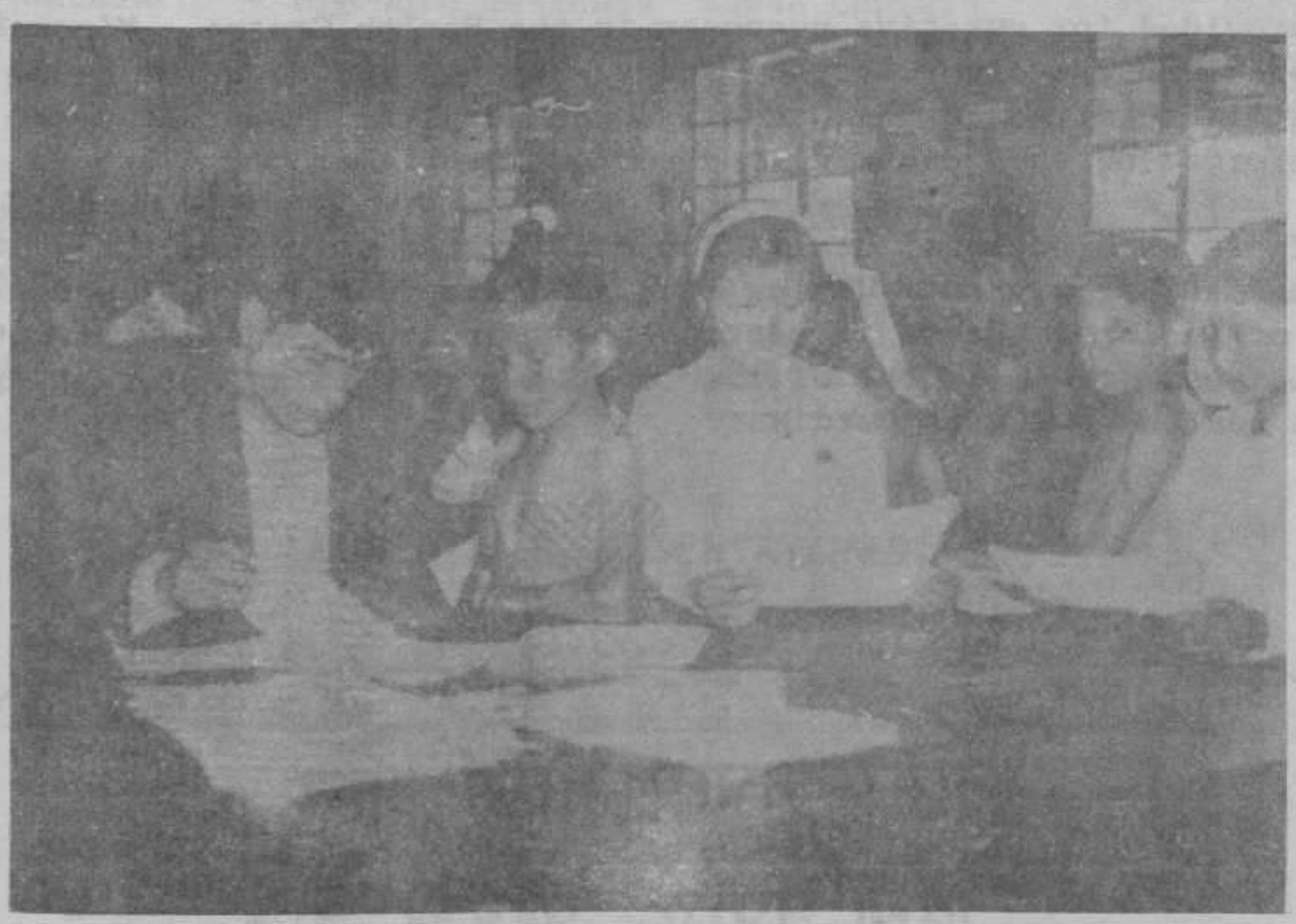
Mahendra Pool, Pokhara

Phone: 203231 20683

Gossner Mission

HEALTH SERVICE IN G.B.S.

By: Dilip K. Sharma
Health Supervisor.



It is obvious that Health is an important aspect of life. Without sound health and a healthy environment, a happy and successful life cannot be expected.

One of our major purposes at G.B.S., from the health point of view, is to create a very high quality sanitary environment. Every one has to do his or her best from his/her side as he/she is a part of it. Moreover,co-operation and help is required from all spheres. There is a scientific saying, "Genotype X environment = Phenotype", that is, Phenotype is the product of genotype [acquired character] and environment.

Preventive Service:

On the preventive side we are adopting sanitary disposal of refuse to create a cleaner environment. Our major goals are to provide students and staff with clean drinking water, to ensure proper handling and preparation of food, thus preventing food and water contamination through sanitary methods.

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Curative Service:

We have a modern Health Centre, recently constructed, with a generous donation from the U.M.N., and it is equipped with modern facilities. It was officially opened by Mr. Narendra Kumar Chaudhary, the Gandaki Zonal Commissioner, on November 9, 1986, in an enthusiastic manner.

There are systematic separate rooms, i.e. waiting/tutorial rooms, consulting room, treatment room, 3 separate wards with ten beds, and proper shower and toilet facilities. Most of the general medicines are being provided for curative purposes in the Health Centre. Minor Surgical problems are also treated here. Serious and doubtful cases are immediately referred to the Gandaki Zonal Hospital. Guardians are also informed of such doubtful and serious problems.

There is a personal Health Document system to record the illness and treatment of students during each academic year. A year's health record of junior students is sent to the guardian at the end of the academic year. This is one of the important as well as interesting aspects for the parents/guardians.

"न्याय नपाए गोर्खा जानु
विद्या नपाए कास्की जानु"
भन्ने उक्तिलाई चरितार्थ पार्न कास्की जिल्लाको
मुटुमा स्थित
गण्डकी बोर्डिङ स्कूल
सदा-सर्वदा फलोस् फूलोस्
सुनील फ्लोरिंग सेन्टर
२/८२ भैरव टोल, पोखरा

Gossner Mission

SENIOR STUDENTS, 1986

HOUSE CAPTAINS

DHAULAGIRI HOUSE:

House Captain	- Yogendra Jwarchan
Asst. " "	- Sher Man Gurung
Academic Captain	- Rajesh Khadka
Sports Captain	- Chin Kaji Gurung

LAMJUNG HOUSE:

House Captain	- Anuj Bastola
Asst. " "	- Suk Bdr. Gurung
Academic Captain	- Amrit Shrestha
Sports Captain	- Ajaya Adhikari

MACHHAPUCHHARE HOUSE:

House Captain	- Ashok Tulachan
Asst. " "	- Bil Pd. Gurung
Academic Captain	- Shali Gram Aryal
Sports Captain	- Raju Gurung

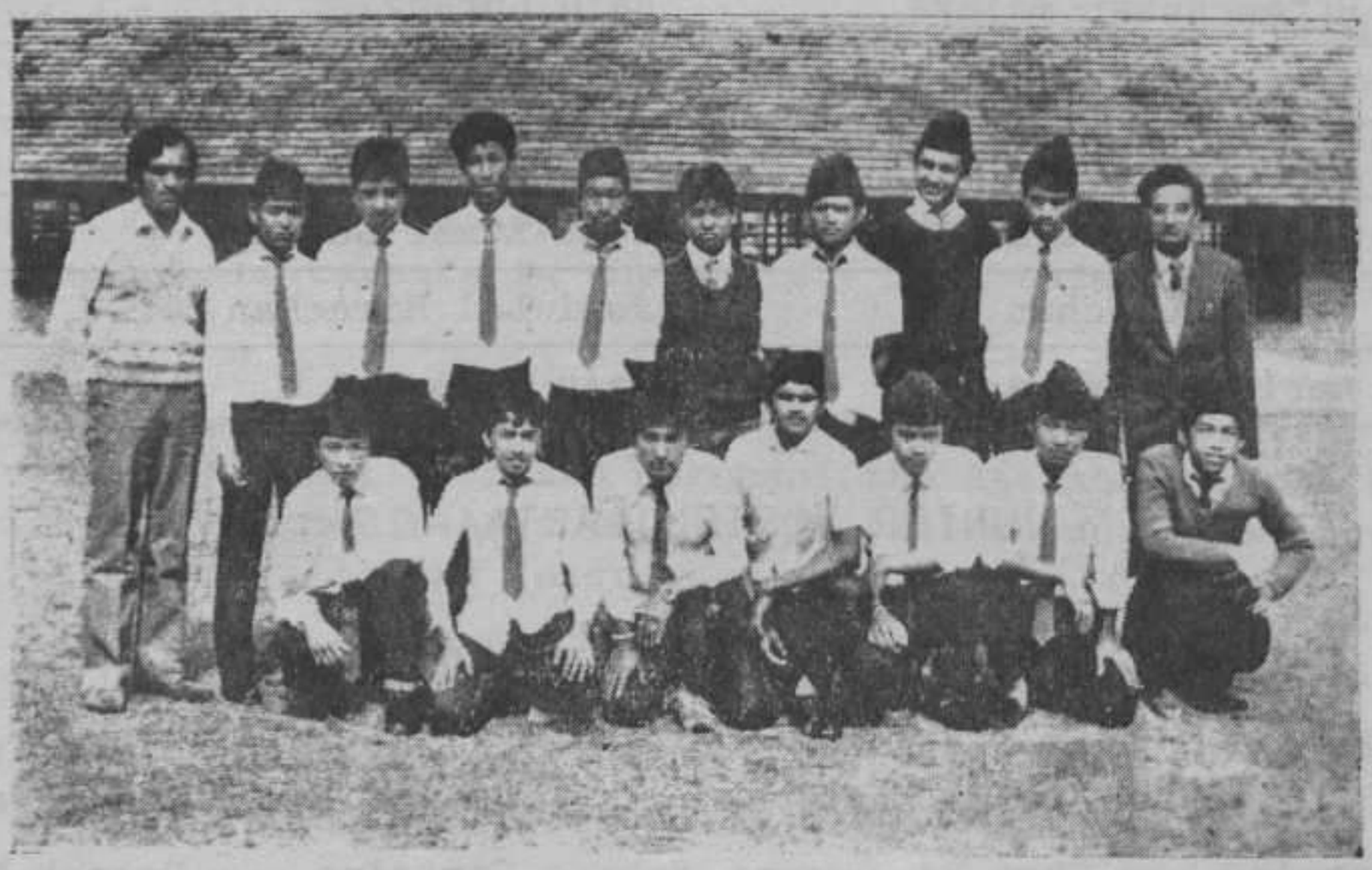
ANNAPURNA HOUSE:

House Captain	- Raju Gurung
Asst. " "	- Dev K.Gurung
Academic Captain	- Anil Babu Subedi
Sports Captain	- Nar Pd. Gurung

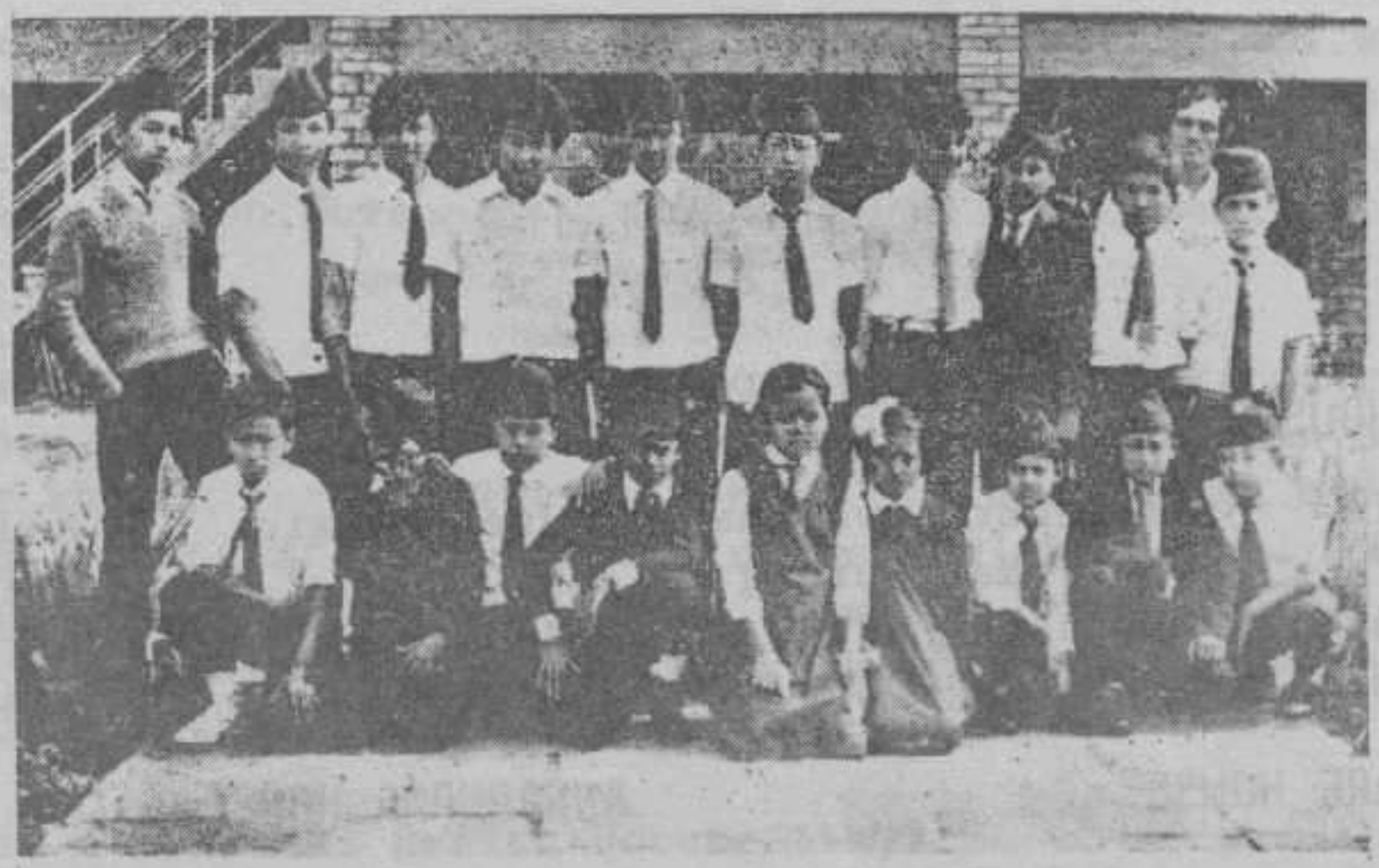
DAY STUDENTS REPRESENTATIVES, 1986

Day Students' Representative : Buddha Gurung

Asst. Day Students' Representative : Nira Mani Gautam



Gossner Mission



CLASS CAPTAINS, 1986

CLASS	CLASS CAPTAINS	ASSISTANT CLASS CAPTAINS
IV A	Khel Bahadur Gurung	Sudip Piya and Susma Gurung
IV B	Nur Mahamad Ali	Bijaya Gurung and Prity Gurung
V	Rajendra Bdr. Kuwar Chhetri	Dibya Tulachan
VI	Uttam Kumar Tajhya	Raju Gurung
VII	Tarun Bhattachan	Padam Bahadur Thapa
VIII	Raju Paudel	Ishor Thapa
IX	Gunja Man Gurung	Raju Kumar Gurung
X A	Ashok Tulachan	Joni Lal Hirachan
X B	Amrit Shrestha	Raju Gurung

JUNIOR HOSTEL CAPTAINS

HIMALCHULI HOSTEL:

Academic Captains - Borendra Pun
- Achyut Nepal

Sports Captains - Shri Pd. Gurung
- Thakur Gurung

NILGIRI HOSTEL:

Academic Captains - Dibya Tulachan
- Lokendra Shresth

Sports Captains - Deepak Magar
- Gopi Bhattarai

Gossner Mission

HOUSE NOTES

DHAULAGIRI HOUSE

House Parent:
Mr. Narayan Prasad Uprety

Assistant Parent:
Mr. Amrit Prasad Marshani

House Captains

House Captain : *Yogendra Jwarchan*
Asst. Captain : *Sher Man Gurung*
Academic Captain : *Rajesh Khadka*
Sports Captain : *Chin Kaji Gurung*

This House consisted of 54 students from classes 6 to 10. There were several talented students in various fields in this House. Our House won the Academic shield, Football shield and the Championship shield for the year 1986.

Yogendra Jwarchan, Suresh Baniya, Kamal Gurung and Krishna Ghale were included in the school's Football team. Similarly, Yogendra Jwarchan, Suresh Baniya and Prem Bahadur Gurung were included in the school's Volleyball team. Ganga Ram Panta and Arun Lamichhane were prize winners in the essay competition held at the district level, in the Kaski district. Sunil Gurung is the best dancer in Break Dance in the school. The House showed its talents in the variety intertainment programme as well.

Under the active leadership of Mr. Narayan Prasad Uprety, the House Parent and Mr. Amrit Prasad Marshani, the Assistant House Parent, Dhaulagiri House has achieved a lot in all fields and it is hoped that it will progress more in the future.

"There Cheers for Dhaulagiri": Hip Hip Hurray ! ! !

Yogendra Jwarchan
House Captain
Dhaulagiri House

Gossner Mission

LAMJUNG HOUSE

House Parent:

Mr. Deepak Bamzon

Assistant Parent:

Mr. Shiva Lal Dhital

House Captains

House Captain : *Anuj Bastola*
Asst. Captain : *Suk Bahadur Gurung*
Academic Captain : *Amrit Shrestha*
Sports Captain : *Ajaya Adhikari*

This year the Hostel had 46 boys both from Junior and Senior grades. Co-operation, brotherhood and discipline are the most important aspects of human life and the so-called abstract motto of this hostel, and the boys showed these qualities and enthusiasm from the initial term by helping each other, the house captain and the hostel parents in their day-to-day activities and different programmes of the school.

Not only this year, but also in the past year, Lamjung has done well in every field of academic and extra-curricular activities. Comparing these years, 1986 has been the most eventful and the merriest year for us. This year most of our ex-class X boys passed S.L.C. in 1st division. In sports we were very close to first. We bagged the volleyball championship shield and the hostel cleanliness shield and, to add more, I myself was awarded "The Headmaster's Leadership Shield".

So, I thank all the boys for their forwardness and co-operation. Lastly, I am very grateful and obliged to our hostel parents for their hard work and good guidance.

Anuj Bastola
House Captain
Lamjung House

गण्डकी बोर्डिङ स्कूल प्रति

हाम्रो हार्दिक शुभ-कामना

मोर्डन कंक्रिट इन्डस्ट्री
औद्योगिक क्षेत्र, पोखरा

Gossner Mission

MACHHAPUCHHRE HOUSE

House Parent

Mr. Krishna Ghimire

Asst. House Parent

Mr. Madhav Prasad Lamichhane

House Captains

House Captain : *Ashok Dhoj Tulachan*
Asst. Captain : *Bil Prasad Gurung*
Academic Captain : *Shaligram Aryal*
Sports Captain : *Raju Gurung*

This house consisted of 45 boys from classes VI to X. They were all honest, helpful and hardworking students. We won this year's Basketball Shield, General Knowledge Shield and Sports Day Marchpast Shield. Gunja Man Gurung was awarded the best volleyball player in the district, and Mekh Man Gurung was awarded the best football player in the Birendra Shield Tournament. Ashok Dhoj Tulachan, Mekh Man Gurung, Gunja Man Gurung, Raju Gurung and Shagun Ghale were included in the School's Football team. Similarly, Mekh Man Gurung, Gunja Man Gurung, Raju Pun and Shaligram Aryal were included in the School's Volleyball team. Ashok Dhoj Tulachan, Mekh Man Gurung, Bhim Prasad Gurung were some of the veteran gymnasts of the school.

All the participants of various academic and sports activities of the house have shown their talent, sportmanship and interest. This house has made a unique contribution in the affairs of the school every year and has been keeping its unique place befitting to its name Machhapuchhre.

Hurrah for Machhapuchhre !!

Ashok Dhoj Tulachan
House Captain
Machhapuchhre House

गण्डकी बोर्डिङ स्कूलको

उत्तरोत्तर प्रगतिको लागि

शत्-शत् शुभ-कामना

रत्न इलेक्ट्रीक स्टोर
रानी पौवा, पोखरा
फोन नं. २०२७८

Gossner Mission

ANNAPURNA HOUSE

House Parent:
Mr. Hari Narayan Upadhyaya

Assistant Parent:
Mr. Bam Dev Sharma

House Captains

House Captain : *Raju Prasad Gurung*
Asst. Captain : *Dev Kumar Gurung*
Academic Captain: *Anil Babu Subedi*
Sports Captain : *Nar Prasad Gurung*

There were 48 disciplined, honest and hardworking students in this house. This house consisted of several talented students in various fields. The House won the Sports Day Shield this year also.

Nar Prasad Gurung, Neem Bahadur Khadka and Dev Kumar were included in the school's Football team. Raju Gurung, Dev Kumar Gurung and Rudra Kaji Gurung were included in the school's Volleyball team. Raju Gurung and Krishna Paudel were the best athletes of the school.

We are lucky enough to have Mr. Hari Narayan Upadhyaya as the House Parent and Mr. Bam Dev Sharma, the Student Dean, as the Assistant House Parent. We received good guidance from them all the time. The House made good progress in all the academic and sports activities of the school.

Best wishes for Annapurna.

Raju Prasad Gurung
House Captain
Annapurna House

गण्डकी बोर्डिङ स्कूलको

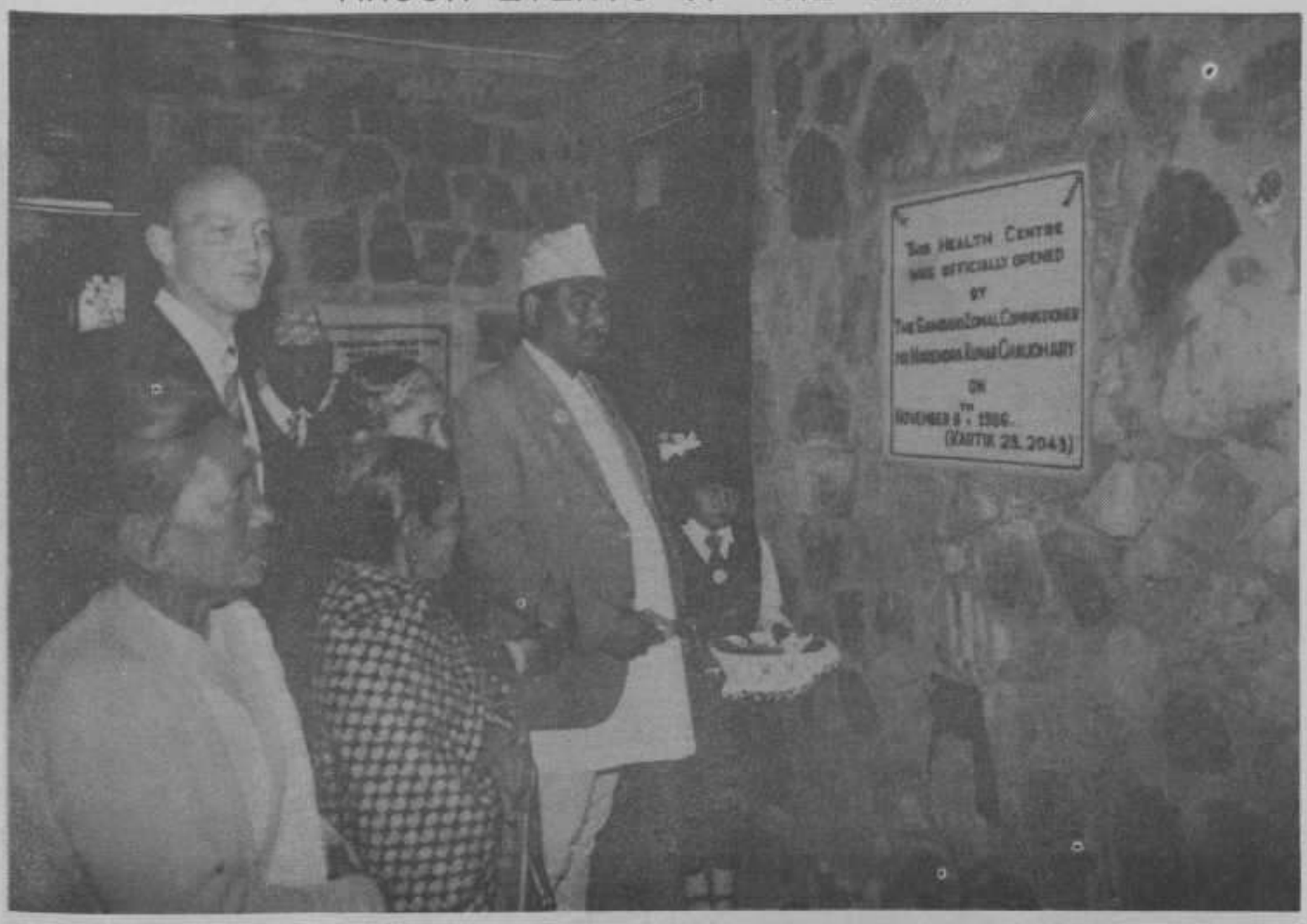
पूर्ण सफलताको

कामना गर्दै

किरण श्रेष्ठ
गण्डकी सुती उद्योग प्रा.लि.
महेन्द्रपुल, पोखरा
फोन नं. २००८९

Gossner Mission

MAJOR EVENTS OF THE YEAR



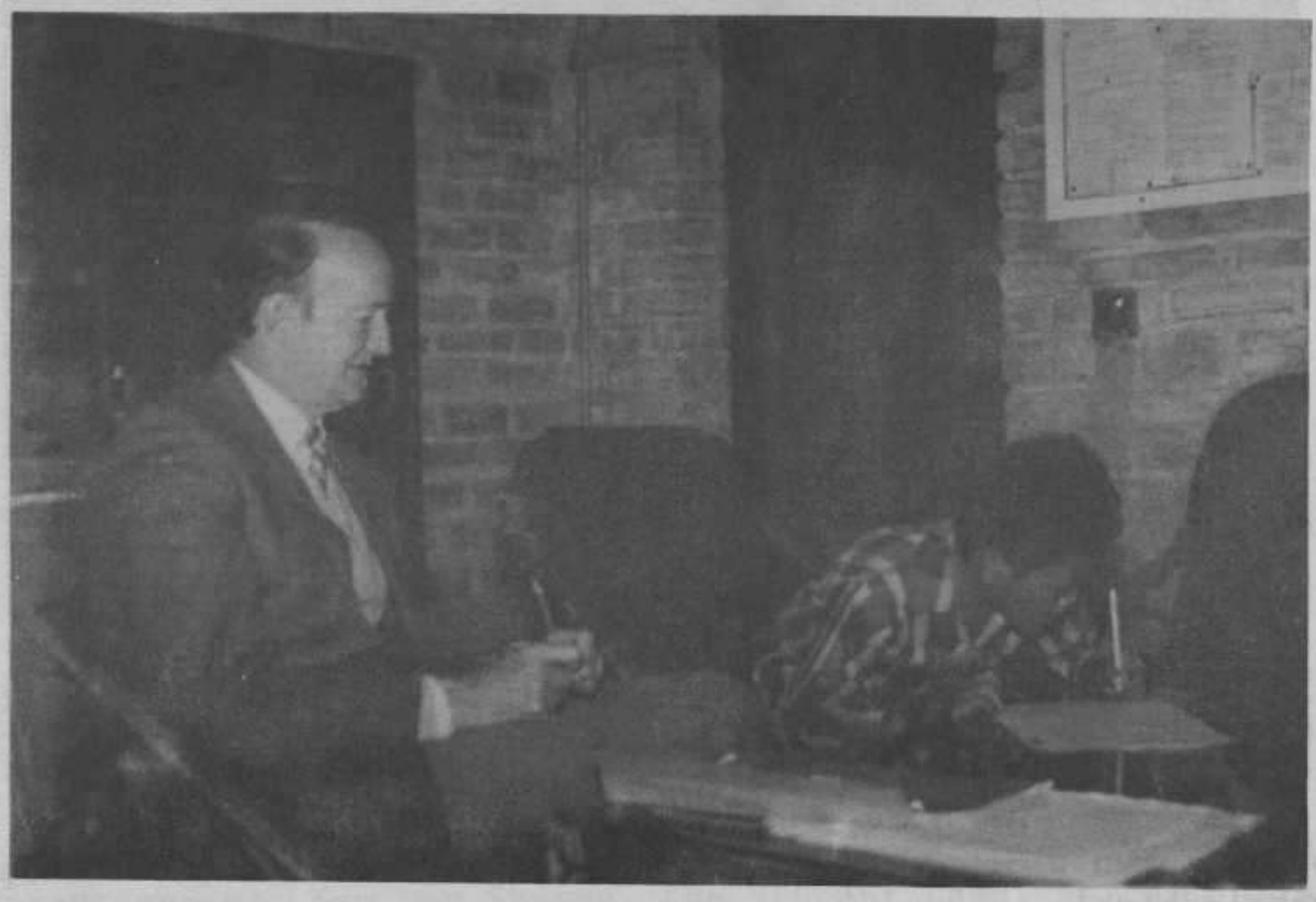
Opening of new School Health Centre by the Chairman [the Gandaki Anchaladhish].

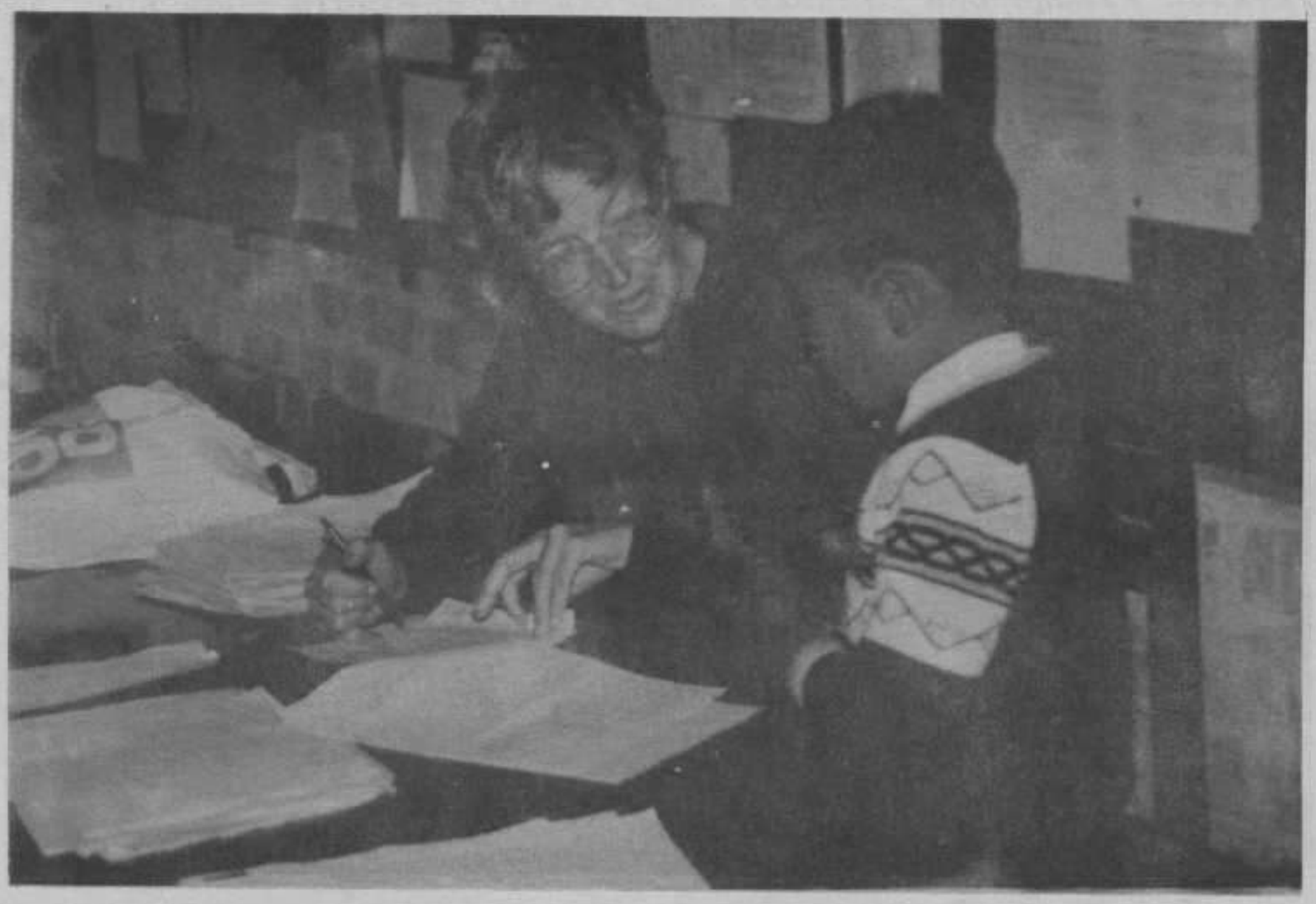


Anuj Bastola of class X A presenting a sum of NRs. 15,111.00 to the Headmaster, which was collected by class X students on the occasion of Tihar [Bhailo] for the construction of the Girls' Hostel

Gossner Mission

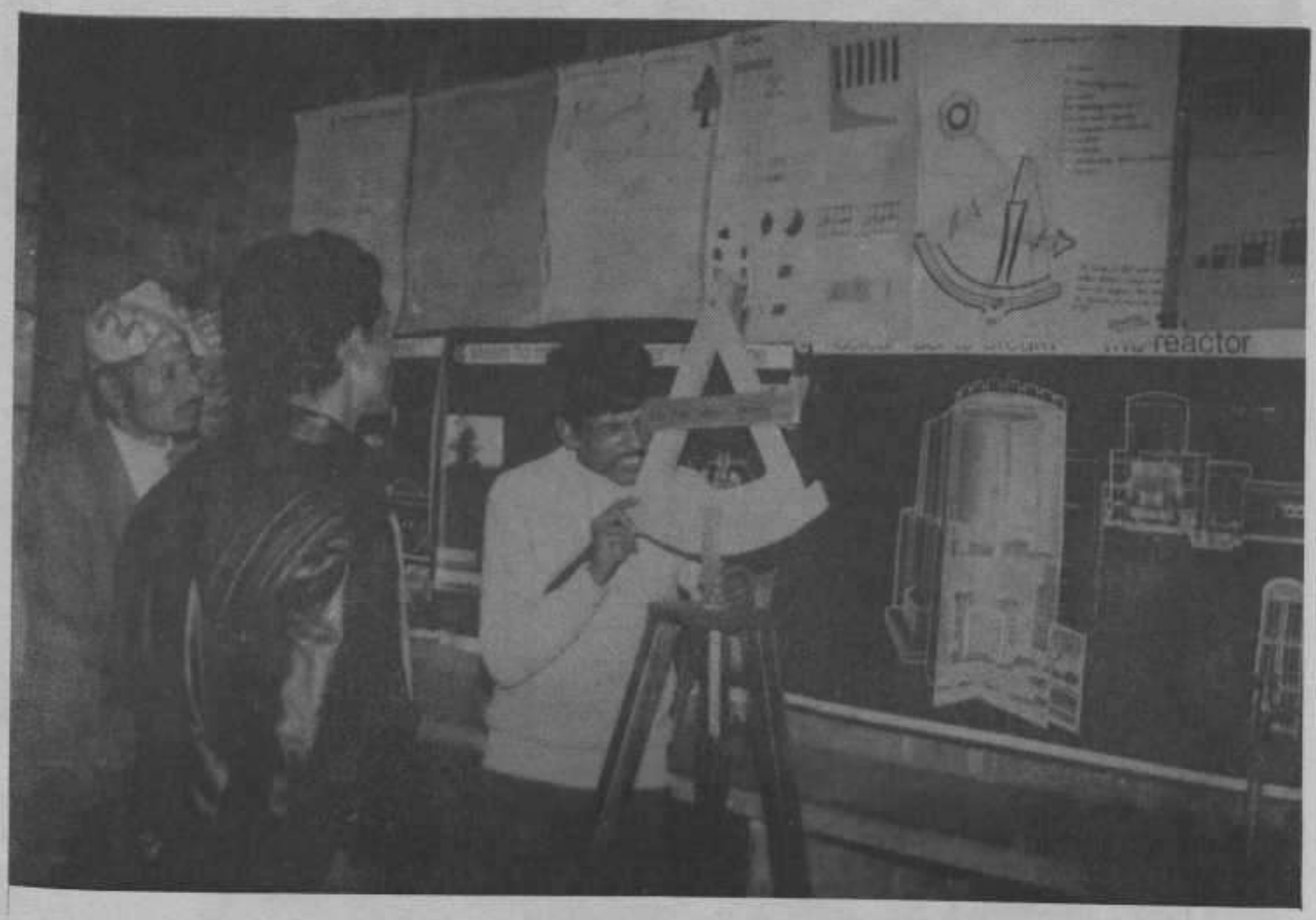
Entrance test for 1987.





Gossner Mission

Mathematics Seminar.





Gossner Mission

Prize Distribution Day.





Gossner Mission



(a)

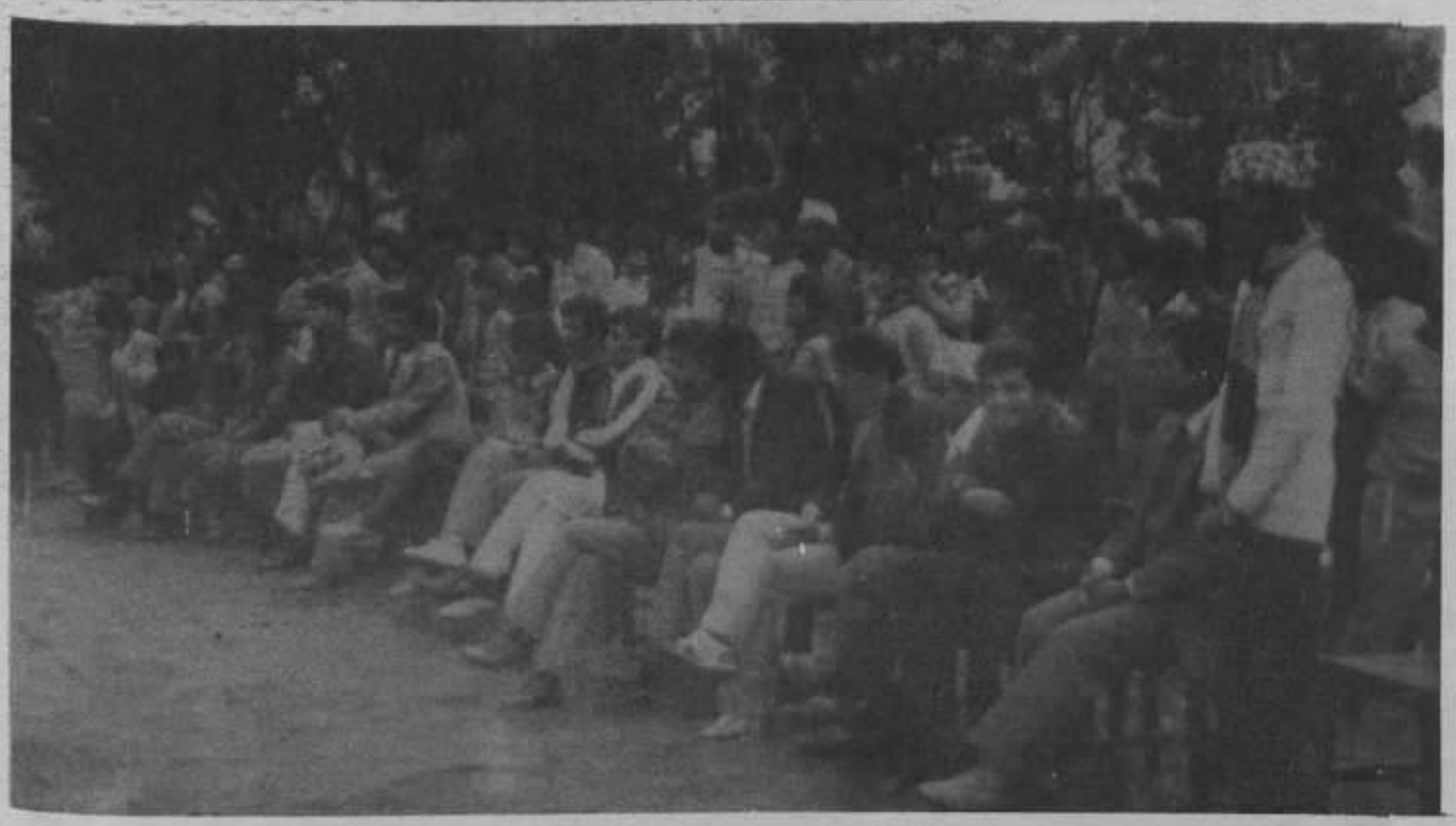
Laying down of the Foundation Stone of the Girl's Hostel by the Gandaki Zonal Commissioner.

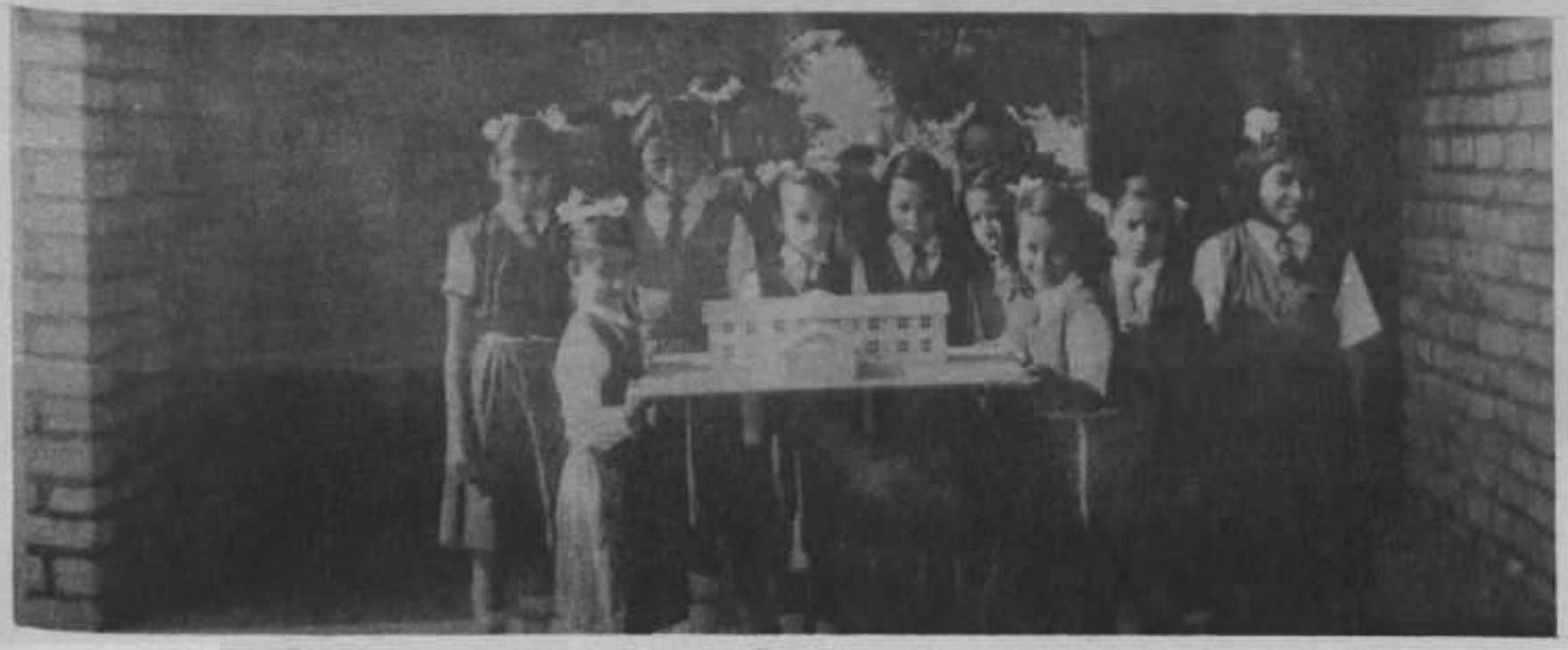
(b)

A huge gathering on the occasion.

(c)

Girl students 1986 with the model of the Girls' Hostel.





Gossner Mission



Girl students of 1986, with some teachers



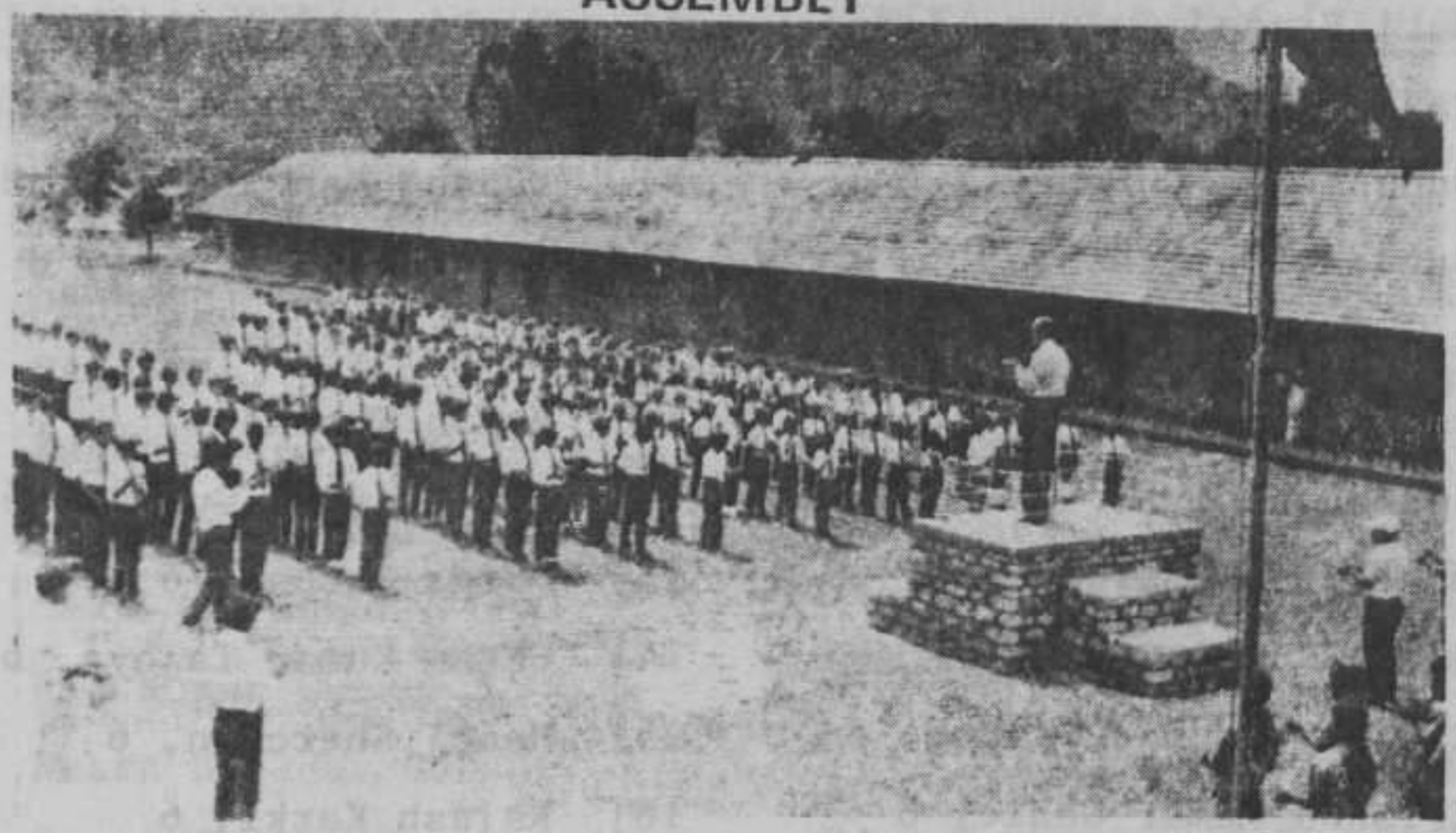
Day students, 1986

Gossner Mission

GANDAKI BOARDING SCHOOL



ASSEMBLY



the six hostels and dining hall



Gossner Mission

ANNUAL PRIZE DISTRIBUTION DAY 1986
[26TH DECEMBER, 1986]

PRIZE WINNERS

FOOTBALL [SENIOR]

Dhaulagiri House

1] Yogendra Jwarchan, X A
2] Sher Man Gurung, X A
3] Gum Bahadur Pun, X A
4] Prem Bahadur Gurung, XAA
5] Chin Kaji Gurung, X B
6] Moti Prasad Gurung, X B
7] Rajesh Khadka, X B
8] Buddha Raj Gurung, X B
9] Sandesh Sherchan, 9
10] Ranjan Hirachan, 9
11] Ishor Gurung, 9
12] Suresh Baniya, 9
13] Ram Prasad Gurung, 9
14] Sunil Kumar Gurung, 9
15] Krishna Prasad Gurung, 8
16] Krishna Kumar Ghale, 8

FOOTBALL [INTERMEDIATE]

Dhaulagiri House

1] Raj Kumar Gurung
2] Jitendra Shrestha, X A
3] Shiva Prasad Tripathi, X B
4] Kamal Prasad Gurung, 9
5] Ananda Bahadur Pun, 9
6] Sashi Vikram Plikhe, 9
7] Amrit Kumar Shrestha, 8
8] Buddhi Man Thakuri, 8
9] Babu Ram Bhandari, 8
10] Suraj Gurung, 7
11] Madan Khadka, 7
12] Ram Chandra Gurung, 6
13] Durga Gurung, 6
14] Uttam Kumar Tajhya, 6
15] Manoj Sherchan, 6
16] Rajesh Karki, 6

FOOTBALL [JUNIOR]

Machhapuchhre House

1] Keshar Gurung, 8
2] Bhim Prasad Gurung, 7
3] Purna Gurung, 7
4] Thakur Prasad Gurung, 6
5] Shri Prasad Gurung, 6
6] Achyut Nepal, 6
7] Khadga Bahadur Thapa, 6
8] Dipak Rana, 5
9] Durga Gurung, 5
10] Hem Rana Magar, 5
11] Tulsi Baral, 5
12] Arjun Gurung, 4A
13] Himal Gurung, 4 B
14] Roshan Pun, 4 B
15] Sujan Gurung, 4 B
16] Rabin Chand, 4 A

Gossner Mission

VOLLEY-BALL [SENIOR]

Machhapuchhre house

1] Ashok Dhoj Tulachan, X A
2] Shaligram Aryal, X A
3] Raju Pun, X B
4] Gunja Man Gurung, 9
5] Mekh Man Gurung, 9
6] Raj Kumar Gurung, 9
7] Sagun Ghale, 9
8] Netra Bahadur Gurung, 9
9] Raju Gurung, 8

VOLLEY-BALL [INTERMEDIATE]

Lamjung House

1] Ajay Adhikari, X A
2] Suresh Gauchan, XA
3] Durga Raj Gurung, 9
4] Prakash Raj Bhandari, 9
5] Mahendra Paudel, 9
6] Kishanlal Shrestha, 8
7] Padam Thapa, 7
8] Chandra Pun, 7
9] Gopi Bhattarai, 5

BASKETBALL [OPEN]

Machhapuchhre House

1] Ashok Dhoj Tulachan, X A
2] Sandeep Singh Negi, X A
3] Raju Pun, X B
4] Raju Gurung, X B
5] Gunja Man Gurung, 9
6] Mekh Man Gurung, 9
7] Raj Kumar Gurung, 9
8] Netra Bahadur Gurung, 9
9] Sagun Ghale, 9
10] Bhim Prasad Gurung, 7

GENERAL KNOWLEDGE [SENIOR]

Machhapuchhre House

1] Shaligram Aryal, X A
2] Suresh Bhattarai, X B
3] Surya Bahadur Dhakal, X B
4] Rajendra Gurung, 9

GENERAL KNOWLEDGE [JUNIOR]

Lamjung House

1] Surendra Mansingh Bhandari, 7
2] Sonam Lama, 7
3] Shiva Prasad Devkota, 7
4] Binod Gurung, 7

ENGLISH SPELLING [SENIOR]

Dhaulagiri House

1] Sher Man Gurung, X A
2] Jitendra Shrestha, X A
3] Ganga Ram Panta, X B
4] Shiva Prasad Tripathi

ENGLISH SPELLING [JUNIOR]

Lamjung House

1] Sunil Thomas Varughese, 6
2] Bimal Aryal, 5
3] Dawa Jangbu Sherpa, 4 A
4] Sudip Piya, 4 A

Gossner Mission

NEPALI SPELLING [SENIOR]

Dhaulagiri House

1] Ganga Ram Panta, X B
2] Arun Lamichhane, X B
3] Shiva Prasad Tripathi, X B
4] Bikash Sherchan, 9

DEBATING COMPETITION [SENIOR]

Machhapuchhre House

1] Suresh Bhattarai, X B
2] Surya Bahadur Dhakal, X B
3] Shaligram Aryal, X A
4] Parshu Ram Paudel, X B

ESSAY WRITING COMPETITION

Dhaulagiri House - Ganga Ram Panta, X B

BADMINTON COMPETITION [SENIOR]

Lamjung House - Anuj Kumar Bastola, X A

BADMINTON COMPETITION [INTERMEDIATE]

Dhaulagiri House - Kamal Prasad Gurung, 9

TABLE TENNIS COMPETITION [SENIOR]

Dhaulagiri House - Suresh Baniya, 9
Annapurna House - Manoj Karki, X B

TABLE TENNIS COMPETITION [INTERMEDIATE]

Dhaulagiri House - Kamal Prasad Gurung, 9
Annapurna House - Pravin Raj Adhikari, X A

TABLE TENNIS COMPETITION [JUNIOR]

Machhapuchhre House - Keshar Kumar Gurung, 8

CHESS COMPETITION [OPEN]

Annapurna House - Manoj Kumar Karki, X B

Gossner Mission

THE BEST-DISCIPLINED STUDENT IN EACH CLASS

Class 4 A - Kamal Raj Joshi
Class 4 B - Raju Prasad Sapkota
Class 5 - Rajendra Kumar Chhetry
Class 6 - Sunil Thomas Varughese
Class 7 - Dina Nath Paudel
Class 8 - Mukti Ram Subedi
Class 9 - Bikash Sherchan
Class X A - Pravin Raj Adhikari
Class X B - Surya Bahadur Dhakal

THE MOST IMPROVED STUDENT IN EACH CLASS

Class 4 -- Chandra Paudel
Class 4 B - Nara Bahadur Rokaya
Class 5 - Anil Paudel
Class 6 - Uttam Kumar Tajhya
Class 7 - Ramesh Sapkota
Class 8 - Bharat Bahadur Baniya
Class 9 - Netra Bahadur Gurung
Class X A - Ashok Dhoj Tulachan
Class X B - Moti Prasad Gurung

THE BEST STUDENT IN EACH HOSTEL

1] Dhaulagiri Hostel - Sher Man Gurung, X A
2] Lamjung Hostel - Amrit Kumar Shrestha, X B
3] Himalchuli Hostel - Thakur Prasad Gurung, 6
4] Nilgiri Hostel - Dipak Rana Magar, 5
5] Machapuchhre Hostel - Bil Prasad Gurung, X B
6] Annapurna Hostel - Dev Kumar Gurung, X B

THE BEST DAY STUDENT

Khimlal Acharya, X B

Gossner Mission

A C A D E M I C

Grade-4

1st - Dibya Tulachan

2nd - Bimal Aryal

3rd - Ganesh Adhikari

Grade-5

1st - Thakur Prasad Gurung

2nd - Uttam Kumar Tajhya

3rd - Chandra Hirachan

Grade-6

1st - Suraj Gurung

2nd - Dina Nath Poudel

3rd - Rana Bahadur Pun

Grade-7

1st - Bishwa Nath Sapkota

2nd - Jabindra Thapa

3rd - Pradeep Bhandari

Grade-8

1st - Rajendra Gurung

2nd - Netra Bahadur Gurung

3rd - Krishna Bahadur Gurung

Grade-9 A

1st - Pravin Raj Adhikari

2nd - Anil Babu Subedi

3rd - Janak Raj Parajuli

Grade-9 B

1st - Amrit Shrestha

2nd - Rabindra Bohara

3rd - Surya Bahadur Dhakal

Grade-10 A [Send-up Test]

1st - Gum Bahadur Pun

2nd - Pravin Raj Adhikari

3rd - Janak Raj Parajuli

Grade-10 B [Send-up Test]

1st - Amrit Kumar Shrestha

2nd - Arun Lamichhane

3rd - Ganga Ram Panta

THE BEST ACADEMIC STUDENT FOR 1986

Amrit Kumar Shrestha, X A

SHIELD WINNERS FOR - 1986

1] Brian Wood Inter - House Basketball Shield - Machhapuchhre House.

2] Jonathan Lindell General Knowledge Shield - Machhapuchhre House.

3] Mc Conkey Hostel Cleanliness Cup - Lamjung.

4] Class-room Cleanliness Shield [Junior]: Class 4 A

5] Class-room Cleanliness Shield [Senior]: Class X B

6] Academic Shield: Dhaulagiri House

7] Football Shield: Dhaulagiri House

8] Volleyball Shield: Lamjung House

9] Sports Day Shield: Annapurna House

10] Sports Day Marchpast Shield: Machhapuchhre House

11] HousehChampionship Shield : Dhaulagiri House

12] Headmaster's Shield for Leadership: Anuj Kumar Bastola

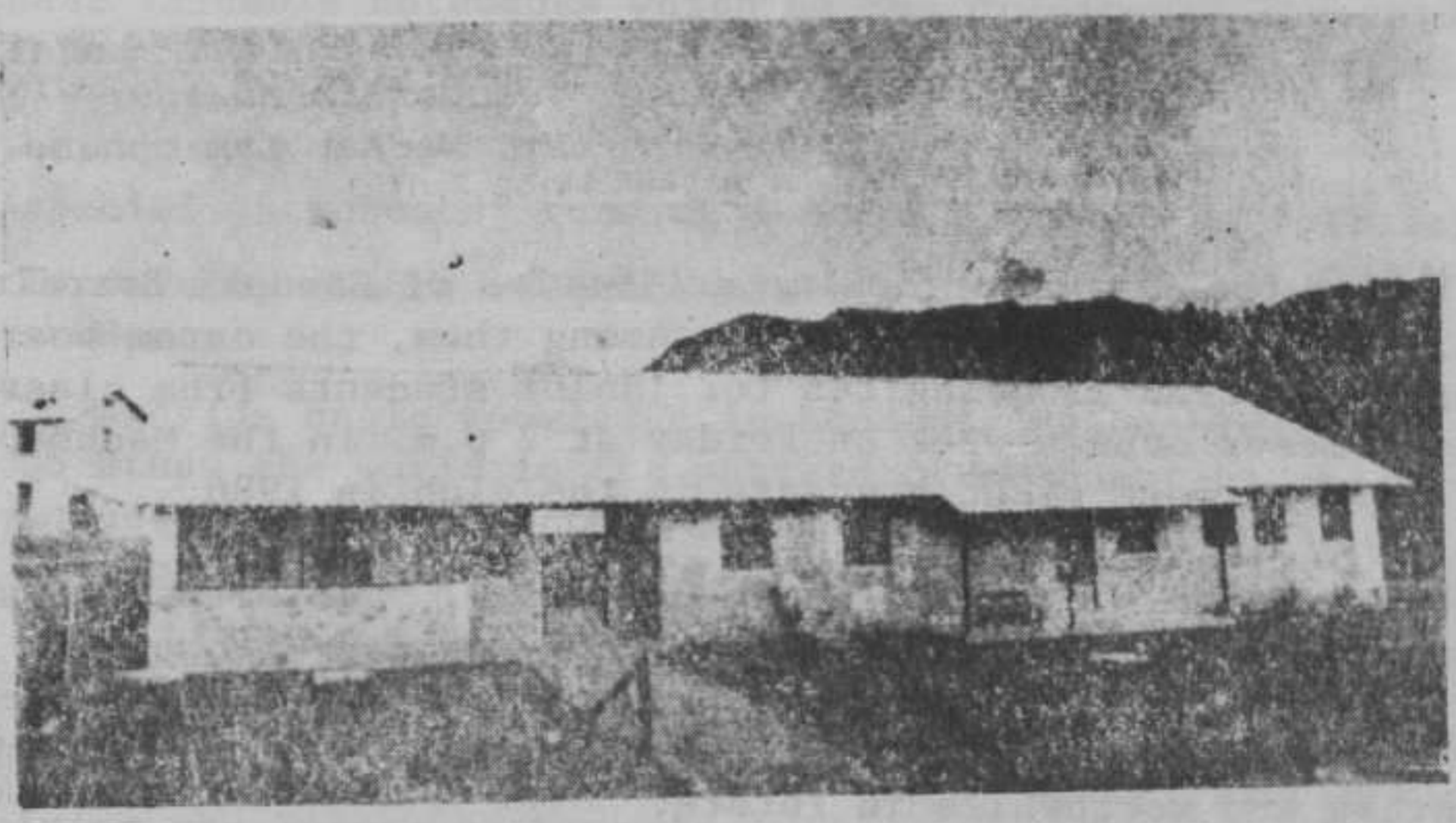
Gossner Mission



A classroom



the dining room



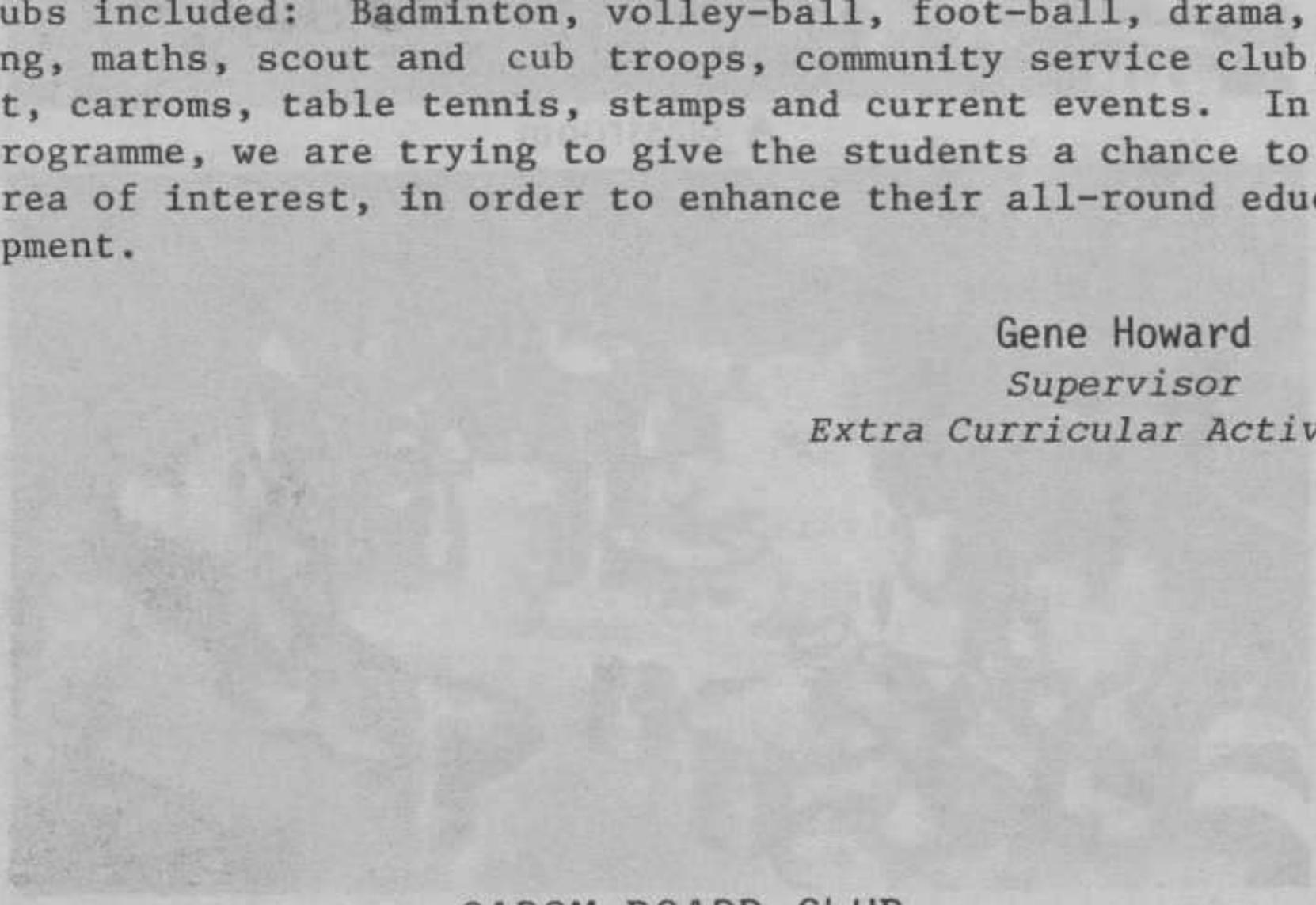
NEW SCHOOL HEALTH CENTRE

Gossner Mission

CLUBS - 1986

In the club programme this year, almost all of the teaching staff gave leadership to at least one club, and some staff led more than one club. All the students were given a choice of clubs, and then placed in the club of their first or second choice. There were 25 clubs running this year [with a few changes over the year because of staff and responsibility changes]. Some clubs had to be broken down into "A" and "B" groups as there were so many students involved. The clubs included: Badminton, volley-ball, foot-ball, drama, music and song, maths, scout and cub troops, community service club, cricket, carroms, table tennis, stamps and current events. In the club programme, we are trying to give the students a chance to pursue some area of interest, in order to enhance their all-round educational development.

Gene Howard
Supervisor
Extra Curricular Activities



CAROM-BOARD CLUB

Teacher-in-charge:
Mr. Madhav Lamichhane

Under the Extra-curricular activities of Gandaki Boarding School, we are running many clubs. Among them, the carom-board club is one. This club is being run for junior students from classes 4 to 6. It meets once a week on Friday at 2 p.m. in the Machhapuchhre hostel. There were eight students in the club in 1986.

Carom-board playing is an in-door game. Junior students are very interested to play carom. We can learn many techniques and tricks by playing this game. Thinking and dealing with problems is another aspect of the game. So, I think it will be even more interesting and worthwhile in future.

Gossner Mission

MATHEMATICS CLUB [SENIOR]

Teacher-in-charge
Mr. Hari Narayan Upadhyaya

Gandaki Boarding School runs many clubs as part of the school programme. The purpose of these clubs is to produce students with wide interests, and sound knowledge and skills. One of the most important ways to help them is to run different clubs, many new methods of teaching and learning.

Amongst the clubs which have been running, the Maths Club is a very important and useful club. This club consists of 16 students and the teacher-in-charge. Through this club we have developed positive attitudes towards mathematics. We are also given so many helpful facilities, and increased accuracy in Maths has resulted. We are more strongly motivated to learn mathematics.

Even though the Maths Club was started a long time ago, I have been in this club only since I started my 10th class. Even in one year, the valuable things that I have gained cannot be exaggerated. I can appreciate the many advantages the students who have been in this club gain from the very important contribution of the teacher-in-charge.

Mr. Hari Narayan Upadhyaya, the teacher-in-charge, has done his very best for the betterment of his students. We may rarely have such a hard-working teacher. His mind is always with the thought of developing] new and modern methods of teaching and learning, and making new materials and many important books, full of modern mathematics knowledge. One who comes to this school and is interested in Maths., can have a copy of these valuable notebooks which he has prepared. The result of his hard labour tells us all very clearly that there is no substitute for hard work.

The special purposes of running a maths club are as follows:

a] To develop a more adequate mastery of mathematics in students.

b] To provide basic knowledge in students to enable them to study the world in the pattern of mathematics and to develop skills in them to adapt to the modern, developing, scientific and technological societies.

Of course, the maths club has been very interesting and we, club students, have found it very useful in our life. We are taught in many new and interesting ways, and, also, we learn by doing, by practising and by applying the things we have learned.

Gossner Mission

Whenever and wherever there is a special occasion, and if there is an exhibition, we haven't forgotten to exhibit what we have developed in mathematics. It makes us very proud of our clubs, and of our school, and we are even more enthusiastic when our achievement is always said to be "the best".

Ganga Ram Panta, X B
Mathematics Club - Secretary

ENGLISH LITERATURE CLUB

Mr. Govinda Raj Sharma,
Club In-charge

Apart from enhancing the academic standard of students, Gandaki Boarding School believes in their over all development. So more than twenty clubs are being run at the school at present under extra - curricular activities. Among than the English Literature club is one, which plays a vital role to achieve the above goal. It comprises twelve students from classes four, five and six, and meets every Sunday at 6:45 p.m. after the junior study hour.

This club is very beneficial in an English-medium school like ours, for it helps the participants a great deal to improve the standard of their English. We were, to some extent, successful in achieving the desired goal. In fact, a great emphasis was laid on language games and story - telling in this club this year, so it was worthwhile for the students participating in it. Other activities, such as English dialogues, essay writing, paragraph writing, etc. were also performed that created student interest to make the club more lively. It can be hoped that more and more students will show their enthusiasm to be involved in this club in the years ahead.

गण्डकी बोर्डिङ स्कूल

पोखरेलीको मात्र नभई

सम्पूर्ण नेपालीको गौरव हो

गोकुलाल भक्तिलाल बाटाजु
३।६२ नालामुख, पोखरा
फोन नं. २०१५३
(प्लाई उड तथा सनमाईका वितरक)

Gossner Mission

FIRST-AID CLUB REPORT

By: Dilip Kumar Sharma
Health Supervisor

We believe in the all-round development of students, not limited merely to a course of study. Naturally, different people are gifted with different qualities, certainly they are able to show their talents. This year, there are more than 23 clubs which are run by teachers and other volunteers from U.M.N.

From the beginning of the year we started the First Aid Club. Eighteen students from classes 7, 8, 9, and 10 have been participating in the First Aid Club. It includes not only first aid, but also general symptomatic treatment, prevention and control of communicable diseases, and environment sanitation. Students are very keen on learning about many aspects, so a great stress is laid on practical work and demonstration.

The importance of this training is considerable. It is essential for everybody to know about first aid, since it sometimes helps at a critical time to save life. We believe our students can help their family, neighbour and villagers if they are in trouble when they return home.

पोखरामा यहाँहरूलाई स्वागत छ

स्तरीय शिक्षा दिन

गण्डकी बोर्डिङ स्कूल खडा छ

स्वास्थ्यकर परिकार र सेवा दिन

हामी तयार छौं ।

झागन होटल

पार्दी, पोखरा

Gossner Mission

SCIENCE CLUB

Teacher-in-charge:
Mr. Krishna Prasad Ghimire

Club activities are an integral part of the curriculum, so they are called co-curricular activities. To provide an all-round and standard form of education, text-book teaching is not enough. So the first Regional School in Nepal is seeking to provide extra knowledge as much as possible along with their regular studies. This does not only enrich the knowledge of the students but also utilises students' spare time in creative work which is most important in a Boarding School like ours. It also increases the interests, skills and good attitudes of the students.

The Gandaki Boarding Schook [Regional School] science club consists of 12 students from classes 7 to 10. They were all hard-working and very interested in the outcome of science. They used to ask to perform different experiments, scientific stories, to prepare different models to draw figures and charts, to collect different biological specimens and identify them. So the members of the club were busy carrying out these activities during the year 1986. As a result, we were able to prepare these models which were highly appreciated in the exhibition at the end of term 2:

a] Electric quiz board
b] Railway signal
c] Electric ball game
d] Model for the sun, Earth and Moon
(to show Lunar and Solar Eclipses, axial and orbital rotations)
e] Electromagnetic crane (wider use of Electromagnet)
f] Newton's cradle (transfer of energy and momentum) etc.

We have prepared materials and models related to our text-books which were most useful and helpful to other nearby general high schools where experimental work is rarely done. So we exhibited these materials in the High-school's Science teachers Seminar during the end of term 2, which were highly appreciated and were very impressive. About 300 students observed the exhibits. So the activities in the Science Club make a great contribution to the development of Science education in the school and try to help other schools of Kaski district as well. I look forward to its bright future and more success.

Rajendra Gurung, 9
Science Club Secretary

Gossner Mission

CURRENT EVENTS CLUB

Teacher-in-charge:
Mr. Narayan Prasad Uprety

This club consisted of 12 students from classes VII to X. It met once a week, on every Monday at 4:00 p.m. The students were divided into the following six groups, 2 in each and they collected news and informations from various sources:

a] *Who's who [National]*

b] *Who's who [International]*

c] *Current news [National]*

d] *Current news [International]*

e] *Sports news*

f] *Discoveries and inventions.*

Mahendra Ale of class X 'A', who was in-charge of the who's who [national], collected the names of the Council of Ministers, R.P. members from different districts, nominated members in the Rastriya Panchayat and the names of the 14 zonal commissioners. Similarly, Prakash Rajbhandari of class IX collected a long list of the names of the persons who invented and discovered new things in the world. The other members, like Ashok Dhoj Tulachan, Prem Bahadur Gurung, Tarani Koirala, Toyo Raj Pun, etc. also collected various news items which were shown in the Currents Events Board in the Library.

CRICKET CLUB

Teachers-in-charge:
Mr. Hatthew Bambach [Term 1]
Mr. Neil Hunter [Term 3]

The Junior and senior cricket clubs met on Sunday and Wednesday afternoons respectively, in the first and third terms. About twenty boys came to the Junior Club each week, and showed enormous enthusiasm in learning the game and improving their play. Although there was often not enough time for everyone to bat and bowl, some boys neverthe less showed signs of great promise, and many of them improved their skill.

About ten boys regularly attended the senior club, for which a harder ball was used. Many showed themselves to be talented at the game, hitting the ball with great freedom, and one or two were able to bowl with both pace and accuracy. There was a final game at the end of the term, featuring two very large teams. It was also demonstrated that the normal wicket could be used for spin bowling.

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JUNIOR CHESS CLUB

Teacher-in-charge:
Mr. Neil Hunter

The Junior Chess Club met every Monday afternoon in the third term, with a regular attendance of ten to twelve boys from the 4th grade. Some boys had not played the game before, other had knowledge of the game. A few local rules were set aside in favour of international rules. Most boys managed a couple of games every week, and many showed signs of improvement in their play. All brought great enthusiasm to the game.

JUNIOR BADMINTON CLUB

Teacher-in-charge:
Mr. Neil Hunter

Eight boys from the fourth grade attended the Junior Badminton Club every Thursday afternoon, throughout the year. All the games were played with a great competitive spirit, and it was good to see a marked improvement in the play of all the boys, both in accuracy and style.

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THE TEACHING - LEARNING PROCESS

By: Mr. Nara Hari Sharma
Academic Dean

We know that a sound education is one that develops all the capacities of a child. It develops the physical, intellectual, social and spiritual power of a human being, according to the social need of the nation. That is why the teaching - learning process has always been a major concern of Educational Philosophy. Through the teaching - learning process a creative education should be given to the child. Creative education becomes a key to the development of all the capacities of a child, according to his nature and potentialities. So the teacher is a specialist and an artist who shapes the child, observing and evaluating his characteristics. The fact is that children differ in physical and mental abilities. So the teacher has to toil to make the teaching programme effective by knowing as much as possible about the child. The teacher should seek to guide the child towards the best goals and to meet the individual differences. This is ultimately more important than meeting purely subject matter needs. The best way to fulfil educational goals is to provide creative teaching - involving a lot of purposeful, positive student activities, according to the nature of the subject.

The task of teaching is not an easy one. There is no magic formula for transferring knowledge from the teacher's mind to the child's mind. It is not a mechanical process. It is a challenging job. There are so many processes involved in modern teaching. The modern teaching process requires at least three factors:

a] Emphasizing the learner;
b] Guiding the learner, and
c] Promoting the learner's development.

To apply the above teaching approach, the teacher must be an excellent artist. That is why teaching is an art and the teacher is an artist. The teacher needs to be the master of all methods, because the teacher:

a] Creates the learning situation,
b] Motivates the child to learn,
c] Arranges the learning condition,
d] Fosters the child's creativity, and
e] Encourages the child to learn worthwhile things.

When the teacher has assisted the child to develop his creative potential, to be self-disciplined and to have a positive approach to learning. Then we can say that the child has been truly educated. Effective learning also is not so easy to facilitate. It is a complex process which involves a number of pre-requisites:

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a] The teacher should try to determine the child's readiness to learn.

b] The learning situation shoiuld be created for the child around interesting subject matter.

c] If the teacher is to create an interesting learning environment, he/she needs to organise a variety of teaching - learning materials.

There are so many aspects of learning, among the main ones are the needs of the learner, readiness to learn, the learning situation and interaction. The condition for learning also is not of less importance. Motivation, feed-back, practice and experiment, etc., are all of major consideration.

There are so many characteristics of effective worthwhile learning. Some of them are given below:

a] Learning as growth, as a flower of the garden.

b] Learning should be purposeful, as a pilot has a definite aim.

c] Learning is a natural outcome of the child to active involvement.

d] Learning is useful as the gardener collects fruits from the trees.

e] Teaching must be well planned.

f] Teaching is applied in a psychological way, when the teacher presents the materials in a logical way according to the interest of the students.

g] Teaching is a balanced blend of desirable old and new ideas.

h] Teaching should take account of the social background of the learner.

There are so many valuable, effective methods of teaching. The teacher should be able to apply different methods according to the situation and subject matter.

In conclusion, the teaching - learning process is not an easy task. If we are genuinely interested in thoughtful planning and evaluation of our teaching and in applying different processes according to the situation, it will be an interesting, enjoyable and productive experience for both the teacher and the taught.

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DYSENTERY

By: D.K. Sharma
Health Supervisor, GBS

Dysentery is a disease with inflammation of the intestine. Generally, a person experiencing diarrhoea more than two to four, or even eight to ten times a day, with blood and mucous and abdominal pain, can be said to have dysentery. There are mainly two types of dysentery:

1] Amebic dysentery [Amebiasis]; and
2] Bacillary dysentery.

Here we are mainly concerned with Amebic dysentery [Amebiasis].

Amebiasis is found everywhere in the world. However, it is more abundant in developing countries, due to poor sanitation. It attacks people of every stage, whether they are children, adults, male or female. Sometimes it breaks out in an epidemic form in which many people at a time are infected. This disease occurs mainly in the rainy season [Summer Season].

In Nepal, Amebiasis is very common. Thousands of people become victims of this disease every year. Reports show that around 14% of the people living at G.B.S. suffer from this disease every year, which can be said to be low in comparison with the Pokhara Valley and other parts of the country. Every year hundreds of patients [people] are found to be admitted to the Gandaki Zonal Hospital because of serious dysentery.

Sign & Symptoms: Most infections are insignificant. It also can be a mild infection with slight abdominal pain, some blood and mucous in the motion.

Acute infection starts with fever, chills, cramp in the abdomen, and blood and mucous in the diarrhoea. Diarrhoea may occur at least 3-4 times a day, or a maximum of 8-10 times. In some patients, nausea and vomiting is also seen. Finally, if the patient is not treated properly, he/she becomes pale, weak, dehydrated and shocked.

Diagnosis: Final diagnosis is obtained by finding tropozoites or cysts of E. histolytica in fresh stool test.

Treatment [RX]: There are various amoebicidal drugs which are helpful for the treatment of Amebic dysentery [Amebiasis] i.e.

1] Metronidazale [Amgit]: 400 mg. three times a day [TDS] for 7 - 10 days.

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2] Di-iode-hydroxyquinoline [Nediquin]: 400-600 mg. three times a day for 7 - 10 days.

3] Tinidazole [Tinizole]: 600 mg. twice a day [BD] for 5-10 days.

However, acute dysentery can be treated well by using Metronidazole with Sulphaguanidine. To prevent dehydration, the patient needs to be rehydrated by rehydration solution [Jeevan Jal or in home-made Salt-Sugar-Water solution].

During the course of treatment, oily food, meat, fish are contraindicated. The patient should be given light food.

Mode of Transmission: It is transmitted via contaminated water, raw vegetables, flies and un-hygenic behaviour [i.e. not washing hands properly after defecation, then direct transfer from hand to mouth].

Prevention and Control: People should be encouraged to build toilets. They should be given health education from time to time, so that they will not defecate everywhere. Unless we bring radical changes in their behaviour, we can not expect a healthy environment. The source of water supply and reservoir should be properly maintained and purified, which needs to be given very proper consideration in the Pokhara Valley too. Food should be preserved in a fly-proof net.

Preventive Measure inside G.B.S.: A few years ago we used chemicals to purify drinking water. Now we have been providing filtered or boiled water. Within a few years we are planning to have a more systematic drinking water system. There is proper cleaning and handling for raw vegetables and cooked food by our experienced cooks. We provide regular health education classes on personal hygenic behaviour and environmental health, to create a healthy environment.

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THE HISTORY OF ENGLISH EDUCATION IN NEPAL

By: Mr. Lekh Bahadur Thapa
English Teacher.

The development of English education in Nepal is closely related to the establishment of British rule in India and the rise of Jung Bahadur in 1846 A.D. He was a close friend and supporter of England.

It is said, *"necessity is the mother of invention"*. It could be said that the English language entered Nepal as *"necessity"*, that is to understand and communicate with the powerful Britishers. Jung Bahadur Rana was a shrewd politician. He was impressed with and influenced by the English. He know the importance of the English language in communication and making friends, therefore he invited an Englishman to teach English to his sons. This was the first time that English was taught in Nepal.

Jung Bahadur Rana visited England in 1849 to strengthen the bonds of friendship with Britain. In England he saw the modern schools and universities. He fully understood the importance of education. He was ashamed of the fact that there were no modern schools in Nepal. After his return, he opened Durbar High School, in 1853 A.D. It was the first English school in Nepal. But, admission to that school was confined to children of Rana families. It was during the reign of Chandra Shamsher, the first English - educated Prime Minister, that some changes were made in the Education Policy. He opened the door of Durbar High School for common people. He also opened another English - medium school at Patan.

The Ranas' rule can be regarded as the period of darkness in Nepal's History, in all respects. In the field of education, they adopted the policy of discouraging people from opening schools. They were scared of enlightened people, as they saw in them a threat to their very existence. Before the awakening, and the beginning of the struggle against the Ranas, that is up to the year 1946 A.D., there were only four Secondary Schools in Nepal that prepared students for the S.L.C. These schools were Durbar High school, Patan school, Juddhodaya Public school and Janata Public school.

After the overthrow of the Rana regime, a number of schools and colleges were established throughout the Kingdom. Nepalis were conscious of the importance of education for national development. People looked forward to seeing the quick all-round development of the country, but at that time the state of affairs was not good. There were many parties and selfish leaders. They fought among themselves for power. Politics and Education were mixed up. There was no peace and security in the country, and people sometimes were betrayed by their elected representatives. Late King Mahendra was also carefully watching the scene. He knew the desires of people and the needs of the country.

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He took a bold and historic step in 1960. He dissolved Parliament and took the reins of Government into his own hands and introduced Panchayat democracy.

The Panchayat system brought about law and order in the country. Education and politics were separated, so that students could pursue their education without hindrance. His Majesty King Birendra Bir Bikram Shah Dev desired to give Nepalis an education of an international standard, and so gave encouragement to English education in Nepal. The mushroom growth of Nursery and English medium schools is mainly due to the liberal policy adopted in 1980 A.D. The popularity of English-medium education can be judged by the growth of such schools throughout the Kingdom.

When we talk about "English Schools", we must note the contribution of, and the important role played by, Jesuit and Mission Schools in Nepal, in developing a high standard of education. Here it will be appropriate to mention the names of these schools, which have become models of the best schools in Nepal. The Jesuit Schools are St.Xavier's School and St. Mary's School. More recently, Gandaki Boarding School was established, with assistance from the United Mission to Nepal.

Initially, under Government guidance and control, some schools were developed. However, it cannot be said that all the English Schools which have mushroomed as a result of the liberal education policy are of a high quality.

On 6th April, 1982, His Majesty's Government decided to open schools, on both a national and regional basis, conforming to international standards. The National Education Committee has laid down that the school will be mainly for boarders, will use English as the teaching medium, and the curricula and teaching/learning resources will be of an international standard. According to this policy, Budhanilakantha School was declared the National School and Gandaki Boarding School was made the first Regional School. Both these schools are trying their best to fulfill the desires and wishes of the people, as well as of His Majesty's Government.

Let us hope that in the near future there will be more English-medium schools of an international standard, in different regions. Such a development would surely save the valuable resources expanded by people in educating their children abroad. Besides that, it will produce well-disciplined man-power for the development of the country.

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EDUCATIONAL TOUR, CLASS TEN

By: Arun Lamichhane, Class X B.

Just reading, writing and passing the examination is not enough for a student. We want to widen our knowledge by doing other extra activities, such as an educational tour. An educational tour is part and parcel of the academic life of a student. It is enjoyable, as we can see many places and things which are new for us. Keeping this in mind, our school [G.B.S.] has been running these sorts of activities. The enjoyable field trip of class ten was in the month of Jestha 10 to 18, 2043.

Jestha 10, 2043:

On the first day of our field trip, we left for Dharan at about 5 a.m. We were very excited about our educational tour. We had spent much time in getting ready. The journey was quite comfortable from Pokhara to Dharan. We reached Dharan at 5 p.m. on the same day.

Jestha 11, 2043:

We woke up early in the morning as we were very exicited to see Dhankuta. After taking oiur breakfast, we left Dharan for Dhankuta. We reached there at 11 a.m. The road from Dharan to Dhankuta was full of innumerable bends. We enjoyed very much seeing the natural beauty of the road-side and of Dhankuta. After spending about two hours in Dhankuta, we returned to Itahari at 7:30 p.m. and spent the night there.

Jestha 12, 2043:

On the third day, our aim was to reach Darjeeling. Unfortunately, our plan could not be carried out. There were disturbances in Darjeeling. We went to Kalingpong instead. We enjoyed it very much there. We stayed in "Kumudini Vidhyashram" which was similar to our school in many respects.

Jestha 13, 2043:

We observed everything of "Kumudini School" and returned. We reached Siligurhi at 11:30 a.m., and Biratnagar at 8:30 p.m. We spent the night at Biratnagar. Our journey to Biratnagar from Kalingpong was very fast.

Jestha 14, 2043:

We know from our books that there are many industries in Biratnagar. The Biratnagar Jute Industries, the first industry of our country, is very famous. We visisted other industries, like Raghupati Jute Mills, Cotton, Steel Industries, etc. Then, we left for Hetauda.

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Jestha 15, 2043:

We woke up early in the morning and went to see "Kulekhani Hydro Electric Project". The Hydro-electric Project of Kulekhani was built with the assistance of the World Bank. We came to know that 60,000 KW electric power is generated from this project. Apart from this, we went to see the Cement Factory of Hetauda which was built with the assistance of the Asian Development Bank.

Jestha 16, 2043:

Our sixth night halt was at Narayanghat. We were very exicited again. Our mind was occupied with the thought of the capital city,i.e. Kathmandu. On the day, we saw many things. We went to "Balaju", the "Museum", and "Swoyambhu Nath Temple". The day passed with great enjoyment.

Jestha 17, 2043:

Our first visit on the 8th day was "Pashupati Nath Temple". The road around the temple was full of people who were selling flowers. There is a main gate in the western part. "Only Hindus may enter" is written at the gate. The temple is crowded everyday. After the visit to 'Pashupati', we did some shopping and enjoyed the scene of the crowded city of Kathmandu.

Jestha 18, 2043:

The last day also ended with great pleasure. We went to 'Budhanilkantha School' early in the morning. There was a teacher in the school. He described in detail about the school. After some time we returned, thanking him. At about 10 a.m. we took our meal in Kathmandu and started our return journey to Pokhara. We enjoyed the sight-seeing very much. Thus, the field-trip of Class Ten was quite interesting and enjoyable.

We all have very happy memories of those days. We can never forget the large industries, and beautiful places of hills and terai. From the geography book and Atlas we knew that Nepal is a small Kingdom. But, in fact, it is a vast country, having different geographical, climatic regions and consisting of races of people with different occupations. But we all are Nepalese, under the same Crown and having the same Nationality. We, in fact, are proud of our Crown, Country and Culture.

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CLASS NINE EDUCATIONAL TOUR

By: Rajendra Gurung

Students must have an opportunity to see and observe the things that they learn at school. They can learn many ideas from an educational tour, so educational tours are arranged so that students can visit many important historical, social and religious places. In order to fulfil these purposes, our school arranges educational tours to different parts of the country every year. Class 9 had an educational tour also this year. A short description of our tour is given below:

First day, September 15, 1986:

On September 15, 1986 at 6:30 a.m., Class Nine students of our school left for an educational tour to different parts of Nepal, on a bus, with 44 students and three teachers. We went along the Prithvi Highway as far as Mugling. The Highway's longest bridge which was over the Madi River near Damauli is 370 metres long. By travelling and seeing the beautiful sights on the sides of the road, we reached Narayangarh at 9:30 a.m. and had our meal. On the way after the meal, we observed that a lot of roads were damaged by landslides and floods, but it did not cause any harm to our tour. On the Mahendra Highway, which was very straight, we reached Janakpur at 5:30 p.m. and spent our night there.

Second day, September 16, 1986:

On this day, we got up early in the morning, took breakfast and made a round of Janakpur by bus. We could see some ponds there and we also visited the Janaki Temple. It was so beautiful and big that I was amazed. Then we left Janakpur and reached Jaleshwor. We visited them, and we visited Birgunj Agriculture Tools factory and Birgunj Sugar Factory. Because of the explanation of the Manager on different processes by which the things are produced, we were able to learn a lot about them. After that, we arranged hotels for the night at Birgunj. We went to Raxaul (India) also. The streets were extremely crowded and the border of Nepal and India was open. We all came back and went to sleep.

Third day, September 17, 1986:

After having our breakfast, we left Birgunj and went to the Parwanipur Agriculture Centre which has an area of 58 hectares. Particularly the students offering agriculture as their vocational subject were very interested to learn about that centre. We knew that it was the oldest agriculture centre in Nepal and it was established in 2004 B.S., and it has also some other branches. The main branch was the Paddy Plant Development Programme where they were trying to develop new kinds of paddy plants. At the Horticulture Section we were able to learn about the different kinds of asexual propagation of plants such as cutting, budding, layering and grafting. Besides, there were

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also fishery and poultry sections. Then we went to Hetauda, took our meal and went forward to Kulekhani. The journey was rough as the road was narrow, steep and not a black-topped one. On the way we could also see the ropeway. We went to the Under-ground Power House at Kulekhani Hydro Electric Project. There were two turbines from which they could produce 60,000 Kilowatts of electricity, whih they would supply to Hetauda and Kathmandu. Our night halt was at Hetauda.

Fourth day, September 18, 1986:

First we visited Hetauda Industrial Estate to gain knowledge about it, after taking our breakfast. Under the guidance of our teachers and the workers, we saw different factories, such as Mahashakti Soap and Chemical Industries Limited, Food Udyog, Nepal Vegetable Ghee Industries Limited and Hetauda Textile Industries Limited, etc. These factories were very big, and we had not thought that the factories would be of that size. After that, we had our meal at Hetauda and started for Kathmandu along the Tribhuvan Highway. The highway was a horrible road, with innumerable bends, and our journey was rough We started to descend the hill and as we reached higher we felt cooler and cooler. We reached a height of 2,488 metres at Simbhanjyang which is the highest point I have ever reached in my life. At Daman, which was at a height of 2,322 metres, we were able to look through a telescope to far-off villages in which everyone was interested. Then at about 6:30 p.m. we entered the Prithvi Highway and reached Kathmandu.

Fifth day, September 19, 1986:

On this day, we all got up early in the morning and went to Dakshinkali which was about 17 kilometres south from the Kathmandu Valley. On the way, we could see a big pond. According to the legend, Kathmandu was a big lake, thousands of years ago. There were snakes in the lake. When Manjushree made a gorge in Chobhar to send the water out of the valley and to make it a city, all the snakes started to drain away. So he put them in that pond. We reached Dakshinkali soon and prayed at it. Near the temple a river was flowing in which the priests bathe. When we were returning, we went to Tribhuvan Adarsha Madhyamik Vidhyalaya, Pharping. Although the school was old-fashioned, the buildings and environment were good. Their teachers guided us and showed us their classes, hostels, dining room, library, Science laboratory, theatre, etc. Then we returned to Kathmandu and did our shopping until night fall.

Sixth day, September 20, 1986:

We got up early in the morning and got ready to leave Kathmandu. Some of our friends did shopping and some of them visited new places before meals were over. After the meals we left Kathmandu and travelling along the Prithvi Highway, we arrived at 7 p.m. at our school. Our trip was enjoyable. Thus having enjoyed visiting and gaining knowledge we finished our educational tour in a very positive atmosphere and we learnt many things about our own country, Nepal.

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शैक्षिक भ्रमण (कक्षा ८)

इश्वर थापा

गत वर्ष जस्तै २०४३ सालमा पनि हाम्रो शैक्षिक भ्रमणको सिलसिलामा २ जना शिक्षकहरू र कक्षा आठका ४२ जना विद्यार्थी भएर काठमाडौंका विभिन्न धार्मिक ठाउं औद्योगिक क्षेत्र, भक्तपुर र अन्य ठाउं तिर हामी घुम्यौं । हाम्रो शैक्षिक भ्रमण यसरी शुरू हुन्छ :-

पहिलो दिन भाद्र ३० गते :-

विहानको स्वच्छता सँगै ६:३० मा काठमाडौं जान लाग्यौं । हाम्रो बस आफ्नै गतिमा चलिरहेको छ । विहान ८:०० बजे ढुमौली पुग्यौं र ५:३० मा मुगलिंग पुगी खाना खाएर फेरि तहाँबाट हिंड्यौं र साँझ ६:०० बजे काठमाडौं पुगी भोटेबहालमा होटल खोजी बस्यौं र यो दिन यसै वित्यो ।

दोस्रो दिन भाद्र ३१ गते :-

हामी ६:३० मा खाजा खाएर विहानै ५:०० बजे पशुपतिको दर्शन, ५:३० मा गुह्येश्वरीको दर्शन ग-यौं र होटलमा फर्की ५:०० बजे खाना खाएर फेरि ११:०० बजे भक्तपुर तिर गयौं र त्यहाँका मन्दिरहरूको दर्शन ग-यौं । १२:०० बजे हाम्रो यात्रा साँगा दीपेन्द्र प्रहरी स्कूल तिर गयौं र त्यस विद्यालयका प्रधान अध्यापकले हामीलाई त्यस स्कूलको कक्षा कोठा, पुस्तकालय, छात्रावास, अन्य राम्रा राम्रा ठाउँहरू देखाउनु भयो । प्रहरी स्कूलका कक्षा आठका विद्यार्थी र हाम्रो बीच फूटबल प्रतियोगिता भयो । शून्यको विरूद्ध नौ गोलमा खेल समाप्त भयो र साँझ ६:०० बजे त्यस स्कूलबाट फर्की खाना खाएर सुत्यौं ।

तेस्रो दिन आश्विन १ गते :-

बिहानै चीसो हावा खाँदै बसमा ८.०० बजे बुढानिलकण्ठ स्कूल पुग्यौं र त्यस स्कूलका एक जना शिक्षकले हमीलाई डो-याउनु भयो र हामी त्यस स्कूलबाट फर्की बुढानिलकण्ठको मुर्तिको दर्शन ग-यौं र हरियाली वातावरण, पाहाड परेरा काट्दै ११.०० बजे होटल पुगी खाना खाएर फेरी १२.०० बजेतिर स्वयम्भूको दर्शन गर्न गयौं । त्यहाँबाट फर्की हामी चिडियाखानातिर गयौं र चिडियाखाना हेरिसकेपछि होटल आई खाना खाएर सुत्यौं ।

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चौथो दिन आश्विन २ गते :-

सबेरै उठेर ६.३० मा फर्पिङ जान तयारी भयौं । शान्त वातावरण, हरियाली हाँडा काँडा पारवा परेवरा काट्दै दक्षिणकाली पुग्यौं र बिहानै दक्षिणकाली दर्शन गर्न पाउँदा हामीलाई रमाइलो लाग्यो । त्यसपछि फर्पिङ स्कूलतिर पस्यौं र कुनै एक महोदयले हामीलाई पुस्तकालय, विज्ञान प्रयोगशाला, छात्राबास कक्षा कोठाहरू देखाउनु भयो । शान्त वातावरणमा रहेको फर्पिङ बोर्डिङ स्कूल आफूले भ्रमण गर्न पाउँदा खुशी लाग्यो र खाना खाएपछि गुरूहरूको सल्लाह अनुसार हाँस्य नाटक बिज्ञापन हे-यौं । यो दिन यसै बित्यो ।

पाँचौ दिन आश्विन ३ गते :-

हामी बिहानै ७.०० बजे गोदावरी स्कूल पुग्यौं र कुनै एक शिक्षाकले हामीलाई पुस्तकालय चर्च, छात्राबास, कक्षा कोठा र अन्य ठाउँहरू देखाउनु भयो । त्यसपछि ८.०० बजे होटल फर्किं खाना खाएर १०.०० बजे हामी बालाजु पुग्यौं र बालाजुको मन्दिरमा बसी फोटो पनि खिच्यौं । १.०० बजे न्यूरोड आएर खाजा खाई २.०० बजे संग्रहालयमा आएर अनेक अनेक राम्रा हात हतियार हे-यौं र त्यसपछि ६.०० बजे होटल फर्किं फिल्म, भिडियो हेर्न गयौं र खाना खाएर सुत्यौं ।

अन्तिम दिन आश्विन ४ गते :-

आज हाम्रो अन्तिम दिन भएकोले गुरूहरूले स्वतन्त्र छाडिदिनु भयो र हामीहरूले कोशेलीको रूपमा गुँदपाक किन्यौं र ११.०० बजे काठमाडौंबाट पोखरातिर लाग्यौं । बसमा जिस्किँदै, खेल्दै गाउँदै रात्रीको ६.०० बजे गण्डकी माध्यामिक विद्यालयमा फर्किंयौं ।

विद्यार्थीहरूको भविष्य
निर्माता

गण्डकी बोर्डिङ स्कूलको

उत्तरोत्तर प्रगतिको कामना
गर्दछौं

होटल न्यू एशिया
महेन्द्रपुल, पोखरा

Gossner Mission

शैक्षिक भ्रमण (कक्षा ७)

दिननाथ पौडेल

शिक्षाध्ययनको क्रममा शैक्षिक भ्रमण पनि एक महत्वपूर्ण अंग मानिन्छ । यसै कारणले गर्दा प्रत्येक वर्ष हाम्रो विद्यालयबाट शैक्षिक भ्रमणमा लैजाने गरिन्छ । जस अनुसार यो वर्ष हाम्रो कक्षा सातका विद्यार्थीहरूको शैक्षिक भ्रमण ४ दिनको थियो चार दिनको भ्रमण निम्न वमोजिम सम्पन्न भयो ।

पहिलो दिन - (भाद्र ३० गते):-

पहिलो दिन हामी विहानको नास्ता गरेर करीव ६ बजे तिर विद्यालयबाट प्रस्थान ग-यौं, जसमा ४० जना विद्यार्थी र ३ जना शिक्षाकहरू गरी जम्मा ४३ जनाको टोली थियो । पहिलो दिन हामी विद्यालयबाट पृथ्वी राजमार्ग हुँदै खैरेनी, दमौली, डुम्रे आदि विभिन्न बाटोमा पर्ने शहर तथा गाउँहरूको अवलोकन गर्दै मुग्लिंगमा पुगेर विहानको खाना खायौं र त्रिशुली नदीको किनार हुँदै नारायणघाट बजारको बाटो भएर सिधै हेटौंडा पुगेर निलम लजमा बस्यौं ।

दोश्रो दिन (भाद्र ३१ गते) :-

निलम लजबाट खाना खाएर मात्र करीव १० बजे तिर हेटौंडा उद्योग क्षेत्र हेर्नकोलागि बसमा चढ्यौं । उद्योग क्षेत्रमा पुगेर खाद्य, महाशक्ति शोप, ब्रुअरी र सुति कपडा उद्योग आदि उद्योगहरूको अवलोकन गरी मिसिनको काम हेरेर थाकेको मन मस्तिकलाई विश्राम दिन नारायणघाटमा आयौं र सगुन र स्टारम्यू नामका होटेलमा खाना खाएर विश्राम ग-यौं ।

तेश्रो दिन (आश्विन १ गते) :-

तेश्रो विहान सवेरै नारायणघाटमा विहान नास्ता गरि लुम्विनी क्षेत्र जाने उद्देश्यले बुटवल मार्ग तर्फ लाग्यौं । विहान ११ बजे भैरहवा पुगेर खाना खायौं र लुम्विनी क्षेत्रमा पुगेर भगवान बुद्धको जन्मस्थल, अशोक स्तम्भ, माया देवीको मन्दिर, गौतम बुद्धको दुई ठूला मन्दिरहरू र बुटवलको बुटवल टेक्निकल इन्स्टच्यूट, प्लाईउड कम्पनी तथा बुटवल बजार क्षेत्रको अवलोकन गरी वेलुका तानसेन बजारमा आएर विश्राम लियौं ।

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चौथो दिन (आश्विन २ गते) :-

चौथो दिन हाम्रो शैक्षिक भ्रमणको अन्तिम दिन थियो । त्यसैले बिहान उठेर श्री नगर डाँडो र तानसेन बजार, वीरेन्द्र फुलवारी, वीरेन्द्र क्याम्पस आदि ठाउँहरू घुमेर करीब १२ बजे तिर हाम्रा टोली प्रमुख शिक्षक श्री माधव लामिछाने र सहयोगी शिक्षक श्री हरिनारायण उपाध्यायले हामीलाई बसमा बसालेर सिद्धार्थ राजमार्गमा पर्ने विभिन्न ठाउँहरू देखाउँदै चेलुक्त ६ बजे तिर विद्यालयमा भित्राउनु भयो । यस प्रकार हामीहरूले पहाड, तराईका भूभागहरूका साथै विभिन्न औद्योगिक, धार्मिक, ऐतिहासिक तथा व्यापारिक केन्द्रहरूको भ्रमण गरी राम्रो व्यवहारिक ज्ञान हासिल ग-यौं । अस्तु ।

ड्डल

यसै
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* * *

" जुनसुकै कामा गर, तर पूरा शक्ति र वीरतापूर्वक गर "

"बाइबल"

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- पूर्णिमा सिनेमा हल

चिप्ले ढुङ्गा, पोखरा

Gossner Mission

Class Six Field Trip

By: Uttam Kumar Tajhya

Our field trip was very enjoyable. A field trip is one of the ways in which we get our education. We learn many things from our field trips.

On the first day, we woke up very early. Our breakfast bell rang at half past 5. We were very happy. We left our school at 6 O'clock. Two teachers, Mr. Govinda Raj Sharma and Mr. Shiva Lal Dhital were in charge of us. The weather was bad on the 29th of Bhadra, but when we got up on the 30th weather was very lovely. First we went directly to Mugling and ate rice there and went to Narayanghat. We reached Narayanghat at half past one. It was very clean and nice. There was a swimming pool. The bungalow was white in colour. There were guards near the gate. We spent the first night in Narayangarh.

On the second day, 31st. of Bhadra at seven O'clock we went to the Pokhara campus at Hetauda. We saw a nursery there, but we could not see the museum as it was too early. After that we went to see the temple which was similar to the Pashupatinath temple of Kathmandu. When we came back to our hotel our morning meal was ready, so we ate our morning meal and put our bags in the bus and went to see the factories. First we saw the food producing industry in Hetauda. It was very big. I had never thought that there were such big factories in Nepal, like the cement factory, the soap factory, the cloth mill, the beer factory, etc. We visited all these factories. We saw how soap, clothes, cement and beer were made. There were very big machines to make them. After we had visited all the industrial places of Hetauda, we came back to Narayangarh.

On the third day, we went to Birendra Campus and after our meal we went to Rampur Campus. It was an Agriculture Campus, and there was a big library. It was very comfortable. There was a computer also. We saw it. After visiting the Rampur Campus we went to the Bal Kumari High School to play a friendly football match against it. There were many students. We all behaved very well. We scored two goals to them and they scored two goals against us. The game was equal.

On the fourth day, we went to Dev Ghat to see the temple. After our meal we went to the paper factory in Gaindakot. It was very big. We were surprised to see machines like them. After visiting the paper factory, we did our shopping and came back to Pokhara. On the way, we saw Ghansi Kuwa in Tanahu and in Damauli we saw the Vyas Cave. We took our khaja there and came back directly to the school.

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EDUCATIONAL TOUR OF CLASS 5

By: Bimal Aryal

A Field Trip is one of the most important experiences for students. We can learn about many things. We can greatly improve our knowledge. Staying in a school and reading a book is good, but having a field trip is better. That's why we have field trips year by year.

It was on the 15th of September, 1986 that our field-trip started. We started for Gorkha at half past 9. There were 46 boys, 4 teachers. We reached Gorkha at quarter to two. We checked for a hotel for the night halt. After having our tiffin we went to Prithvi Narayan Durbar. It took 30 minutes to walk from our hotel to Gorkha. Prithvi Narayan's Palace is so nice and beautiful. There was only one main door. It was quite an old Palace.

Next day, on 16th September, 1986, we woke up early and got ready for our tour. We went to Damauli and had our meal. After having our meal we went to Chhapti Barai. It took 1½ hours to walk from Damauli to Chhapti. There was a beautiful temple and there was a pond nearby the temple where fishes of different colours and kinds were seen. After that, we went straight to Damauli and went to see the Vyas cave. There we saw an image of Vyas saint.

On the third day (17th September) we went to Begnas Lake to look at fisheries by boat. After that we went to Bijaypur Khola and we had tiffin there. After there, we came back to school.

On the fourth day (18th September) we went to the museum. There were different portraits of people made of mud. The portraits of Tharus, Magars and Thakalis showed their life in the past. That was so interesting. After that we went to the industrial area. We saw there how clothes, noodles, ice-cream, etc. are made, then we came to school.

We all have learned many good things from our field trip. We saw the famous historical place and came to know more about Prithvi Narayan Shah and Veda Vyas. We also learnt the process of making different things in the industries. We enjoyed and learnt a lot from our educational tour.

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4A Field Trip

By: Khel Bahadur Gurung and
Dawa Jungbu Sherpa

A field trip is one of the important experiences for students. When we read something in school, we cannot understand easily, but if we can see, touch and feel that thing we can understand more.

All the students of Gandaki Boarding School went for a field trip. We had a field trip for 3 days. On the 15th of September Class 4 [A] went for a field trip in the Pokhara Valley. We visited new places and learnt something which helps us in our study.

On the first day, we went to the Tibetan S.O.S. village, After this, we went to Dāvid's Fall. The water was falling down from the steep place to the hollow place in the ground. There was a short and small rainbow seen in the hollow place. From there we went to the Power House. After this, we went to the agricultural farm at Malepatan. We saw many guava trees and small plants. After this we went to the radio station and from there we returned to school.

On the second day, we went to the Industrial Estate, where we saw many factories [biscuits, chocolate, bread, noodles, and dairy]. We bought ice-cream and Rara Noodles and ate them. From there, we went to Begnas Lake. At Begnas Lake we saw many ducks. Then we climbed a small hill to eat our tiffin and came back to school.

On the third day, we went to see the Buddhist Monastery (Gumba) and Bhadrakali temple. In the monastery, there were many statues of Lord Buddha. There was a donation box. After this we went to Bhadrakali temple. From there, we went to the livestock farm. There, we saw many kinds of animals such as pigs, sheep, cows, ox , and buffaloes. There we saw many orphan children. In the end, we went to Prithvi Chowk we ate and bought many things.

When we were returning to our school on the bus, we all sang happily and merrily. It was a very important study tour for us. It helped us to increase our knowledge. We all enjoyed it.

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CLASS 4 [B] FIELD TRIP

By: Anu Sherchan and
Bijay Gurung

A field trip is very important in our student life. We lean many things during field trip. Our class went around Pokhara Valley for three days.

On the first day, we went to the Tibetan village, David's Fall, Power house, agricultural and Radio stations. At S.O.S. Tibetan village, S.O.S. teachers took us around the workshop and school and explained to us nicely. We saw many machine tools too. After this, we went to David's Fall. That is "Patalo Chhanga" in Nepal. There is a platform, from where we can see the waterfall. There is a long stream which falls in the big hole. The stream of the river was coming up to us. From there, we went to the hydro-electricity power house at Pardi, and then to the horticulture farm. In the farm we saw many fruit-trees in straight lines. There were guava, litchi and lemon trees. Then we went to the radio station, at Malepatan.

On the second day of our field trip, we went to the Industrial Estate at Kundhar to see all kinds of factories. Inside the Industrial area there were bread, noodles, chocolates and biscuits factories. We saw the process of making noodles and butter. After this, we went to Begnas Lake. It was a long way from the Industrial Estate. On the way we crossed the Bijaypur river and the green fields.

On the third day of our field trip, at first we went to the Buddhist Monastary at Matepani. There were about 300 steps to climb. It took us about 40 minues to go up. There was a statue of Buddha and there were many smaller statues too. Next, we went to Bhadrakali temple. There were also lots of steps. On the top, there were two temples, of Ganesh and Kali. We climbed up, took off our shoes and prayed to God, Kali and Ganesh.

After this we went to the livestock farm. There we saw sheep, buffaloes, pigs and the poultry farm. One man from the farm guided us around. While returning to school, we went to S.O.S. Children's village at Rambazaar. There we saw orphan children, their rooms and their families. We found them living in a homely atmosphere. At the end of our field trip, our teachers allowed us to do shopping for fifteen minutes at Prithvi Chowk, there we ate and bought some food.

In this way, we completed our field trip. We saw and learnt many things.

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अज्ञानतामा ज्ञान देओस्

यही नै हाम्रो शुभ-कामना

□

बिन्ध्यबासिनी इलेक्ट्रीकल्स

महेन्द्रपुल, पोखरा

(बिजुलीका सामानहरूको थोक तथा खुद्रा बिक्रेता)

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TEST YOUR INTELLIGENCE

Collected by:

1] Rabindra Bohara X B.
2] Sher Man Gurung X A.
3] Pravin Raj Adhikari, X A

1] Two fathers and two sons each shot a bird. None of them shot the same bird, but only three birds were shot. How could that happen ?

2] There are six oranges in a basket and six girls in a room. How can you give an orange to each girl, and yet leave one orange in the basket ?

3] There is a word the first two letters of which stand for a man, the first three for a woman, the first four for a brave man and the whole for a long legged water bird. What is the word ?

4] Which is the longest word in English ?

5] What is the difference between an engine driver and a school - teacher ?

6] What tree do you always carry in your hand ?

7] What six letters of the alphabet did the beggar woman say when she looked into her purse ?

8] What do we have in December that we do not in any other month ?

9] What is the difference between a jeweller and a jailer ?

10] At what time was Adam born ?

11] Mr. Sharma was very expert in Geometry. He used to use Geometrical terms in his speech. One day he asked the shop-keeper to give him half circle full circle half circle A, half circle full circle right angle A.

What did he ask for ?

12] "If 'सि' stands before me you can sit on me, if 'सि' has gone I can sit on you".

Then who am I ?

13] Father asked his son - "If there are सिक्सटि cups on the table and one fell down, How many would be left ?"

His son answered - "फिप्टीनाइन Dad"

Father replied - "You are wrong"

What is your answer ?

Answer at page 66

Gossner Mission

My Friends

By: Anu Sherchan, 4 B

My friends are tall and wise.
They also eat a lot of rice.
They are polite and fat,
Like a very big, big cat.

I saw my friends wearing hats,
Decorated with very nice rats.
They were all smart and neat,
Just like shining white clean teeth.

Some were carrying some spoons,
Some were looking at the moon.
It was night and very dark
And they were all inside the park.

They were sitting and having a picnic with fun,
And there was still shining the bright sun.
Some girls were eating the nice food,
Which they liked because it was very good.

I was watching what my friends were doing till now.
I am so lean and thin. How ?

A T N I G H T

By: Khel Bahadur Gurung, 4 A.

I saw a moon at night.
    It was very white and bright.
The stars were twinkling in the sky,
    they were very far and high.

The people were happy at that night,
    to see the moon up very bright.
The children went out to play.
    They were very happy and gay.

They thought that it was morning bright,
    but they were sorry it was night.
It was not a morning bright,
    it was still the middle of the night.

Gossner Mission

A JOKE

By: Sujan Gurung, 4 B.

In a class, there were some students and among them there was a weak boy who never put up his hand. But one day when the teacher was teaching something and was asking questions, that boy suddenly put up his hand and the teacher was very surprised to see his hand up. The teacher asked him what was the answer. He stood up and pointing towards an intelligent boy said, "He knows the answer".

WHAT I DO

By: Sudip Piya, 4 B.

I like to climb a tree
when I am free.

It takes a minute for me to climb
when I am slim.

I cannot climb as fast as a cat
when I am very fat.

If the tree is very tall
As I climb I begin to fall.

As I climb I begin to sing
As I get down, the bell begins to ring.

And I hurried to the dining hall,
But some boys were still playing
A good game of football.

I ate a lot of rice,
which cost a great big price.

After I ate I began to run,
Sweating in the hot, hot sun

It began to ache in my tummy
And I fell down and dreamt of my dear mummy.

Gossner Mission

A Palace Sentry

By: Birendra Sapkota, 5

Once upon a time there was a sentry.
He lived in a very good country.
In that country there was a giant.
He was successful to find that giant.
When he found him he came back.
On the way he found a sack.
After a while he came to his house
Inside the house he found a mouse.
In his room there was a clock.
At that time it was nine O'clock.
The name of the sentry was AT TIM,
His father was very happy with him.

Answers to Intelligence Test

1] An old man, his son and his grandson each shot a bird. The old man and his son were both fathers, the old man's son and his grandson were the two sons.

2] You give one of the girls the basket with an orange.

3] HERON

4] SMILES, because there is a 'mile' between the first and the last letter.

5] The engine - driver minds the train and the school - teacher trains the mind.

6] A palm tree.

7] ICURMT [I see you are empty].

8] The letter "D".

9] A jeweller sells watches, a jailer watches cells.

10] A little before Eve.

11] COCA COLA

12] [C] Hair

13] FIVE TEA CUPS.

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M A T H S I S F U N

By: Pravin Raj Adhikari, X [A].

[a] Can you prove four equals five ?
Let's try.

We know that,

$$-20 = -20$$

$$\text{or, } 4^2 - 2.4\,\frac{9}{2} + \left(\frac{9}{2}\right)^2 - \left(\frac{9}{2}\right)^2 = 5^2 - 2.5\,\frac{9}{2} + \left(\frac{9}{2}\right)^2 - \left(\frac{9}{2}\right)^2$$

$$\text{or, } \left(2 - \frac{9}{2}\right)^2 = \left(5 - \frac{9}{2}\right)$$

$$\text{or, } 4 - \frac{9}{2} = 5 - \frac{9}{2}$$

$$\text{or, } 4 = 5 \quad \underline{\text{Proved}}$$

[b] You can prove one equals two, can't you ?
Probably you can.

Suppose,

$$a = b$$

$$\text{or, } a^2 = ab$$

$$\text{or, } a^2 - b^2 = ab - b'$$

$$\text{or, } (a + b)(a - b) = b(a - b)$$

$$\text{or, } \frac{(a + b)(a - b)}{(a - b)} = \frac{b(a - b)}{(a - b)}$$

$$\text{or, } a + b = b$$

$$\text{or, } b + b = b$$

$$\text{or, } 2b = b \quad .$$

$$\text{or, } 2 = \frac{b}{b}$$

$$= 1$$

$$\therefore, \quad 2 = 1 \quad \underline{\text{Proved}}$$

Find, where it is wrong.

Gossner Mission

WELCOME AND GOOD-BYE!

By: Ganga Ram Panta, X B.

I am a student of Gandaki Boarding School at Pokhara, but an inhabitant of Simle, a small village in Gorkha. I started my first class study at Bhagavati Himalaya Secondary School Gorkha. After seven years' study I took an entrance exam. at G.B.S. for a scholarship. I was selected along with other students from Gorkha.

When visiting Pokhara, firstly the natural beauty welcomed us and presented a great pleasure. Secondly, G.B.S. welcomed us to study. The limit of my happiness can hardly be exaggerated in such a good school. It is much higher in comparison with my village school. Here are admirable facilities for students. Thanks to UMN for giving me a scholarship, I started to study in Class Eight. I have been given several ways of studying new things. Here every thing is to be done in time, with regular class from 10 to 4 and morning and evening study. Besides, there are also several clubs run for the improvement of the students. Of course, I enjoyed the Maths Club very much and also there is no doubt that I gained many advantages from the Maths Club.

There are so many students from different parts of the Kingdom and they are really very friendly. It takes no time to mix with them. The teachers work very hard for the betterment of the students. They have, indeed, given their full time to us.

Different things happened during my two years' study in this school, and in class 10 we have been doing hard work and having innumerable examinations. Now, because of the universal rule and change of the world, the time has come for G.B.S. to say good-buy to me.

Even if I have said good-bye, it doesn't mean that I have no relation with G.B.S. from now on. When the great help and sweet love of my teachers is in my heart, how can we forget G.B.S. and its family? I will never forget my brothers and sisters studying together at this Regional School.

I heartily say best wishes for their study and good luck for their future lives. I don't feel sad while leaving G.B.S., thinking that there are two things in each and every action and time. I know that if there is a birth, there should be a death. If there is day, there will also be night.

Gossner Mission

M Y D I S T R I C T

[Solu Khumbu]

By: Dawa Jangbu Sherpa, 4 A.

There are more than forty students who come from different districts. There are seventy five districts in Nepal. Among them some are big in size and some are small. A district is a part of a zone.

Solu Khumbu is one of the districts in Nepal. It lies in the north - east of Nepal. It lies in the north part of Sagarmatha zone. It has a big area of land. The area of this district is 3,594 sq.kms. The population of this district is about 105,324. The headquarter of this district is Solu Salleri. This district is full of mountains and hills,so it has many beautiful mountain peaks. The highest mountain of the world Mt. Everest is also in this district. It has a great deal of good natural scenery. It has a large group of national signs such as the Danphe, which is the national bird of our country and the rhododendron which is the national flower of Nepal. The cow is the national animal of our coiuntry.

It has high hills and mountains, so the rain can easily fall. Here it is too cold in winter and snow falls for three months, but we get hot in summer.

Most of the people who live in this district are Sherpas, Rais and Chhetris. These days Tibetains from China are also migrating here.

The main places for Tibetains in this district are Chyalsa and Thuptenchhuling.

The main dress of the people of Solu is Daura-Suruwal. Some of the people wear new dresses like shirts and pants. Most of the Sherpa people wear thick woolen clothes. But some Sherpas are still wearing Bakkhu and Docha.

The main work of the people is farming. Some are businessmen and carpenters, and some work in trekking offices.

Rais eat champa made with soup. Sherpa people eat stew and champa with tea or milk and butter.

The religions of the people of Solu Khumbu are Buddhism and Hinduism. So they celeberate Dashain, Tihar, Loshar and Manirimdu, etc.

This is one of the most famous districts in the country. It has not many good facilities for transport. They use yaks and horses to transport from one place to another place. It has airports in three places. The people of Solu Khumbu are poor. It is hoped that in future this district will be much better than it was in the past.

Gossner Mission

The Chairman and the Headmaster of the School





A small group catch-up class



Gossner Mission



Annual Sports, 1986





Gossner Mission



A group of students with the Headmaster who collected money from Bhailo [Tihar] and donated NRs. 15,111.00 for the construction of Girl's Hostel.



Farewell to Class-X, 1986

Gossner Mission

Top student of the class:



Rajendra Gurung, Class-IX



Thakur Prasad Gurung, Class-VI



Biswa Nath Sapkota,
Class-VIII



Anil Babu Subedi,
2nd in X A



Rabindra Bohara,
2nd in X B



Bimal Aryal, 2nd in V



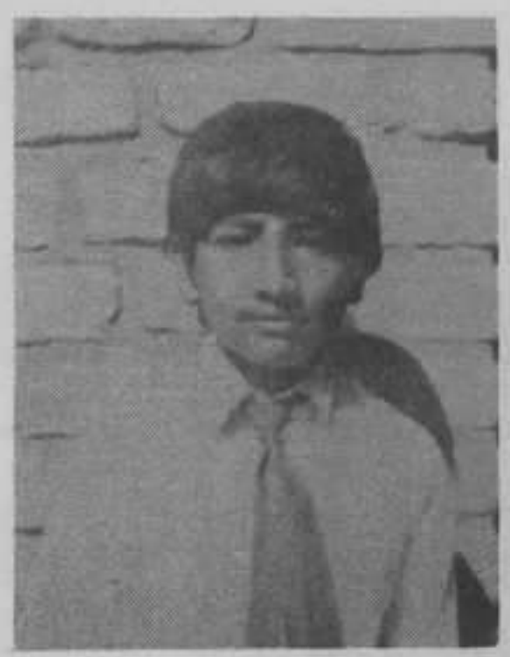
Pradeep Bhandari,
3rd in VIII



Jabindra Thapa,
2nd in VIII

Gossner Mission

The most disciplined students of the year



Pravin Raj Adhikari
The best disciplined
student of X A



Khimlal Acharya
the best day student



Dev Kumar Gurung
The best student of
Annapurna House



Surya Bahadur Dhakal
The best disciplined
student of X B



Mukti Ram Subedi
The best disciplined
student of Class-VIII



Sunil T. Varughese
The best disciplined
student of Class-VI



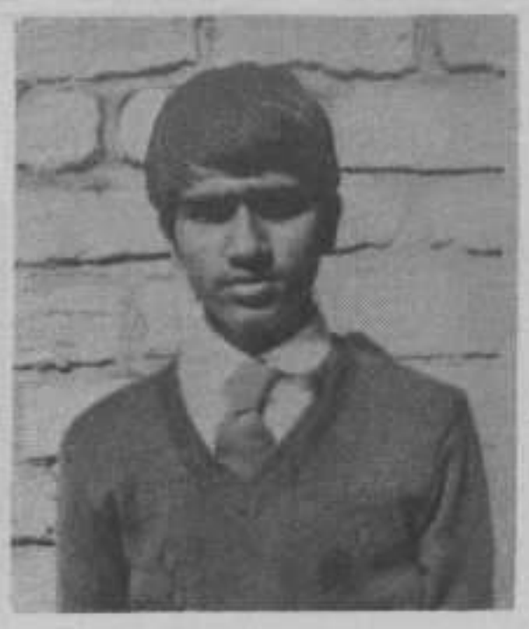
Dina Nath Paudel
The best disciplined
student of Class-VII

Gossner Mission

Prize Winners:



Nar Prasad Gurung
stood 2nd in the
National Posture Competition





Ganga Ram Panta
stood 2nd in the Essay Writing
Competition in the district.

Suresh Bhattarai
stood 2nd in the
Speech Competition in the district.

The most improved students of the year



Netra Bahadur Gurung, Class-IX



Bharat Baniya, Class-VIII



Ramesh Sapkota, Class-VII



Uttam Kumar Tajhya, Class-VI

Gossner Mission

Some Meritorious students in Junior Classes















नेपाली खण्ड

Gossner Mission

Gossner Mission

शिक्षा

भोलानाथ ढकाल
कक्षा १० (ख)

शिक्षा मानवको समस्त गुणको चम्काउने मोती हो ।

शिक्षा उन्नतीको मुहान अथवा व्यक्तित्वको ज्योति हो ।

शिक्षा त्यो बल हो समुद्र जलमा माछा सरि पौडने

शिक्षा शक्ति अहो ! विलक्षण छ यो आकाशमा दौडने ।



Gossner Mission

रामचन्द्र थापा
कक्षा ६
रोल नं. ४६

श्रद्धान्जलीका दुई थोपा आँशु

जन्मे यहाँ सहासी देशको सेवा गर्ने भनेर
सच्चा देश भक्त कर्णधार बनी !
आमाको दूधको भार तिर्न भनि,
जन्मे ती बीर सेनापति नेपाली आमाका सुपुत्रहरू !
नेपाल आमाको न्यानो काखमा,
यही देशका कुना काप्चाहरूमा !
अमर सिंह, भक्ति थापा, बीर बलभद्र
ती नेपाल आमाका ती सुपुत्र !
जन्मे देशको सेवाको लागि,
कहिल्यै हटेनन् पछि पछि बढाए देश अघि अघि !
जन्मे प्रजातन्त्र प्रेमी श्री ५ त्रिभुवन,
शोषित पीडीत नेपाली जनताको शाहस बढाउन !
प्रजातन्त्र ल्याए यही देशको लागि,
हक र अधिकार नेपालीमा दिलाउनको लागि !
जन्मे सहीद धर्मभक्त, शुक्रराज, गंगालाल, दशरथ,
नेपालमा राणा शासन हटाउनको लागि
पु-याए नेपालीको मनोरथ !
शहीद भई मरे ती नेपाल आमाका सुपुत्र,
उठौं अब हामी देशको विकासको निमित्त !
उठ चढाउ ती वीर शहीद पुरूष माथि,
दुई चार थोपा आँशुका श्रद्धान्जली !
उनीहरूको आत्मा चिर शान्तिको लागि !!!

Gossner Mission

धनमत्त जिन्दगीको शरण



मोती गुरूङ
कक्षा १०

पात्रहरू

१.	धनी केटा	-	पवन
२.	गरीब केटा	-	पूनर
३.	धनी केटाको बुवा	-	मि. रविन्द्र
४.	गरीब केटाको बुवा	-	हरिकृष्ण
५.	नोकर	-	राउलाल
६.	डाक्टर	-	डा. डेभिड

(पूनर र पवन एक गहिरो साथीत्वमा बाँधिएका दुई मित्र हुन् । तिनीहरू मध्ये पूनर चाहिं गरीब परिवारमा हुर्केर बढेको हुन्छ भने पवन चाहिं उच्च घरानको साथै धन दौलतको मोज मस्तिमा हुर्केको हुन्छ । जति धनी र उच्च घरानको भएपनि पवनमा आफ्नो धन माथि कहिले पनि घमण्ड भएको हुँदैन । पूनरको बुवा सुवेदार हरिकृष्ण क्यान्सर रोगले ग्रस्त र पिडित भएको हुन्छ । त्यस्तो झुपडीको बासमा र धन दौलत कुन चराको नाम हो थाहा नभएको, विहान खाई बेलुका के खाउँ भन्ने अवस्थामा पुगेको सुवेदार हरिकृष्णलाई आफ्नो रोगमा पिडित भएर बाँच्नु परेको थियो । किन्नभने जसको साथमा एक फूटेको कौडी पनि थिएन ।)

(पर्दा खुल्छ)

पूनर - बुवा । आज सँचै हुनुहुन्छ ? कि रोगले पत्रिर्दैछ ?

हरिकृष्ण - ठीकै छ भनौं, अब आराम हुन लागें (आफ्नो रोगलाइ लुकाउन खोज्छन)

पूनर - बुवा । के तपाईंले सत्य बोल्दै हुनुहुन्छ ?

हरिकृष्ण - होइन बाबु, तिमीलाई डाँटेर मलाई फायदा हुन्छ र ?

Gossner Mission

(पवनको प्रवेश)

पवन - हेलो पूनर, नमस्ते बुवा । बुवालाई अलिक आराम भएको छ कि छैन ? अस्ति मैले दिएको औषधि खान नछाड्नु होला है बुवा ।

हरिकृष्ण - सँ वायु सँचै नै छु, त्यो औषधिले मलाइ निकै फायदा गरेको जस्तो लाग्छ, तिम्रो ऋणी भएं, के तिर्न सक्छु र यो जीवनमा ।

पवन - यो त खास ठूलो गुण केही होइन, एउटा सानो प्राणीले पनि गर्न सक्ने कुरा हो । साँचै बुवा । मेरो शुभजन्मोत्सवको उपलक्षमा भोलि मेरो घरमा भोजको आयोजना छ र हजुरहरू दुवैलाई लिन आँउदैछु ।

हरिकृष्ण - म जस्तो दुःखी र गरीब तिम्रो त्यस्तो शुभकार्यमा सहभागी हुनु त तिम्रो बेइज्जत मात्र हुनेछ ।

पवन - बेइज्जतको कुरा के भयो र बुवा, गरीब नैं धनीको सहारा होइन र ? (केही चर्को स्वरमा भन्छ)

हरिकृष्ण - बाबु तिमी दिर्घायुको होउ । यही छ मेरो तिमीलाई आशिष । (आफ्नो छोरा पूनरलाई बोलाउँदै) पूनर तिमी तिम्रो प्यारो साथी पवनको जन्मोत्सवमा भाग लिन जाऊ, सच्चा साथीको मित्रत्व बुझ्न सक्नु पर्छ । म जान सक्दिन, मेरो लागि तिमीले केहि चिन्ता पनि लिनु पर्दैन । (हरिकृष्णले पूनरलाई अनेक गरेर सँझाउँछ - पूनर जान तयार भए जस्तो देखिन्छ)

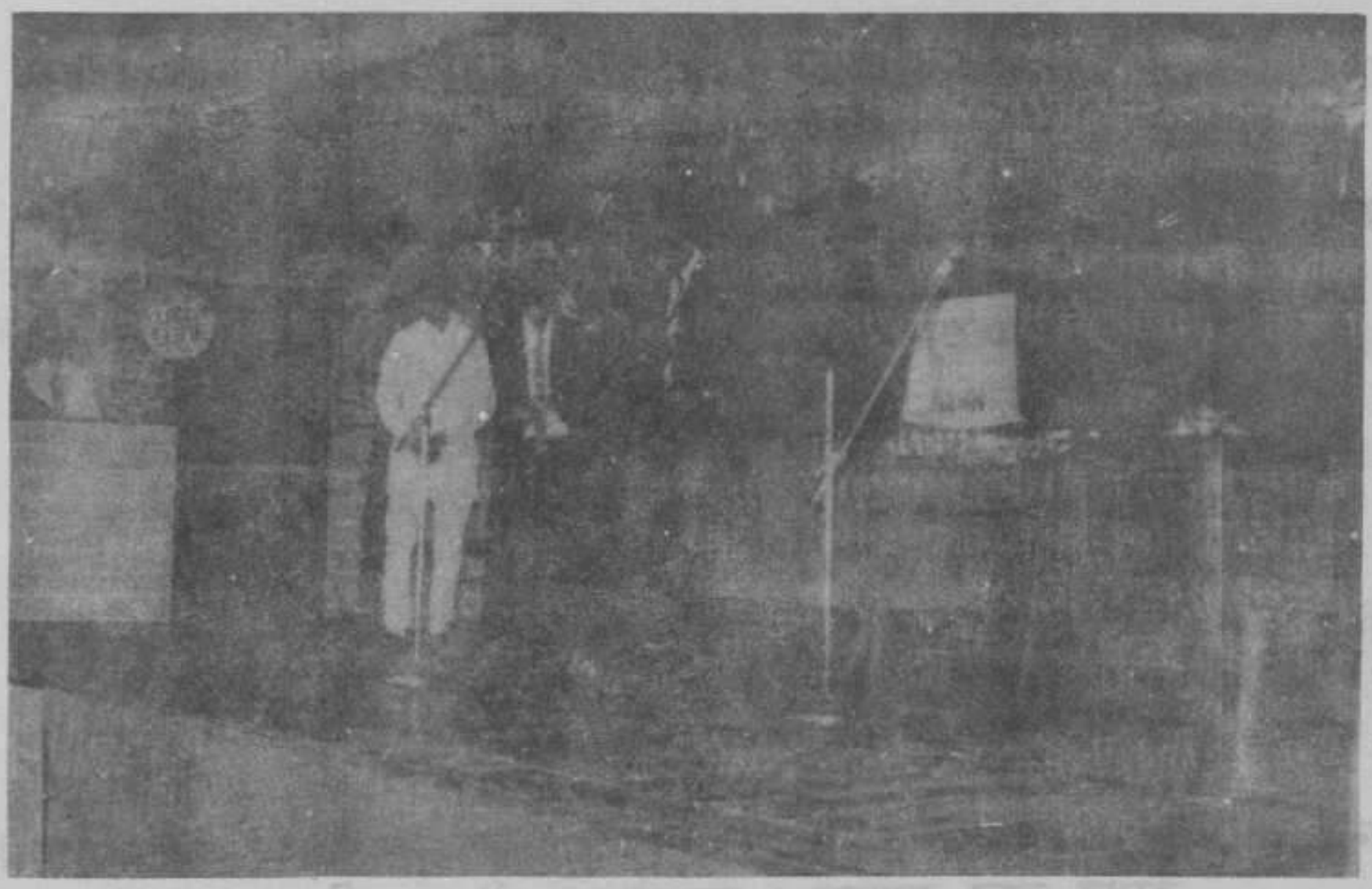
पवन - बुवा त्यसो भए तपाई न जाने ? जाऊँ त पूनर हामी । इट्स गेटींङ लेट । (दुवै जान्छन्, घरमा बेरामी हरिकृष्ण छटपटाइरहन्छन् र मृत्युलाई अँगाल्न पुग्छन्) जाँदा बाटोमा पूनरले बुवालाई औषधि दिन भुलेको कुरा सँझन्छ र घरमा हतार हतार फर्कन्छ र घरमा आइपुग्दा बुवा मरिसकेको हुन्छ ।

पूनर - बुवा भनेर चिच्याउँछ, कराउँछ तर के गर्नु बुवा मरिसकेको हुन्छ । पवन पनि पछि पछि आइपुग्छ र पूनरलाई सँझाउँछ, र आखिरमा दुई जना भएर हरिकृष्णको लासलाई गाडछन् ।)

पूनर - बिलौंना गर्दै--"इश्वर तैंले रचेको फूल------"

"मेरो एक मात्र सहारा तपाई, आज कहा पुग्नु भयो ?"

Gossner Mission



(पर्दा बन्द)

(मिष्टर रविन्द्र एक धनी खानदानमा मुच्छिएका, लाडिएका घमण्डी र रिसाहा व्यक्ति हुन् । उसका घरमा छोरा पवनका जन्मोत्सवका उपलक्षमा ठूलो भोजका आयोजना गरिएका छ)

(पर्दा खुल्छ)

हरिकृष्ण - तुजुकसँग हरेक व्यक्ति संग हात मिलाउँदै गरेको हुन्छ ।

(पूनर र पवनको प्रवेश)

रवि. रविन्द्र - आयौ छोरा पवन, यै तिम्रो साथी हेर्रौं न । (पूनरलाई न देखे जस्तो गर्दै) तिम्रो साथी त आइपुगेन छ आज त्यही धनी के धनी ।

Gossner Mission

पवन - खिल्ली उडाउने कम छैन डेडी यहाँ । साथीत्वको गहिरो मायाले धनी र गरीब भन्दैन ।

मि. रविन्द्र - ए ल ठीक छ । (रिसलाई दवाउन खोज्छ)

(भोज समाप्त हुन्छ)

मि. रविन्द्र - ए राउहाल त्यो पवनलाई बोला । (नोकरले बोलाएर ल्याउँछ)

पवन - किन्न बोलाउनु भयो बुवा ।

मि. रविन्द्र - किन्न । ए फ्यू मिनेट्स यगो यु ब्रट योर पोर अनटाइडी फ्रेन्ड् । दायट वाज् म्याटर । इट मेक्स मी याङ्ग्री ।

पवन - ल्याएर के भयो त डेडी, अन्तमा उ मेरो एक हितैषी साथी त हो नि ।

मि. रविन्द्र - आइ टोल्ड यु दायट् यु सुड् मेक अ फ्रेन्ड सच् अ पोर परसन । इन्स्टेड अफ दीस् यु सुड हायभ अ फ्रेण्डसिप लभ वीथ अ रीच परसन्।

पवन - आइ नो दायट यु मिन् यण्ड इट वाज नट् फल्ट टु हायभ् अ पोर फ्रेण्ड । अ फ्रेण्ड इन नीनड इज अ फ्रेण्ड इनडिड् । डोन्ट यु नो दायट् ।

मि. रविन्द्र - सेट अप् । चल्ला भएर माउलाई अर्ति दिन लागिस् ? तेरो हितैषी साथी त आज देखि मेरो घरमा दास बन्नु पर्छ ।

(पूनरले सुनिरहेको हुन्छ र पवन भएको ठाउँमा आउँछ र भन्छ)

पूनर - वहाँ ठीक बोल्दै हुनुहुन्छ पवन । म एक अभागी भारयको कम्मारोलाई यस घरमा दास बनेर बस्न अवश्य सुहाँउछ - मेरो पुर्पुरोमा पनि यही लेखिएको छ होला ।

पवन - पूनर । इट इज् इम्पोसिबल । म एक सच्चा साथीको नाताले तिमीलाई त्यस्तो अवस्थामा पु-याउन कदापि दिन्न ।

पूनर - तिमीले नदिएर के भयो र ? आखिरमा मेरो चाहना यही नैं छ ।

Gossner Mission

पवन - तेरो चाहाना होइन कुक्कुर तेरो भाग्य नै दोषी बन्ने हो ।आजदेखि तैले यस घरमा क्याम गर्न शुरू गर कुक्कुर ।

(अचानक मि. रविन्द्रको आँखा देख्न छोड्छ)

मि. रविन्द्र - मेरो आँखा । मेरो आँखा । के भयो कत्ता गयो रोशनी हे भगवान् । आज मेरो घरमा यो कहाँका कुक्कुर आएर कुन वौंसीको उत्पन्न गराएछ । (भन्दै बेहोस् हुन्छ) बेहोस् भएपछि पवनले डाक्टरलाई हतार हतार फोन गर्छ । डाक्टर आइपुग्छ र जाँच्छ ।

डाक्टर - द केस इज भेरी सेरियस । यसैले उहाँलाई हस्पिटल पु-याउनु पर्दछ। तर उहाँको आँखा बेकार भएर जानेछ । मान्छे बाँच्न सक्छ तर आँखामा रोशनी पाउन सक्दैन ।

पवन - अहं । मेरो डेडीको आँखा । यो हुन सक्दैन डाक्टर साहेब ।

पूनर - के अरू उपाय छैन डाक्टर साहेब ।



डाक्टर - हुन सक्छ । तर अर्को नयाँ आँखाको जरूरत पर्दछ । संसार अहिले विसौं शताब्दीको रंगमन्चमा आएर कति निर्दयी, अविश्वासी, कति झुठ्ठे भई सकेको छ । यहाँ आँखा दान दिनेको भन्दा अर्काको हत्या गरेर आँखा लिने चलन बसिसकेको छ ।

Gossner Mission

पूनर - साँचै डाक्टर साहेब अर्को आँखा भए मेरो बुवा (मालिक) को आँखा बन्छ । त्यसो भए मेरो आँखा लिऊँ डाक्टर साहेब । यो अभागी र दुःखीको लागि आँखाको कुनै आवश्यकता छैन डाक्टर साहेब ।

पवन - पूनर के भन्यो तिमीले, आफ्नो सत्य आँखालाई फ्याकेर अन्धकार ल्याउन खोज्ने तिम्रो कस्तो मुर्खता इट्स इम्पोसिवल यो हुन सक्दैन ।

पूनर - साथीको साथीत्वको सच्चा मायालाई अँगालेर म भन्छु कि तिमीलाई मलाइ यस कममा रोक्न नखोज । म आँटेको कुरा गर्छु गर्छु । आखिर नाताले मेरो पनि बुवा त हो । यदि तिमीले मलाई यस कार्यमा पाइलो सार्न दिदैनौ भने म आत्महत्या गर्न तयार छु ।

पवन - तिमीमा कस्तो विचार पूनर म मेरो डेडीको सरोदर छोरा भएर पनि यस्तो कुरा गर्न आँट आएको छैन । तिमी वास्तावमा भगवान हौ पूनर भगवान । म तिमी लाई पूजा गर्छु पूनर पूजा ।

डाक्टर - केस जतिसक्दो छिटो हुनु पर्दछ । छिटो अस्पताल लैजाउ त ल ।

(पर्दा बन्द)

(पूर्वे अस्पताल तर्फ लाग्छ पूनरको आँखा भित्रिकिन्छ उसको आँखामा अब अन्धकारले मात्र बास बसालेको छ । तर मि. रविन्द्रको आँखा फेरि उस्तै रास्रे रूपमा रोशनी र उज्यालो छाउँछ । अस्पतालबाट मि. रविन्द्र घरमा आउँछन् र आराम लिन्छन्)

(घरमा)

पूनर - पवन म एक कुरा भन्छु के तिमी मान्छौ ।

Gossner Mission

पवन - पूनर अब त म तिम्रो दाष भइसके जे तिमीले गर्छौं म त्यही मान्छु ।

पूनर - तिमी एक घरान व्यक्तिले म जस्तो तुच्छलाई त्यस्तो भन्न सुहाउँदैन तर एउटा कुराको बाचा गरछु पवन । मेरो आँखा तिम्रो डेडीको आँखामा हालिएको हो भनेर तिम्रो डेडीलाई नभन्नु यो मेरो दामा हो तिमीलाई, कसम खाउ यसको ।

पवन - पूनर कस्तो मान्छे तिमी म यो कुरा गर्न सक्दिन ।

पूनर - तर तिमीले मैले माँगेको यस दामामा दामा देऊ पवन ।

पवन - यो दामा माग्ने कुरा होइन बरु बेइज्जत, धन माग्ने कुरा हो पूनर ।

पूनर - मलाई बुझिदेऊ पवन ।

पवन - त्यसो भए हुन्छ तनि । तर म तिम्रो यस कार्यलाई जीवनभर भुल्ने छैन पूनर ।

(त्यत्तिकै मि. रविन्द्र कराउँछ भित्रबाट)

मि. रविन्द्र - पवन ए छोरा ।

पवन - डेडी आउनु भयो पूनर ।

पूनर - तिमी त्यहीं बस म यता काम गर्छु ।

पवन - डेडी आँखा सन्चो भयो रामै देख्नु हुन्छ ?

मि. रविन्द्र - अरे आँखाको त केही सुर्ता लिनु पर्दैन । मैले भनि हालेनि धन दौलत नै जीवनको अभिन्न अंग हो । मैले मेरो नयाँ आँखा यहि धन दौलतबाट पाएं । नयाँ जीवन पाएं । आखिर यही हो मेरो माया यहि हो मेरो धन ।

पवन - डेडी (पूनरको मुखबाट संकेत दिन्छ र पवन डेडी भनेर रोकिन्छ)

मि. रविन्द्र - जा त छोरा मेरो औषधि लिएर आइज । (पवन जान्छ । मि. रविन्द्रले पूनरको टाउकोमा र आँखामा ढाक्ने गरी धुम्टो ओढेको देख्छ) के लाएछस् अनुहारमा । अ तँलाई मेरो घरमा आएर नक्कल पार्नु प-यो । लाडिइ्स हैन । म त्यो तोडेर नै छाड्छु ।

Gossner Mission

पूनर - बुबा मबाट भूल भयो माफी चाहन्छु यो त हिजो म लडेर चोट लागेकोले लगाएको बान्डेज हो ।

मि. रविन्द्र - ढाँट्नु पर्दैन मलाई (यत्तिकैमा पूनर तिर बढ्छ र त्यो बान्डेज या घुम्टो च्यातिदिन खोज्छ । त्यतिकै पवन त्यहाँ आइपुग्छ)

पवन - डैडी के गर्न लाग्नु भएको याहा छैन तपाईलाई .....

पूनर - पवन, विस्र्यौं तिमीले त्यो खाएको कसम ।

मि. रविन्द्र - वाह मेरो घरमा पलकेर त कुक्कुर मेरो छोरालाई पनि घर्काउने भइस् । छोड् यसको म ज्यान लिएरै छोड्छु ।

पवन - डेडी

पूनर - पवन चुप लाग ।

पवन - पूनर अब म सहन सक्दिन जति जे कसम खाएं । त्यसैलाई म तोडिदिन्छु । याहा छैन तिमीलाई तिम्रो ज्यान जान लागेको । जसले जसको अनुहारमा रोशनी जगाई दियो उसैको आज ज्यान जाने डर । डेडी तपाईले जुन आँखा पाउनु भयो त्यो तपाईको धनको आँखा होइन डेडी, त्यो त पूनरको आँखा हो पूनरको । हेर्नुहोस् उसको आँखा (भनेर लगाएको ब्यान्डेज फुक्काई देखाई दिन्छ)



Gossner Mission

मि. रविन्द्र - अह के देख्दैछु म । के यो मेरो धनको आँखा होइन । यो पूनरकको आँखा हो ? के म कति निर्दयी कति पापी कति दुष्ट ? म आफू आफूलाई सहन सक्दिन । मलाइ माफ गर पूनर माफ । मेरो गल्ती भयो ।

पूनर - माफ तपाई मसँग होइन बरू मैले तपाइसँग माग्नु पर्छ । मेरो यो आँखाको रोशनी गएर ममा के महत्व छ र आखिर मेरा भावी रेखाहरू दुःखका मुहानतिर कोरिएका रहेछन् र म अभागी रहेछु ।

(यत्तिकैमा मि. रविन्द्र र पूनर एक अर्कामा छाती च्यापी खुशीले जोडिन्छ । पवन खुशीले गद गद हुन्छ)

(पर्दा बन्द)

आजका विद्यार्थी, भोलिका नागरिक
निर्माणमा -
गण्डकी बोर्डिङ स्कूल
सदा-सर्वदा जुटिरहोस् -
हाम्रो शुभ-कामना

गण्डकी नूडल्स प्रा.लि.
औद्योगिक क्षेत्र, पोखरा

Gossner Mission

दुःखी बालक

जगन्नाथ घिमीरे
कक्षा - ५

आज म बिरामी भए अस्पताल जानु पर्छ ।
अस्पताल नगए यो संसार त्यसै छोडनु पर्छ ।।
आजकालक्त साथीहरू मोटरमा ढगुर्छन् ।
मेरो साथी जगन्नाथ भनी कहिले फर्कन्छन् ।।

आज मैले बत्ती बाल्दा सिरकै सल्किक्यो ।
रात्री बसमा घर जान्छु भन्दा बसै पल्टियो ।।
आजकालको जमानामा बल भन्दा ठूलो शिक्षा छ ।
भविष्यमा इन्जिनियर हुने मेरो ईच्छा छ ।।

जेठा दाइ कक्ठमाण्डूमा, साहिँला दाइ पोखरामा ।
भाइहरूले दुःख पाई चामल बोक्छन धोक्रामा ।।
अहिले मैले दुःख पाए पछि सुख होला ।
यो देशको बिकास गरेर बल्ल मरूँला ।।

Gossner Mission

प्रवासी दाजु

बिनोद बाबु पौडेल
कद्दा - १० ख

नेपालको मायाँ बिर्सेर तिमी प्रवासी नहोऊ
हाँडा र काँडा भन्ज्याङ्गलाई बिर्सी लाहुर नजाउ
अर्काको देशलाई सिंगार्न जान्छौ नेपाललाई बिर्सेर
नेपाली हाम्रो दाजु र भाईको आँसुलाई भुलेर
लाहुरे तिमी लाहुर गाको रहरले होइन
त्यसैले हामी स्वागत गर्छौं नेपालमा आउन
नेपालको मायाँ .....

अर्काको देशमा जान्छौं तिमी नेपाललाई भुलेर
स्यावासी दिन्छन् अरूले तिमीलाई छातीमा थुल्चेर
अवत तिमी बुझ्दछौ होला लाहुर नै बसेर
लाहुरे हामीलाई किन र कस्ले बनायो भनेर
नेपालको मायाँ .....

Gossner Mission

म को हुँ ?

शिक्षक - माधव प्रसाद लामिछाने
(नेपाली विभाग)

गण्डकी आवसीय माध्यमिक विद्यालयका विद्यार्थीहरू मलाई "गुरू भन्दछन् । यस विद्यालयका शिक्षक तथा कर्मचारी साथीहरू मलाई "माधव गुरू" भन्नु हुन्छ । मेरा छोरा छोरीहरू मलाई कहिले बाहिरबाट घर तर्फ आउँदा टाढैबाट उ देखेर बा आउनु भयो भन्दछन् । कहिले काँही म आफ्नो गाउँ कतै जाँदा मेरी आमाले मलाई देखेर उ ठूलो छोरो पनि आइपुग्यो भन्नु हुन्छ । त्यसबखत मेरा भाइ-बहिनीहरू ठूल्दाइ आउनु भयो भन्दै रमाउँछन् । मेरी श्रीमती मलाई देखेर कोठामा खेलिरहेको सानो छोरालाई म तिर देखाउँदै सोध्छन् "बाबु हेर त उताबाट को आएको ? मेरो सानो छोराले उत्तर दिन्छ "ब्बा" । जब मेरी सानी छोरीले देख्दछे त्यसबखत उसले (मलाई) बा आए ! बा आए !! भन्दै खुशी हुँदै हजुर आमालाई भन्न भित्र पस्दछे । मेरी भाइ बुहारी मलाई देखेर ऊः जेठाजु आइपुग्नु भयो भन्दै शिरमा ओढने राख्न सुरू गर्दछिन् । बाटामा (घरबाट विद्यालय आउँदा र विद्यालयबाट घर जाँदा) मलाई देखेर कोहले आयौ ? "मास्टर" भनी सोध्ने गर्दछन् । कहिले काहिं म बुबा बसेको ठाउँ खुदीमा जान्छु , त्यस बखत मलाई देखेर मेरो बुबा ऊः माधव पनि कताबाट आइपुग्यो भन्नु हुन्छ । विशेष पर्व वा उत्सवमा म मामाघर तथा ससुराल पनि जाने गर्छु । त्यसबेला मेरा मामा-माइज्यूहरूले भानिज आउनु भयो भन्नु हुन्छ भने हजुर आमाले ठूलो नाति आयो भनी खुशी हुनु हुन्छ । मामा कहाँका भाइ बहिनीहरू बाहुन्दाइ आए भनी रमाउँछन् । त्यस्तै ससुराल जाँदा सासुले "ज्वाँइ साहेब आउनु भयो भन्नु हुन्छ भने साला-सालीहरू भिनाजु आउनु भयो मीठाई ल्याउनु भयो भनी रमाउँछन ।

म समय अनुकूल हेरी कहिले काहीं गुरू कहां जान्छु , त्यसबेला गुरूले मलाई "चेला, सन्चै छौ भनी सोध्नु हुन्छ भने, चेला कहां पुगेको बेला "गुरू कुशल हुनु हुन्छ भन्दै खुट्टामा ढोग्न अघि सर्छन । बजारमा कपडा किन्न साहुजीको पसलेठी नजीक पुग्दा बाजेलाई केटक-याऊँ भन्दै अघि बढ्छन । आषाढ, मंसिर, आदि महीनामा खेतीपाती गर्ने प्रमुख समय भएकोले त्यस बखत मलाई, हली, बाउसे, खेताला आदिको जरूरत पर्छ । त्यसैले हली, बाउसे र खेताला आदि खोज्ने क्रममा ढकै गाउँ, कामी गाउँ आदि ठाउँमा जांदा मलाइ देखेर बराजु" कस्ता आउनु भएथ्यो भन्दछन् ।

Gossner Mission

म आफैलाई अषाढमा कोदाली कांधमा राखेर खेत तर्फ हिड्दा "बाउसे दाइ" आज कुन मेलामा हो ? भन्दछन् भने मंसीरमा मैले नै हातमा औंसी लिएर खेत तिर लाग्दा "खेतालो, भन्ने संज्ञा पाउंछु । गाउंमा कुनै बन्धुको विवाह हुंदा म जन्ती कहलिन्छु भने कुनै मित्रको दाह संस्कारमा जांदा "मलामी" भन्ने संज्ञा पाउंछु । जुन समयमा म चौकामा बसेर पुराण बाट्छु, त्यस बखत मेरो नाम पण्डित हुन्छ भने आफै कर्ता भै पूजा आंचा गर्दा मेरो नाम यजमान हुन्छ । यी माथिका सबै नामले पुकारिने व्यक्ति म एउटै हुँ ।

यसरी बिभिन्न नामद्वारा पुकारिने मैले आफूलाई चिनाउनु पर्दा-केवल "म" मात्र भन्छु । यो "म" पनि केवल मैले मात्र प्रयोग नगरे प्रत्येक वक्ताले आफूलाई "म" नै प्रयोग गर्छ । यद्यपि भाषाको पृथकताको कारणले मै, आई, अहम् आदि शब्दको प्रयोग गरिन्छ तापनि सबैको अर्थ म नै हो । अर्को आश्चर्यजनक कुरा के छ भने समाजमा प्रत्येक मानिसको आकार, बनावट, स्वभाव, जाति, लिङ्ग, वर्ण, आदि कुराहरू छुट्टा छुट्टै हुंदा पनि एउटै "म" शब्दद्वारा सबैले आफ्नो परिचय किन दिन्छन् ?

अर्को तर्फ हामीले आफूलाई चिनाउन प्रयोग गर्ने "म" शरीरको कुन भाग हो भनेर हे-यौं भने त्यस्तो कुनै अंग छैन जस्को नाम "म" होस् । उदाहरणको लागि हामी आफ्नो शरीरका अंगलाई मेरो आँखा मेरो नाक, मेरो मुख, मेरो कान, मेरा हात खुट्टा आदि भन्छौं तर "म" भन्ने वा "मेरो" भन्ने वा "मेरो" भन्ने कुनै अंग छैन, किन यी शरीरका अंगलाई मेरो भनिएका हो ? कुनै बखत मैले अरू संग परिचय गर्दा आफ्नो हात छातीमा राखेर "म भन्ने गर्छु । अरूले पनि यसो गरेको म देख्छु । यसबाट मलाई कस्ता कस्ता अनुभव हुन्छ कि म छाती भित्र रहेको त छैन । तर जब मानिसको मृत्यू हुन्छ त्यस बखत शरीरका सम्पूर्ण अंगहरू ऊ संग हुन्छन् तापनि न त उसले आफै म मरे भन्न सक्छ न त अरूले उसलाई उसको "म" म-यो भन्ने गर्दछन् । यसबाट यो सिद्ध हुन्छ कि "म" मानव शरीरको कुनै भाग पनि होइन ।

अन्त्यमा मैले विवश भएर यो भन्नु पर्छ कि जसलाई मैले "म भनेर परिचय दिएको थिएं, वास्तवमा त्यो "म" रहेनछ । अतः मैले चिन्नु परेको छ कि "म" को हो ? "म" को हुं ? भन्ने प्रश्नको उत्तर क्रममा मैले भेटेको छु कि "म" लाई कुनै पनि व्यक्तिले सजिलै संग चिन्न सक्दैनन् । भगवान कृष्णले पनि गीतामा भन्नु भएको छ :-

मन्मना भव मद्भक्तो मद्याजी मां नमस्कुरु ।

मामे वैष्यसि सत्यंते प्रतिजाने प्रियोऽ सिमे ।।

गी. अ. १८.१६५ मूलो

Gossner Mission

यसको अर्थ हो यदि तिमीले आफ्नो मनमा मलाई धारण गरौं, मलाई नै नमस्कारादि सत्कार गरौं, म मा नै आफूलाई समर्पण गरौं भने मात्र तिमीले "म" को हुं भन्ने बारे जान्ने छौ अन्यथा "म "लाई चिन्ह सक्ने छैनौ । अतः पाठक-वृन्दहरूले पनि "म" को हुं ? चिन्ने र मलाई समेत चिनाइ दिने सत्प्रयास गर्नु हुनेछ । अस्तु ।

-- 000 --

म खाऊं मै लाऊँ, सुख सयल वा मौज म गरूं
म बाँचूं मै नाचूं अरू सब मरून् दुर्वलहरू ।
भनी दाह्रा धस्ने अबुझ शठदेखि छुक परी
चिता खित्क्र छोडी अभय सित हाँस्यो मरिमरी ।।

- कवि शिरोमणि लेखनाथ पौडेल

गण्डकी बोर्डिङ स्कूल
तिमी विद्या वितरण गर्छौं
हामी खाद्य सामग्री वितरण गर्छौं
वितरणको यो सिलसिला
सँधै कायम रहोस्

□□□

शैलेन्द्र गुरूङ

बागबजार, पोखरा
(खाद्य सामग्रीको थोक बिक्रेता)

Gossner Mission

पापी दाजुहरू

- खेमलाल आचार्य
कक्षा १० ख

म आफ्नो घरमा शुक्रबारको रेडियो नेपालबाट राम्रा राम्रा गीतहरू सुनिरहेको हुन्छु । यसै बेला म मा एक बर्ष अघिको सम्झना आउँछ । मेरो मन रून्छ । त्यो थियो मेरो आमाको स्वर्गवास । केही दिन देखि आमा बिमारी हुनु हुन्थ्यो । त्यसैले त मेरो पढाईमा ध्यान पुग्दैनथ्यो । सोच्छु आमालाई केही भयो भने ..... ।

तर म अभागी रहेछु, त्यो निठूरी काल ..... म पछिरहेको हुन्छु, त्यसैबेला एक जना गुरू आएर भन्नु हुन्छ । खिमलाल । तिम्रो आमा बिरामी हुनुहुन्छ रे, मान्छे लिन आएका छन् । जाऊ उनीसँग, अनि किताब कापी थन्क्याऊ, मेरो मन जल्यो । गहभरी आँसु र कानभरी मेरो आमाको माहानवाणी सुनेको भान हुन्छ छोरा । भाग्यमानी भए, म घर जान्छु । तर तर ..... के गर्नु हरे शिब । ओ निठुरी ईश्वर अनि मेरो हँस हरायो तर के गर्नु म आज ?

भनिन्छ धर्तीमा छ (सबै) चीज

खोजे मील्छ घरी घरी ।

तर जन्मदिने आमा पाईंदैन कसै गरी । .....

यसै गरी यो कुराको रून्चे मनलाई झन देखा पार्दै मेरा अगाडि अर्को समस्या देखा पर्छ ।

दुई जना दम्पत्तिका ७ भाइ छोरा र १ सानी छोरी रहेछन् । उनीहरू कृषक थिए र ठूलो भैंसी गोठ पनि थियो । उनीहरू यसरी कृषक र भैंसी पाल्ने पेशालाई अँगाल्दै जीन्दगी बिताउँदै थिए । १० जनाको परिवारबाट क्रमशः आमा र बाबुको मृत्यू भएछ ।

ती सात भाई जसमध्येकी एक बैनी वा भनौं बैनीको स्थान रोलक्रम अनुसार सातौं र उनी माथि ६ दाजु र मुनि १ भाइ आज संसारमा एक्ला भएछन् ।

दाजुभाइहरू जो सम्पत्तिका धनी टोपल्थे । उनीहरू मध्ये कान्छो भाइ बाहेक ६ दाजुहरू बैनी प्रति हेलाको भावनाले हेर्न थाले, गाली गर्न थाले । घरको खानपिन, भाँडाकुडा देखि भैंसी चराउने काम समेत बैनीलाई अह्राउन थाले । आफूहरू मस्त हाँस्थे, खेल्थे र आनन्द लिन्थे ।

Gossner Mission

यसरी कामैकामबाट थाकेकी बैनी एक दिन भैंसी चराउन गएको ठाउँमा नेदाइन । भैंसीहरू हराएछन् । घरमा आइ भन्दा दाजुहरू रिसले क्रुद्ध भए बैनी प्रति साह्रै इर्ष्या गर्न थाले र ६ भाइको सल्लाहमा बैनीलाइ मार्ने षडयन्त्र रचे । हरे रेाब ! त्यो पापी मन ।

यसै सन्दर्भमा जैसी सँग हेराउँदा बैनीले "इप्ली" नामको पोखरीको बीचमा ाई लक्ष्मी भगवतीको दर्शन गरे मात्र भैंसी पाइन्छन् रे भन्ने निहु गरी बैनी लाई त्यहाँ लिएर गए बैनी पानीसँग डराउथिन् । उनी रून लागिन् । उनीहरूले बलजफत बैनीलाई पोखरीको छेउमा पु-याइ दिए ।

लयको शैलीमा दाजु र बैनीका कूराकानी)

ानी - "पैताला सम्मन पानी आयो, दाजेइ, खोइ तनी दाजेइ देवतीको स्थान ।"

दाजुहरू - "आल्ली पर आल्ली पर जाउ मेरी बैनैं तही पर होला, बैनैं देवतीको स्थान ।"

बनी - "पिरौला सम्मन पानी आयो, दाजेइ । खोइ तनी दाजेइ देवीको स्थान ।"

भाजूहरू - "आल्लीपर आल्लिपर जाऊ मेरी बैनैं तही पर होला, बैनैं देवतीको स्थान ।"

बैनी - "घुडा सम्मन पानी आयो, दाजेइ खोइ तनी दाजेइ देवतीको स्थान ।"

दाजुहरू - "आल्लि पर आल्लिपर जाऊ मेरी बैनैं तही पर होला बैनैं देवतीको स्थान ।"

बैनी - "पेट सम्मन पानी आयो, दाजेइ रहेन छ, दाजेइ । देवतीको स्थान ।"

दाजुहरू - "आल्लि पर आल्लि पर जाऊ मेरी बैनैं तही पर होला बैनैं देवतीको स्थान ।"

(यसरी दाजुहरू बैनी मार्ने प्रतिज्ञामा मुग्ध छन् भने, भाइ चाँही दिदीको पीरमा रून्छ । धिक्कार्छ

बैनी - "घाटी सम्मन पानी आयो दाजेइ देख्दिन, दाजेइ । देवतीको स्थान ।"

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दाजुहरू - "आल्लि पर आल्लिपर जाऊ मेरी बैनैं तही पर होला बैनैं देवतीको स्थान ।"

(यसबेला बैनीले आफ्नो ज्यानको आस मारिन, रोइन कराइन भाइलाई बाबु नामले पुकारिन भनिन् दाजु म जँगल जँगल घुमी भैंसी खोज्छु बरू .... भाइ रून्छ । दाजुहरू गाली गर्छन) बैनी फेरि भन्छिन् ।

बैनी - "टाउको र सम्मन पानी आयो दाजेइ खोइ तनी दाजेइ देवतीको स्थान ।"

दाजु - "आल्लि पर आल्लि पर जाऊ मेरी बैनैं तही पर होला बैनैं देवतीको स्थान ।"

बैनी - हुबे । मरें बाबु । (अचम्मको आवाज)

अब त्यो पानीमा उत्रेको बैनीलाई निकालेर एक तमासा भैं नाचगान गरी मासु काटेर भोज खाए । तर भाइले आफ्नी दिदीको मासु खाएन र एक ठाउँमा थुपारी दियो । जुन दाजुहरूले देखेका थिएनन् । केही समय पछि भाइले मासु थुपारेको ठाउँबाट एउटा सुनको मुरलीको जन्म भयो । जुन सबैले देखि उक्काउने जमको गरे तर सकेनन् । तर आफ्नो दिदीको मासुबाट जन्मेको मुरली उनको भाइ सानैं भए पनि उक्काउन सक्यो र लिएर आयो ।

त्यो मुरलीलाई कसैले मुखमा राखेर बजाउनु पर्ने थिएन । आफैं बज्थ्यो र उसको बजाईको छिनछिनमा शब्दहरू आउँथे जस्तै -

(लय शैलीमा)

मरें दाजुहरूको असेत्तेराइले जुन थियो । अघिल्लो जन्मको सराप ।
फेरि जन्म लिएं यहाँ खोज्दै मेरो भाइ कता छ ।

अनि त्यस मुरलीको भनाई प्रति सबै जान्न चाहे त्यो मुरली धुन बुझ्न त्यति सजिलो थिएन । भाइ चाहिले नैं त्यस मुरलीको अर्थ बुझ्यो र भाइ अब ठूलो हुदै थियो । अनि त ती पापी दाजुहरू सँग बस्न चाहेन र अँशको रूपमा त्यही मुरली मात्र लिएर निस्क्यो । अब मुरली अघिकी दिदीमा परिणत भयो । दिदी भाइ रोए कराए । समय बिताए भनिन्छ - कालान्तरमा भाइ चाहीं मरेर गए पछि नारद भगवान बने । दिदी चाहीं मर्न परेन रूप धारण गर्न सक्ने देवीको रूपमा बचिन् र कालान्तरमा मृत सन्जीवनी बूटी बनिन् ।

यसै गरी आमाबाट एक्लिएको मेरा बैनी तथा दिदी प्रति हामी दाजु भाइको हैलत्वको भावना नआओस् ।

Gossner Mission

मेरी प्रेरणा

शैलेस कुमार प्रधान
कक्षा ९

मेरी प्रेरणा !
तिमी सधैं-सधैं टाढा भागी रह
म तिमीलाई पछ्याइरहन्छु
जब तिमी थाकेर बिश्राम लिन खोज्छ्यौं
अनि म तिमीलाई नै लिएर
एउटा कविता भएपनि कोरि रहन्छु ।

मेरी प्रेरणा !
तिमी सधैं-सधैं टाढा हुदै जाऊ
म तिम्रो कविता कोरिरहने छु
जब तिमी मेरो आँखाबाट सदाको लागि लुक्छ्यौं
अनि, म आफ्नै कविता कोरिरहने छु ।

मेरी प्रेरणा !
तिम्रो कविता म कोरिरहने छु
मेरो कविता म आफै कोरिरहने छु
जब एकदिन हामी दुबैको
यस पृथ्वीमा अन्त्य हुनेछ,
अनि तिम्रो र मेरो बेग्ला बेग्लै
कविता एउटै बन्ने छ ।

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आमाको माया

राज कुमार गुरूङ
कक्षा ९

हुनत संसारका सबै मानिसहरूको आफ्नो आमा त हुन्छन् । तर कसैको आमालाई त मृत्यूले छिटै नै चुडेर लान्छन् । आमा आफ्नो जन्म दिने आमा मात्र नभइ अरू आफ्नो साथी, भाइहरूको आमालाई पनि त आमा भनी सम्बोधन गरिन्छ । तर आफूलाई जन्म दिने आमा त संसारमा एक मात्र हुन्छिन् । हामी आफ्नो आमालाई निस्वार्थ देवीको नामले पनि पुकार्न सक्छौं । किनभने तिनले हामीलाई १० महिना गर्भमा राखेर जन्माइ दिए पछि पनि छूलो नहुन्जेल कस्तै हातखुट्टा भाँचिन्छ कि भन्ने डरले उनी हर्दम आफ्नै बच्चा तिर नर लगाइरहेकी हुन्छिन् । आमा नभएको मानिसेको जिन्दगी पात नभएको बिरूवा जस्तै हो, न उसले आमाको माया पाउँछिन् नत आमाबाट सेवा । अरूले जति सुकै माँया गरोस् तर उसको जन्म दिएकी आमाले दिएको जस्तो हुन सक्दैन । त्यस्तैमा एउटा उखान पनि छ "अरूको लाख आमाको काख" यो त ज्यादै साँचो हो । यस्तै कुराको बारेमा एउटा जीवनी सुनौं ।

कुनै ठाउँमा हर्ष बहादुर नाम गरेको एउटा मानिस बस्दथे । उनी गाउँको गन्य मान्य व्यक्ति पनि थिए । उनले पच्चीस बर्षको उमेरमा अर्को गाउँबाट रमा नाम गरेकी एउटी युवतीलाई बिहे गरे । बिहे गरेको झन्डै २ वर्षपछि उनीहरूबाट एउटा सन्तान जन्मियो, जसलाई उनीहरूले जीवन नाम राखे, तर के गर्नु दैवको लेखा नै त्यस्तै छ जीवन एक वर्ष हुँदा नहुँदा रमाको देहान्त भयो । हर्ष बहादुर झाँको छोडेर रोए । तर रोएर पाउने कुरा थिएन । केही दिन पछि उनी रून छाडे । उनले टुहुरो छोराको जीवनको बारेमा सोचेर एस.ओ.एस.मा हाली दिए पछि पढ्ने पनि र हुर्क्ने पनि भनेर त्यहाँ भर्ना गरिदिए । जीवन निकै छूलो भै सकेको थियो तर उसको बानी भने खेर गएको थियो । यसैले उसलाई साथी भाइले पनि हेला गर्थे । झन झन ऊ बदमास हुँदै गयो । उसलाई दिन दिनै सिनेमा, भिडियो हेर्नु पर्थ्यो तर पैसा कहाँ पाउने , उ आफ्नो साथीहरूको पैसा चोर्न लाग्यो । एक दिन रमेशको एक सय रूपैयाँ हरायो । शिक्षकहरूले खोजी गर्दा जीवनलाई ठम्याए । शिक्षकहरू बीच उसको बारेमा कुरा चल्न लाग्यो । उनीहरूले जीवन बदमास भएको रहस्य पत्ता लगाउन कोशिश गरे । अन्तमा उनीहरूलाई थाहा भयो कि उसले आमाको माया नपाएर यसरी बदमास भएको हो । उनीहरूले यस बारेमा एउटा अभिनय गराउने कोशिश गरे । ज्वाला नाम गरेकी आइमाइलाई जीवनको आमाको

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अभिनय गर्ने र जीवनलाई सम्झाउने विचार गरे । यसरी नै उवाला जीवनलाई भेट्न आइन् । यसरी आमा आफूलाई भेट्न आएको छ भन्दा जीवनको मुहार पूर्णिमाको चन्द्रमा जस्तै उज्यालो हुन पुग्यो । उवालाले जीवनलाई आमाको प्रेम दिएर सम्झाइन् । यसरी सम्झाए पछि जीवन नम्र हुन पुग्यो । उ त्यस दिन देखि खुब मिहिनेत गरेर पढ्न थाल्यो । फलतः उ अन्तिम परीक्षामा प्रथम भयो । शिक्षकहरू जीवनको प्रगतिमा खुशी भए । साथी भाइले मन पराउन थाले । यस्तै क्रमले उसले दश कक्षा पनि उत्तीर्ण गरेर एस.एल.सी. परीक्षा दियो । भाग्य र उसको परिश्रमको कारणले उ पहिलो श्रेणीमा पास भयो । अब त उसको त्यस विद्यालय छोड्ने बेला पनि नजिकै थियो । उवाला त्यहीं कम गर्थिन् । विदाइ कार्यक्रममा उवालाले जीवनलाई आँखा भरि आँसु पार्दै सबै कहानी सुनाए । उनीहरूमा आमा छोरामा हुनु पर्ने पूर्ण गुण थियो तर के गर्नु विछोडिन कर भयो । विछोडमा उनीहरूको आँखाबाट यति आँसु बगे । त्यो त भनेर साध्य नै छैन् । यसरी उनीहरूको विछोड भयो ।

" आमा स्नेहकी खानी हुन, आमाले संसारलाई ठूला ठूला नेता, विद्वान, कलाकार र बीर पुरूषहरू प्रदान गरेकी छिन् "

- ज्ञान रश्मि

शत्-शत् शुभ-कामना

गण्डकी बोर्डिङ स्कूल

प्रति

।।।

होटल गार्डन
पार्दी, पोखरा

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मेरो प्यारो भूमि

राजु प्रसाद सापकोटा
कक्षा ४ 'ख'

यो मेरो रहर कस्सरी मेट्दुँ के गर्नु भनेर ।
गाउँका साथी बलिया हुन्छन्, ओराली झरेर ।।
हो मैले पनि गाउँकै स्कूल, पढेर आएँ है ।
भाग्य र मौका मिलेका हुँदा यो स्कूल पाएँ है ।।
यो मेरो गाउँको नाम प-यो हेर, तारकाड सानी गाउँ ।
राम्रो काम गर्दै गएका हुँदा, चल्दैछ यसको नाउँ ।।
यो मेरो गाउँमा स्कूल चाँहि, धेरै छन् भनौ है ।
पहाडी गाउँ अविकाश ठाउँ, चारोटै गर्नौं है ।।
यिन स्कूल मध्ये म पर्दै हेर, यस स्कूल ध्रुवमा ।
ध्रुवको तारा देखिन्छ राम्रो ठीक यसको पूर्वमा ।।
यो मेरो गाउँको उत्तरमा हेर्नौं सेतो छ कम्मेरो ।
कविता यहीं सिद्धेका हुँदा जय नेपाल छ मेरो ।।

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म सानो बालक

सुषमा गुरूङ
कक्षा ४ क

म सानो बालक छु

म पाठशाला जाने छु

म कलम खियाउँने छु

म धेरै पढने छु

म अनि ठूलो मान्छे बन्ने छु

म देशको बिकास गर्नेछु

बैगुनीलाई गुन, दुःखीलाई सुख दिनेछु

म विकास गरी देशको निम्ति मर्नेछु

ती मानिस जो अध्ययन गर्दैनन्, केवल मानिसले लगाउने लुगा लगाएका पशु हुन् ।

- चीनियाँ उखान

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कस्म गर्नु पर्छ

अनिल पौडेल
कक्षा ५

हामी साना बालकले काम गर्नुपर्छ ।
काम गरी हाम्ले यहाँ खानु लाउनुपर्छ ।
पछि गर्छु काम भनी कैल्यै बस्नुहुन्न ।
काम गर्न कैल्यै पनि अल्छी मान्नु हुन्न ।

हामी आज बालकले राम्रो ग-यौं काम ।
भने पछि भविष्यमा राख्छौं आफ्नो नाम ।
देश सेवा गर्नुपर्छ यो छ हाम्रै जिम्मा ।
ऐले यहाँ पढीगुनी हामी हुन्छौं खम्मा ।



सूर्योदय भन्दा अगाडि छात्रले विछ्यौना छाड्नु पर्छ । दिनमा वा सूर्यास्तको समयमा कहिल्यै सुत्न हँदैन ।

- मनुस्मृति

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अब एकछिन हाँसौं

मेखमान गुरुङ
कक्षा ६

तिर्की

एकजना जुवाडे ससुराली गएछ ।
ससुराली आएको देखेर सम्मान साथ राखेछन् ।
ससुराले सोधेछ - ज्वाई कति दिन बस्नु हुन्छ ?
जुवाडे ज्वाईले भन्यो - "तिर्की"

✚ ✚

हरिले आफ्नो भाइलाई डाक्टर कहाँ लगेर भन्यो
डाक्टर साब, मेरो भाइले कुकुरा हुँ भनेर भन्छ,
डाक्टर अचम्म मान्दै सोध्यो
उसले कहिले देखि यो कुरा सोच्न थालेथ्यो ?
हरिले नम्रतापूर्वक भन्यो - गोडा दश दिन जति भयो ।
डाक्टरले फेरि सोध्यो - अन्त अस्ति नै किन मेरोमा नल्याएको त ?
टाउको कन्याउदै हरिले जवाफ दियो
अण्डा पाछ्रकि भनेर पर्खेको थिएँ तर पारेन ।



शसी विक्रम पालिखे
कक्षा ६

मदन - तिम्रो नाम के हो ?
शसी - मेरो नाम शसी हो ।
मदन - तिमी कुन स्कूलमा पढछौ ?
शसी - म बोरा स्कूलमा पढछु ।
मदन - त्यसोभए म तिमीलाई एउटा प्रश्न सोध्छु है, तिमीले कतिको जानेका रहेका छौ ।
शसी - हुन्छ सोध ।
मदन - कारको ४ वटा, बस र ट्रकको ६ वटा, साइकल र मोटर साइकलको २ वटा पाङ्रा हुन्छ, माछा पानीमा खेल्छ, चरी हावामा उड्छ भने भन त बाबु म कति वर्षको भएँ ?
शसी - मेरो ठूलो बुवा पनि यस्तै कुरा गर्नु हुन्थ्यो वहाँलाई राँची लगियो, वहाँ ५० वर्षको हुनुहुन्थ्यो, वहाँको भन्दा तपाई आधा ठीक बोल्नु हुँदो रहेछ, त्यसैले तपाईको उमेर २५ वर्ष हुनु पर्ने हो ।



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हितैषी

मेघ बहादुर थापा
कक्षा ९

हिमाल मन्तिरको सानो जंगल - जंगलमा धेरै रंगीन जंगली फूलहरू फूल्थे, नाना थरिका राता, सेता, निला, र रंगीन चराहरू आफ्ना सुरिलो स्वरमा गाउँथे । यही जंगलको एकातिर एउटा सानो खरको सफा घर थियो । यो एक्लो घरमा रघुवीर र उस्की स्वास्नी बस्थे । तिनीहरूका एउटा आठ वर्षे छोरा र एउटो पांच वर्षे छोरी थिए ।

दुवै लोग्ने स्वास्नी दिनभरि जंगलमा दाउरा काट्थे अनि टाढा बजार गई बेच्थे । यसरी बेचेर साँझमा सौदापात किनी घर फिर्थे । छोरो कमल र छोरी निलु दिनभरि घर छेउको फूलवारीमा सानो कुकूर बेन्जुसित खेलिबस्थे । एक बिहान जंगल जाने बेलामा रघुबीरले ती दुईलाई भने "कमल, निलु । यही फूलवारीमा खेलिबस्नू है । यो फूलवारीको फाटक नाघेर कतै नजानु , नत्र ....." । "हुन्छ बुवा" कमलले भन्यो, "तर भरे फर्कंदा मलाई चराको रंगीन प्वाँखहरू बट्टुलेर ल्याइदेऊ है ।"

अनि बुवा "बेन्जु" लाई पनि रूखको सुख्खा भ्याउहरू राती सुत्नलाई ल्याईदेउ निलुले भनी "हुन्छ । तर त्यो फाटक नाघेर नजानू ।" आमा चाहिंले दुवैलाई दिउँसो खाने खाजा देखाइ अनि दुवै लोग्ने स्वास्नी बन्चरो, डोको, नाम्लो लिएर जंगलतिर लागे ।

कमल र निलु फूलवारीमा फूलेका रात्रा रात्रा जंगली फलफूलहरू हेर्दै बेन्जुसंग खेल्न थाले । घरि घरि बेन्जु यता उति उफ्रँदै भुक्न थाल्यो तर यसपाली बेन्जु फाटकतिर फर्केर जोडसंग भुक्न थाल्यो ।

कमल र निलुले फाटकमा एउटी रात्री आइमाई देखे । उसको जीउमा सेतो टल्कने लुगा थियो । अनुहार हाँसिरहेको - ठूला निला आँखा, अग्ला नाक र मिलेको चम्कने दाँतको लहर थियो ।

आइमाईलाई देखेर दुवै टोलाए, बेन्जु पनि भुक्न छाड्यो । आइमाईले हाँस्दै तिनीहरूलाई बोलाए । तिनीहरू त्यस आइमाईको छेउमा पुगे । आइमाईले दुवैलाई

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फाटकदेखि बाहिर आउने इशारा गरी । निलुले भनि - "आउनु होस्न, दिदी, तपाईंनै । हामीलाई बाबुले यो फाटक ननाध्नु भनेको छ ।"

"हो र ।" आइमाईले अचम्मसाथ भनि "आउन । के हुन्छ । तिमीहरू मेरा नानीहरू जस्तै त हौ ।"

"अहं, हामी त हाम्रा आमा बाबुका आज्ञा भंग गर्दैनौं । आउन दिनी यहीं नै ।" कमलले भन्यो ।

"म आउन सक्तिन ।" आइमाईले भनी ।

"अपु .... ई त्यत्रो ठूलो भएर," निलुले हाँस्दै भनी ।

"आउन । तिमी हेर," आइमाईले ठूलो झोलाबाट थुप्रै रंगीन चराका प्वाँखहरू देखाउँदै भनी, "म यो सब दिन्छु ।"

कमल प्वाँख देखेर रमायो । यति धेरै राम्रा राम्रा प्वाँखहरू कमलले अघि कहिल्यै देखेका थिएनन् । "मलाई नी ?" निलुले सोधी ।

आइमाइले त्यही झोलाबाट बनका राम्रा राम्रा सेता हरिया इन्द्रेनी रंगका फूलहरू निकालेर भनि "यो दिन्छु ।"

त्यति राम्रा राम्रा फूलहरू देखेर निलु छक्क परी । यति राम्रा फूलहरू निलुलाई बाबु आमाले कहिल्यै ल्याइदिएका थिएनन् ।

तर दुवैलाई बाबु आमाका फाटक न नाध्ने आज्ञा याद आयो ।

"भए पनि, हामी आउँदैनौं - हामीले बाबुको आज्ञा सुन्नु पर्छ - हामी राम्रो छोरा छोरी हौं ।" कमलले भन्यो ।

"अन्त, यति यहाँ आउँदा नराम्रो हुन्छौ र ? हेर म तिमीहरूको कुकूरलाई यो सुत्ने सुख्खा नरम घाँस पनि दिन्छु ।" आइमाईले झोलाबाट नरम सुख्खा घाँसको थुप्रो निकालेर देखाई ।

निलुले कमललाई भनी, "जौं न, दाज्यू । यति जाँदा के हुन्छ ? आखिरी बाबु आमाले देख्दैन । कसले थाहा पाउँछ - हेर त्यो तिमीलाई मनपर्ने प्वाँखहरू ... ।"

कमलले आइमाईलाई भन्यो, ... "आउन त हामी आउँछौं, तर एउटा कुरा दिदी । हामी फक्की हाल्छौं है ।"

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ल.... पहिले आउन त, " आइमाईले खुशी भएर भनी । दुवै आइमाई भएतिर गए । तिनीहरूले फाटक नाघ्ना साथ आइमाईको सुन्दर रूप डरलाग्दो भयो । फूल र प्वाँखहरूका बढली हातहरूमा लामा लामा नङ निक्ले मुखमा दाह्रा पहलाए - राक्षसनीको जस्तो । अनि दुवैलाई हत्तार हत्तार समातेर ठूलो थैलीमा हाली, उ जँगलतिर लागी ।

धेरै ओह्रालो-उकालो हिँडेपछि, आइमाई एउटा घाँसको गोलो घुमेको घरको ढोकामा पुगेर रोकी । ढोकामा ठूलो ताला थियो । आइमाईले भित्री गोजीबाट चाबी झिक्केर दैलो खोली र भित्र पसी ।

त्यस आइमाईले डर लाग्दो हाँसो हाँस्दै निलु र कमललाई थैलीबाट निकाली । निलु र कमल डरले लगालग भए । आइमाई भन्न लागि - "भोलि मेरो जन्म दिन हो - म तिमीहरूलाई खान्छु ।" अनि दुवैलाई एउटा अँध्यारो कोठामा थुनी ।

कमल र निलुको डरले हराएको होश बल्ल फक्र्यो । दुवै रून लागे । तिनीहरूको रूवाइ सुन्ने त्यहाँ कोही थिएनन् । रुदाँ रुदाँ तिनीहरू थाके । आमाबाबुका आज्ञा नमानेकामा पछुताउनुसम्म पछुताए ।

समय धेरै बित्यो । अँध्यारो कोठामा केही देखिदैनथ्यो । दुवै भोकाए । तिनीहरूलाई घरको साह्रो याद आउन थाल्यो ।

कमलले चाबीको छेडबाट चिहायो । त्यो आइमाई खुशीले गीत गाउँदै छुरी उध्याउँदै थिई । कमलले निलुलाई पनि देखायो । दुवै "अब मर्न पर्ने रहेछ - बाबुआमाको आज्ञा नमान्दा यस्तो हुँदो रहेछ" भनी डरले रून र ईश्वर सम्झन लागे । यस्तैमा यिनीहरूको माथ्मा एउटा उज्यालो ज्योति आयो । दुवै छक्क परे । तिनीहरूका अघि एउटा तिनीहरूकै उमेरको सुन्दर केटा खडा भयो । उसले लहराले बुनेको, ठाउँ ठाउँमा फूल भएको, लुगा र भुत्लाको टोपी लगाएको थियो । कमलले अचम्म मानेर सोध्यो, - "तिमी को हौ ?"

"म ?" हितैषीले सोध्यो, ..." मेरो नाम हितैषी । तिमीहरूले बाबुआमाको आज्ञा नमान्दा यो संकट आएको हो । यो आईमाई त शैतानको एक रूप हो । अब यसले तिमीहरूलाई आगोमा पोलेर खान्छे ।"

कमलले अत्तालिएर भन्यो ....."अब हामी के गरौं ? कसरी बाँच्नु ? हामीले भूल ग-यौं । अबदेखि कहिले बाबुआमाको कुरा काट्ने छैनौं ।"

"नडराऊ ।" हितैषीले भन्यो .... "यहाँ हेर ।" उसले आफ्नो दुइहात र दुई खुट्टामा भएको चोट देखाउँदै भन्यो । "मलाई पनि यसले मारेको थियो, तर मरिनँ । तिमीहरू जस्तो शैतानको छलमा परेकाहरूलाई बचाउन अझ जिउँदो छु, अनि सदा जिवीत रहने छु ।"

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हितैषीको कुरा सुनेर निलु र कमलले उसको चरणमा परेर रुँदै बिन्ती गरे .... "हामीलाई पनि बँचाउनुहोस् । हामी अब कहिले यसको छलमा पर्ने छैनौं ।"

हितैषीले दुवैलाई प्रेमसाथ उठायो - " नसुताँउ - । सुन, अब त्यो आइमाई तिमीहरूलाई खाने कुरा दिन आउँछ - तिमीहरूले यो मेरो रगत" - हितैषीले लुगा खोलेर कोखिलामा भएको ठूलो चोट देखायो - जहाँ अर्कै रगत आलै थियो, "आफ्नो हातमा लगाऊ र जब त्यो आइमाई नजिक आउँछ तब त्यो देखाइदेऊ ।"

उसले तिनीहरूको हात आफ्नो आलो चोटमा दलिदियो । यसरी दल्दा हितैषी पिडाले छट्पटियो । उसको अनुहार पसिनै पसिना भयो ।

" यो देखेर त्यो आइमाई दैलो खुल्लै राखेर भाग्छे - तिमीहरू बाहिर निस्क । म त्यहीं हुन्छु ।" यति भन्नासाथ ज्योतिसिंतै हितैषी हरायो । कमल र निलुका अनुहारमा खुशी देखा परे र मनमनै हितैषीलाई धन्यवाद दिए ।

एक छिनमा दुवैले दैलोको ताला खोलिएको आवाज सुने शैतान आइमाई चिस्तारै कोठा भित्र आई । आइमाई छेउमा आउनासाथ, दुवैले आफ्ना हातका रगत देखाए । त्यो देखी आइमाई कहालिँदै दैलो खुल्लै राखेर भागी । निलु र कमल बाहिर निस्के । बाहिर रात परेको थियो । तिनीहरूले हितैषीलाई घोडामा चढेर परिवरहेको भेटाए । दुवैलाई घोडामा राखेर हितैषी तिनीहरूको घरतिर लागे ।

घरमा रघुबीर र जहान चाहिंले दुवैलाई घुइघुइँति खोज्दै थिए । "बेन्जु पनि यता उति कुँइ कुँइ कराउदै झुल्दै थियो । आमाबाबुलाई देखेर निलु र कमल दुवै घोडाबाट झरेर कुद्दै गए ।

दुवै जनाले तिमीहरूको जीवनमा आज घटेको घटना सुनाए र अबदेखि कहिल्यै आज्ञा भंग नगर्ने बचन दिए । कमलले आमालाई भने "आमा हितैषीलाई पनि खाने कुरा देउन ।"

आमाले सोधी - "खोइ, कहाँ छ ? कमल - " अरे !! अहिले यहीं थियो त ।" त्यतिनै बेला तिनीहरूले हितैषीको आवाज सुने - " म तिमीहरू जस्तै त्यो शैतानको छलमा परेकाहरूलाई बचाउन गइरहेछु ।"

कमल निलु लगायत सबैले आवाज भएतिर हेरे तर हितैषी र उसको घोडा त्यहाँ कहीं थिएन ।

यसरी कमल र निलुले बाबु आमाको आज्ञा नमानेकोले त्यस्तो दुःख भोग्नु प-यो ।

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शुभ कामना तिमीलाई

अनिल कुमार गुरूङ
कक्षा ९

साक्षर पार्दै जाऊ ती सुनौला सपनाहरू
पन्छाउदै जाऊ ती कठीन बाधाहरू,
यही छ मेरो शुभकामना तिमीलाई,
अचेर नगर तिमी ती लक्षमा पुग्न
शंकल्प गर तिमी विश्वमा शिर नझुकाउन
यही छ मेरो शुभकामना तिमीलाई
एकमात्र सुपुत्र नेपाल आमाको तिमी
खुशी बनाउ सँधै नेपाल आमालाई तिमी
यही छ मेरो शुभकामना तिमीलाई
अमुल्य समय खेर नफाल तिमी
पलपलको सदुपयोग गर तिमी
यही छ मेरो शुभकामना तिमीलाई
विकाश गरी झिलीमिली पार तिमी
शान्ति क्षेत्र नेपालको परिचय देउ विश्वमा तिमी
यही छ मेरो शुभकामना तिमीलाई

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खै के छ यो जिन्दगी ?

रामकृष्ण सापकोटा
भू.पू. नेपाली शिक्षक

मान्छे आफै विवश छ यहाँ आउँदा विध्न बाधा
हाँसो आँशूमय भुमरीमा हुरिँदै खान्छ कावा ।
छायाँ-मायाँ मिलजुल हुँदा बन्छ रे जिन्दगानी ।
बाढी बाढी बिच बटालिदै बरछ रे जिन्दगानी ।।

को हो ? के हो ? कुन नियतिले गर्न के आउँदैछ ?
बुझ्ने प्राणी यस भुवनको मुख्य त्यै मानिने छ ।
पर्ने हाँडा जल लव सरी हैन है जिन्दगानी ।
जन्मे भयाऊ पनि त न भई दिव्यताकै निशानी ।।

हो हो भन्छन् तर पनि म ता भन्छु है हैन केही ।
सित्तैं आयो विन सिति गयो छैन रे क्यै गुमाई ।।
जस्ले आफ्नै दिल दिन यहाँ छैन कैल्यै सिकेको ।
आफ्नै सेता हिमशिखरमा छैन जस्ले पुरोको ।।

होला त्यस्ता अधम नरको सम्झना के यहाँ र ?
छाड्ने वाला तर पनि चिनो छाड्ला अश्रुधार ।
विद्यार्थी हे । बन सपुत है पढ्नमा मै तयार ।
यौटा हाम्रै बिच छलिन गो सम्झना मै सँगाल ।।

उच्चा तिम्रो हिम शिखर झैं शान औ मान होस् ।
आफ्नै माटो अनुकूल बने नम्रताले नुहेर ।
नेपाली छन् सरल दिलका राख्दछन् प्रेम भाव ।
भन्ने पारी सफल बन है कामना मै अँगाल ।।

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मानिस

एम. अमृत गुरूङ

संसारका प्राणीहरू मध्ये मानिस पनि एक संवेदनशील प्राणी हो । मानिसको आफ्नै विशेष गुणहरूले गर्दा नै उसलाई प्राणीहरूमा सर्वश्रेष्ठ भनिन्छ । मानिसमा मूख्य विशेष प्रकारको एक गुण (तत्व) छ । जुन गुण (तत्व)ले गर्दा नै उ आज विकासको चरम सीमामा पुगेको छ त्यो गुणलाई बुझाउने सार्थक शब्द हो बुद्धि । यसरी मानिस प्राणीहरूमा सर्वश्रेष्ठ मानिन्छ तर मानिसको विकास शुरू हुँदा मानिस पनि एक प्रकारको जनावर जस्तै थियो । विस्तारै उसमा भएको बुद्धि नामक गुणको विकास भई उसले आफ्नो वरिपरिका व्यावहारिक ज्ञानहरूलाई बुझ्न थाल्यो र उसले आफ्ना प्राकृतिक दुश्मनहरूसँग प्रतिस्पर्धा गर्न वा त्यसबाट बच्न थाल्यो । यसरी उसले आफ्नो जीवन अरू प्राणीको भन्दा अलग्गै प्रकारको बनायो र आफूलाई चाहिने आवश्यक कुराहरूको खोजी गर्न थाल्यो र आफ्नो सुविधाका साधनहरूको बृद्धि गर्दै गयो र उसको जीवन पनि सप्रँदै गयो । यस्तो सुविधायुक्त वातावरणमा उस्ले रात्रो सँग सोच्न सक्यो र उसको चेतन शक्ति पनि बढ्दै गयो । झन उसले त्यस्तो वातावरण पाएर बढी सोच्न थाल्यो र नयाँ नयाँ कुराहरू पत्ता लगाउन थाल्यो र उसका सुविधा तथा खोजीहरूमा झन झन बृद्धि हुँदै गयो र उसले सम्पूर्ण प्राणीहरूलाई समेत नियन्त्रण गर्न सक्ने भयो ।

यसरी उसले विभिन्न व्यावहारिक ज्ञानको खोजीको साथै सम्पूर्ण मानवहितको लागि विभिन्न वैज्ञानिक ज्ञानको बारेमा पत्ता लगाई विज्ञानको विकास गर्नुको साथै विभिन्न परीक्षण तथा अन्वेषणहरू गरे । यसरी उ आफैंले आफ्नो निमित्त विभिन्न कुराहरू पत्ता लगायो । यसरी उसले विभिन्न व्यवहारिक ज्ञानको साथै विज्ञानको बारेमा पत्ता लगाई मानव मात्रको निमित्त ठूलो उपलब्धी प्राप्त ग-यो । यसरी विज्ञानको प्रगति गरी आफू बस्ने स्थान पृथ्वीको ठूलो ज्ञान प्राप्त गरिसकेपछि अन्तरिक्षमा पनि गएर विभिन्न कुराहरू पत्ता लगाए र लगाउँदै छ । जुन चन्द्रमालाई पहिला उनीहरू भगवान मान्थे । आज त्यही पुगेर त्यहाँ आफ्नो राज्य चलाउने जस्ता कुराहरू पनि सोच्न थालेका छन् । यसरी आज मानिसको सुविधा चरम सीमामा पुगेको छ र विज्ञानमा पनि ठूलो विकासहरू धमाधम थपिँदैछन् । यसरी मानिसको चन्चल स्वभाव र उसको बुद्धिले गर्दा प्राचीनकालको दुङ्गे युग तथा फिरन्ते जीवनदेखि परिवर्तन गर्दै आएर आज सम्पूर्ण आधुनिक सुविधाले युक्त वैज्ञानिक युगमा पुगेको छ ।

तर यिनै सुविधायुक्त वातावरण भएको वैज्ञानिक युगमा विज्ञानको ठूलो भण्डार जसमा ठूला ठूला मानिवहितका कुराहरूको खोजको साथै मिानिसमा विभिन्न नराम्रा प्रकारका गुणहरूको बृद्धि भई, त्यसद्वारा नै ढाकिँदै गएर नराम्रा विध्वंसक वस्तुहरूको खोजी गरे । यसरी ती दुर्गुणहरूले मानिसलाई सम्पूर्ण रूपले आनो कब्जामा (नियन्त्रणमा) लिइ उसलमाई कुकार्यहरू गर्न उक्साए । ती केही देर्गुणहरू घमण्ड,

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ईर्ष्या, लोभ, स्वार्थ, डाहा आदि हुन् । यसरी यिनै तत्वहरूको बसमा परी आज मानिसहरू अरू प्राणीहरूसँग प्रतिस्पर्धा गर्नुको साटो त्यसको विपरीत आफू आफूमा नै प्रतिस्पर्धा गर्न थालेका छन् । यसरी आजका मानिसहरूबाट मानवीय गुणहरू लोप हुँदै गइरहेको छ । यसरी यी मानवीय गुणहरूको अभावमा उनीहरू झन् वढी नराम्रा गुणहरू र भावनाहरूद्वारा भ्रष्ट (ग्रष्ट) भएका छन् । यसरी आज प्रत्येक ठाउँमा लुटपाट, हत्या, भ्रष्टाचार, शोषण अन्याय तथा अत्याचारको जगाजगी वढेको छ । जसलाई केवल मानिस सम्हालिएर आफूमा रहेको दुर्गुणहरूलाई फाली सद्गुणहरूलाई लिई मानवीय गुणहरूद्वारा परिपक्व भएर मात्र हटाउन संभव हुन्छ । साथै यसको लागि आपस आपमा मेलमिलाप गरी सम्पूर्ण जगतलाई नै प्रेम गर्न सिक्नुपर्छ । यसरी आजको यस आधुनिक विज्ञानको युगमा भ्रष्ट भएका मानिसहरूलाई एक अर्कामा प्रेमको भावना जगाउनु मानवीय गुणहरूको मानिसमा बृद्धि गराउनु, इर्ष्या द्वेषको भावना जस्ता दुर्गुणहरू फाल्न लगाउनु अति आवश्यक कुराहरू हुन् ।

तर आजको युगका मानिसहरू एक अर्कामा प्रेम गर्नु आपसमा मेलमिलाप गर्नु मानवीय गुणको बृद्धि गर्नु, द्वेषको भावनालाई फाल्नु आदि जस्ता कुराहरू गर्नुको बदला झन् त्यसदेखि टाढा हुँदै गइरहेका छन् । यसैले ....

यसरी आजका मानवहरूमा मानवीय गुणहरूको अभाव खट्केको हुँदा उनीहरूमा आपसमा प्रेम गर्न सद्व्यवहार तथा सदाचारको अवलम्वन गर्ने प्रेरणा दिनु परेको छ ।

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प्रत्येक मानिस एउटा विशाल पुस्तक हो - यदि तिमीले उसलाई पढ्न जान्यौ भने ।

- चॉनिङ्ग

चिराग फोम द्वारा उत्पादित
विभिन्न साइजका फोम
(डसना, तकिया, आदि) को अधिकृत विक्रेता

युनियन ट्रेडर्स,

महेन्दपुल, पोखरालाई सेवा गर्ने
मौका दिनुहोस् ।

Gossner Mission

विलौना

होम बहादुर गुरूङ
कक्षा ८
रोल नं. १६

साँचेर राख मेरो त्यो माया तिम्रो त्यो मुटुमा
परेँर बस केही क्षण त अब म आउने बेलामा
सजाई राख मायाको पोको त्यो आफ्नै आगनमा
म मर्ने छैन नभेटी तिम्लाई दुई दिनको जीवनमा
रोएर हैन हाँसेर बस जीवन यस्तै छ
म पनि कति छटपटी बसुँ हाल मेरो उस्तै छ
साँगुरी डाँडा लहरै गुराँस झरछे हिउँदमा
बिर्सेर गए पाप है लाग्छ सिन्दुर छ सिउदैमा
आँखामा आँसु नल्याउनु कहिल्यै विगत लाई सम्झेर
विधाताको नियमनै यस्तो मन बुझाई दिएर
हातमा कलम टेवलमा कापी पढाइ देउ कोरेर
अर्कोको ठाउँमा मन बुझाई दिऊँला त्यसैलाई हेरेर ।

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"अस्ताइ सकेकी मेरी"

शिक्षक - शिवलाल धिताल
(नेपाली विभाग)

चिनीमायाँलाई माइत ल्याउन भनेर गएको बसन्त दुई तीन दिन पछि एक्लै फर्किंयो घरमा आतुरीको बेला हुँदा चिनीमायाँलाई माइत नपठाएको कुरा बूढी आमालाई बताएर नोकर बसन्ते आफ्नै धन्दातिर लाग्यो । छोरीको बाटो हेरेर बसेकी बूढी आमाको आँखाबाट एकछिनलाई आँसुका थोपा खसे । आँसु पुछेर एकछिनपछि आँखा ओबानो बनाइन् ।

"डाक्टर साहेब । मेरो पेट दुखिरहन्छ, खान पनि रुच्दैन" अस्पतालमा एउटी महिलाले डाक्टरको अगाडि उभिँदै भनिन् " तिम्रो नाम के हो ? डाक्टरले सोधे । महिलाले जवाफ दिइन् "पार्वती मायाँ" डाक्टरले नाम र ठेगाना पनि नोट गरे । एकछिनपछि ती महिलाको पेट जाँच्दै डाक्टरले भने "बहिनी तिम्रो पेटमा बच्चा भएको त तिमीलाई थाहा नै होला । अब एक हप्ता पछि बच्चा जन्मन्छ, अरू रोग तिमीलाई केही पनि छैन। "मेरो घर एकलासमा छ, पति परदेशमा हुनुहुन्छ म एक्लो छु, मेरो पेट हल्लुङ्गो नहोउन्जेल यहीं राखि दिनु भए जो लागेको खर्च बुझाउथें । ती महिलाले मायालु भाव देखाउँदै करूण स्वरमा डाक्टरलाई भनिन् । 'हुन्छ' भनी डाक्टरले प्रसुती विभागमा भर्नाहुन लेखि दिए । चार दिन पछि ती महिला सुत्केरी भइन् । एउटी सुन्दरी बच्ची जन्माइन् । "दिदी दुइ तीन दिन पछि मात्र तपाईको दूध खुवाउने, अहिले छोरीलाई चम्चाले यो दूध खेवाउने" भनी एउटा गिलासमा दूध दिएर एउटी नर्स आफ्नो प्रयोगशाला कोठातिर लागिन् ।

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बाह्र बजे पछि ती नर्स सुत्केरीको कोठामा पसिन् । बच्ची निदाइरहेकी थिइ, सुत्केरी थिइनन् । तीन चार घण्टासम्म पनि सुत्केरी कोठमामा आइनन् । सबै खोज तलास भयो, तर महिला बेपत्ता भइन् इन्चार्जलाई जानकारी दिइयो, इन्चार्जले बच्चीको सेवाको लागि एउटी नर्स खटाइ दिए । मूख्य स्वास्थ्य विभागमा सो सम्बन्धी व्यहोराको रिपोर्ट पठाइयो । एक हप्तापछि जवाफ आयो सुत्केरीको खोज तलास तदारूकताकासाथ जारि राख्नु र निजको पत्ता नलागेसम्म अस्पतालकै जिम्मामा हुर्काउनु" पहिले नोट गरिएको नाम र ठेगाना बमोजिम महिलाको खोज तलासको लागि मानिस र पत्र समेत पठाइयो तर कुनै पनि सूत्रबाट केही पत्ता लाग्न सकेन ।

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चिनीमायाँ धनी साहुकी छोरी, जिउडाल मिलेकी, सुन्दरी पनि थिइ । आफ्नो योवनावस्थामा पति परदेशी बनि दिनाले खल्लो नीरस जीवन भोग्दै घरमा बसेकी

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थिई । बसन्त बालक कालदेखिको साथी, उनको माइतीघरको गोठालो, चिनीमायाँको विवाह भएपछि घर माइत गराउने मैतालु दाज्यु भाइ । गत तिहारमा घरबाट माइत लग्न भनी लिन आएको बसन्तले अन्धाकार रातको एकान्त ठाउँमा काम बासनाको पराकाष्ठमा पुगेकी चिनीमायाँको सतित्व लुटि सकेको थियो । तीजमा लिन गएको बसन्तले गर्भवती भएकी महिलालाई घरबाट माइत लिएर आउँदा बाटो बाटै अस्पताल तर्फ पठाई आफू अर्कै बहाना लिएर फर्किएको चिनीमायाँको सोझो माइतीले केही बुझ्न सकेका थिएनन् । "यो हल्ला चारैतिर फिजिने छ, मेरो स्थान घर, माइत कहिं पनि छैन भनी अस्पतालबाट भागेर गएकी महिलाले घर माइत डुबैलाई विर्सिएर शहरको बाटो लिई, बाटोमा आत्महत्या गर्ने कोशिश गरी, तर सकिन, आखिरमा शहरमा पुगेपछि धेरै दिनसम्म एक्लै डुल्दै हिंडिरही घुम्दाघुम्दै एकीदिन "नवभूवन" नाम गरेको छात्रा बोर्डिङ्मा पालेको पेशा पाई र त्यहीं रहेर आफ्नो एक्लो जीवन बिताउन लागी ।

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अस्पतालका नर्सहरूले ती बालिकाको "मेरी" भन्ने नाम राखी बडो प्यारका साथ हुर्काए । दुई तीन वर्षपछि सबै ती नर्सहरू विस्तारमा अरू अस्पतालमा सरूवा हुँदै गए, बच्चीलाई स्याहार सुसार गर्ने र खाना खुवाउने जिम्मा अस्पतालकै पालेलाई दिइयो । एउटा चारैपट्टि बार भएको चौकोसे पलङ्मा दिन रात भर रहेर ती मेरी नामकी बालिकाले आफ्नो दुहुरो जिन्दगी बिताउन लागिन् । पहिला पहिला नर्सहरूबाट पाएको प्यार र सुसार अब उनको लागि सपना जस्तो भयो । गरिबी र दरिद्रताको मारमा परेर बलतले पेट भर्ने पेशा सम्म पाएको अस्पतालको त्यो पालेले मेरीको धेरै जसो दिनको खाना अर्कै माध्यमबाट लुकाएर लगी आफ्ना ती चराका बच्चा जस्ता एक दर्जन छोरा छोरीलाई आहारा बाडे झैं बाड्थ्यो । अस्पताल्को एकापट्टि छेउको घिनलाग्दो मसान जस्तो कोठाको पिंजरारूपी पलङ्मा राखिएकी ती दुहुरी बच्चीका आँखा पलङ्का डण्डी बीचबाट चियाइ रहेको हुन्थ्यो, पालले अर्कै बाटो लिइ सक्थ्यो । यो अन्याय र अत्याचार विचरी मेरीले कसलाई बताउन सक्छन् ? यस धरतीको पिंजरामा लारवाँ दुःख र कष्ट सहेर मेरी चार वर्षकी भइ । एकदिन अस्पतालमा घुम्न आएकी एउटी विदेशी स्वयंसेविकाले मेरीलाई देखिन्, मेरीको दयनीय कहानी थाहा पाइन् र मेरीलाई आफ्नी धर्मपुत्री बनाएर पाल्छु भनेर अस्पतालबाट जिम्मा लिइ लगिन् । स्वयंसेविकाले मेरीको ठूलो सेवा गरिन्, उनको असीम मायाँ, प्रेमले मेरी थोरै महीना भित्रमा नै हृष्टपुष्ट र सुन्दरी भइ, मेरी बिना स्वयंसेविका एकछिन पनि अलग बस्न सक्दिनथिन् । मेरी ६ वर्ष भएपछि स्वयंसेविकाले एउटा छात्रा बोर्डिङ्मा उनलाई दोश्रो कक्षामा भर्ना गरि दिइन् । दिनभरि बोर्डिङ्मा पढेर बेलुका मेरी आफ्नी प्यारी ममी कहाँ जान्थिन् । मेरी स्वयंसेविकाको लागि आजीवन भरको अमूल्य रत्न बनिन् ।

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बडा दशैंको समयमा मेरीले पढेको बोर्डिङ पनि पन्ध्र दिनलाई विदा भयो । सबै बोर्डिङ परिवार आ-आफ्नो घर परिवारमा लागे तर मेरी बेलुकासम्म घर फर्किन्नन् । आखिर्दै स्वयंसेविका प्रधानाध्यापिकालाई रिपोर्ट गर्न पुगिन् । बोर्डिङ

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लगाएत सम्पूर्ण ठाउँमा रेडियो, पत्र पत्रिका समेतबाट खोज खबर गरियो, तर मेरीको कुनै खबर, पत्तो पाउन सकिएन, बिचरी स्वयंसेविका ठूलो विरह गरी धेरै दिनसम्म विलाप गरि रोइरहिन्, आफ्नी प्यारी छोरी मेरीलाई उनले त्यसपछि कहिल्यै पाउन र बिर्सन सकिन्नन् ।

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दशैंको विदापछि बोर्डिङ खुल्यो । तर अफसोच । मेरी बाहिरबाट ताल्चा लगाइएको चर्पीघर भित्र एका छेउमा आफ्नो पुस्तकको झोलालाई कापी च्यापेर मरिरहेकी । सानो सँगिन पेन्सीलको टुक्राले भित्र पट्टि ढोका भित्तामा लेखिएको रहेछ गुरूमा ढोका खोल्नुहोस, म बाहिर आउँछु " ममी ! अँध्यारो भयो, भोक लाग्यो मलाइ, यहाँ डर लाग्छ बाहिर लैजानु होस् , ममी ! गुरूमा !! ममी !!!

मेरीको मृत्युमा सम्पूर्ण बोर्डिङ परिवार शोकाकुल भयो । सबै रोए । मेरी हराएको दिन खोजी गर्दा विद्यालयको पढाइ कक्षातिर मात्र खोजि गरिएको तर विद्यालयको अर्को एक छेउमा रहेको चर्पी घरमा खोज गर्ने आफ्नो र अरू कसैको ध्यान पुग्न नसकी मेरी जस्ति बालिकाको कारुणिक मृत्युले प्रधानाध्यापिका ठूलो पश्चातापमा परिन् ।

चर्पी घर भित्र राम्रो सँग नै नहेरी बाहिर साँचो लगाउने पालेलाई प्रधानाध्यापिकाले बेसरी गालि गरी जागिरबाट नै निकालि दिइन् । त्यही रातमा सपनामा कसले हो आएर पाले चिनीमायाँलाई धिक्कार्दै भन्यो "मेरी तेरै छोरी हो"।



उपकारी गुणी व्यक्ति निहुरन्छ निरन्तर फलेको बृक्षको झाँगो नझुकेको कहाँ छ र ?

- कवि शिरोमणी लेखनाथ पौंडेल

गण्डकी बोर्डिङ स्कूल

प्रति

हाम्रो शुभ-कामना

न्यू होटल अन्जुक
पार्दी, पोखरा

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फूल

माधव प्रसाद पौडेल
कक्षा ५

फूलवारीमा फूलहरू धेरै थरी फुल्छन् ।

रमाइ रमाइ पुतलीले आँखा सजाउँछन् ।

आँखाले मात्र हेरौं न फूल हातले न टिपौं ।।

सृष्टिको राम्रो सौन्दर्यलाई मायाले सँगालौं ।।

बास्ना दिने फूललाई दया माया गरौं ।

फूलकी नानी पुतली भैं लुकामारी खेलौं ।

अहा ! कस्तो राम्रो फूल जगत हँसाउने ।

हेरिरहूँ जस्तो लाग्ने मनै लोभ्याउने ।।

" उसले बाच्ने कला जानेको हुँदैन, जसले नयाँ मित्रहरू बनाउन सक्दैन "

- एस् बिरमिचेल

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मेरो फूलवारी

लोकेन्द्र श्रेष्ठ
कक्षा ५

चारैतिर फूलै फूल यौटा बीचमा म छु ।

सानो सानो बारी मेरो रखवारे मैं छु ।

पुतलीक्रे साथमा खेल्छु, फूलवारी हेर्छु ।

मग मग चास्ना दिने क्रेपिलालाई खोज्छु ।

हेर्दा खेरि लाटी जस्ती पुतली छ नानी ।

फूलक्रो रस चुसी चुसी रमाउने बानी ।

चास्ना लिन चराहरू आउँछन् रँगी चँगी ।

दिल दिने फूल नानी । राख्छन् जिन्दगानी ।।

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आनन्दपूर्ण बाल्यावस्था माता पिताक्रे कृपाले नैं प्राप्त हुन्छ

- मेरी

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हामी बालक

चन्दू पौडेल
कक्षा ४

यै देशमा जन्म्यौं हामी यै देशमा मछौं

पछि गई यै देशलाई विकसित पार्छौं

ऐले साना बालक छौं कोशिष गरी पढ्छौं

भविष्यमा यै देशका इन्जिनियर बन्छौं ।

पढ्ने बेला पढ्छौं हामी खेल्ने बेला खेल्छौं

भविष्यमा हामी गई देशकत्रे सेवा गर्छौं

ऐले हामी बालक छौं पछि ठूला बन्छौं

हामी ठूला भएपछि देशकत्रे लागि मछौं ।

" यदि तिमीले भूललाई रोक्नकत्रे लागि ढोकत्र बन्द गरि दिन्छौ भने
सत्य पनि बाहिर पर्नेछ "

- रवीन्द्र नाथ ठाकुर

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ठूलो गर्व छ

सन्देश सेरचन
कक्षा ९

चारैतिर हरियाली छाएको
साक्षात सरस्वतीको वरदान पाएको
यो हाम्रो बोर्डिङ स्कूल
स्कूल मात्र नभई क्षेत्रिय हुन गएको
यसैमा मलाई ठूलो गर्व छ ।

देख्छु म यहाँ विद्यार्थीहरू अनुशासीत भएको
चरीत्रवान अनि शिक्षित भई म्याट्रीक पास गरेको
सेती गंगाको चीसो सीरेठो खाएको ।

डा.डेविट जस्ता प्रधानअध्यापक पाएको
यसैमा मलाई ठूलो गर्व छ ।
पोखरामा मात्र नभई
चौध अंचल पचहत्तर जिल्ला भरि नै
नाम कहलाएको
भौतिक साधनले परीपूर्ण भएको
यो क्षेत्रिय स्कूल शिक्षाको केन्द्र हुन गएको
यसैमा मलाई ठूला गौरव छ ।

बाबु आमाको इच्छा पूर्ण गर्न
ज्ञान र शिक्षा हासील गर्न
आए म यस स्कूलमा लेकबाट
यसैले अन्तमा मलाई ठूलो गर्व छ ।

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कान्छाको बीरगति

सन्दिप सिंह नेगी
कक्षा १० (क)

यो हो, मलाई मेरो साथीद्वारा भनिएक्त उसको गाउँक्त कर्सैको काहानी ।

मलाई थाहा थिएन, मैल महिले यो कथा लेख्छु भनेर, तर आज कता कता सम्झना आयो । कर्सैकी दर्दले भरिएक्त स्वरको र यो कथा लेख्न थाले । तर, लेख्नु भन्दा पहिला - दोश्रो विश्व युद्धको सम्झना गरौं । दोश्रो विश्व युद्धमा सन् १९३९ मा सुरू भएर सन् १९४५ मा सिद्धिएक्त थियो । सन् १९३९ - १९४५ सम्म यस संसारमा लाखौं, लाखौं मानिस मरे, जुन गनेर सकिंदैन । जो जो मान्छे मरे, तिनीहरूको ठाउँमा वास्ता हुदो रहेछ । त्यस्तै यहाँ उल्लेखित कान्छाको पनि उस्कै ठाउँमा वास्ता भएक्त छ । कान्छा नाम सुन्नासाथ जहिले पनि "बिचरा कान्छा भनेर उसको गाउँलेक्त मुखबाट निस्कन्थ्यो रे ।

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आज कान्छा भर्ति भएर भारतमा गएक्त पाँच वर्ष पुग्यो जो सन् १९३८ मा भर्ति भएर गएक्त थियो ।

उसले विवाह गरेर राधालाई भित्राएको ६ वर्ष हुन थाल्यो । परिस्थितिले गर्दा घरको आर्थिक अवस्थाको कारणले गर्दा, ऊ लाहुर पसेक्त थियो ।

उसको घरमा उसकी मायालुमात्र थिइनन् उसकी बूढी आमा र बहिनी रीता पनि थिए । कति दशैं , तिहार गइसक्दा पनि कान्छो नफर्क्दा र उसक्त चिठ्ठी पनि आजकाल नआउँदा उसको परिवार पूरै चिन्ताको सागरमा डुब्न लागेको थियो । कुन बेला जहाजै डुब्ने हो, त्यो कर्सैलाई पनि थाहा छैन ।

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कान्छा आफ्नो क्याम्पमा बसेर प्राकृतिक दृष्य हेरिरहेक्त छ । हो आज उसलाई कता कता आफू हुर्केंक्त गाउँक्त सम्झना आइरहेक्त छ । आफू चढेको रूखको, आफू हिडेको जमीनको आफ्ना ती पाइलाहरूको, प्यास लागेको बेला उसको तीर्खा मेटाइदिने त्यो इनारको, आफू खेलेक्त चौरको र आफ्ना ती साथीहरूको आज उसलाई आफ्नो घरक्त सम्झनाले पिरोलीरहेक्त छ ।

उसको जीवन यस्तै छ । कहीं घाम त कहीं छायाँ कति खेर उसको माथि बम बर्सने हो, उसलाई थाहा छैन, उ आफू हुर्केंक्त गाउँ फर्किने हो कि होइन

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भनेर । यस्ता अनेकौं कुरा सम्झिदा, सम्झिदा उसको आँखाबाट दुइ थोपा आँसु चुहिन्छ, तर यहाँ दुइ थोपा आँसुको केही महत्व छैन, किनकि त्यो दुई थोपा आँसु जमीनमा खस्न नपाउँदै हावाले उडाएर कता हो कता पु-याइदियो । त्यो उसलाई थाहा भएन । उसलाई त केवल यति मात्र थाह छ कि, भोलि उ हेलीकप्टरमा चढेर बर्मामा लडाइ गर्न जाँदैछ ।

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हाते गोलाको आवज, तोपको आवाज, बन्दुकको आवाज यस्तरी आउँदै छ कि, त्यहाँ एउटा प्रलय हुन थालिरहेको छ, एउटा अस्तित्वको खतम हुन लागिरहेको जस्तो छ । यस्तो बेलामा पनि मुठ्ठ माथि दुङ्गा राखेर कान्छा र उसका साथीहरू हेलिकप्टरबाट प्यारासुटको सहायताद्वारा हाम फाल्छन् ।

कान्छाले यसपछि आफ्नो शत्रुहरूलाई दनादन गोली हानेर शिशा फुटाए भैं, यो जन्मबाट कतिलाई मुक्ति दिलाइ दियो, यो गनेर साध्य छैन ।

अब उसको गोली सिद्धिसकेकोले होला उसले हातमा खुकुरी लिएर आफ्ना शत्रुहरूलाई मुला काटे भैं काट्न थाल्यो ।

अचानक कताबाट हो कताबाट एउटा गोली सुइकिँदै आयो र उसको छातीमा लाग्यो । उसको हातबाट अब खुकुरी खस्यो, उसलाई दिउँसै राति भैं लाग्यो, उसको आँखा अगाडि अन्धार छायो, उसलाई होश भयो र उ बिस्तारै बिस्तारै .....।

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आज कान्छाकी बहिनी रीताको बिवाहको दिन । आज रीता पराई घर जाने दिन । यस्तो शुभ दिनमा पनि रीता खिन्न थिइ । हो यो कुरा उस बाहेक कसैलाई थाहा थिएन, आज रीतालेे सपनामा आफ्नो दाइ रगतै रगत भएर घर फर्केको देखेकी थिइ । उसको मनमा केही यस्तो शंका आउँदै थियो कि अचानक उसले बाहिर हल्ला सुनी कोही लाहुरे आ छ भनेर हो न हो आफ्नै दाई आयो कि भनेर खुशी भइन तर उ दुलही भएकीले होला उ बाहिर जान नसकेकी ।

केही छिनपछि उसले सुन्छे बाहिर आमा र भाउजुको रोदन । यस्तो खुशीको दिनमा आफ्नो आमा र भाउजु रोएको सुन्दा उ सहन सकिदन र दौडेर बाहिर जान्छे । त्यहाँ उसले भाउजुको हातमा एउटा चिठ्ठी देख्छे । उ चिठ्ठी लिन्छे र दौडेर आफ्नो कोठामा गई चिठ्ठी पढ्न थाल्छे । त्यो चिठ्ठी उसको दाजुबाट आएको रहेछ, त्यसैले होला अहिले उसलाई मतलब छैन, उ दुलही हो भनेर, उ केवल दाजुको चिठ्ठी पढ्नमा हतारिएको छे । उसको दाजुको चिठ्ठीमा दुःखको, पीडाको आवाज गुन्जिरहेको हुन्छ । उसको दाजुको चिठ्ठी यस प्रकार थियो ।

Gossner Mission

June 26, 1942

पूज्य आमा,
सादर दण्डवत र
प्यारी राधा र बहिनी रीतामा सँझना ।

हो । दैवको रीतनै यस्तो रहेछ, दैवले नै चाहेको रहेछ, मैले हजुरको इच्छा पु-याउन कहिले पनि नसकोस् भनेर । मेरो यो चिठ्ठी अन्तिम हुन सक्छ । म आमा, म अहिले हाम्रो क्याम्पको क्लिनिकमा मृत्यू सँग लडिरहेको छु । आमा मलाई लाग्छ म यस लडाईंमा हार्छु भनेर । आमा, राधा र बहिनी रीतालाई मेरो माया र सम्झना छ भनिदिनुस् ।

आज मैले सपनामा देखेथें म गाउं फर्केको, तर आमा यसको ठीक उल्टो हुन गैरहेछ । दुःख नलिनुस हजुरको छोराले लडाईमा बीरगति पायो भन्ने सोचेर ।

म मेरी प्यारी राधा र बहिनी रीता सित माफी माग्न चाहन्छु किनकि उनीहरूको आशालाई मैले पुरा गर्न सकिन । उफ । म कस्तो अभागी रहेछु । आमा आज....।

यति भन्दा बद्ता रीताले पढ्न सकिन । उसको हातबाट भुइमा चिठ्ठी खस्यो । भुई भासिए जस्तो भयो, संसारनै घुमे जस्तो भयो, अनि उ बिस्तारै, बिस्तारै भुईमा लडी ।

नर्सरी देखि क्याम्पस तह सम्मका
सम्पूर्ण पाठ्य पुस्तक, स्टेशनरी
र
खेलकूदका सामानहरूको निम्ति
हामीलाई सम्झनुहोस् !

कोशेली प्रकाशन
महेन्द्रपुल, पोखरा

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यो कविता हुँदै होइन

ओम बहादुर थापा
कक्षा ९

मनलाई सुग्ध पार्ने
सौन्दर्य त छँदै छैन
यस्तैलाई पनि कविता भन्ने हो भने
कविताको महत्वै रहने छैन ।

यसमा के छ ?
केही अचार जोरिएको छ
दुई-चार शब्द चोरिएको छ
कहीं कालो, कतै रातो
मनमा जे आयो कोरिएको छ
जहाँ पनि यौटै भाव दोहोरिएको छ
जे पाये, जस्तो भेट्टायो सोहोरिएको छ
भन शुद्धता छदैं छैन ।

एकान्तमा भेटेको कथा छैन
गहिरो तिर्खा नमेटेको व्यथा छैन
शृंगार छैन सौन्दर्य छैन
साहित्य छैन ललित्य छैन
पढ्नेलाई मोहकता छैन
सुन्नेलाई मधुरता छैन

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साँचै भन्ने हो भने
यसमा केही केहीनै छैन

यसमा के हुनुपर्थ्यो
प्रेम पोखिएको हुनुपर्थ्यो
आँसुले लेखिएको हुनुपर्थ्यो
उसको छाँयामा आफ्नो माया
देखिएको हुनुपर्थ्यो ।
भावुकता हुनुपर्थ्यो मादकता हुनुपर्थ्यो
यौटा यौटा वाक्यले
मुटुमा चस्स छुनुपर्थ्यो
हुनुपर्ने लक्षण त केही पनि छैन ।

न त कसैले मनपराउँछ
मैले लेखेर पनि केही लेखिएला ?
यस्तोमा पनि कहीं
कवितालाई रूप देखिएला ?
न राम्रो छन्द छ, न त कुनै बन्ध छ
जुन दृष्टिमा पनि
केवल अनर्थको दुर्गन्ध छ
त्यसकारण यो कविता हुँदै होइन
यो कविता हुँदै होइन, हुँदै होइन ।

Gossner Mission

नेपालमा जनसंख्या समस्या र समाधानका उपायहरू

गंगाराम पन्त
कक्षा १०

मानिस स्वयं जन्मन्छ, गर्छ, खान्छ अनि मर्छ । यद्यपि, यस सुन्दर हिमालयको काखमा अवस्थित शान्ति भूमी नेपालमा विगत केही वर्ष देखि जनसंख्याको तीव्र वृद्धि हुँदै आएकोले विभिन्न किसिमका विचारणीय समस्याहरूले प्रवेश गर्ने अवसर पाएका छन् । नेपालमा मात्र नभई जनसंख्या वृद्धिको समस्याले सम्पूर्ण विश्वलाई नै एक जटील चुनौतीपूर्ण संघारमा खडा गरेको छ ।

जनसंख्या भनेको एक निश्चित भौगोलिक क्षेत्रमा बसोवास गर्ने मानिसहरूको संख्यात्मक परिमाण हो । नेपालमा जनसंख्या तथ्यांक लिने कार्य सर्वप्रथम वि.सं. १९६८ मा भएको थियो । त्यसदेखि वि.सं. २०२८ साल सम्ममा अर्थात ६० वर्षको अवधिमा औसत १.२ प्रतिशत को दरले वृद्धि भई जनसंख्या दोव्वर भएको थियो भने हालको वृद्धि दर २.६६ प्रतिशत छ । यही प्रतिशत कायम रहेमा नेपालको वर्तमान जनसंख्या केवल २५ वर्षको अवधिमा दोव्वर हुन सक्ने देखिन्छ ।

नेपालको नियमित जनसंख्या तत्थ्यांक तर्फ ध्यानाकर्षण गर्दा सर्वप्रथम गरिएको जनगणना वि.सं.१९६८ अनुसार नेपालको कुल जनसंख्या ५६ लाख भएकोमा त्यो संख्या प्रत्येक वर्ष बढ्दै गई वि.सं. २००९ सालमा ८४ लाख हुनपुग्यो । त्यस्तै, वि.सं.२०२८ मा १,१५,५५,९८३ , बि.सं. २०३८ मा करीब १,५०,२०,४५१ र हालको जनसंख्या १,७०,००,००० भन्दा बढी अनुमान गरिएको छ । वार्षिक वृद्धिदर चाँही २००९ सालमा १.४ प्रतिशत, वि.सं. २०१८ मा १.७ प्रतिशत, वि.सं. २०२८ सालमा २.१ प्रतिशत, भई वि.सं. २०३८ सालमा २.६ प्रतिशत हुन पुग्यो । यही दर कायम रहेमा २०४८ साल सम्ममा नेपालको जनसंख्या १,९३,७०,००० र २०५८ साल सम्ममा २,३५,९३,००० हुने अनुमान छ । नेपालमा स्वास्थ सेवाको क्रमिक विकासले र जीवनस्तरमा केही सुधार बढ्दै गएकोले एकातिर मृत्युदरमा कमी भएको छ भने अर्कोतिर जन्मदरमा वृद्धि नै भइरहेको छ। त्यसरी जुन गतिले जनसंख्या वृद्धि भइरहेको छ, त्यस अनुरूप राष्ट्रिय आय बढ्न नसकेको तथ्य तब थाहा भयो जब पाँचौं पन्च वर्षीय योजनाले जनसंख्या वृद्धि दर २.३ प्रतिशत र राष्ट्रिय उत्पादन दर २.२ प्रतिशत देखायो । यस परिस्थितिमा देशमा कस्ता किसिमका जनसंख्या

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समस्याहरू छन् र त्यसको समाधानमा कुनकुन उपाय अपनाउनु पर्छ भन्ने विषय सम्पूर्ण नेपालीको साझा चिन्ताको विषय हो ।

नेपाल जस्तो सानो विकासोन्मुख र भूपरिवेष्टित देशमा जनसंख्याको वृद्धि आन्तरिक प्रजनन क्रियाबाट मात्र भएको छैन । देश भित्र जन्मिएका नेपाली नागरिकले आफ्नो देशको आयस्थितिबाट साँझ बिहानको समस्या समाधान गर्न अप्ठ्यारो परिरहेको समयमा धमाधम विदेशी नागरिकले नेपालमा गरेको अध्यागमनले गर्दा नेपाली गास वास भन्न भन्न खण्डित परेको छ । वि.सं. २०१८ सालमा नेपालमा अध्यागमनबाट आएको जनसंख्या नेपालको कुल जनसंख्याको १.२ प्रतिशत भएकोमा २०२८ सालमा दशौं वर्षको अवधिमा यो संख्या बढेर २.८ प्रतिशत हुनपुग्यो । त्यसमध्ये ९८ प्रतिशत भारतीय र बाँकी २ प्रतिशत बर्मा चीन आदिबाट आएका थिए । तर, अध्यागमनको तुलनामा बहिर्गमन चाँहि नगण्य छ । यसरी अन्तर्राष्ट्रिय बसाई सराइले जनसंख्या वृद्धि गरी जनसमस्या वृद्धिगर्छ भने यो अत्यन्त सोचनीय कुरा छ ।

भौगोलिक, आर्थिक, सामाजिक एवं राजनैतिक कारणहरूको अतिरिक्त प्राकृतिक प्रकोप, बाढी, पैरो, महामारी, जीवनयापनका साधनको कमी तथा सामाजिक सेवाको अभाव आदिले गर्दा देशमा तीव्र रूपले चलिरहेको आन्तरिक बसाई सराइ पनि जनसंख्या समस्याको अर्को पक्ष हो । खासगरी आन्तरिक बसाई सराई पहाडी क्षेत्रबाट तराइमा र ग्रामीण क्षेत्रबाट शहरी क्षेत्रमा भएको छ तापनि नेपालको बसाई सर्ने संख्या मध्य ८० प्रतिशत पहाड देखि तराइमा र बाँकी अन्यत्र सर्दछन् । हुन पनि खेती अयोग्य भूमी र विभिन्न कठीनाईपूर्ण पहाडी क्षेत्रबाट औलो उन्मूलन पारिएको तराइको उर्वरा भूमिमा बस्न रूचाउनु स्वभाविकै हो । यसरी भइरहेको आन्तरिक बसाई सराइले एकातिर पहाडी क्षेत्रमा जनशक्ति कम भई विकासमा जुट्नेको संख्या कमी भइरहेछ भने अर्कोतिर वातावरण नै प्रतिकुल बनाउने चेष्टामा रही तराइको बढ्दो जनसंख्याको चापले जंगलको भयभित विनास पारीरहेको छ । खासगरी वि.सं. २००९।११ मा गरिएको जनगणनाले केवल १३३८० जनामात्र तराइमा बसाई सरेको देखाएकोमा २०२७ सालको दशकमा, दुई योजनावधिमा पुनर्वास कम्पनी र पुनर्वास विभागबाट मात्र ५०,००० परिवारलाई तराई क्षेत्रमा बसोवास गराइएको छ । यस तथ्यले पनि बसाई सर्नेहरूको परिमाणात्मक झलक दिन्छ । पूनर्वास कार्यक्रम अन्तरगत बसोवास गराउने क्षमता सिमित भएपनि २०२८ साल देखि २०३८ साल सम्मको अवधिका झन बढी मानिस बसाई सरेको देखिन्छ । वि.सं. २०३८ को जनगणना प्रतिवेदन अनुसार नेपालमा आन्तरिक बसाई सराई कूल जनसंख्याको ४.५ प्रतिशत छ । वर्तमान बसाई सराईको क्रम जारीनै रहेमा वि.सं.२०३६ देखि २०७७ साल सम्ममा करीव ३० लाख भन्दा बढी मानिस पहाडी क्षेत्रबाट तराई क्षेत्रमा ओर्लने अनुमान छ । यस परिस्थितिले नेपालमा एक जटील जनसमस्या खडा गरीराखेको छ ।

नेपालमा जनसंख्याको प्रादेशिक वितरण ज्यादै असमान छ । हिमालय क्षेत्रमा जनसंख्या देशको कुल जनसंख्याको ७.०३ प्रतिशत छ, जहाँ कुल देशभूमिको २५ प्रतिशत जमीन पर्दछ । काठमाडौं उपत्यका, पहाड तथा भित्री तराइमा जनसंख्या देशको कुल जनसंख्याको ५२.८० प्रतिशत छ भने जमीन चाहि कुल भूमिको ५८

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प्रतिशत छ । मुख्य तराइ क्षेत्रमा जनसंख्या ४०.१७ प्रतिशत भएकोमा जमीन चाही कुल भूमिको १७ प्रतिशत पर्दछ । यस किसिमको क्षेत्रीय असमानता पनि एउटा मुख्य जनसंख्या समस्याको खँडकरो हो । यसरी नेपालमा जनसंख्या समस्याहरू खडा गर्ने कारणहरू तीव्र जनसंख्या बृद्धि, बसाई सराई र क्षेत्रीय असमानता हुन भने यी कारणले सिर्जिएका जन समस्हरू यस प्रकार छन् :-

प्रति वर्ष २.६ प्रतिशतको दरले बढ्दै गएको जनसंख्या बृद्धिले विराट रूपले आर्थिक समस्याको सामना गर्न कर लगाएको छ । लगभग ९४ प्रतिशत जनता कृषिमा निर्भर परेका छन् । कृषि व्यवसायमा जनसंख्याको चाप बढ्दै गएको कारणले कृषिमा आधारित जनसंख्याको प्रतिव्यक्ति आय घटन गई जीवनस्तर घट्दै छ । देशमा औद्योगिकीकरणको कमीले गर्दा प्रत्येक वर्ष बेरोजगारको समस्या झनझन भंरहेछ । देशको प्रत्येक क्षेत्रमा बेरोजगारी, अर्ध बेरोजगारी तथा अदृष्य बेरोजगारीको लेखाजोखा बढ्दै नै छ ।

देशमा आधुनिक कृषि प्रविधीको कमी तथा कृषि भूमिको दुरूपयोगले गर्दा खाद्यान्न उत्पादन चाहि बढन सकेको छैन । तर केवल जनसंख्या बढेकोले देशमा जटील खाद्यान्न समस्या परिरहेछ ।

मानिसको स्वस्थ्य जीवन निर्वाहको लागि सफा सुग्घर तथा उपयुक्त आवासको आवश्यकता पर्दछ । तर आज जनसंख्या बढ्दै जानुको साथै शहरी क्षेत्रमा घरमाथि घर भइ जतासुकै दुर्गन्ध र फोहर बढ्दो छ, जहाँ विभिन्न किसिमका रोग महामारीको जगाजगी छ । अर्कोतिर मानिसले आवस सुविधाको लागि जंगलको जथाभावी फडानी गरी "हरियो बन नेपालाको धन" भने उक्तिको नाक कटिसकेको छ । सानो देशमा तीव्र जनबृद्धिले गर्दा यत्र तत्र आपसी खिचातानी, भीड, दुर्घटना, अशान्ति, इर्ष्या, सामाजिक अपराध आदिको बृद्धि भई नेपाली सत्यता र बीरतापूर्ण अमर इतिहासको कलंकमा दाग लाग्न थालेको छ भन्दा अत्युक्ति नपर्ला कि ।

शैक्षिक समस्या तर्फ हेर्दा हाम्रो देशमा करीव ७६ प्रतिशत जनता निरक्षार छन् । यो निरक्षारहरूलाई देश निर्माणमा सरिक गराउने समस्या छँदै छ भने अर्कोतिर प्रति वर्ष बढ्दो संख्यामा प्राथमिक उमेरका छात्र छात्राहरूलाई प्राथमिक शिक्षाको व्यवस्था गर्नु पनि अषम्य समसस्यानै परेको छ ।

देशमा सुचारू अध्यागमनले राष्ट्रिय कला संस्कृतिमा धक्का पु-याउनुको साथै विविध प्रकारका राष्ट्रिय समस्याहरू देखा परेका छन् । पहाडबाट तराइमा र ग्रामीण क्षेत्रबाट शहरी क्षेत्रमा हुने बसाई सराइले प्रथमतः तराइको कृषि भूमिमा जनभार बढ्न गई प्रतिव्यक्ति आय ज्यादै कम भएको छ । अर्कोतिर पहाडी क्षेत्रमा जनशक्तिको कमी तथा राष्ट्रिय विकास योजना खपतमा कमीले गर्दा पहाडी क्षेत्रमा कुनै विकास हुन सकेका छैन । शहरी क्षेत्रमा धनावादीले गर्दा सरकारी योजनाहरू विद्यालय, खानेपानी, नहर-सिंचाई आदिको अभावल नै परिरहेछ ।

जनसंख्याकै कारणले आत्मोन्नतिको सट्टा आत्मदाह, पारिवारिक आर्थिक समुन्नतिको साटो बढ्दो विपन्नता जस्ता मनकुण्ठित पार्ने समस्याले सम्पूर्ण

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नेपालीको जाँगर र जोशलाई समेत धक्का पु-याएको देखिन्छ । आधुनिकीकरण र औद्योगिकीकरणको सन्देश भर्ने सचेत माष्तिष्कमा नैतिकता अनुशासन र कर्तव्यबोधको सट्टा दूराचार दुष्ट प्रवृति र दूरात्माको प्रवेश हुन्छ भने यो जनसंख्या समस्याले अब प्रत्येक नेपाली भुप्राको दैलो ढुरिरहेछ नै ।

जनसंख्या सम्बन्धी मुख्य दुई सिद्धान्त छन् :

१) माल्थसको जनसंख्या सिद्धान्त : सन् १७९८ मा माल्थसले बनाएका जनसंख्या सम्बन्धी नियममा यसो भनेका छन् - मानिसमा सन्तान पैदा गर्ने शक्ति तथा इच्छा धेरै हुन्छ । जसको फलस्वरूप जनसंख्या ज्यामितीय (जस्तै - २,४,८,१६) तरीकाले बढ्दो दरमा थपिन्छ । तर मानिसको लागि खाद्य पदार्थ केवल अंकगणितीय तरीकाले (१,२,३,४ ... को दरमा) बढ्छ । यसबाट खाद्य पदार्थको अभाव भई भोकमरी तथा रोगव्याधी फैलने, अभावमा अशान्ति फैलिने र बाँच्नको लागि क्रान्ति गर्ने जस्ता कुराको सिर्जना हुन्छ ।

२) आदर्श जनसंख्या सिद्धान्त : खासगरी आदर्श जनसंख्या सिद्धान्तानुसार जुनसुकै देशको त्यहि जनसंख्यालाई मात्र आदर्श जनसंख्या मान्न सकिन्छ, जति हुँदा राष्ट्रको अधिकतम आर्थिक विकास भई प्रतिव्यक्ति आय सबभन्दा बढी हुन्छ ।

नेपालको आजको जनसंख्या बृद्धिदर र जीविकोपार्जनका साधनको उपलब्धीको बृद्धि दरमा तुलना गर्दा नेपालको जनसंख्याले माल्थसको जनसंख्या सिद्धान्तलाई विर्सन नसकेको जस्तो देखिन्छ । तर यो देशको जनसंख्यालाई आदर्श जनसंख्या बनाउनु आज सम्पूर्ण नेपालीको सामुहिक कर्तव्य नै हो । यसका लागि जनसंख्या समस्याको समाधानका खाँतीर विभिन्न उपायहरू सोच्नु परेको छ र व्यवहारमा ल्याउनु परेको छ । मुख्यतः देशमा जनसंख्या समस्याको समाधान गर्नका लागि यस प्रकारका उपायहरू अपनाउनु पर्दछ -

१. ग्रामीण क्षेत्रमा निहीत उच्च प्रजनन दर घटाउन परिवार नियोजन सम्बन्धी कार्यक्रम पु-याउने ।

२. परिवार नियोजन सम्बन्धी स्थाई कार्यक्रमलाई बढी प्रभावकारी बनाउने ।

३. अत्यधिक जनसमूहलाई परिवार नियोजन सम्बन्धी कार्यक्रम प्रोत्साहित गर्न आवश्यक प्रचार प्रसारको व्यवस्था गर्ने ।

४. बसाई सराईको कार्य नियन्त्रण गर्न पहाडी क्षेत्रमा प्रोत्साहनात्मक आर्थिक गतिविधिहरू बढाउने ।

५. जनसंख्या कार्यक्रममा जनसहभागितालाई अधिकाधिक मात्रामा सक्रीय बनाई त्यसको परिचालनमा बढी प्राथमिकता दिने ।

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६. जनसंख्या शिक्षा प्रचार गर्दै पूनर्वास नीति तथा भूमी उपयोग नीति प्रष्ट पारिनु पर्ने कुरालाई विशेष ध्यान दिने ।

७. जनसंख्या बढी भएक्त्रे क्षेत्रमा सघन रूपले जनसंख्या नियन्त्रण सम्बन्धी कार्यक्रम चलाउने ।

८. नारीवर्ग उत्थानको लागि आवश्यक प्रत्यक्ष तथा अप्रत्यक्ष प्रभावकारी एवं कल्याणकारी क्रियाकलापहरू संचालन गर्ने ।

९. प्रादेशिक दृष्टिकोणले नगर नभएक्त्र क्षेत्रमा साना-साना नगरको विकास गर्ने ।

१० नेपालको तराई क्षेत्रमा बन्द सीमा प्रथा चलाउने ।

११. महिलाको बिवाहको उमेर हद २१ वर्ष भन्दा माथि र पुरूषको बिवाह उमेर हद २५ वर्ष भन्दा माथि तोकिदिने र नियम विपरित गर्नेको लागि आवश्यक अर्थात् सुहाउँदो सजाँयको व्यवस्था मिलाउने ।

नेपालमा जनसंख्या समस्या समाधान तर्फ जनता लगायत श्री ५ को सरकारले पनि विभिन्न प्रयत्न गर्दै आएको छ । जनसंख्या बृद्धिलाई कम गरेर तथा बसाई सराई प्रवृत्ति हटाएर मात्र देशको जनसमस्या हट्ने सम्भावना देखिंदैन । देशमा जनशक्ति बलियो छ र आर्थिक स्थिति दरिलो छ भने बढी जनसंख्याले पनि देश विकासको खाँतिरमा कुनै बाधा पर्दैन । तर जनशक्ति र अर्थशक्ति कमजोर भएमा जतिसुकै थोरै जनसंख्या भएपनि धेरै समस्या देखा पर्दछन् । त्यसकारण परिवार नियोजन र बसाई सराईको नियन्त्रण गर्नको अतिरिक्त नेपाल जस्तो प्राकृतिक सम्पदाले भरिपूर्ण देशमा जनशक्तिको विकास गरी प्राकृतिक सम्पत्तिलाई परिचालनमा ल्याएर आर्थिक विकास गर्नु पर्छ । उन्नत कृषि प्रविधिको विकास गरी सघन कृषिको विकास गर्नु पर्दछ । बन साधनको र माटो साधनको संरक्षण र सदुपयोग गर्नु पर्छ । सिंचाई जलविद्युत आदिको विकास गरी जल साधनलाई सदुपयोगमा ल्याउनु पर्छ । आधुनिक प्रविधि र विज्ञानको विकास गरी खनिज साधनलाई सदुपयोगमा ल्याउनु पर्छ । विचारात्मक तवरले मात्र हैन । क्रियात्मक तवरले उपर्युक्त उपायहरूलाई जनसाधारणले व्यवहारिक बनाउन सकेमा अवश्यपनि नेपालको जनसंख्यालाई एक पटक आदर्श जनसंख्या भन्न पाइन्छ-पाइन्छ ।

(नेपाल परिवार नियोजन संघद्वारा संचालित कास्की जिल्लास्तरीय निबन्ध प्रतियोगितामा द्वितीय स्थान प्राप्त निबन्ध)

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पढौं कविता

संकलक : शिवलाल घिताल

गयो बालक कत्रलक्रे बय पनि उसै बाल रसले
यसै रितले यौवन पनि विति गयो मोह बसले
भयो बृद्धावस्था तै पनि भजिदैन मनले
कसो गर्नन् स्वामित । मक्रन यमक्र दूतहरूले

- आदि कवि भानुभक्त आचार्य

एकदिन मर्न अवश्य पर्छ पशु भैं नजिऊँ
मानिस हौं भने मानिस भैं जिऊँ मानिसक्रे हक लिऊँ

- महाकवि लक्ष्मी प्रसाद देवक्रोटा

दुःखिक्रो घरमा मात्र तेरो बास हुने भए
हे ईश्वर । दया राखी मलाई अझ दुःख दे ।

- बालकृष्ण सम

मिलेर काम गर्नाले हुन्छ अत्यन्त फायदा
एकता हेर कस्तो छ मौरीक्रे महमा सदा

- कवि शिरोमणि लेखनाथ पौडेल

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चार दिवारी,

त्यस भित्र एउटा आलमारी

त्यसमा रहेक्ो चारवटा सारी

नारी त्यही हो, तिम्रो जीवनक्ो फूलवारी

- भूपि शेरचन

समस्या पूर्ति गर्नें :

कान्ताक्ो स्तनक्ो चमक क्ुन भयो, क्ुन कण्ठ माथि रह्यो ?

गोरसक्ा बीचमा क्ौन असल यो संग्राममा के प-यो ?

धेर्नक्ो पदक्ो नाम क्ुन भयो छोराक्ो के काम भयो ?

हे बाले जान्दिनौं तिमी भनें हाशि तमाखु भर

"विद्याक्ो साथ जीवनक्ो आदर्श केही

उच्च हुँदैन भने पढनु व्यर्थ छ"

- महात्मा गान्धी

"पत्नी भार्या हिन घर सुन्य घर हो,

ईट ढुंगा माटोले बनेक्ो घरलाई घर

ढरबार भनिदैन, धर्म पत्नी नै घर हो,

ढरबार हो,

धर्मपत्नी रहित घर बन जंगल जस्तै हुन्छ"

- महाभारत

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ATTITUDE/OPINION SURVEY OF UMN'S SCHOOL ASSISTANCE PROGRAMME IN GORKHA DISTRICT



Submitted to : United Mission to Nepal
Thapathali
Kathmandu

Submitted by : New ERA
Gyaneshwar
Kathmandu

March, 1982

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A. INTRODUCTION

At the wake of her sudden exposure to the forces of modernisation that the fall of the Rana regime heralded, Nepal found herself confronted with two most pressing challanges. Those were: (1) the urgency to galvannise her inner as well as internal resources to spur development efforts, and (2) the need to reconstruct her traditional political economy that sustained status quo and inequality. To meet these challenges effectively she was required to provide the non-entities of yester-years with an identity of their own by restoring to them their long long lost self-confidence. She, at the same time, was also needed to develop a suitable infrastructure to help restructure her feudal political economy on more egalitarian lines. Thus, whereas one needed dessimination of knowledge and mass awakening, the other equally required suitable skills and approaches to help realise the targated goals.

Attributed with potentials to guarentee both knowledge and skills, education in the libaral setting of the post 1951 era aquired an infrastructural role, both as a master determinant of change and critical instrument of socio-economic mobility. Schools and colleges became the outposts of modernisation and the symbol of prestaige for the local community. Snowball effect of the populer enthusiasm that accelarated educational expansion had, infact, greatly helped not only in laying down the foundation of Nepal's present education system but also in providing it with new and more meaningful dimensions with international assistance.

The UMN is one of those pioneer international agencies that had come to Nepal's assistance at a very early stage of her development effort. It, infact, dates back to 1954, when on HMG's request to start health care activities in Tansen and Kathmandu two medical practioneer had arrived into the country. The plight of Nepalese people and their deprivations in meeting their basic minimum needs posed a challange to the humanitarian spirit of the mission. It was by way of its response to that challange that the mission decided to diversify its resources to other welfare activities. This diversification was, infact, heralded by its decision to establish a girl's boarding school in Kathmandu in 1955.

The popularity of UMN assistance and the importance that was accorded to it is well testified by the agreement that the Mission had signed with HMG Nepal in 1957. Under the terms of the agreement the Mission agreed to send small team of UMN personnel qualified in different skills to Gorkha district with a view to undertake a variety of activities related with education, health care and agricultural activities. From that day, on UMN's involvement in those activities has

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continued up to this very day. The span of this assistance, infact, covers a period of 25 years. The present investigation is an attempt to study and evaluate the impact UMN assistance has made on the education sector in the Gorkha district as well as to suggest ways in which it could generate more meaningful results in future.

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B. OBJECTIVES OF THE STUDY

It would be worthwhile to mention here that during the last quarter century UMN had adopted different strategies in the disbursement of its assistance to educational institution in the targeted district. It was to keep itself in tune with the changing government plans and policies that it fluctuated its policy from running its own school to seconding teachers to HMG schools. As spelled out in the contract document the objective of the present study is to generate a body of informations with regard to UMN's educational works in Gorkha district and the impact of each policy option as viewed by the targeted groups--students, parents, opinion leaders, teachers and UMN teachers, associated with the relevant education institutions. Specifically, the following subtasks had been set for the present investigation.

1. To review with the targeted groups the impact of the consequent policy options, which UMN had adopted vis-a-vis its school assistance programme.

2. To compare the UMN assisted school with those not receiving such assistance, in terms of quality of education, teaching techniques, performance, motivation and discipline.

3. To assess the impact of UMN personnel engaged in teaching in particular reference to the dessimination of new teaching techniques and how their teaching styles and technique are viewed by students and teachers in their immediate contact.

4. To suggest ways in which UMN's involvement in education sector might be directed in the comming year to yield better results.

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C. METHODOLOGY

In order to review the stipulated objectives essentially three types of activities were carried out. The first was the identification of the universe for the purpose of the current study. As specified in the research contract the sample population was comprised of five categories of respondents, selected on the basis of stratified random sampling methods. Those included:

1. Students currently studying in and graduated from the targeted schools;
2. The guardians;
3. The headmasters and teachers of the schools;
4. UMN teachers; and
5. Opinion Leaders.

The universe of the study comprised of 168 respondents. That included 48 students and also an equal number of their guardians; 36 representatives of the relevent teaching community, consisting of teachers and headmasters of the sample schools. Likewise, the sample also included 30 opinion leaders from the relevant localities in addition to 4 UMN teachers and two district officials, the District Panchayat Chairman and the District Education Officer. The students were selected at the rate of eight from each relevant school and included both the past (3) and present (5) students mostly of 9th and 10th grades. In the selection of the past students the assistance from the relevant headmaster was solicited. However, in the selection of opinion leaders, the opinion poll taken from the earlier categories to that effect was relied upon as the primary guideline. Besides, the respondents enlisted for the present study hailed from half a dozen targeted schools that were strategically located and were catering to the educational needs of the local population since, last several years.

Of the six targeted schools selected for the purpose of the current study four were the UMN assisted ones and were included in the sample as per specification underlined in the research contract. Those were the Amarjyoti High School of Luitel, the Shree Gyanjyoti High School of Lapsibot, the Janata High School of Ampipal and the Paropakar High School of Jaubari. The other two, that is, the Laxmi High School of Gaikhur and the Mandali Vocational High School of Chhopak were selected by the research team from among those schools that were found to be located in close proximity to schools

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of former category and were not assisted by the Mission. Their inclusion in the sample was primarily motivated with a view to facilitate comparison between the two types of schools--the recipient and the non-recipient of UMN assistance functioning in the targeted district. The sample schools are identified, in the tables of data, by the names of their respective villages.

Next, keeping in view the experience of the survey undertaken at the preliminary stage interview schedules were redesigned. To ensure a modicum of objectivity in the interviewees' responses the queries incorporated in those schedules, particularly the open-ended ones were reworded and made close ended. Also, with a view to ensure certain degree of coherence and uniformity as well as to gain a clear overview of the problem under study a set of core queries was developed. Those were uniformly administered to the respondents of current survey in respective of the categories they belonged to. In addition, specific set of questions that was tailored in particular to specific categories was also included in the interview schedules. Also, the queries that the interviewees found incoprehensible and had responded widely to, either were redrafted or dropped out from those schedules that were remodeled for the final phase of the investigation. However, to elicit informations from the respondents with regards to those interview schedules guided interview technique was adopted.

Finally, in order to gain better and more comprehensive insight into the problems under study contacts were also stablished with scores of informed persons of the village communities, visited during the field study. The wide range of issues related in the current study were discussed with them through the medium of unstructured interviews. Efforts were also made to spend as much time as possible in the targeted school during their working hours to draw first hand information with regard to the structure of interaction between different segments of the school community--teachers, students and guardians, the level of motivation, professional commitment and students' behaviour. Likewise, to get a balanced and representative opinion poll attention was also devoted to select the respondents from both the sexes and also from diverse socio-economic strata.

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D. GENERAL FINDINGS

1. Students

A large majority of respondents were found to have come from peasant families of upper social strata--Brahmin, Chhetri and Newar. Of the total students sample only 14 percent were reported to be the offsprings of the Gurung parents (see Table 2). Besides, a majority of them were males (81 percent) (see Table 3). Also, a significant segment of them (21 percent) were found to be married (see Table 4). Most of them (90 percent) reported their residences to be located within half an hour's walking distance (see Table 7). Moreover, majority of them reported their schooling to be entirely financed by their families. Three of the five respondents from Ampipal reported of their receiving the financial assistance from UMN for tution fee and books (see Table 9).

On being asked about their ambition in life majority of the respondents (75 percent and 60 percent from the UMN assisted and non-assisted school respectively) reported their preference for technical lines such as engineering, medicine, agriculture and general science (see Table 10). When probed further to assess whether the education they were receiving would help them in the realisation of those ambition 93 percent were found positive (see Table 11). They accounted the availability of relevant courses in the relevant school, competent teachers and the quality of education they were receiving as the source of their optimism (see Table 12).

Asked to underline the qualities of an ideal school, the respondents irrespective of their school affiliations, pointed out experienced teachers, higher teaching standard, discipline, better physical facilities, adequacy of educational materials and sound financial positions to that effect. However, when asked to evaluate their own schools vis-a-vis those qualities, of the four UMN assisted schools only one, that is, the Amarjyoti High School of Luitel was given a high rating by the relevant respondents. A majority of respondents enrolled in the rest of the sample schools rated their respective educational institutions as 'not bad' or 'inferior' (see Table 13).

Likewise on being asked to delineate the qualities of a model teacher, most of the respondents were found to underline 'academic qualification, teaching expertise, discipline, cordial relationship with students, punctuality! However, when asked to evaluate the teachers of their

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respective schools on those counts, a l
of the respondents belonging to both U
non-assisted schools were found to hol
teachers in high esteem. Only the re
UMN assisted school, Shree Gyan Jyot
Lapsibot were found to be divided in
Half of them were found to rate thei
term i.e., 'not bad' (see Table 14).

Asked to rate their respective sch
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extra-curricular activities vis-a-v
district, with the exception of Sh
School of Luitel, a significant se
belonging to UMN assisted and non
reported them to be 'inferior' (
when probed further as to how t
fare vis-a-vis other schools in
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belonging to Shree Amarjyoti Hi
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schools to be 'better' on the
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Table 16).

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of education materials
and (6) success records
responses to the query
become the best in t
of them considered
were, (1) improved
facilities, (3)

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agricultural inputs, irrigation, drinking water'. Quite a significant few were found to underline poverty and unemployment in that connection. However, when asked to opine as to how the relevant segments associated with their respective schools, that comprised teachers, students and UMN personnel, were contributing to the resolution of those problems, a large majority categorically denied of the relevant communities receiving any assistance from those strata. Only the respondents belonging to Shree Gyan Jyoti High School of Lapsibot credited the UMN personnel associated with that school to be active in helping the local community to that effect (see Table 19).

The enquiry revealed that the level of awareness on the part of a large majority of respondents with regard to UMN was quite high. Of the total sample, only one respondent, that too, related with one of the four UMN assisted schools surveyed was found to be unaware of UMN (see Table 20). Likewise, most of the respondents when asked to identify the types of activities the UMN was involved in mentioned health care, education, drinking water, adult education, women's welfare (see Table 22). However, in the eyes of a large majority of respondents UMN was found to be primarily identified with healthcare and educational activities. Of the various programmes undertaken and assisted by the Mission those were rated by a large as most effective (see Table 23).

The investigation further revealed that a large majority were fully aware of the components of UMN school assistance programme (see Table 24). On being asked to identify those variables a great many of them underlined UMN teacher, financial and material assistance, educational aids, scholarship to poor students, etc. to that effect (see Table 25). Also, on being asked to give their assessment with regard to the contribution those variables had made towards educational progress, a large majority of respondents from UMN assisted schools rated them as 'remarkable' (see Table 26). A majority of them also believed that differences existed between UMN assisted and non-assisted schools (see Table 27). Of the total respondents, 78 percent stated that in the absence of UMN assistance, the relevant schools would not have acquired their current positions (see Table 28).

On being asked whether they were acquainted with the UMN personnel teaching in any of the schools in the district, a large majority gave affirmative replies (see Table 29). A large majority of respondents both from UMN assisted and non-assisted schools were found to hold them in high esteem. On being solicited to evaluate the UMN teachers

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with respect to their; (1) professional competence, (2) dedication, (3) effectiveness, (4) proficiency in Nepali language, (6) relationship with students and local people, (7) awareness of local problems, a large majority of respondents were found to rate them quite positively. They were rated to be 'good' on all counts by most (see Table 30). When asked to comment about the difference in the teaching styles of their local and UMN teachers, a majority of respondents from the UMN assisted schools confirmed about the differences (see Table 37). They identified the teaching style of the Mission teacher to be more practical, heavily biased towards imparting knowledge, greatly relying on the use of educational materials and effective in keeping the students busy in the classrooms (see Table 38). The enquiry as to how the difference in the teaching style of the UMN teacher had affected the students revealed that a majority found (9 out of 16) the style of the UMN teacher to be quite helpful. However, a significant number (seven) considered them to be 'not bad' or 'making no difference' (see Table 39).

The investigation further evidenced that most of the respondents from the UMN assisted school were well-informed with regard to be UMNs' involvement in various development and welfare activities in their respective panchayats. On being asked to identify those activities, a majority of respondents mostly from Gyanjyoti High School of Lapsibot mentioned activities directed to women's welfare such as knitting-weaving, female literacy and healthcare
Asked to comment about the involvement of the UMN teachers in those out-of-school activities, a large majority belonging to the Mission assisted schools assessed them in the positive term (see Table 42). Asked to suggest ways in which the involvement of UMN teachers in out-of-school welfare activities could be rendered more productive, very few respondents from Amarjyoti High School of Luitel came forward to give their suggestions. In terms of popularity, activities such as knitting-weaving, adult literacy, health care and employment generating projects were emphasized by a significant number of respondents from other UMN assisted schools (see Table 32). Likewise, asked to comment as to how the involvement of the UMN teachers in out-of-school welfare activities was generally viewed by the students and the villagers of the relevant school and the panchayat, a large majority of respondents reported such involvement being highly appreciated by the relevant groups (see Tables 32 and 42). Finally, when asked to comment as to how the out-of-school involvement of those personnel had affected their teaching committment, a majority of respondent were found to observe that the involvement had made no difference.

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However, a significant number were found to report that the involvement had interfered with their assignment and also suggested that such involvement should not be at the cost of educational institution to which those personnel were deputed (see Table 43).

The enquiry with regard to the ex-students of the sample schools evidenced that out of 18 such students interviewed whereas seven reported themselves to be studying in T.U. Campuses elsewhere, five were found to have joined the teaching profession after graduating from their respective high schools. The rest who numbered six were found to be assisting their families in farming (see Table 44 A). On being asked to comment as to how their educational backgrounds had helped them in their careers, of the total, eight responded positively and an equal number expressed themselves in neutral term i.e., 'not bad'. However, the remaining two respondents were found to rate their school education in negative term (see Table 44 B).

Likewise, on being solicited to comment with regard to the relevancy of their current careers with their ambitions in life, those who evaluated their careers negatively in that respect were found to be a little more than half in number. As the scrutiny of the relevant table would reveal whereas half of the respondents related with the UMN assisted schools rated their current careers negatively, those falling in the same category vis-a-vis the ex-students affiliated to non-assisted schools consisted two-third of the relevant sample segment (see Table 45 A). Lastly, when further probed to explain as to how were they induced to take up a career irrelevant to their ambitions, a majority stated that they had no better options and, hence, were forced to take on whatever opportunities came in their ways (see Table 45 B).

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Table 1 : Question No. A.1.2. Caste

Caste	Assisted School				Total	Non-assisted School		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Brahmin	6	1	2	2	11	3	4	7	18
Chhetri	-	5	5	-	10	-	2	2	12
Newar	1	1	1	5	8	2	1	3	11
Gurung	1	1	-	1	3	3	1	4	7
Total	8	8	8	8	32	8	8	16	48

Table 2 : Question No. A.1.3. Age Group

Age Group	Assisted School				Total	Non-assisted School		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
14/15	-	-	1	2	3	2	1	3	6
16/17	4	3	3	2	12	3	3	6	18
18/19	2	3	1	1	7	1	3	4	11
20/21	1	1	1	3	6	1	1	2	8
22	1	1	2	-	4	1	-	1	5
Total	8	8	8	8	32	8	8	16	48

Table 3 : Question No. A.1.7. Sex

Sex	Assisted School				Total	Non-assisted School		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Male	7	7	7	6	27	5	7	12	39
Female	1	1	1	2	5	3	1	4	9
Total	8	8	8	8	32	8	8	16	48

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Table 4 : Question No. A.1.8. Marital Status

Marital Status	Assisted School				Total	Non-assisted School		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Married	2	-	2	1	5	-	5	5	10
Unmarried	6	8	6	7	27	8	3	11	38
Total	8	8	8	8	32	8	8	16	48

Table 5 : Question No. A.3. Are you an inhabitant of this village?

	Assisted School				Total	Non-assisted School		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yes	5	3	2	5	15	4	5	9	24
No	3	5	6	3	17	4	3	7	24
Total	8	8	8	8	32	8	8	16	48

Table 6 : Question No. ..3.1. If not, where are you from?

	Assisted School				Total	Non-assisted School		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Another Village of this Panchayat	-	2	3	-	5	-	2	2	7
Another Panchayat	3	3	3	2	11	4	1	5	16
Another District	-	-	-	1	1	-	-	-	1
Total	3	5	6	3	17	4	3	7	24

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Table 7 : Question No. A.5.1. How far is your school from your home?

Time for Walking	Assisted School				Total	Non-assisted School		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Less than 15 minute	-	3	2	2	7	1	2	3	10
15-30 minute	1	1	2	-	4	-	-	-	4
½-1 hour	-	-	1	-	1	2	1	3	4
More than 1 hour	4	1	-	3	8	2	2	4	12
Total	5	5	5	5	20	5	5	10	30

Table 8 : Question No. A.5.2. Do you walk to school from your home/locally rented room or stay in the hostel? (Asked present student only)

	Assisted School				Total	Non-assisted School		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Walk to School	1	4	5	2	12	4	3	7	19
Stay in the Hostel	-	1	-	2	3	-	2	2	5
Stay in a rented room	4	-	-	1	5	1	-	1	6
Total	5	5	5	5	20	5	5	10	30

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Table 9 : Question No. A.5.4. Who is financing your students? (Asked present students only)

Financer	Assisted School				Total	Non-assisted School		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Parents	5	2	5	5	17	5	5	10	27
UMN scholarship	-	1	-	-	1	-	-	-	1
Fees and books from UMN	-	2	-	-	2	-	-	-	2
Total	5	5	5	5	20	5	5	10	30

Table 10 : Question No. A.5.5. What is your ambition in life? (Asked present students only)

Ambition to be	Assisted School				Total	Non-assisted School		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Doctor	2	2	2	1	7	2	1	3	10
Engineer	3	2	1	1	7	-	1	1	8
Scientist	-	-	1	-	1	-	-	-	1
Agriculturist	-	-	-	-	-	1	1	2	2
Government servant	-	-	1	1	2	2	-	2	4
Teacher	-	-	-	2	2	-	2	2	4
Don't know	-	1	-	-	1	-	-	-	1
Total	5	5	5	5	20	5	5	10	30

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Table 11 : Question No. A.5.6. Would the type of education you are given in this school help you in the realisation of these goals? (Asked present students only)

Responses	Assisted School				Total	Non-assisted School		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yes	5	5	5	5	20	4	4	8	28
No	-	-	-	-	-	1*	1*	2	2
Total	5	5	5	5	20	5	5	10	30

* Reason : The school does not have the right subject.

Table 12 : Question No. A.5.6.1. If yes, how? (Asked present students only)

Reasons	Assisted School				Total	Non-assisted School		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
The right subjects are tought	4	2	4	4	14	1	1	2	16
Good standard of education in the school	1	2	1	1	5	3	3	6	11
Good teachers	-	1	-	-	1	-	-	-	1
Total	5	5	5	5	20	4	4	8	28

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Table 13 : Q. B.1. What do you think should be the qualities of a model school? How would you evaluate this school vis-a-vis those qualities?

Qualities	Aided Schools												Non-Aided Schools					
	Lapsibot			Ampipal			Luitel			Juibari			Gaikhur			Chhopak		
	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior
Compitent and experienced teacher	1	2	-	5	-	-	4	-	-	3	1	1	8	-	-	4	1	-
High educational standard	1	1	-	2	-	-	2	-	-	1	1	1	6	1	-	5	2	-
High level of discipline	-	3	2	2	1	-	5	-	-	3	2	1	6	-	-	3	2	-
Physical facilities	3	-	3	1	3	3	5	-	-	1	1	1	-	-	-	-	1	1
Educational materials	3	1	3	-	2	3	4	-	-	-	-	4	2	-	-	-	1	1
Financial status	2	-	1	-	3	2	2	1	-	2	-	3	-	-	-	-	1	3
Efficient management and leadership	-	5	3	-	-	-	-	-	-	-	1	-	1	-	-	-	-	-
Extra curricular activities	1	1	3	1	1	-	-	-	-	-	1	1	1	-	-	-	1	-
Local people's participation	-	-	1	1	1	-	-	-	-	-	-	-	-	-	-	2	-	-
Good relation between teachers and students	3	-	-	-	-	-	3	-	-	-	-	-	-	-	-	2	-	-
Good SLC result	-	-	-	4	1	-	-	-	-	-	-	-	-	-	-	2	2	-
Total	13	13	16	16	12	8	25	1	-	10	7	12	24	1	-	18	11	5

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Table 14 : Q.B.2. What should be the qualities of a good teacher? How would you evaluate your teachers vis-a-vis those qualities?

Qualities	Aided Schools												Non-Aided Schools					
	Lapsibot			Ampipal			Luitel			Jaubari			Gaikhur			Chhopak		
	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior
Academic qualification	3	2	1	-	-	-	3	-	-	-	4	-	2	-	-	3	1	-
Competency	3	3	-	1	2	-	5	-	-	-	8	-	7	-	-	4	2	-
Good discipline	1	3	1	1	-	-	7	-	-	-	5	-	3	-	-	-	-	-
Rapport with students	2	2	-	2	-	-	6	-	-	-	5	-	5	-	-	2	-	-
Regularity and punctuality	1	2	1	1	-	-	1	-	-	-	-	-	3	-	-	-	-	-
Cordiality	1	3	-	2	-	-	1	-	-	-	4	-	1	-	-	2	-	-
Hard working	1	1	-	-	-	-	2	-	-	-	1	-	3	-	-	-	-	-
Expert in curricular activities	2	-	1	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-
Others*	2	-	1	3	-	-	4	-	-	-	-	1	-	-	-	3	1	-
Total	16	16	5	10	2	-	29	-	-	-	26	2	25	-	-	14	4	-

* Includes rapport with villagers, free from politics, good morality, selfishnessless.

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Table 15 : Q.B4. How would you evaluate this school vis-a-vis other schools in the district in terms of the following things?

	Assisted Schools												Non-assisted Schools					
	Lapsibot			Ampipal			Luitel			Jaubari			Gaikhur			Chhopak		
	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior
Physical facilities	2	5	-	1	1	6	6	2	-	2	6	-	1	6	1	-	5	3
Teacher	2	5	-	5	3	-	8	-	-	6	2	-	7	1	-	3	4	1
Educational materials	1	4	1	-	-	8	7	1	-	1	5	2	4	4	-	-	1	7
Extra curricular activities	1	3	3	1	6	1	6	2	-	7	1	-	6	2	-	6	2	-
Financial conditions	-	3	3	1	6	1	6	2	-	2	2	4	1	2	5	1	2	5
Discipline	1	4	1	3	5	-	8	-	-	7	1	-	7	1	-	4	4	-
Number of higher degree achieving students	4	2	2	5	3	-	7	1	-	5	3	-	1	7	-	2	5	1
Development of skills among students	4	2	1	5	3	-	8	-	-	3	4	1	1	7	-	2	5	1
Total	15	28	11	21	27	16	56	8	-	33	24	7	28	30	6	18	28	18

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Table 16 : Q.B5. How would you evaluate the standard of education of this school vis-a-vis other schools in the district?

	Assisted Schools				Total	Not-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Better	5	8	8	8	29	8	8	16	45
Inferior	3*	-	-	-	3	-	-	-	3
Total	8	8	8	8	32	8	8	16	48

* Reason : SLC result worse.

Table 17 : Q.B6. Does this school receive any assistance from the local community?

	Assisted Schools				Total	Not-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yes	8	7	8	8	31	8	-	8	39
No	-	1	-	-	1	-	-	-	1
Total	8	8	8	8	32	8	-	8	40

Table:18 : Q.B6.1. If yes, specify.

	Assisted Schools				Total	Not-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Volunteer labour	8	5	7	7	27	8	8	16	43
Fin. donations	6	6	7	3	22	7	5	12	34
Meterial "	2	2	-	2	6	1	1	2	8
Brings new students	-	-	-	-	-	-	1	1	1
Total	16	13	14	12	55	16	15	31	86

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Table 21 :Q.B.7. What are the major problems faced by your community? How are the students, teachers and UMN teachers helping the community to resolve these problems?

	Assisted Schools																Non-assisted Schools							
	Lapsibot						Ampipal						Luitel				Jaubari				Gaikhur				Chhopak			
	Student		Teacher		UMN Teacher		Student		Teacher		UMN Teacher		Student		Teacher		Student		Teacher		Student		Teacher		Student		Teacher	
	Active	In-active	Active	In-active	Active	In-active	Active	In-active	Active	In-active	Active	In-active	Active	In-active	Active	In-active	Active	In-active	Active	In-active	Active	In-active	Active	In-active	Active	In-active	Active	In-active
Healthcare	5	-	3	2	5	-	-	2	-	2	2	-	1	4	1	4	3	-	2	1	1	2	1	2	4	-	4	-
Illiteracy	3	-	3	-	3	-	2	-	2	-	2	-	2	1	2	1	2	-	2	-	2	-	2	-	2	-	2	-
Transportation	-	3	-	3	-	3	-	2	-	2	-	2	-	5	-	5	1	2	-	1	-	3	-	3	-	4	-	4
Ag. Inputs	-	2	-	2	2	2	-	2	-	2	-	2	-	1	-	1	-	4	-	4	-	3	-	3	2	4	2	4
Irrigation	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	2	-	1	-	1	-	-	-	-	-	4	-	4
Drinking water	3	3	3	3	3	2	-	2	-	2	-	2	-	5	-	5	-	-	-	-	-	2	-	2	-	6	-	6
Cottage industry	2	1	2	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Poverty	-	2	-	2	-	2	-	-	-	-	-	-	-	1	-	1	-	5	-	5	-	2	-	2	-	-	-	-
Total:	13	11	11	13	15	9	2	8	2	8	4	6	3	19	3	19	6	12	11	12	3	12	3	12	8	18	8	18

Note : Luitel and Jaubari do not have any teachers.

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Table 20 : Q. B.9. Have you heard of United Mission to Nepal (UMN)?

	Assisted Schools				Total	Not-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yes	8	8	8	7	31	8	8	16	47
No	-	-	-	1	1	-	-	-	1
Total	8	8	8	8	32	8	8	16	48

Table 21 : Q. B.9.1. If yes, do you know any activities or programmes in this district conducted or assisted by UMN?

	Assisted Schools				Total	Not-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yes	8	8	8	6	30	8	8	16	46
No	-	-	-	2	2	-	-	-	2
Total	8	8	8	8	32	8	8	16	48

Total 22 : Q. B.9.1.1. If yes, could you tell us what these are?

	Assisted Schools				Total	Not-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Healthcare	8	8	8	8	32	8	8	16	48
Education	8	8	8	8	32	8	8	16	48
Drinking water	-	2	-	-	2	1	2	3	5
Agriculture	-	2	-	-	2	-	-	-	2
Knitting & weaving	3	-	-	1	4	-	-	-	4
Adult education	3	-	-	-	3	-	-	-	3
Prosetalization	1	-	-	-	1	1	1	2	3
Total	23	20	16	17	76	18	19	37	113

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Table 23 : Q. B.9.1.2. Which aspects of these activities are most useful?

	Assisted Schools				Total	Not-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Health care	5	6	7	1	19	6	8	14	33
Education	3	6	5	6	20	6	2	8	28
Agriculture	-	2	-	-	2	-	-	-	2
Drinking water	-	2	-	-	2	-	-	-	2
Knitting & weaving	1	-	-	-	1	-	-	-	1
Women's education	1	-	-	-	1	-	-	-	1
Total	10	16	12	7	45	12	10	22	67

Table 24 : Q. B.9.2. Are you aware of the UMN assistance to some schools in the district?

	Assisted Schools				Total	Not-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yes	8	8	8	8	32	8	4	12	44
No	-	-	-	-	-	-	4	4	4
Total	8	8	8	8	32	8	8	16	48

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Table 25 : Q. B.9.2.1. If yes, could you tell us what type of assistance are these schools receiving or have received from UMN?

	Assisted Schools				Total	Not-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Teachers	8	8	8	8	32	6	4	10	42
Physical facilities	3	4	7	2	16	7	2	9	25
Educational materials	3	2	1	1	7	2	2	4	11
Financial assistance	3	1	5	-	9	3	3	6	15
Tution fee and book for students	2	2	-	4	8	-	-	-	8
Scholarship for students	2	-	-	-	2	-	1	1	3
Knitting & weaving	1	-	-	-	1	-	-	-	1
Healthcare	1	1	-	-	2	-	1	1	3
Women's education	2	-	-	-	2	-	-	-	2
Total	25	18	21	15	79	18	13	31	110

Table 26 : Q. B.9.2.2. What kind of contribution is made by the UMN assistance in the educational sector?

	Lapsibot			Ampipal			Luitel			Jaubari			Gaikhur			Chhopak		
	1*'	2*'	3*	1*'	2*'	3*	1*'	2*'	3*	1*'	2*'	3*	1*'	2*'	3*	1*'	2*'	3*
Rappid educational progress	3	3	2	-	-	-	6	2	-	5	3	-	2	6	-	-	-	-
Development of standard education	-	-	-	7	1	-	3	5	-	6	2	-	2	1	5	-	-	-
Support to educational institution	-	1	7	3	5	-	1	5	2	5	3	-	3	3	2	3	4	1
Extention of education	2	6	-	2	6	-	6	-	-	6	2	-	4	2	2	-	-	-
Help for poors	-	-	-	7	1	-	1	-	-	-	-	-	-	-	-	1	5	-
Total	5	10	9	19	13	-	17	12	2	22	10	-	11	12	9	4	9	1

1* : good, 2* : not bad, 3* : no difference

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Table 27 : Q. B.9.2.3. Do you find any difference between UMN assisted and non-assisted schools?

	Assisted Schools				Total	Not-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yes	8	8	7	8	31	7	4	11	42
No	-	-	-	-	-	1	4	5	5
Don't know	-	-	1	-	1	-	-	-	1
Total	8	8	8	8	32	8	8	16	48

Table 28 : Q. B.9.3. Do you think that these schools would do just the same even if they were not assisted by UMN?

	Assisted Schools				Total	Not-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yes	2	-	-	-	2	2	2	4	6
No	6	8	8	5	27	6	4	10	37
Don't know	-	-	-	3	3	-	2	2	5
Total	8	8	8	8	32	8	8	16	48

Table 29 : Q. B.9.4. Do you know (or have you heard) any of the UMN teachers working at the district?

	Assisted Schools				Total	Not-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yes	8	8	7	5	28	4	4	8	36
No	-	-	1	3	4	4	4	8	12
Total	8	8	8	8	32	8	8	16	48

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Table 30 : Q. B.9.4.1. Could you tell us about him, vis-a-vis the following things?

		Assisted Schools				Total	Not-assisted Schools		Total	Grand Total
		Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Teaching efficiency	Good	7	8	8	7	30	4	4	8	38
	Not bad	1	-	-	1	2	4	4	8	10
	Inferior	-	-	-	-	-	-	-	-	--
	Don't know	-	-	-	-	-	-	-	-	--
Commitment	Good	7	8	8	8	31	7	4	11	42
	Not bad	1	-	-	-	1	1	4	5	6
	Inferior	-	-	-	-	-	-	-	-	--
	Don't know	-	-	-	-	-	-	-	-	--
Effectiveness	Good	7	8	7	8	30	7	4	11	41
	Not bad	1	-	-	-	1	1	4	5	6
	Inferior	-	-	1	-	1	-	-	-	1
	Don't know	-	-	-	-	-	-	-	-	--
Nepali Language	Good	5	8	7	5	25	3	2	5	30
	Not bad	3	-	-	3	6	4	4	8	14
	Inferior	-	-	1	-	1	-	1	1	2
	Don't know	-	-	-	-	-	1	1	2	2
Relation with Students	Good	7	8	7	8	30	2	4	6	36
	Not bad	1	-	-	-	1	4	4	8	9
	Inferior	-	-	1	-	1	1	-	1	2
	Don't know	-	-	-	-	-	1	-	1	1
Relation with Villagers	Good	7	2	7	2	18	5	2	7	25
	Not bad	1	2	-	5	8	-	2	2	10
	Inferior	-	2	1	-	3	2	2	4	7
	Don't know	-	2	-	1	3	1	2	3	6

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Knowledge of rural problems	Good	5	2	7	-	14	1	-	1	15
	Not bad	3	2	-	3	8	5	-	5	13
	Inferior	-	-	1	-	1	1	4	5	6
	Don't know	-	4	-	5	9	1	4	5	14
Involvement in solving the problems	Good	5	-	7	1	13	1	-	1	14
	Not bad	3	2	-	2	7	5	2	7	14
	Inferior	-	1	1	2	4	1	2	3	7
	Don't know	-	5	-	3	8	1	4	5	13

Table 31 : Q. B.9.5. Do you like the idea of involving the UMN teachers in community work?

	Assisted Schools				Total	Not-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yes	8	8	7	8	31	1	4	5	6
No	-	-	1	-	1	2	-	2	3
Don't know	-	-	-	-	-	5	4	9	9
Total	8	8	8	8	32	8	8	16	48

Table 32 : Q. B.9.5.1. Please suggest what kind of work!

	Assisted Schools				Total	Not-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Adult ed.	2	3	1	4	10	1	1	2	12
Women's ed.	2	1	-	1	4	-	1	1	5
Knitting and weaving	1	-	-	2	3	-	1	1	4
Sanitation	1	-	2	-	3	-	-	-	3
Agriculture	1	2	2	1	6	-	1	1	7
Other	1	2	2	-	5	-	-	-	5
Total	8	8	7	8	31	-	4	5	36

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Total	8	8	7	8	31	-	4	5	36

Table 33 : Q. B.9.5.2. Please give reasons why (you don't like the involvement)?

	Assisted School				Total	Not-assisted Sch.		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Hamper their teaching	-	-	1	-	1	-	-	-	1
Prosetatization	-	-	-		-	2	2	4	4
Other	-	-	-	1	1	2	2	4	5
Total	-	-	1	1	2	4	4	8	10

Table 34 : Q. B.9.6. Do you think there is any difference in initiative between UMN assisted and non-assisted schools, in solving the communal problems?

	Assisted School				Total	Not-assisted Sch.		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Assisted School active	2	2	2	4	10	-	-	-	10
Assisted School inactive	-	-	-	-	-	3	1	4	4
No difference	4	4	4	1	13	4	2	6	19
Don't know	2	2	2	3	9	1	5	6	15
Total	8	8	8	8	32	8	8	16	48

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Table 35 : Q. B.9.7. What could be the primary motives of UMN in assisting the Schools?

	Assisted Schools				Total	Not-assisted Sch.		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
To upgrade the educational level	3	4	1	2	10	-	-	-	10
To develop the backward area	3	3	5	1	12	3	1	4	16
Social services	1	-	2	2	5	-	3	3	8
Prosetatization	1	-	-	1	2	2	2	4	6
Don't know	-	1	-	2	3	1	2	3	6
Total	8	8	8	8	32	6	8	14	46

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Table 36 : Q.C.1. Does this school have (or has it ever had) any UMN teachers on its staff?

	Assisted School				
	Lapsibot	Ampipal	Luitel	Jaubari	Total
Yes	8	8	6	-	22
No	-	-	2	-	2
Total	8	8	8	-	24

Table 37 : Q.C.2. Do or did you find any differences in teaching methods between Nepali and UMN teachers?

	Assisted School				
	Lapsibot	Ampipal	Luitel	Jaubari	Total
Yes	5	6	2	3	16
No	3	2	4	-	9
Don't know	-	-	2	5	7
Total	8	8	8	8	32

Table 38 : Q.C.2.1. Could you tell us what are they and what is your assessment of them please?

		Assisted School				
		Lapsibot	Ampipal	Luitel	Jaubari	Total
Emphasis on practicals & experiments	Good	1	4	2	2	9
	Not bad	-	-	-	-	-
	Inferior	-	-	-	-	-
	Total	1	4	2	2	9
Bais toward imparting knowledge	Good	2	1	-	1	4
	Not bad	1	-	-	-	1
	Inferior	1	-	-	-	1
	Total	4	1	-	1	6
Use of edu. materials	Good	1	3	2	3	9
	Not bad	-	-	-	-	-
	Inferior	-	-	-	-	-
	Total	1	3	2	3	9
Keeps the student busy in class-rooms	Good	1	1	-	1	3
	Not bad	-	-	-	-	-
	Inferior	-	-	-	-	-
	Total	1	1	-	1	3

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Table 39 : Q.C.2.2. Could you tell us whether the differences helped of hindered the students!

	Assisted School				
	Lapsibot	Ampipal	Luitel	Jaubari	Total
Very helpful	4	2	2	1	9
Not bad	1	2	-	1	4
No difference	-	2	-	1	3
Total	5	6	2	3	16

Table 40 : Q.C.2.3. Do you think any of the Nepali and UMN teachers have adopted teaching techniques from each other?

	Assisted School				
	Lapsibot	Ampipal	Luitel	Jaubari	Total
Yes	1	3	2	2	8
No	3	3	-	-	6
Don't know	2	2	-	1	5
Total	6	8	2	3	19

Table 41 : Q.C.2.4. Is or was the UMN teacher in your school involved in community work?

	Assisted School				
	Lapsibot	Ampipal	Luitel	Jaubari	Total
Yes	8	3	2	4	17
No	-	5	-	-	5
Don't know	-	-	6	4	10
Total	8	8	8	8	32

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Table 42 : Q.C.2.4.1. How did the students, teachers and villagers assess their involvement?

		Assisted School				
		Lapsibot	Ampipal	Luitel	Jaubari	Total
Students	Good	8	3	2	4	17
	Not bad	-	-	-	4	4
	Inferior	-	-	-	-	-
	Don't know	-	-	4	-	4
	No response	-	5	2	-	7
	Total	8	8	8	8	32
Teachers	Good	8	-	2	4	14
	Not bad	-	5	-	4	9
	Inferior	-	-	-	-	-
	Don't know	-	3	4	-	7
	No response	-	-	2	-	2
	Total	8	8	8	8	32
Villagers	Good	8	8	2	4	22
	Not bad	-	-	-	4	4
	Inferior	-	-	-	-	-
	Don't know	-	-	4	-	4
	No response	-	-	2	-	2
	Total	8	8	8	8	32

Table 43 : Q.C.2.4.2. Does the involvement of UMN teachers in the community activities cause interference on their teaching performance?

	Assisted School				
	Lapsibot	Ampipal	Luitel	Jaubari	Total
Yes	-	8	5	-	13
No	8	-	3	5	16
Don't know	-	-	-	3	3
Total	8	8	8	8	32

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Table 44A : Q. 6.3. What are you doing new? (Unstructured Interview)

	Assisted Schools				Total	Not-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Studying	-	2	2	1	5	2	-	2	7
Teaching	-	-	1	-	1	1	3	4	5
Farming	3	1	-	2	6	-	-	-	6

Table 44B : Q. 6.4. How much has the education you received helped you in your work?

Very much	-	-	3	-	3	3	2	5	8
Not bad	3	2	-	2	7	-	1	1	8
Very little	-	1	-	1	2	-	-	-	2
Total	3	3	3	3	12	3	3	6	18

Table 45A : Q. 6.5. Was is your ambition in life? Did the type of education help you in the realisation of these goals?

	Assisted Schools				Total	Not-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yes	-	2	3	1	6	2	-	2	8
No	3	1	-	2	6	1	3	4	10

Table 45B : Q. 6.5.1 If not how did you choose this job?

Close to my home	-	-	-	-	-	1	1	2	2
No other chcice	3	1	-	2	6	-	2	2	8
Total	3	1	-	2	6	-	3	4	10

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2. Guardians

A majority of the guardians interviewed were found to hail from the upper social strata (Brahmin: 56 percent, Chhetri: 10 percent and Newar: 17 percent) (see Table 46) and were engaged in agriculture (94 percent) (see Table 49). Most of them were reported to be residing in close proximity to the schools their wards were enrolled in (see Table 50). A few were also found to have close association with relevant schools as founders and members of their managing committees. Only 14 percent of them were found to be females (see Table 47).

The enquiry also revealed that a significant percentage of the guardians interviewed (75 percent) were making frequent visits to schools attended by their wards with a view to get acquainted with the laters educational progress. Of the sample schools, guardians of respondents enrolled in Shree Gyanjyoti, Lapsibot and Shree Paropakar Schools, Jaubari (UMN assisted) and Shree Mandali School, Chhopak (non-assisted) were found to be more active in that respect. Most of them were found to be visiting the relevant schools twice a month (see Tables 51 and 52). When asked to recollect the date of their last visits to the respective schools 40 percent were found to have made such visits 'a week ago'. Likewise, 27 percent of them were reported to have visited the relevant schools one or two months back. In that respect, the guardians of students studying in UMN assisted and non-assisted school manifested no difference. All of them were found to be equally concerned (see Table 53).

Also, when asked how much attention they were paying in attending to the study of their wards, a large majority of those respondents stated that they give considerable attention. However, a few mostly belonging to the UMN assisted schools admitted that they could not pay much attention (see Table 54). Similarly, when asked whether they were receiving the progress report of their ward from the relevant schools regularly, of the guardians interviewed 48 percent responded negatively. However, most of respondents whose wards were reported to be studying in Amarjyoti School, Luitel were found to be receiving the progress report regularly. Likewise, most of the guardians who were found to have enrolled their wards in Shree Laxmi High School, Gaikhur denied of receiving such reports from the school. Of the remaining schools in the sample the guardian were found to be divided in that respect. Whereas some were found to acknowledge the receipt of such reports other denied of it in categorical term (see Table 55). The conflicting response on the parts of the guardians sending their wards to the same

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school gave rise to doubt with regard to the eratic behaviour of their wards in handing over the progress report to them. How the UMN assisted schools differ from the other schools in the district in that regard needs further investigation.

On being asked about their discussing the educational affairs of their wards with the relevant teachers, of the total as much as 45 percent responded in the negative term (see Table 56). However, of those respondents who admitted of having had discussed the relevant affairs with the respective teachers when further probed to ascertain the level of interest manifested in the response of the concerned teachers, half reported them to be quite interested whereas the other half qualified their interests as 'not bad' (see Table 57). Also, when asked whether those teachers visited them in their homes, half of the respondents belonging to both the categories replied in the affirmative (see Table 58). However, when asked whether those teachers made enquires about their wards' application in their studies, 69 percent of the categorically registered their denial in that respect. Here also, the teachers belonging to UMN assisted school and non-assisted school were found to manifest very little variation. Comparatively, the teachers of UMN assisted schools were found to be little interested in establishing serious contacts with the relevant guardians (see Table 58).

A majority of respondents considered qualities, such as; (1) experienced and competent teachers, (2) high academic standard, (3) the level of discipline, (4) physical facilities, (5) adequacy of education, (6) financial status, (7) managerial skill, (8) regularity, (9) standard of extra-curricular activities, (10) community participation, and (11) performance of students in SIC examination, essential for a model school. However, when asked to adjudge the school, their wards were studying in on the basis of those scales, half of them were found to abstain from making any comment to that end. Of those who responded, a majority reviewed the relevant schools positively with respect to their teaching competence, standard, discipline. With regard to physical facilities, adequacy of educational materials used and financial status etc. they were found to hold conflicting opinions (see Table 59).

Similarly, on being asked to identify the qualities of an ideal teachers, the features that were emphasised most by the respondents included; (1) academic qualification, (2) teaching competence, (3) discipline, (4) cordial relations with students, (5) punctuality and (6) professional dedication. However, when asked to rate the relevant school vis-a-vis those qualities, a majority of

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them abstained from answering. Of those few who responded, a significant section were reported to evaluate the teachers, the level of discipline and teachers, student relationship in positive terms (see Table 60). Nevertheless, when asked to evaluate the relevant schools vis-a-vis other schools in the district, a large majority considered them to be 'good' and a significant percentage found them to be 'not bad' (see Table 61). Asked to justify their positive rating in specific term, a great many of them stated the commendable performance of their respective schools in SLC examination. With regard to the evaluation of relevant teachers and schools, the respondents belonging to UMN assisted and non-assisted schools did not reflect any significant variation in their evaluation.

All most all of the respondents stated that the relevant village communities were supporting their respective schools. The assistance from the local communities was being received in the forms of monetary support and voluntary labour. The level of support so extended to those schools not getting assistance from the UMN was reported to be slightly higher than to those schools assisted by UMN (see Table 62). The enquiry with regard to the major problems experienced by the relevant village communities, as perceived by the respondents included illitracy, transport and communication, agricultural materials, irrigation, drinking water, unemployment and poverty. However, when probed as to how the different segment of the school community--the students, the teachers and the UMN personnel, were contributing to the resolution or amelioration of those problem, a large majority assessed them to be 'inactive' in that respect. On that count, there was no difference in the conduct of UMN assisted and non-assisted school (see Table 63).

The investigation, also, revealed that a large majority of the respondents were fully informed of UMN and of those programmes the Mission was involved in their respective communities (see Table 64). Asked to identify those programmes a large majority underlined health services and educational activities (see Table 65). Findings of the enquiry with regard to the types of UMN assistance granted to the relevant district schools, evidenced that in order of priority the assistance identified with: (1) UMN teachers, (2) technical support, and (3) financial assistance were held in great esteem. A large majority irrespective of their school affiliation considered those inputs to be contributing remarkably towards the progress of education in the district (see Table 66). Likewise, a majority of respondents were found to consider that the assistance received in the forms of those inputs

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had played a significant role in improving the performance and status of the Mission supported schools. The enquiry further disclosed that a large majority of the respondents strongly believed that in the absence of UMN assistance the relevant schools would have never attained their current positions in terms of academic performance and material affluence (see Table 67).

On being asked to identify the most important component of the UMN assistance a great majority of the respondents were found to underline the teachers seconded to the targeted schools by the Mission in that respect. Most of those respondents were found to hold them in high esteem for their professional committment, sensitivity to students' problems, cordiality, and cooperative attitute (see Table 68). When solicited to compare UMN teachers with their local counterparts in term of their effectiveness as teachers, they accorded higher rating to the former in terms of their professional competence, dedication, ability to build up rapport with students and inspire them in their study, and discipline. They, also, were found to view the teaching style and technique of the UMN teachers to be more practical, problem solving and not just examination--oriented, as in the case of the local teachers (see Tables 69 and 70). However, on being asked to comment as to in what ways the technique of UMN teachers have had helped the relevant students, most of the respondents were found to abstain from answering. A few who responded just confined their comment to 'not bad'.

Asked to comment with regard to the involvement of UMN teachers in out-of-school welfare activities assisted by the Mission, a majority of respondents assessed their participation in positive terms (see Table 70). A significant section of them volunteered their comment saying that the participation of UMN personnel in activities pertaining to education and health care was held in high esteem by the relevant people residing in the vicinity of those activities (see Table 71). They, also, when solicited to give their opinions with reference to UMN teachers' continued involvement in those activities recorded their statements mostly in positive term.

Finally, when asked to suggest ways in which the UMN assistance programmes should be conducted in future so that the assistance might prove more productive and meaningful than of now, a significant section of the respondents interviewed wanted the UMN to make a come-back in the education sector as in old days. They recommended that UMN should take over the management of the UMN funded or assisted schools entirely. A few, however, wanted UMN

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to increase the volume of its technical and material supports to the affiliated schools (see Table 72). Some of those respondents were also found to express their concern and worry with regard to the rumour that the UMN was withdrawing its assistance from the district schools. They believed that the withdrawl of UMN assistance would subject the Mission supported school to great hardships which, in the present circumstances would be quite difficult for the relevant village communities to bear.

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Table 46 : Q.A.1.2. Caste

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Brahmin	6	5	5	2	18	3	6	9	27
Chhetri	2	2	-	1	5	-	-	-	5
Newar	-	1	1	2	4	2	2	4	8
Gurung	-	-	-	3	3	-	-	-	3
Gharti Magar	-	-	2	-	2	3	-	3	5
Total	8	8	8	8	32	8	8	16	48

Table 47 : Q.A.1.5. Relation with school

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Gurdian	7	5	7	8	27	8	7	15	42
Managing committee Memb.	1	3	1	-	5	-	1	1	6
Total	8	8	8	8	32	8	8	16	48

Table 48 : Q.A.1.7. Sex

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Male	7	7	7	6	27	6	8	14	41
Female	1	1	1	2	5	2	-	2	7
Total	8	8	8	8	32	8	8	16	48

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Table 49 : Q.A.2. Main occupation

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Agriculture	8	7	8	8	31	8	6	14	45
Business	-	1	-	-	1	-	2	2	3
Total	8	8	8	8	32	8	8	16	48

Table 50 : Q.A.3.2. How far is the distance from home to school?

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Less than 15 minutes	8	3	3	3	17	6	-	6	23
15-30 minutes	-	2	3	5	10	2	8	10	20
30-60 minutes	-	1	2	-	3	-	-	-	3
More than 1 hr.	-	2	-	-	2	-	-	-	2
Total	8	8	8	8	32	8	8	16	48

Table 51 : Q.A.7.1. Do you visit the school where your children are studing

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yes	8	5	4	7	24	4	8	12	36
No	-	3	4	1	8	4	-	4	12
Total	8	8	8	8	32	8	8	16	48

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Table 52 : Q.A.7.1.1. If yes, how often do you visit?

		Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
		Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Week	1-2 times	3	-	-	1	4	1	-	1	5
	3-4 "	2	-	-	-	2	1	1	2	4
Month	1-2 times	3	-	3	2	8	2	1	3	12
	3-4 "	-	2	-	-	2	-	5	5	7
Year	1-2 times	-	1	1	3	5	-	1	1	6
	3-4 "	-	2	-	1	3	-	-	-	3
Total		8	5	4	7	24	4	8	12	36

Table 53 : Q.A.7.1.3. When was the last visit?

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Last week	8	-	-	2	10	3	6	9	19
This month	-	1	-	-	1	-	-	-	1
Last month	-	2	2	3	7	1	-	1	8
Few month back	-	-	2	2	4	-	2	1	5
Don't know	-	2	-	-	2	-	-	-	2
Total	8	5	4	7	24	4	8	12	36

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Table 54 : Q.A.7.2. Do you devote time in supervising the study of your children?

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yes	8	6	7	7	28	8	8	16	44
No	-	2	1	1	4	-	-	-	4
Total	8	8	8	8	32	8	8	16	48

Table 55 : Q.A.7.3. Does the school send you the children's progress report?

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yes	6	-	2	3	11	-	5	6	16
No	2	-	5	5	12	8	3	11	23
Don't know	-	8	1	-	9	-	-	-	9
Total	8	8	8	8	32	8	8	16	48

Table 56 : Q.A.7.4. Do you discuss the progress of your children with teachers?

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yes	6	2	3	4	15	5	6	11	26
No	2	6	5	4	17	3	2	5	22
Total	8	8	8	8	32	8	8	16	48

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Table 57 : Q.A.7.4.2. How seriously does the teacher take the discussion?

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Serious	3	-	1	2	6	5	2	7	13
Not bad	3	2	2	2	9	-	4	4	13
Total	6	2	3	4	15	5	6	11	26

Table 58 : Q.A.7.5. Do the teachers ever come to you to discuss your childrens progress?

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yess	4	-	-	3	7	4	4	8	15
No	4	8	8	5	25	4	4	8	33
Total	8	8	8	8	32	8	8	16	48

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Table 59 : Q. B.1. What do you think should be the qualities of a model school? How would you evaluate this school vis-a-vis those qualities?

Qualities	Assessment	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
		Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Expert, experienced, disciplined teacher	Good	2	2	4	2	10	3	4	7	17
	Not bad	1	-	-	1	2	1	-	1	3
	Inferior	1	-	-	3	4	-	-	-	4
	Don't know	-	-	-	-	-	1	-	1	1
	Total	4	2	4	6	16	5	4	9	25
High educational standard	Good	2	3	6	4	15	5	4	9	24
	Not bad	3	-	-	2	5	-	2	2	7
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	-	-	-	-	-	-	-	-	-
	Total	5	3	6	6	20	5	6	11	31
High level of discipline	Good	3	3	-	2	8	2	3	5	13
	Not bad	2	-	-	-	2	2	2	4	6
	Inferior	2	-	-	-	2	-	-	-	2
	Don't know	-	-	-	1	1	-	-	-	1
	Total	7	3	-	3	13	4	5	9	22
Physical facilities	Good	-	2	2	1	5	2	1	3	8
	Not bad	3	1	1	-	5	1	1	2	7
	Inferior	1	-	-	1	2	-	-	-	2
	Don't know	-	-	-	-	-	-	-	-	-
	Total	4	3	3	2	12	3	2	5	17
Educational materials	Good	-	-	-	2	2	-	-	-	2
	Not bad	1	1	-	-	2	-	1	1	3
	Inferior	-	-	-	1	1	-	-	-	1
	Don't know	-	-	-	-	-	-	-	-	-
	Total	1	1	-	3	5	-	1	1	6

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Financial status	Good	-	-	-	-	-	-	1	1	1
	Not bad	-	2	-	-	2	3	2	5	7
	Inferior	1	-	-	3	4	-	-	-	4
	Don't know	-	-	-	-	-	-	-	-	-
	Total	1	2	-	3	6	3	3	6	12
Efficient management and leadership	Good	1	-	2	-	3	1	1	-	5
	Not bad	1	-	-	-	1	-	-	-	1
	Inferior	1	-	-	-	1	-	-	-	1
	Don't know	-	-	-	-	-	-	-	-	-
	Total	3	-	2	-	5	1	1	2	7
Regularity	Good	-	1	1	-	2	-	1	1	3
	Not bad	-	-	-	1	1	-	-	-	1
	Inferior	-	-	-	1	1	-	-	-	1
	Don't know	-	-	-	-	-	-	-	-	-
	Total	-	1	1	2	4	-	1	1	5
Extra curricular activities	Good	2	2	-	2	6	-	-	-	6
	Not bad	-	-	-	-	-	-	-	-	-
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	-	-	-	-	-	-	-	-	-
	Total	2	2	-	2	6	-	-	-	6
Local peoples participation	Good	2	-	-	-	2	-	2	2	4
	Not bad	-	-	-	-	-	-	-	-	-
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	-	-	-	-	-	-	-	-	-
	Total	2	-	-	-	2	-	2	2	4
Good SLC results	Good	2	-	-	-	2	2	2	4	6
	Not bad	1	-	-	-	1	-	-	-	1
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	-	-	-	-	-	-	-	-	-
	Total	3	-	-	-	3	2	2	4	7

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Total	3	-	-	-	3	2	2	4	7

Table 60 : Q. B.2. What should be the qualities of a good teacher? How would you evaluate the teachers of this school vis-a-vis those qualities?

Qualities	Assessment	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
		Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Academic qualification	Good	-	-	-	1	1	2	3	5	6
	Not bad	-	-	-	3	3	1	-	1	4
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	-	-	-	-	-	-	-	-	-
	Total	-	-	-	4	4	3	3	6	10
Compitency in teaching	Good	2	4	3	1	10	4	3	7	17
	Not bad	2	-	1	7	10	1	-	1	11
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	-	2	1	-	3	-	-	-	3
	Total	4	6	5	8	23	5	3	8	31
Good discipline	Good	2	2	1	2	7	-	2	2	9
	Not bad	2	1	1	1	5	1	1	2	7
	Inferior	1	-	-	-	1	-	-	-	1
	Don't know	-	-	-	-	-	-	-	-	-
	Total	5	3	2	3	13	1	3	4	17
Rapport with students	Good	3	2	-	-	5	4	1	5	10
	Not bad	2	-	-	-	2	2	2	4	6
	Inferior	1	-	-	-	1	-	-	-	1
	Don't know	-	-	-	-	-	-	-	-	-
	Total	6	2	-	-	8	6	3	9	17
Regularity	Good	2	-	-	-	2	-	3	3	5
	Not bad	2	-	-	-	2	1	-	1	3
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	-	-	-	-	-	-	-	-	-
	Total	4	-	-	-	4	1	3	4	8

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Cordiality	Good	2	1	-	-	3	2	1	3	6
	Not bad	2	-	-	2	4	-	2	2	6
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	-	-	-	-	-	-	-	-	-
	Total	4	1	-	2	7	2	3	5	12
Hard working	Good	-	2	1	-	3	1	-	1	4
	Not bad	2	-	-	2	4	1	-	1	5
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	-	-	-	-	-	-	-	-	-
	Total	2	2	1	2	7	2	-	2	9
Expert in curricular activities	Good	-	-	-	-	-	-	-	-	-
	Not bad	2	-	-	-	2	-	-	-	2
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	-	-	-	-	-	-	-	-	-
	Total	2	-	-	-	2	-	-	-	2
Rapport with villagers and guardians	Good	-	-	-	-	-	1	2	3	3
	Not bad	1	-	-	-	1	-	-	-	1
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	-	-	-	-	-	-	-	-	-
	Total	1	-	-	-	1	1	2	3	4
Committed to the interest of school	Good	1	-	-	-	1	1	1	2	3
	Not bad	-	-	-	-	-	-	-	-	-
	Inferior	1	-	-	1	2	-	-	-	2
	Don't know	-	-	-	-	-	-	-	-	-
	Total	2	-	-	1	3	1	1	2	5

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Table 61 : Q. B.4. How would you evaluate this school vis-a-vis other schools in the district in terms of the following things?

Measures	Evaluations	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
		Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Physical facilities	Good	5	-	5	4	14	2	2	4	18
	Not bad	3	4	2	3	12	4	4	8	20
	Inferior	-	2	-	-	2	-	-	-	2
	Don't know	-	2	1	1	4	2	2	4	8
	Total	8	8	8	8	32	8	8	16	48
Teacher	Good	5	4	6	2	17	5	4	9	26
	Not bad	2	2	1	5	10	1	3	4	14
	Inferior	1	-	-	-	1	-	-	-	1
	Don't know	-	2	1	1	4	2	1	3	7
	Total	8	8	8	8	32	8	8	16	48
Educational materials	Good	3	1	6	2	12	4	1	5	17
	Not bad	3	4	1	5	13	2	4	6	19
	Inferior	2	-	-	-	2	-	-	-	2
	Don't know	-	3	1	1	5	2	3	5	10
	Total	8	8	8	8	32	8	8	16	48
Extra curricular activities	Good	5	4	6	3	18	5	4	9	27
	Not bad	2	1	1	2	6	1	1	2	8
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	1	3	1	3	8	2	3	5	13
	Total	8	8	8	8	32	8	8	16	48
Financial conditions	Good	1	-	4	-	5	-	-	-	5
	Not bad	5	3	2	5	15	2	3	5	20
	Inferior	-	2	-	3	5	4	4	8	13
	Don't know	1	3	2	-	6	2	1	3	9
	No response	1	-	-	-	1	-	-	-	1
	Total	8	8	8	8	32	8	8	16	48

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Discipline	Good	2	3	7	2	14	3	1	4	18
	Not bad	2	3	-	2	7	3	4	7	14
	Inferior	1	-	-	2	3	-	1	1	4
	Don't know	2	2	1	2	7	2	2	4	11
	No response	1	-	-	-	1	-	-	-	1
	Total	8	8	8	8	32	8	8	16	48
Number of higher degree achieving students	Good	5	4	7	3	19	3	-	3	22
	Not bad	-	1	-	4	5	3	4	7	12
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	3	3	1	1	8	2	4	6	14
	Total	8	8	8	8	32	8	8	16	48
Development of skill student	Good	5	4	7	2	18	3	2	5	23
	Not bad	-	1	-	4	5	3	4	7	12
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	3	3	1	2	9	2	1	3	12
	No response	-	-	-	-	-	-	1	1	1
	Total	8	8	8	8	32	8	8	16	48

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Table 62 : Q.B.6.1. Specify (the assistance from the local community please)

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Volunteer labour	8	4	7	7	26	8	8	16	42
Financial donations	8	4	4	5	21	8	8	16	37
Material donations	5	-	-	-	5	-	4	4	9
Total	21	8	11	12	52	16	20	36	98

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Table 63 : Q.B.7. What are the major problems faced by your community? How are the students, teachers and UMN teachers helping the community to resolve these problems?

	Assisted Schools																Non-assisted Schools					
	Lapsibot			Ampipal						Luitel				Jaubari			Gaikhur			Chhopak		
	S		T	U	S		T		UMN		S		T		S		T		S		T	
	Inactive	Inactive	Inactive	Active	Inactive	Active	Inactive	Active	Inactive	Active	Inactive	Active	Inactive	Active	Inactive	Active	Inactive	Active	Inactive	Inactive	Active	Inactive	Inactive	Inactive
Healthcare	-	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-	-	4	1	3	5	5
Illiteracy	-	-	-	3	-	3	-	3	-	1	-	1	-	1	1	1	1	1	-	1	-	-
Transportation	5	5	5	-	3	-	3	-	3	-	3	-	3	-	1	-	1	3	-	3	2	2
Ag. Inputs	2	2	2	-	-	-	-	-	-	-	1	-	1	-	4	-	4	2	-	2	2	2
Irrigation	2	2	2	-	-	-	-	-	-	-	5	-	5	-	-	-	-	4	-	4	2	2
Drinking Water	8	8	8	-	6	-	6	-	6	-	5	-	5	-	-	-	-	8	-	8	8	8
Poverty	3	3	3	-	-	-	-	-	-	-	2	-	2	-	6	-	6	-	-	-	-	-
Unemployment	3	3	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other*	1	1	1	-	-	-	-	-	-	-	-	-	-	-	2	-	2	-	-	-	-	-
Total	24	24	24	3	9	3	9	3	9	1	17	1	17	1	14	1	14	22	1	21	19	19

Note : Luitel and Jaubari do not have any UMN teacher.

* Lack of agricultural inputs, knowledge and cooperatives.

S= Student
T= Teacher

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S= Student
T= Teacher

Table 64 : Q.B.9.1. Do you know any activities or programmes in this district conducted or assisted by UMN?

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yes	7	8	7	8	30	8	7	15	45
No	1	-	1	-	2	-	1	1	3
Total	8	8	8	8	32	8	8	16	48

Table 65 : Q.B.9.1.1. Could you tell us what these (assistance programmes) are?

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Healthcare	6	8	6	1	21	8	7	15	36
Education	6	6	7	6	25	7	6	13	38
Drinking water	-	-	-	-	-	1	-	1	1
Knitting and weaving	5	-	-	-	5	-	-	-	5
Help to poors	-	-	-	1	1	-	-	-	1
Total	17	14	13	8	52	16	13	29	81

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Table 66 : Q.B.9.2.1. Could you tell us what type of assistance are these schools receiving or have received from UMN?

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Teachers	8	6	5	7	26	1	5	6	32
Physical facilities	5	1	2	4	12	1	4	5	17
Educational materials	2	-	-	2	4	1	-	1	5
Financial assistance	1	1	4	-	6	7	3	10	16
Tution fee, books and scholarship	2	1	-	-	3	-	-	-	3
Women's education	-	1	-	-	1	-	-	-	1
Established some schools originally	3	-	1	-	4	-	-	-	4
Total	21	10	12	13	56	10	12	22	68

Table 67 : Q.B.9.3. Do you think that these schools would do just the same even if they were not assisted by UMN?

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yes	-	-	-	1	1	-	2	2	3
No	8	4	6	7	25	7	1	8	33
Don't know	-	2	1	-	3	1	2	3	6
No response	-	2	1	-	3	-	3	3	6
Total	8	8	8	8	32	8	8	16	48

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No response	-	2	1	-	3	-	3	3	6	
Total	8	8	8	8	32	8	8	16	48	

Table 68 : Q.B.9.4.1. Could you tell us about him, vis-a-vis the following thing?

	Evaluations	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
		Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Teaching efficiency	Good	8	6	4	6	24	6	2	8	32
	Not bad	-	-	-	-	-	-	-	-	-
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	-	2	2	-	4	-	-	-	4
	N.A.	-	-	2	2	4	2	6	8	12
	Total	8	8	8	8	32	8	8	16	48
Commitment	Good	8	6	5	6	25	5	2	7	32
	Not bad	-	-	-	-	-	-	-	-	-
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	-	2	1	-	3	1	-	1	4
	N.A.	-	-	2	2	4	2	6	8	12
	Total	8	8	8	8	32	8	8	16	48
Effective-ness	Good	5	6	4	6	21	3	2	5	26
	Not bad	-	-	-	-	-	-	-	-	-
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	3	2	2	-	7	3	-	3	10
	N.A.	-	-	2	2	4	2	6	8	12
	Total	8	8	8	8	32	8	8	16	48
Nepali language	Good	5	6	5	5	21	4	1	5	26
	Not bad	3	-	-	1	4	-	-	-	4
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	-	2	1	-	3	2	1	3	6
	N.A.	-	-	2	2	4	2	6	8	12
	Total	8	8	8	8	32	8	8	16	48

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Relation with students	Good	8	6	5	6	25	4	-	4	29
	Not bad	-	-	-	-	-	-	-	-	-
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	-	2	1	-	3	2	2	4	7
	N.A.	-	-	2	2	4	2	6	8	12
	Total	8	8	8	8	32	8	8	16	48
Relation with villagers	Good	8	6	1	5	20	2	-	2	22
	Not bad	-	-	-	-	-	-	-	-	-
	Inferior	-	-	4	-	4	-	-	-	4
	Don't know	-	2	1	1	4	4	2	6	10
	N.A.	-	-	2	2	4	2	6	8	12
	Total	8	8	8	8	32	8	8	16	48
Knowledge of rural problems	Good	6	6	-	1	13	1	-	1	14
	Not bad	-	-	2	-	2	-	-	-	2
	Inferior	-	-	-	-	-	1	-	1	1
	Don't know	2	2	4	5	13	4	2	6	19
	N.A.	-	-	2	2	4	2	6	8	12
	Total	8	8	8	8	32	8	8	16	48
Involvement in solving the problems	Good	6	6	-	5	17	-	-	-	17
	Not bad	-	-	-	1	1	-	-	-	1
	Inferior	-	-	1	-	1	2	-	2	3
	Don't know	2	2	5	-	9	4	2	6	15
	N.A.	-	-	2	2	4	2	6	8	12
	Total	8	8	8	8	32	8	8	16	48

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Table 69 : Q.C.2. Do or did you find any differences in teaching methods between Nepali and UMN teachers?

	Assisted Schools				Total
	Lapsibot	Ampipal	Luitel	Jaubari	
Yes	1	1	2	2	6
No	3	1	2	2	8
Don't know	4	6	4	4	18
Total	8	8	8	8	32

Table 70 : Q.B.9.5. Do you like the idea of involving the UMN teacher in community work?

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yes	8	8	7	7	30	3	2	5	35
No	-	-	-	1	1	2	1	3	4
N.A.	-	-	1	-	1	-	3	3	4
Don't know	-	-	-	-	-	3	2	5	5
Total	8	8	8	8	32	8	8	16	48

Table 71 : Q.B.9.5.1. Please suggest what kind of work?

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Adult ed.	2	2	5	-	9	1	1	2	11
Women's ed.	5	-	-	3	8	-	-	-	8
Knitting/weaving	5	-	-	4	9	1	-	1	10
Others	-	2	2	5	9	-	1	1	10
Don't know	-	2	1	-	3	2	-	2	5
Total	12	6	8	12	38	4	2	6	44

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Table 72 : Q.C.4. Do you have any suggestions for the UMN's school assistance programme in the district? If yes, what are they?

	Assisted Schools				Total
	Lapsibot	Ampipal	Luitel	Jaubari	
Operate schools fully on its own	8	1	-	8	17
Assist by providing physical facilities and educational materials	-	2	2	-	4
Keep/increase the UMN teachers in the school	-	2	-	-	2
Involve the UMN teachers in community development programme/activities	2	2	-	-	4
No suggestions	-	-	2	-	2
Don't know	-	-	2	-	2
Other	-	4	-	-	4
Total	10	11	6	8	35

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3. Opinion Leaders

A majority of respondents, asked to compare the rate of progress witnessed in the education sector before and after the promulgation of the New Education System Plan (NESP) were found to agree that educational facilities have expanded at a faster rate during the post-NESP period. But, with regard to the impact of the Plan they held conflicting opinions. To substantiate their observations they underlined numerical growth of educational institutions, increased male/female enrollment, consolidation and streamlining of the examination system, pre-occupation of students with studies, and substantial increments in government grants to educational institutions. However, a significant number of respondents opined that the rapid quantitative growth has led to deterioration in quality. They also mentioned the Plan's dampening impact on popular initiative in the education sector.

On being questioned with regard to recent modifications made under the Plan, a majority of respondents were found more worried with its financial implications rather than with the deterioration of academic standard. Most of them considered that local communities would not be able to bear the financial burden that would gradually fall upon them in the process of taking over educational establishments from the public sector. Some of them, also, articulated their apprehension that the modifications pertaining to school management, in particular, would adversely affect the teachers' morale as their recruitment and promotion would be subjected to the decision of the school management committees.

Also, all most all of the respondents revealed a high level of awareness of UMN assisted activities in the district. However, on scrutiny, the programmes they were most informed about were found to be related with education and healthcare services. A great majority of respondents, highlighted in particular the deputation of UMN teachers to some district schools (see Table 73). The enquiry further revealed that the contribution made through the school assistance programme towards the development of the education sector was held in great esteem by those respondents (see Table 74). In general, they reported the educational standard of UMN assisted schools to be higher than that of other schools in the district (see Tables 75 and 76).

Asked to compare the UMN teachers with their local counterparts serving in the educational sector a majority of respondents ascribed higher scores to the former. They reported them to be more dedicated to their profession and

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A large majority of the respondents were found to be worried with the financial implications of the recent policy announcement of HMG. They considered that by handing over the responsibility of running the schools to the respective management committees, HMG had exposed these schools to serious financial predicament. Thus, keeping that situation in view they wanted the UMN to play more active role in the education sector of the district in future.

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Table 73 : Q.B.9.2.1. Could you tell us what type of assistance are these schools receiving or have received from UMN?

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Teacher	5	5	5	4	19	4	5	9	28
Physical facilities	2	1	5	2	10	4	5	9	19
Educational materials	2	-	3	2	7	1	2	3	10
Financial aid	2	-	3	3	8	5	3	8	16
Help for poor students	5	-	2	-	7	-	-	-	7
Total	16	6	18	11	51	14	15	29	80

Table 74 : Q.B.9.2.2. What kind of contribution is made by the UMN assistance in educational sector?

		Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
		Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Rapid educational progress	Good	5	-	3	2	10	3	4	7	17
	Not bad	-	-	-	3	3	-	1	1	4
	Inferior	-	-	-	-	-	-	-	-	-
	Total	5	-	3	5	13	3	5	8	21
Development of standard education	Good	-	1	4	2	7	-	5	5	12
	Not bad	-	-	-	3	3	-	-	-	3
	Inferior	-	-	-	-	-	-	-	-	-
	Total	-	1	4	5	10	-	5	5	15
Support to educational institution	Good	5	1	-	2	8	-	-	-	8
	Not bad	-	-	-	3	3	-	-	-	3
	Inferior	-	-	-	-	-	-	-	-	-
	Total	5	1	-	5	11	-	-	-	11
Extention of education	Good	-	2	3	2	7	3	3	6	13
	Not bad	-	-	-	3	3	-	2	2	5
	Inferior	-	-	-	-	-	-	-	-	-
	Total	-	2	3	5	10	3	5	8	18

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of education	Not bad	-	-	-	3	3	-	2	2	5
	Inferior	-	-	-	-	-	-	-	-	-
	Total	-	2	3	5	10	3	5	8	18

Table 75 : Q.B.9.2.3. Do you find any difference between UMN-assisted and non-assisted schools?

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yes	5	5	5	5	20	5	4	9	29
No	-	-	-	-	-	-	-	-	-
Don't know	-	-	-	-	-	-	1	1	1
Total	5	5	5	5	20	5	5	10	30

Table 76 : Q.B.9.3.1. What type of difference? Please specify.

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Assisted schools have adequate physical facilities	-	1	3	4	8	4	2	6	14
Assisted schools have adequate educational materials	-	1	1	5	7	4	1	5	12
Assisted schools have good standard of education	1	2	1	5	9	-	1	1	10
Assisted schools have disciplined students	-	1	2	3	6	-	1	1	7
Assisted schools have good SLC results	1	2	2	3	8	-	2	2	10
" " " extra curriculum activities	2	-	-	-	2	-	-	-	2
" " " are financially well off	2	1	2	-	5	3	1	4	9
Total	6	8	11	20	45	11	8	19	64

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Table 77 : Q.B.9.3. Do you think that these schools would do just the same even if they were not assisted by UMN?

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yes	-	1	-	-	1	-	5	5	6
No	5	4	5	4	18	5	-	5	23
Don't know	-	-	-	1	1	-	-	-	1
Total	5	5	5	5	20	5	5	10	30

Table 78 : Q.B.5. Do you like the idea of involving the UMN teachers in community work?

	Assisted Schools				Total
	Lapsibot	Ampipal	Luitel	Jaubari	
Yes	5	5	1	4	15
No	-	-	3	-	3
Don't know	-	-	-	1	1
Total	5	5	4	5	19

Table 79 : Q.C.3. Please suggest what kind of work.

	Assisted Schools				Total
	Lapsibot	Ampipal	Luitel	Jaubari	
Health education	-	-	1	2	3
Ag. education	-	-	1	2	3
UMN teachers	-	1	2	-	3
Don't know	5	-	-	-	5
Total	5	1	4	4	14

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Table 80 : Q.C.4. Do you have any suggestions for the UMN's school assistance programme in the district? If yes, what are they?

	Assisted Schools				Total
	Lapsibot	Ampipal	Luitel	Jaubari	
Operate schools fully on its own	4	2	1	4	11
Assist by providing physical facilities and educational materials	-	4	4	1	9
Keep/increase the UMN teachers in the schools	1	4	-	-	5
Involve the UMN teachers in the community development programme/ activities	-	2	-	-	2
Total	5	12	5	5	27

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4. Teachers

Of the total sample of 36 teachers which included six headmasters, only two were found to be female. A large majority of them i.e., 89 percent belonged to strata of high social denominations, mostly to Brahmins (see Table 81) and were under 40 years of age (see Table 82). Of the total, about half were the residents of the neighbouring villages or village panchayats. Except the two non-Nepali teachers of Luitel High School, all were found to have haild from the agricultural background. They reported agriculture to be their secondary source of income.

A majority of respondents were found to be serving in those schools, included in the sample, for a long time. Of them 67 percent were reported to be associated with the relevant school for over six year (see Table 83). A majority of those respondents reported of their joining the teaching profession of their own interest. However, of them a significant number that constituted 30 percent of the sample, stated that they had joined the teaching career as they did not have better alternatives available to them (see Tables 84 and 85). On being asked to rate the teaching career vis-a-vis other careers, a majority of them were found to consider it 'noble' and 'respectful' (see Table 86).

On being asked to spell out the qualities of an ideal school, variables which were mentioned by most of the respondents included mainly trained and disciplined teachers, high teaching standard, adequate physical facilities, availability of education materials in adequate quantity, sound financial position, regularity and success rate in SLC examination. However, when asked to rate their respective schools vis-a-vis those variables, a majority of respondents attached with UMN assisted schools were found to evaluate those schools in positive terms. Of the respondents attached with school not receiving UMN assistance, a majority were found to state their opinion in neutral term. They rated their respective schools vis-a-vis the aforementioned qualities as 'not bad' (see Table 87). However, when asked to evaluate their fellow teachers and relevant student vis-a-vis academic qualification, teaching skills, professional dedication, discipline, application, regularity and industriasms, most of them were found to evaluate their colleagues and students quite positively (see Tables 88 and 89).

Moreover, asked to evaluate their respectives schools vis-a-vis other schools in the district in terms of physical facilities, experienced teachers, the adequacy of educational

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materials, financial status and students' achievements, a majority of teachers associated with UMN assisted schools rated their respective schools in more positive terms than those attached with other schools. Whereas a majority of respondents belonging to UMN assisted schools rated their respective schools as 'good', a majority of those belonging to other schools evaluated their schools as 'not bad' (see Table 90). However, when asked to compare their respective schools vis-a-vis other schools in the district in term of teaching standard, a majority of respondents belonging to UMN assisted and non-assisted schools identified their respective school in positive term. When further asked to justify their positive rating, they mentioned the success rate in SLC examination in support of their marking (see Table 91).

Asked to identify the problems that their respective village panchayats were currently experiencing, problems that were ennumerated by most included absence of adequate healthcare facilities, illitracy, road and transport, agricultural materials, drinking water, poverty and unemployment. Asked to comment in what ways their local communities were being assisted by the relevant schools to tackle with those problems, a majority of them responded in the negative term. They reported them to be quite inactive in that respect (see Table 92). However, most of those schools visited for the purpose of the current study were found to be receiving community support both in terms of voluntary labour and cash (see Table 93).

The level of awareness with regard to UMN school assistance programme was found to be quite high. Of the total respondents, almost everyone was found to be aware of UMN assisted programme in the district. Asked to identify the programmes assisted by UMN, a large majority of them pointed out UMN assisted activities in the fields of healthcare and education. A few, in addition, also mentioned agriculture, knitting-weaving, female literacy programme (see Table 94). Also, on being asked to identify the most popular and effective ones among the UMN assisted programme, a large majority were found to underline health and education. They, in particular, greatly appreciated the assistance provided to help develop the schools' physical facilities and the deputation of UMN teachers. They found those inputs to be most strategic in enhancing the status and the prestige of the UMN assisted schools. However, a few cautioned that such assistance shouldnot undercut the spirit of self-reliance. A few, also, observed that the aid should not be used to further religious ends. Besides, the enquiry further revealed that a large majority of the respondents considered the UMN assisted school to be better than those not

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receiving such aids, with respect to their physical facilities, educational standard, adequacy of educational material and level of discipline (see Table 95). On the contarary a few respondents from non-assisted schools remarked as the UMN assisted school to have lesser degree of nationalistic feeling among students (see Table 95).

A great many of the respondents when probed with regard to UMN teachers, were found to be not only aware of them but to hold them in high esteem. They specially rated their professional dedication, ability to inspire students in their study, cordially and capacity to establish rapport with the common villagers as of high order (Table 96). In addition, when asked to underlined the difference between the teaching styles of UMN teachers and their own, a majority of respondents from assisted schools highlighted the greater reliance of UMN teacher or the use of educational materials and the practical bias of their teaching as the distinctive features (see Table 97). However, a great many of the local teachers interviewed when asked to comment with regard to the effectiveness of the UMN teachers' style of teaching were found to opine that the primary thrust of their style was directed towards comprehension. It was more time-consuming. The style, in the opinion of many Nepali teachers was not helpful from the point of view of SLC examination and its requirement.

Asked to comment with regard to the adequacy or inadequacy of different components of the UMN school assistance programme received by the UMN assisted school, except in the case of UMN teachers, their appreciation with regard to most of the components such as material support, educational materials, financial assistance, poor-boys scholarship, on the whole was found to be rather neutral. They evaluated those component as 'not bad' (see Table 90). However, when asked to opine as to what extent the UMN assistance had contributed to improve the standard of education in their respective schools, a large majority were found to accord that assistance with a high rating (see Table 98).

On being asked to comment with regard to the involvement of UMN teachers in out-of-school welfare activities, a majority of the respondents from UMN assisted school found it to be positive (see Table 99). On being soliciated to suggest in what ways the impact of such involvement could be enhanced in future, a majority wanted the 'out-of-school' programme to be assisted by UMN on old lines. Of course with greater emphasis on adult literacy and healthcare activities. Asked to comment as to how the UMN assisted welfare activities were viewed by

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the different segments of the relevant community, they regarded the general appreciation of those activities to be of high order (see Table 100).

Lastly, when asked to suggest as to how they would like the UMN to regulate its assistance in future, a great many respondents mostly from the Mission-assisted schools placed their emphasis on the need to concentrate on education and healthcare activities. In the light of current policy announcements of HMG with regard to school management, quite a significant percentage of the respondents wanted UMN to take over the management of the assisted schools. A majority of them, in turn, also suggested that the UMN should increase the volume of its material and financial aids to relevant schools in future. However, when asked as to how the Mission assisted schools would fare if the aids currently being received by them were withdrawn they, in unision, stated that the move would adversely affect them both financially and in academic terms.

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Table 81 : Q.A.1.2. Caste

Caste	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Brahmin	6	3	2	4	15	5	6	11	26
Chhetri	-	1	-	-	1	-	-	-	1
Newar	-	2	1	1	4	1	-	1	5
Magar	-	-	-	1	1	-	-	-	1
Christen	-	-	2	-	2	-	-	-	2
Teli	-	-	1	-	1	-	-	-	1
Total	6	6	6	6	24	6	6	12	36

Table 82 : Q.A.1.3. Age

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Less than 20	-	3	-	-	3	-	-	-	3
20-24 yrs	-	-	-	1	1	-	-	-	1
25-29 yrs	2	1	1	1	5	3	2	5	10
30-39 yrs	4	2	3	3	12	2	4	6	18
Above 40 yrs	-	-	2	1	3	1	-	1	4
Total	6	6	6	6	24	6	6	12	36

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Table 83 : Q.A.6.1. How long have you been teaching in this school?

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Less than 1 yr.	-	-	-	3	3	-	-	-	3
1-3 yrs	-	1	-	-	1	1	-	1	2
3-6 yrs	3	-	-	-	3	3	1	4	7
Above 6 yrs	3	5	6	3	17	2	5	7	24
Total	6	6	6	6	24	6	6	12	36

Table 84 : Q.A.6.2. Was teaching profession your primary ambition in life?

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yes	3	5	4	5	17	3	5	8	25
No	3	1	2	1	7	3	1	4	11
Total	6	6	6	6	24	6	6	12	36

Table 85 : Q.A.6.2.1. If not, why did you choose this profession?

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Close to my home	1	-	1	-	2	1	-	1	3
No other choice	2	1	1	1	5	2	1	3	8
Secure job	-	-	-	-	-	-	-	-	-
Total	3	1	2	1	7	3	1	4	11

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Table 86 : Q.A.6.3. How do you like teaching profession vis-a-vis other profession?

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Noble/clean job	2	-	2	2	6	3	-	3	9
Respectful	3	3	4	1	11	3	2	5	16
Mean job	1	-	-	1	2	-	2	2	4
Just fine as a service	-	3	-	2	5	-	2	2	7
Total	6	6	6	6	24	6	6	12	36

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Table 87 : Q.B.1. What do you think should be the qualities of a model school? How would you evaluate this school vis-a-vis those qualities?

	Lapsibot			Ampipal			Luitel			Jaubari			Gaikhur			Chhopak		
	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior
Compitent and experienced teacher	1	4	-	5	1	-	5	-	1	2	-	1	3	2	1	4	1	-
High standard of education	1	2	-	4	1	-	1	-	-	2	3	1	2	2	-	4	1	-
High level of discipline	2	3	1	4	2	-	6	-	-	-	1	-	1	2	-	3	2	-
Adequate physical facilities	1	3	1	1	3	1	2	-	-	-	-	2	-	1	4	-	1	3
Adequate educational materials	-	1	3	-	1	2	2	-	-	-	-	1	-	1	5	-	1	3
Good financial status	1	-	1	-	1	-	1	-	-	-	-	2	-	3	-	-	1	3
Efficient management and leadership	2	3	-	-	1	-	-	-	-	1	-	-	-	1	1	-	-	-
Regularity	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
Extra curricular activities	2	1	-	1	-	-	-	-	-	1	-	1	-	-	-	-	-	-
Local peoples participation in the school	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-
Good SLC result	-	-	-	4	2	-	-	-	-	-	-	-	-	-	-	4	-	-
Total	11	18	7	20	12	3	18	-	1	6	4	8	6	12	11	17	7	9

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Table 88 : Q.B.2. What should be the qualities of a good teacher? How would you evaluate the teachers of this school vis-a-vis those qualities?

	Lapsibot			Ampipal			Luitel			Jaubari			Gaikhur			Chhopak		
	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior
Academic qualification	3	1	-	4	2	-	3	-	-	1	2	-	2	2	-	2	1	-
Good discipline	3	3	-	6	-	-	3	-	-	2	2	-	1	2	-	3	1	-
Compitency in teaching	5	1	-	5	-	-	3	-	-	2	2	-	2	2	-	3	-	-
Rapport with students	1	2	-	3	3	-	2	-	-	1	2	-	3	1	-	1	-	-
Regularity and punctuality	2	1	-	5	2	-	1	-	-	1	-	-	2	-	-	2	2	-
Cordiality	4	1	-	-	-	-	2	-	-	2	-	-	1	1	-	-	-	-
Hard working	2	2	-	3	3	-	1	-	-	1	1	-	-	1	-	-	-	-
Expert in curricular activities	1	1	-	-	-	-	-	-	-	1	-	-	-	-	-	1	-	-
Rapport with villagers and guardians	1	1	-	3	3	-	-	-	-	-	-	-	-	-	-	-	-	-
Social activities	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-
Free from politics	-	1	-	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-
Satisfied with salaries and fringe benefits	-	-	-	-	-	-	2	-	-	-	1	-	1	-	-	-	-	-
Total	23	15	-	28	13	-	20	-	-	10	8	-	12	7	-	14	4	-

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Table 89 : Q.B.3. What should be the qualities of a good student? How would you evaluate the students of this school vis-a-vis those qualities?

	Lapsibot			Ampipal			Luitel			Jaubari			Gaikhur			Chhopak		
	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior
Good discipline	1	5	1	4	2	-	6	-	-	2	3	-	1	2	-	4	-	-
Deligence	1	4	1	3	1	-	1	-	-	2	-	2	2	3	-	4	-	-
Obedience	-	3	1	2	1	-	3	-	-	2	2	-	1	2	-	-	-	-
Intelligence	-	1	1	2	-	-	-	-	-	1	1	-	1	2	-	1	-	-
Studious	-	1	1	5	1	-	3	-	-	-	-	1	-	-	-	3	-	-
Involvement and interest in extra curricular activities	3	1	-	3	-	-	1	-	-	-	1	-	-	-	-	1	-	-
Regularity	-	1	-	-	-	-	2	-	-	-	-	-	1	-	-	2	-	-
Good charecter	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	2	-	-
Cordiality	2	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-
Self help	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loyal to the country and society	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-
Total	8	18	6	19	5	-	17	-	-	7	7	3	9	9	-	20	-	-

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Table 90 : Q.B.4. How would you evaluate this school vis-a-vis other schools in the district in terms of following things?

	Assisted School												Non-assisted Schools					
	Lapsibot			Ampipal			Luitel			Jaubari			Gaikhur			Chhopak		
	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior	Good	Not bad	Inferior
Physical facilities	1	5	-	3	3	-	6	-	-	-	5	1	2	4	-	-	4	2
Teachers	4	2	-	5	1	-	6	-	-	4	2	-	4	2	-	4	2	-
Educational materials	-	3	3	-	3	3	6	-	-	-	5	1	-	4	2	-	2	4
Extra curricular activities	1	4	1	6	-	-	6	-	-	4	2	-	6	-	-	4	2	-
Financial condition	1	4	1	1	3	2	1	5	-	1	4	1	-	4	2	-	1	5
Discipline	1	5	-	4	2	-	6	-	-	5	1	-	2	3	1	4	2	-
Number of students achieving higher degrees	4	2	-	5	1	-	6	-	-	3	3	-	-	6	-	1	3	2
Development of skill among students	3	3	-	5	1	-	6	-	-	1	5	-	-	6	-	1	3	2
Total	15	28	5	29	14	5	43	5	-	18	27	3	14	29	5	14	19	15

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Table 91 : Q.B.5. How would you evaluate the standard of education of this school vis-a-vis other schools in the district?

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Better	4	6	6	6	22	6	6	12	34+
Inferior	2	-	-	-	2	-	-	-	2*
Total	6	6	6	6	24	6	6	12	36

\+ Reason : Better SLC results
* " : Worse SLC results

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Table 92 : Q.B.7. What are the major problems faced by your community? How are the students, teachers and UMN teachers helping the community to resolve those problems?

	Assisted Schools																Non-assisted Schools					
	Lapsibot						Ampipal			Luitel			Jaubari				Gaikhur		Chhopak			
	Students		Teachers		UMN Teachers		Students		UMN Teachers	Students		Teachers			Students		Teachers		Students		Teachers	
	Active	Inactive	Active	Inactive	Active	Inactive	Inactive	Inactive	Inactive	Active	Inactive	Active	Inactive	Active	Inactive	Active	Inactive	Inactive	Active	Inactive	Active	Inactive
Healthcare	5	-	5	-	5	1	-	-	-	-	6	-	1	1	1	1	1	4	4	6	-	6	-
Illiteracy	3	-	3	-	3	-	-	-	-	1	-	1	-	1	-	1	-	1	1	3	-	3	-
Transportation	-	4	-	4	-	4	4	4	4	-	1	-	1	-	1	-	1	1	1	-	-	-	-
Ag. inputs	-	1	-	1	-	1	-	-	-	-	-	-	-	-	1	-	1	1	1	-	-	-	-
Irrigation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2	-	1	-	1
Drinking water	-	3	-	3	-	3	5	5	5	-	2	-	2	-	1	-	1	5	5	-	4	-	4
Poverty	-	3	-	3	-	3	-	-	-	-	3	-	3	-	5	-	5	3	3	-	2	-	2
Total	8	11	8	11	8	12	9	9	9	1	12	1	7	2	9	2	9	17	17	9	7	-	7

Note : Luitel and Jaubari do not have any UMN teachers.

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Table 93 : Q.B.6. Does this school receive any assistance from the local community? If yes, specify.

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Volunteer labour	6	6	6	6	24	6	6	12	36
Financial donations	4	6	5	6	21	6	4	10	31
Material donations	-	1	-	2	3	-	2	2	5
Total	10	13	11	14	48	12	12	24	72

Table 94 : Q.B.9.1 & 9.11. Do you know any activities or programmes in this district conducted or assisted by UMN? If yes, what are they?

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Healthcare	6	6	6	4	22	6	6	12	34
Education	6	6	6	5	23	6	6	12	35
Drinking water	-	5	-	-	5	-	-	-	5
Agriculture	2	4	1	2	9	-	-	-	9
Knitting/weaving	3	-	-	-	3	-	-	-	3
Adult education	1	-	-	-	1	-	-	-	1
Total	18	21	13	11	63	12	12	24	87

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Table 95 : Q.B.9.2.3. Do you find any difference between UMN-assisted and non-assisted schools? If yes, specify.

	Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Better physical facilities	4	3	6	4	17	6	6	12	29
Better educational materials	4	3	3	4	14	6	3	9	23
Better standard of education	5	5	4	5	19	1	3	4	23
More disciplined students	3	5	4	2	14	1	1	2	16
Better SLC result	-	6	1	-	7	1	2	3	10
Better financial condition	1	-	-	1	1	1	2	3	4
Lesser feeling of nationalism among students	-	-	-	-	-	1	2	3	3
Total	17	22	18	16	72	17	19	36	108

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Table 96 : Q.B.9.4.1. Could you tell us about him (UMN teacher), vis-a-vis the following things

		Assisted Schools				Total	Non-assisted Schools		Total	Grand Total
		Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Teaching efficiency	Good	5	6	6	5	22	5	5	10	32
	Not bad	1	-	-	-	1	-	1	1	2
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	-	-	-	1	1	1	-	1	2
Commitment	Good	6	6	6	5	23	5	5	10	33
	Not bad	-	-	-	-	-	-	1	1	1
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	-	-	-	1	1	1	-	1	2
Effectiveness	Good	6	6	6	4	22	4	4	8	30
	Not bad	-	-	-	1	1	1	2	3	4
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	-	-	-	1	1	1	-	1	2
Nepali language	Good	3	6	6	3	18	2	3	5	23
	Not bad	3	-	-	2	5	2	3	5	10
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	-	-	-	1	1	2	-	2	3
Relation with students	Good	4	6	6	5	21	2	5	7	28
	Not bad	2	-	-	-	2	2	1	3	5
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	-	-	-	1	1	2	-	2	3
Relation with villagers	Good	4	1	6	5	16	-	2	2	18
	Not bad	2	4	-	-	6	-	2	2	8
	Inferior	-	1	-	-	1	2	-	2	3
	Don't know	-	-	-	1	1	4	2	6	7

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Knowledge of rural problems	Good	4	6	6	5	21	2	2	4	25
	Not bad	2	-	-	-	2	-	2	2	4
	Inferior	-	-	-	-	-	-	-	-	-
	Don't know	-	-	-	1	1	4	2	6	7
Involvement in solving the problems	Good	2	-	6	5	13	1	1	2	15
	Not bad	4	-	-	-	4	1	2	3	7
	Inferior	-	6	-	-	6	-	-	-	6
	Don't know	-	-	-	1	1	4	3	7	8

Table 97 : Q.C.2.2.1. Could you tell us what are they (differences in teaching methods between Nepali and UMN teachers) and what is your assessment of them please.

UMN Teachers	Assessment	Assisted Schools				Total
		Lapsibot	Ampipal	Luitel	Jaubari	
Have practical and experimental method	Good	3	2	-	2	7
	Not bad	1	-	-	1	2
	Inferior	-	-	-	-	-
Use more educational materials	Good	3	1	1	2	7
	Not bad	1	-	-	1	2
	Inferior	-	-	-	-	-
Activate students in the classroom	Good	2	1	2	2	7
	Not bad	1	-	-	-	-
	Inferior	-	-	-	-	-

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Table 98 : Q.B.9.2.2. What kind of contribution is made by the UMN assistance in the education sector?

		Assisted Schools				Total	Non-assisted Sch.		Total	Grand Total
		Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Rapid educational progress	Good	4	1	2	5	12	-	1	1	13
	Not bad	1	-	-	-	1	-	-	-	1
	No difference	-	-	-	-	-	-	-	-	-
Development of standard education	Good	1	-	1	4	6	-	4	4	10
	Not bad	1	-	-	-	1	-	-	-	1
	No difference	-	-	-	1	1	-	-	-	1
Support to educational institution	Good	5	1	3	5	14	2	1	3	17
	Not bad	1	-	-	-	1	1	-	1	2
	No difference	-	-	-	-	-	-	-	-	-
Extention of education	Good	4	4	5	5	18	5	-	5	23
	Not bad	2	-	-	-	2	-	-	-	2
	No difference	-	-	-	-	-	-	-	-	-

Table 99:Q.B95Do you like the idea of involving the UMN teacher in community works?

	Assisted Schools				Total	Non-assisted Sch.		Total	Grand Total
	Lapsibot	Ampipal	Luitel	Jaubari		Gaikhur	Chhopak		
Yes	6	6	5	5	22	2	3	5	27
No	-	-	1	-	1	3	1	4	5
Don't know	-	-	-	1	1	1	2	3	4
Total	6	6	6	6	24	6	6	12	36

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Table 100 : Q.C.2.4.2. How did the students, teachers, and villagers assess their involvement?

		Assisted Schools				Total
		Lapsibot	Ampipal	Luitel	Jaubari	
Students	Good	2	1	3	1	7
	Not bad	4	2	1	3	10
	Inferior	-	3	1	-	4
	Don't know	-	-	1	-	1
Teachers	Good	6	-	3	1	10
	Not bad	-	1	1	3	5
	Inferior	-	3	1	-	4
	Don't know	-	-	1	-	1
Villagers	Good	6	4	3	1	14
	Not bad	-	2	1	3	6
	Inferior	-	-	1	-	1
	Don't know	-	-	1	-	1

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5. UMN Teachers

Asked to evaluate their respective schools vis-a-vis other schools in the district the UMN teachers interviewed assessed them to be 'better than other but not very good'. They accredited the Mission's assistance that the respective schools had received in the past and were, also, receiving currently, for helping them to attain their current status and prestige. Asked to identify the impediments which, if removed, would help their respective schools to attain the status of a model school they categorically pointed out the breakdown of discipline both among students and teachers and lack of basic teaching aids. They were found to hold the current unstable situation in the education sector caused by the politicisation of the learning and teaching communities as the primary reason for adversely affecting the quality of education in their respective schools. They, also, strongly believed that so long the situation was not normalised the addition or improvement of any variables would not yeild desired results.

Also, on being asked to evaluate their Nepali counterparts serving in those schools vis-a-vis the qualities they viewed essential in a model teacher, they stated to have found a few of them quite conscientious and competent. However, they added that the recent unrest in the education sector was not conductive for the development and manifestation of those qualities. Whereas students were found irresponsive to their teachers, teachers themselves seemed to be not satisfied with their working conditions. Besides the manifold obligations of Nepali teachers towards their families and 'farm(s)' were also reported to be partly responsibly for adversely affecting the effectiveness of the Nepali teacher.

On being asked to compare the teaching style of their Nepali colleagues with their own, they reported a large number of their local colleagues to be interested mostly in completing the prescribed courses and primarily relying on classroom lectures to communicate with their pupils. The respondents interviewed characterised their own teaching styles to be more practical and problem-solving.

To another query implying whether their teaching styles had influenced their local colleagues, most of the respondents were found to express their doubts. In addition, with regard to the impact made by the Mission's assistance on their respective schools, they reported difficulty in assessing them objectively, especially in the current political context. They opined that the unrest manifested in the education sector had considerably diluted the impact that UMN assistance had generated earlier.

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Lastly, asked to suggest as to how the Mission's assistance programme should be regulated in future, one of the volunteers categorically stated that in the current context since the entire education sector had been in a state of flux, to go on with the previous level of committment in the field of formal education would not prove fruitful. She wanted the assistance to be diverted from formal to non-formal education. The other volunteer, though not so categorical, nevertheless, was against confining assistance to previous approaches. She wanted the assistance to give greater priority to technical or trade schools as well as to functional literacy in future.

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E. CONCLUSIONS AND RECOMMENDATIONS

It would not be out of place to mention here that the time-setting which was decided upon for the purpose of the current investigation was far from ideal. The education sector of the targeted district, as elsewhere in the Kingdom, was found to be in a state of flux under the impact of chain reactions triggered off by the countrywide students agitation of 1979. Issues related with the quality of education, educational inputs and teaching standard were found to be of little interest as well as of priority in the eyes of the strata comprising the teaching-learning community and those immediately related with it such as guardians and opinion leaders. Whereas the teachers and the students were found to be mostly preoccupied with issues such as the union formation and political faction to support, the guardians and the opinion leaders were found to be mostly worried with regard to the financial implications of the recent changes in HMG's educational policy.

The state of affairs, as outlined above, was found to be a notable constraint affecting adversely the critical faculty of the respondents. As for example, it was widely rumoured that the UMN was going to withdraw itself from the educational sector of Gorkha district. Thus, in responding to stractured questionnaire the general tendency manifested by the respondents was to express themselves on issues related to UMN assistance as far as possible, positively. Thus, to ensure a modicum of objectivity in the findings of the current investigation, the members of the survey team in most cases resorted to unstructured interview besides the structured ones. In short, maximum efforts were directed to tally responses of structured and unstructured interviews and observations to render the findings of the survey as objective and representative of the real situation as possible. The major conclusions established on the body of general informations generated by the current study are as follows.

A large majority of respondents belonging to all those categories included in the sample--students, guardians, opinion leaders, representations of teaching community and UMN teachers--were unanimous with regard to the pioneering role played by UMN in the development of education sector in Gorkha district. It was widely accepted that in up-grading the general level of educational standard of its targeted schools by providing them with quality inputs in terms of UMN teachers, educational material, teachers' training, educational materials and physical and financial assistance and by projecting those schools as a yardstick of educational quality, the UMN had played a pivotal role.

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A large majority of respondents, irrespective of the categories they belonged to, were found to be the member of middle class literate families primarily engaged in agriculture. The fact that most of the respondents when asked about the literacy and educational attainment of their family members reported at least one of them to be qualified in that respect and also admitted a number of their younger members to be enrolled in schools manifested a high level of priority accorded to education by the general public of the district. However, the access to educational opportunities had not considerably been democratised. A very large majority of the respondents from all categories specially those representing the students and the teachers, were found to be from the upper social strata and mostly males.

The level of awareness with regard to UMN and other programmes assisted by it was very high. There was not a single respondent among the total sample who was found to be unaware of uninformed in that respect. Of the UMN assisted programmes currently being run in the targeted district, a large majority identified the healthcare services and school assistance to be most distinctive in terms of popularity, impact and effectiveness. Likewise, of the out-of-school welfare activities the UMN teachers were found to be involved in, activities related with womens' affair were considered to be most useful.

Of the various components comprising the UMN school assistance programme such as UMN teachers, material and non-material support, a large percentage were found to be most appreciative of the teacher seconded to the relevant school by the Mission. They were also found to hold the material assistance that the UMN assisted schools were provided with under the school assistance programme, equally, in high esteem. A large majority of respondents both related with the UMN assisted schools and those not receiving such aids were found to attribute them with infra-structural qualities vis-a-vis the relevant schools. In their opinion, but for those assistance the relevant schools would have never attained their current academic standard and prestige.

The investigation, invariably, revealed the stratige role played by UMN teachers in popularising the Mission in the district. As teachers and extension workers they were given a high rating by all categories of respondents with respect to their professional committment, dedication, industrious, discipline and cordial behaviour. Besides, they were specially commended for their ability to establish rapport with individuals and groups related with their sphere of activities.

Solicited to compare the UMN teachers with their local counterparts, a majority of respondents characterised the

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former as more serious, consistent and industrious. Approaches and techniques taken resort to by the UMN teacher in the classrooms were considered by many of the respondents to be more practical and closely directed at helping the students to comprehened the prescribed subject. However, when asked to assess the relevance of the UMN teachers' approaches and techniques in the light of the current educational norm, a large majority in their structured interviews appreciated them to be 'all right'. However, in the course of informal discussions, specially with students and local teachers, it was realized that quite a significant few considered the styles of teaching pursued by UMN teacher to be effective in helping the students understand the subject prescribed but not helpful in facilitating their passage through the examination. They regarded those approaches to be time-consuming and (education) material intensive.

One more significant point which a number of respondent-teacher particularly belonging to the UMN assisted school raised in connection with the qualities of UMN teachers evidenced that they regarded themselves equally competent as teachers. Of them whereas a few claimed of their being trained by the UMN personnel, some considered the approaches and styles of the UMN teachers to be old fashioned and out of tune with the current educational concern. However, with regard to the ability of the UMN teacher to communicate themselves with the students and the common villagers none of the respondent were found to make any adverse comment.

Moreover, a majority of respondents when asked to compare the UMN assisted schools with those not receiving any aid from that quarter, in terms of educational standard, level of discipline, community participation, adequacy of physical facilities and educational materials, give the former a higher rating on all those counts. But, the major concerns which were found to be worrying a great many of the respondents from the teaching community and the opinion leaders were the financial and administrative implications of the recent changes in HMG's educational policies.

The aforementioned concerns infact, were found primarily manifested in the suggestions of most of the respondents belonging to the strata of the teaching community and the opinion leaders with regard to the future conduct of UMN school assistance programme. Invariably, most of the respondents wanted the Mission to increase the level of its material and non-material assistance to the UMN sponsored and assisted schools. Also, quite a significant section of the respondents related with schools other than the UMN assisted ones wanted the Mission to expand the scope and sphere of its school assistance programme.

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Lastly, the observations made by investigation team and the impressions of the respondents gathered through unstructured interviews suggest that the accelerated rate of educational growth and the lag of the economic sector in the generation of new economic activities was fact creating in the district an anomalous situation with dangerious portent. The alientionof the educated persons from their traditional socio-economic setting and their failure to obtain meaningful employment were reported to be pushing them to opposite extremes. Whereas a section of them had turned themselves into anti-establishment political activists, the other, comparatively non-political among them, were reported to be indulging in gambling, drinking and a variety of anti-social activities.

In addition, a critical analysis of the research findings and informations collected through unstructured interviews with relevant teachers and opinion leaders attached with the non-assisted schools functioning in close physical proximity to UMN assisted schools evidenced that UMN assistance that the later was provided with, had interjected an element of competition between the two categories to excall each other in performance. As for example, the proximity factor vis-a-vis the Luitel school was found manifested in motivating the management and personnel closely associated with the Gaikhur and Chhopak schools to establish their own independent identities and, also, preserve them. "What Luitel could do with UMN assistance we could also accomplish it, on our own, relying on our own resources and energies", was the common feeling that the respondents related with the relevant unaided (UMN) schools were found articulating while discussing the affairs of their schools with members of the research team. Thus, the very fact that the UMN-assisted schools were taken as a 'frame of reference' by some of the non-assisted schools in their neighbouring areas to attain as well as preserve certain standard at par with the assisted schools perse could be regarded as the indirect manifestation of UMN's positive contribution toward up-grading and enriching the quality of secondary education in the targeted district.

Keeping in view the achievements made by the UMN school assistance programme as well as the serious challenge that confront the education sector in Gorkha district, as elsewhere in the Kingdom, the study team would like the future course of the Mission's school assistance programme to be guided on the following lines.

First, it has to be well understood that unidimensional effort by any single agency, whether be it UMN, HMG or the District Education Committee, would be entirely ineffective to meet the current challenge. An understanding has to be

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arrived at, first of all, between those agencies with regard to the magnitude of the challenge and their own potential and resources. Besides, efforts have to be undertaken to educate the targeted groups--the guardians, the teachers, the students, and the social workers of the district attached with the education sector, with regard to the adverse situation that their anti-pathy or apathy with the current state of affairs in the education sector are contributing to. HMG along with the educationnists and the social workers of the district shall have to play a pivotal role in that connection. Short of a malti-dimentional programme that is agreed upon by all the parties concerned and their collective determination to push it through, the current deterioration as manifested in the education sector could not be contained and counter-acted.

Next, if the above measure is not forthcoming in the immediate future, the UMN would be warrented to play the unilateral role with a view to enliven the prospect of those activities which it had launched or sustained in the targeted district and which were reported to have earned a fund of goodwill for it there. Instead of spreading its assistance too thin over a large number of educational institutions it would be more productive if its technical assistance and material and non-material supports are combined in a package and is targeted to those few schools only which have preserved their integrity and standard to commendable extent against adverse pressures. Conditional grants and strong monitoring on the part of the UMN through its teachers seconded to the recipient schools to ensure their conformity with the stipulated conditions would considerably enhance the effectiveness of its school assistance programme.

Finally, it would be worthwhile if the Mission diversify its assistance from formal education to skill-generating programmes gradually, in a planned way. It is no secret that the primary thrust of formal education, inspite of repeated and major reforms that have been undertaken so far in the education sector, is not yet fully focussed on self-reliance or self-employment. Targeting itself mostly to those areas which have limited employment prospect, the Mission would, infact, be contributing towards the unemployment. Hence, it would be more productive and socially useful if the Mission invests part of its resources on the generation of essential skills in the local community as well as on spreading literacy among the socio-economically handicapped strata and the womenfolk which it is already engaged in, in limited way.

* * *

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APPENDIX

UMN/New ERA

ATTITUDE/OPINION SURVEY

1981

Interviewer's Name: _____ Date: _____

Panchayat: _____ Ward No. ____

Village: _____

Type of Respondent:
- ☐ Student/Graduated student
- ☐ Teacher
- ☐ Guardian
- ☐ Opinion leader

Type of School:
- ☐ UMN assisted
- ☐ Non-assisted

PART A

1. Respondent's Profile

1.1 Name _____
1.2 Caste _____
1.3 Age _____
1.4 Social Status/Position _____
1.5 Relation with the School _____
1.6 Religion _____
1.7 Sex: ☐ Male ☐ Female

1.8 Marital Status: ☐ Married ☐ Unmarried

2. Main Occupation

- ☐ Teaching
- ☐ Agriculture
- ☐ Business/trade
- ☐ Other (specify)

3. Are you an inhabitant of this village?

☐ yes ☐ no

3.1 If not, where are you from? _____

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4. Could you tell us the following things about your family?

Total Family Members	Total Literate Members	Total Students	Earning Members

(Interviewer: Skip to Part B for Openion Leader)
(Question # 6 for Teacher)
(Question # 7 for Guardian)

5. Questions to be Asked to Students only

5.1 How far is your school from your home?

☐ Less than 15 minutes
☐ 15-30 minutes
☐ ½-1 hour
☐ More than 1 hour

5.2 Do you walk to school from your home/locally rented room or stay in the hostel?

☐ Walk to school from home
☐ Stay in the hostel
☐ Stay in a rented room

5.3 Who is financing your studies?

☐ Parents
☐ UMN scholarship
☐ Fees/books from UMN
☐ Others (specify) _____

5.4 What is your ambition in life?

_____

5.5 Would the type of education you are given in this school help you in the realisation of these goals?

☐ yes ☐ no

5.5.1 How? Give reasons.

☐ the right subjects are taught.
☐ good standard of education in the school.

5.5.2 Give reasons.

☐ not the right subjects taught.
☐ the standard of education is poor.

(Interviewer : Go to Part B)

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6. Questions to be Asked to the Teachers only

6.1 How long have you been teaching in this school?

☐ Less than 1 year
☐ 1-3 years
☐ 6 years
☐ More than 6 years

6.2 Was teaching profession your primary ambition in life?

☐ yes

☐ no

↓

6.2.1 Why did you choose this profession?

☐ close to my home
☐ easy work
☐ no other choices
☐ secure job
☐ other (specify)___

6.3 How do you like teaching profession vis-a-vis other profession?

☐ Clean and noble job
☐ Honourable
☐ Mean job
☐ Just fine as a service
☐ Others (specify) _____

(Interviewer : Go to Part B)

7. Questions to be Asked to Guardians/Parents of the Students only

7.1 Do you visit the school where your children are studying?

☐ yes

↓

7.1.1 How often do you visit?

☐ no

↓

(Go to Q. # 7.2)

Frequency	1-2 times	3-4 times
Weekly		
Monthly		
Yearly		

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7.1.2 Why do you visit the school?

- ☐ To enquire/ask for advice about children's education
- ☐ To pay fees
- ☐ To see the school's progress and to discuss their problems
- ☐ To take part in meetings
- ☐ When the teachers call to discuss the students results
- ☐ To see functions of extra curricular activities
- ☐ Others _____

7.1.3 When was the last visit?

- ☐ This week
- ☐ This month
- ☐ Others _____

7.2 Do you devote time in supervising the study of your children?

☐ yes ↓ 7.2.1 How often do you devote?

Specify _____

☐ no ↓ 7.2.2 Why not?

Specify _____

7.3 Does the school send you the children's progress report?

☐ yes ☐ no

7.4 Do you discuss the progress of your children with teachers?

☐ yes ↓ 7.4.1 How often?

☐ no ↓ (Go to Q. # 7.5)

Frequency	1-2 times	3-4 times
Weekly		
Monthly		
Yearly		

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7.4.2 How seriously do the teachers take the discussion?

☐ Serious
☐ Not serious
☐ Not bad

7.5 Do the teachers ever come to you to discuss your children's progress?

☐ yes ↙

7.5.1 How often?

☐ no ↙

(Go to Part B)

Frequency	1-2 times	3-4 times
Weekly		
Monthly		
Yearly		

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PART B

1. What do you think should be the qualities of a model school? How would you evaluate this school vis-a-vis those qualities?

Qualities	Good	Not bad	Inferior	Don't know
Compitent and experienced teacher				
High standard of education	___	___	___	___
High level of discipline	___	___	___	___
Physical facilities	___	___	___	___
Adequate educational material	___	___	___	___
Good financial status	___	___	___	___
Efficient management and leadership	___	___	___	___
Extra curricular activities	___	___	___	___
Local peoples participation in the school	___	___	___	___
Good relation between teachers and students	___	___	___	___
Good SLC result	___	___	___	___
	___	___	___	___

2. What should be the qualities of a good teacher? How would you evaluate the teachers of this school vis-a-vis those qualities?

Qualities	Good	Not bad	Inferior	Don't know
Academic qualification				
Compitency in teaching	___	___	___	___
Good discipline	___	___	___	___
Rapport with students	___	___	___	___
Regularity and punctuality	___	___	___	___
Cordiality	___	___	___	___
Hard working	___	___	___	___
Expert in curricular activities	___	___	___	___
Social activities	___	___	___	___
Rapport with villagers and guardians	___	___	___	___
	___	___	___	___

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3. What should be the qualities of a good student? How would you evaluate the students of this school vis-a-vis those qualities?

Qualities	Good	Not bad	Inferior	Don't know
Good discipline	___	___	___	___
Deligence	___	___	___	___
Obdience	___	___	___	___
Intelligence	___	___	___	___
Studious	___	___	___	___
Involvement and interest in extra curricular activities	___	___	___	___

4. How would you evaluate this school vis-a-vis other schools in the district in terms of the following things?

Particulars	Good	Not bad	Inferior	Don't know
Physical facilities	___	___	___	___
Teachers	___	___	___	___
Educational materials	___	___	___	___
Extra curricular activities	___	___	___	___
Financial condition	___	___	___	___
Discipline	___	___	___	___
Number of students achieving higher degrees	___	___	___	___
Development of skill among students	___	___	___	___
Others (specify) _____	___	___	___	___

5. How would you evaluate the standard of education of this school vis-a-vis other schools in the district?

☐ better

5.1 Why?

☐ Better SLC results
☐ Other _____

☐ inferior

5.2 Why?

☐ Worse SLC results
☐ Other _____

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6. Does this school receive any assistance from the local community?

☐ yes ↙ 6.1 Specify

☐ Volunteer labour
☐ Financial donations
☐ Material donations
☐ Brings new students
☐ Other (specify) ___

☐ no ↙ (Go to Q. # 7)

7. What are the major problems faced by your community? How are the students, teachers, and UMN teachers helping the community to resolve those problems?

Problems	Students			Teachers			UMN Teachers		
	Active	In-active	Don't know	Active	In-active	Don't know	Active	In-active	Don't know
Healthcare									
Illiteracy									
Transportation									
Ag. inputs									
Irrigation									
Drinking water									
Poverty									

8. Could you please name the five most influencial persons in the community?

	Name	Position	Address
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

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9. Have you heard of United Mission to Nepal (UMN)?

☐ yes ↓ ☐ no /close questionning/

9.1 Do you know any activities or programmes in this district conducted or assisted by UMN?

☐ yes ↓ ☐ no /Go to Q. # 9.2/

9.1.1 Could you tell us what these are?

☐ Healthcare
☐ Education
☐ Drinking water
☐ Agriculture

9.1.2 Which aspect of these activities is most useful?

	How? Specify
☐ Healthcare	_____
☐ Education	_____
☐ Drinking water	_____
☐ Agriculture	_____

9.2 Are you aware of the UMN assistance to some schools in the district?

☐ yes ↓ ☐ no /Go to Q. # 9.4/

9.2.1 Could you tell us what type of assistance are these schools receiving or have received from UMN?

☐ Teachers
☐ Physical facilities
☐ Educational materials
☐ Financial assistance
☐ Tution fee and books for poor students
☐ Scholarship for students
☐ Other (specify) _____

9.2.2 What kind of contribution is made by the UMN assistance in the educational sector?

Remarks	Good	Not bad	Inferior	Don't know
Rapid ed. progress	—	—	—	—
Development of standard education	—	—	—	—
Support to educational institution	—	—	—	—
Extention of education	—	—	—	—
_____	—	—	—	—

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9.2.3 Do you find any difference between UMN assisted and non-assisted schools?

☐ yes → 9.2.3.1 What type of difference? Please specify _____

☐ no → (Go to Q. # 9.3)

9.3 Do you think that these schools would do just the same even if they were not assisted by UMN?

☐ yes ☐ no ☐ Don't know

9.4 Do you know or have you heard any of the UMN teachers working at the district?

☐ yes → 9.4.1 Could you tell us about him, vis-a-vis the following things:

☐ no → (Go to Q. # 9.5)

	Good	Not bad	Inferior	Don't know
Teaching efficiency	—	—	—	—
Commitment	—	—	—	—
Effectiveness	—	—	—	—
Nepali language	—	—	—	—
Relation with villagers	—	—	—	—
Relation with students	—	—	—	—
Knowledge of rural problems	—	—	—	—
Involvement in solving the problems	—	—	—	—

9.5 Do you like the idea of involving the UMN teachers in community work?

☐ yes → 9.5.1 Please suggest what kind of work?

☐ Adult education
☐ Women's "
☐ Knitting and weaving
☐ Other _____

☐ no → 9.5.2 Please give reasons why?

☐ hampers their teaching
☐ other _____

☐ Don't know → (Go to Q # 9.6)

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9.6 Do you think there is a difference in initiative between UMN-assisted and non-assisted schools, in solving the communal problems?

☐ Assisted schools active
☐ Assisted schools inactive
☐ No difference
☐ Don't know

9.7 What could be the primary motives of UMN in assisting the schools in the district?

☐ To upgrade the educational level
☐ To develop the backward area
☐ Don't know

9.8 Would you like to add any comments please?

_____
_____

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PART C

Questions to be Asked only to UMN-assisted Schools

1. Does this school have (or has it ever had) any UMN teachers on its staff?

☐ yes ☐ no (Go to)
☐ Don't know (Q. # 3)

2. Do or did you find any differences in teaching methods between Nepali and UMN teachers?

☐ yes ☐ no
↓ ↓
(Go to Q. # 2.3)

2.1 Could you tell us what are they and what is your assessment of them please?

2.2 Could you tell us whether the differences helped or hindered the students?

☐ Helped
☐ Hindered
☐ No difference

2.3 Do you think any of the Nepali and UMN teachers have or had adopted teaching techniques from each other?

☐ yes ☐ no
↓ ↓
2.3.1 Specify _____ (Go to Q. # 2.4)

2.4 Is or was the UMN teachers in your school involved in community work?

☐ yes ☐ no
↓ ↓
2.4.1 Specify the activities (Go to Q. # 4)

_____

2.4.2 How did the students, teachers and villagers assess their involvement?

Respondents	Assessment				
	Good	Not bad	Inferior	Don't know	Reason
Students	—	—	—	—	—
Teachers	—	—	—	—	—
Villagers	—	—	—	—	—

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2.4.3 Does the involvement of UMN teachers in the community activities cause any interferance on their teaching performance?

☐ yes ☐ no

↙

2.4.3.1 Specify _____

3. Is their any other UMN assistance programme in this village other than the educational one?

☐ yes ☐ no

↙

3.1 Could you tell us about it?

---

4. Do you have any suggestions for the UMN's school assistance programme in the district? If yes, what are they?

☐ Operate schools fully on its own
☐ Assist by providing physical facilities and educational materials
☐ Keep/increase the UMN teachers in the schools
☐ Involve the UMN teachers in community development programme/activities.

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UNITED MISSION TO NEPAL

ANDHI KHOLA PROJECT

SOCIO-ECONOMIC SURVEY REPORT

BY

JOY POPPE

January 1982

Gossner Mission

UNITED MISSION TO NEPAL

ANDHI KHOLA PROJECT

SOCIO-ECONOMIC SURVEY REPORT

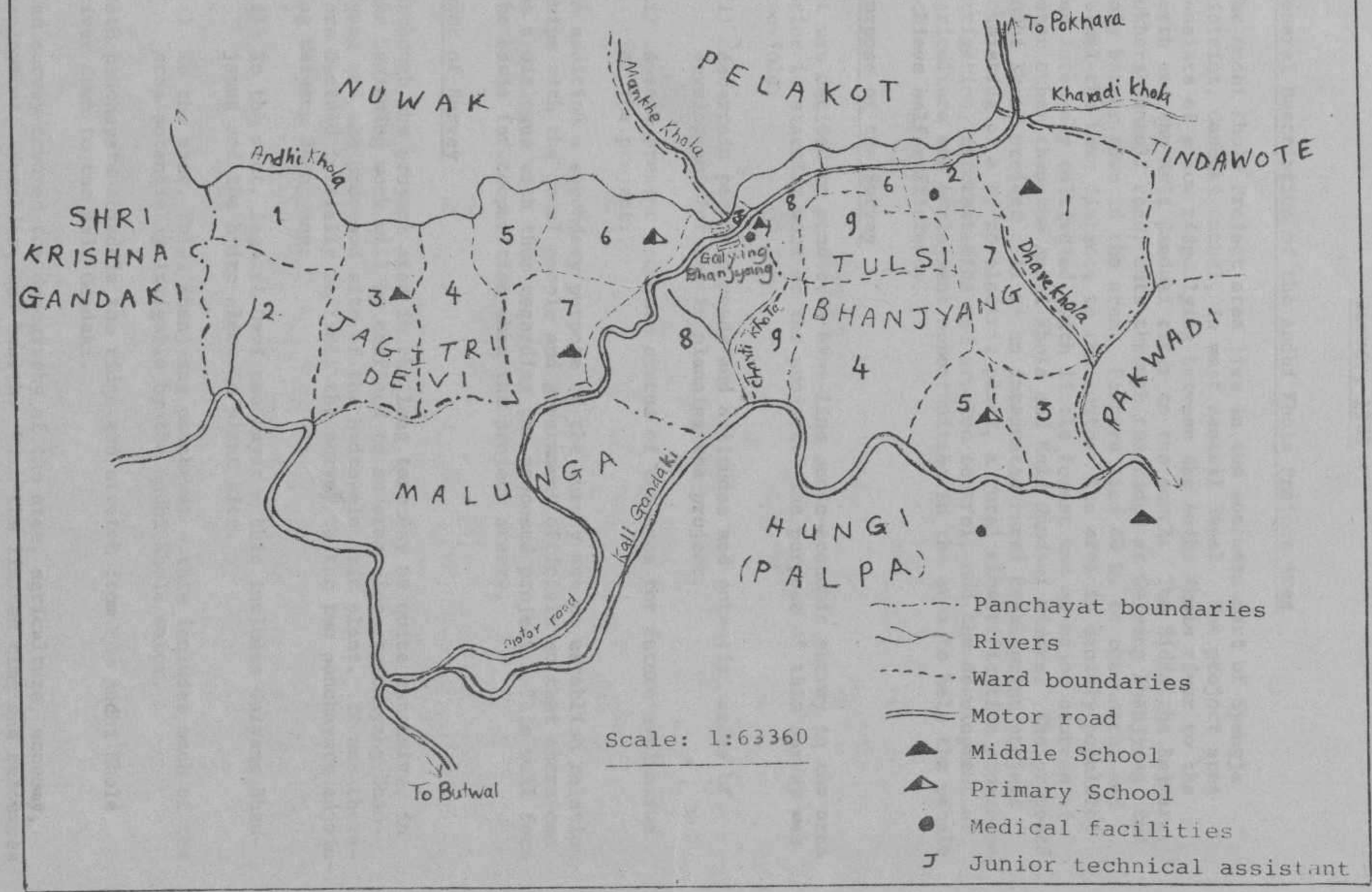
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MAP OF PROJECT AND SURVEY AREA



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Andhi Khola Survey Report

January 1982

1. General Description of the Andhi Khola Project Area

The Andhi Khola Project area lies in the southern part of Syangja district, Gandaki Anchal, in west central Nepal. The project area consists of a low ridge lying between the Andhi Khola river to the north and the Kali Gandaki river to the south. The Siddartha Rajmarg, Pokhara-Sunauli road, cuts through the ridge at Galyang Bhanjyang, the only bazaar town in the area. Pokhara lies 80 km to the north, and Butwal the same distance to the south. The area is densely populated and intensely cultivated, with little forest and no major sources of water other than the Andhi Khola and Kali Gandaki rivers. The proposed Andhi Khola project will be an integrated rural development project consisting of a hydro-electric plant, a rural electrification programme, irrigation, reforestation and erosion control, and the development of agriculture and employment opportunities in the area to help the people achieve self-sufficiency.

2. Purpose of the Survey

It was decided to conduct a base-line socio-economic survey in the area prior to starting work on the project. The purpose of this survey was two-fold:

i) Ascertain people's needs and attitudes and potential areas of development for use in planning the project.

ii) Assess present economic status of the area for future evaluation of the project.

In addition a secondary purpose of the survey was to establish relationships with the local people and government officials so that there can be a dialogue with them regarding the proposed project. This will form the basis for cooperation when the project starts.

3. Area of Survey

Although the project area in the long term may be quite extensive, in the beginning work will be confined to an area close to Galyang Bhanjyang and the proposed site of the hydro-electric plant. It was therefore decided initially to limit the survey to the two panchayats adjoining Galyang Bhanjyang:

i) To the west, Jagatri Devi panchayat - this includes Galyang Bhanjyang and the hydro-electric plant site.

ii) To the east, Tulsi Bhanjyang panchayat - this includes much of the area potentially irrigable by the Andhi Khola water.

Both panchayats straddle the ridge and stretch from the Andhi Khola river down to the Kali Gandaki.

The survey covered the demography of the area, agriculture, economy, employment, education, and health. With the limited time and resources available this does not pretend to be a comprehensive survey of the area. Rather it will form the basis for more in-depth surveys that will be conducted in future years as and when they are needed.

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4. Survey Design and Methodology

The survey was divided into two parts:

a) Informal Survey

i) A visit was made to every major village in the two panchayats and informal conversations were held with the villagers to find out their problems and felt needs, and attitudes towards development. Information regarding their economy, lifestyle, land use and agriculture was collected to help in the design of the questionnaire.

ii) Local government officials at Syangja (District headquarters), the Pradhan Panch of the two panchayats, and the Ward Adakshyas were contacted to find out past and present development projects for the area and discuss possible future cooperation.

iii) A survey of each ward was conducted regarding their present services and facilities including schools, water supplies, shops, government offices or employees, and forest resources. Information regarding the number of settlements and their location, migration from the area, and number of landless people was also collected at this time.

The information collected during the informal survey has been incorporated into the body of this report. (For more details, see Preliminary report on Informal Survey Andhi Khola Project, May 1981.) Although the informal survey was conducted first, it is hoped that this will be an on-going survey throughout the life of the project, helping us to keep in touch with people's needs and attitudes.

b) Formal Survey

In order to elicit more detailed information a questionnaire was designed and carried out. This comprised the following steps:

i) Study of previous surveys conducted in Syangja district and other areas of Nepal. Advice was sought regarding the questionnaire design from various UMN people experienced in the fields of health, nutrition, agriculture, rural development, and anthropology. From their advice and information collected during the informal survey, a questionnaire form was designed.

ii) The Pradhan Panch and Ward Adakshyas were contacted to explain the purpose of the survey and request their permission and cooperation. They helped to draw up a list of household names for each ward and this also gave details of caste structure.

iii) It was originally planned to conduct a total household survey but it was soon realised that this would take too long, and although it would give a more accurate picture of the area, was not strictly necessary. Therefore a 10% sample of the population was chosen; this was as large as possible, given the constraints of time and personnel

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resources. From a knowledge of the area it seemed that wealth and land ownership varied with caste, and possibly geographic location. Therefore a stratified sampling technique was used rather than a totally random sample. The geographical units used were the wards, and in each ward the names were divided into caste groups and from each group 10% of the names were drawn at random. Whilst the population in many of the wards was homogenous, there were sometimes a few households of a certain caste too small to sample. In order to keep to an overall 10% sample of each caste group, the sample per ward had to be adjusted so that it was sometimes a little above 10% or a little below. This meant that some people had a slightly greater or lesser chance of being sampled than others, but it was felt that this factor was insignificant compared with the more accurate representation gained by using this stratified sampling technique. At the time of this survey the '38 census had not taken place and there were no accurate population lists available, so the list of households obtained from the Ward Adakshyas is not exhaustive. The number of households in any one ward is of course continuously changing as families grow and brothers divide up the land.

Table 1. Population and Sample Distribution

(Column 1 - no. of households; column 2 - no. of sample households)

Tulsi Bhanjyang Panchayat

	Ward 1		Ward 2		Ward 3		Ward 4		Ward 5		Ward 6		Ward 7		Ward 8		Ward 9		Total	
Brahmins	12	1	42	4	46	5	69	7	71	7	15	2	54	5	34	3	66	7	409	41
Magars	54	5	19	2	9	1	4	0	8	1	34	3	6	1	9	1	7	1	150	15
Artisans	15	2	0	0	6	0	0	0	16	2	0	0	2	0	0	0	0	0	39	4
Newars	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Total	81	8	62	6	61	6	73	7	73	7	49	5	62	6	43	4	73	8	599	60

Jagatri Devi Panchayat

Brahmins	24	2	51	5	7	1	10	1	0	0	0	0	79	8	77	8	53	5	301	30
Magars	59	6	4	0	43	4	46	5	72	7	58	6	18	2	30	3	7	1	337	34
Artisans	0	0	22	2	0	0	0	0	0	0	28	3	3	0	4	1	0	0	57	6
Newars	4	1	0	0	61	6	25	2	0	0	4	0	5	1	51	5	0	0	150	15
Total	87	9	77	7	111	11	81	8	72	7	90	9	105	11	162	16	60	6	845	85

Total number of households: 1444; number sampled: 145.

iv) The draft questionnaire form was tested in a dozen varying households and some questions deleted and others amended.

v) The timing of the actual interviewing was delayed until after the rice planting season when the people were less inconvenienced by the survey and their cooperation was greater. It was originally planned to train and employ a local Nepali to help with the interviewing but no one was available at the time, and in the long run greater consistency was gained by having the interviewing done by the same person.

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vi) The interviewing took place during September and October 1981. In each ward the Ward Adakshya was contacted and the purpose and nature of the survey explained to him again, and the names of the people in his ward to be interviewed. He was invited to accompany the interviewer to these households to help in explaining the survey questions to them. This was not always possible as it involved a lot of the Adakshya's time. In the end about half the surveys were conducted with the Adakshya present, but in other households, neighbours were usually present and they helped to explain the questions and make the informants feel relaxed.

The majority of house owners were extremely cooperative, and some of them positively enjoyed being interviewed. Only in a few cases was there any difficulty, and then the main problem was lack of attention rather than any intentional lack of cooperation. At each household time was taken to explain the purpose of the survey, that this was for the project and not for the government. Most people found the idea of the survey and the reason for it difficult to grasp at first, but by the end of the interview they understood better. As far as possible the interview was held with the head of the household, or if he was absent in India, with his wife, mother or eldest son. In general there was little difficulty in meeting the required people although this sometimes meant a couple of visits or a trip to the owner's fields. Their ability to answer the questions seemed to bear no relationship to their sex or education, and many times it was the wives who knew, down to the last pathi, how much grain each field produced. Many of the interviewees had difficulty answering the questions involving their expenditure or income, since they keep no records.

Ideally each household should have been interviewed on the same day. The shortcomings of a survey spread over several weeks investigating such constantly changing things as population, were brought home when, on the day of interview, one household owner was being cremated in the Kali Gandaki river, and in another household a baby son had been born just two hours before.

vii) After finishing the interviewing the survey results were tabulated and analysed.

viii) It is proposed during the next year to conduct a series of case studies investigating the amount of time members of a family spend on different jobs. Yield figures for millet, wheat and maize will also continue to be collected, and depending upon the cooperation and participation of the local people, it is also hoped to conduct a nutrition survey in certain villages.

5. Survey Results

In the statistics presented below the sample size for the Newar and Artisan groups is in many cases too small to give reliable results. "Total" refers to the average figure for all the caste groups.

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a) Demography

There are 1444 households in the two panchayat area. In the 145 households sampled, the number of people was 1002, giving an average of 6.9 people per household and an approximate figure of 9963 total population for the area.

Table 2. Average Family Size

	No. of persons
Brahmins	6.5
Magars	6.7
Newars	9.0
Artisans	7.8
Total	6.9

i) Sex Composition - The population is approximately 51% male, 49% female. However if the number of people actually resident in the area at the time of the survey is counted, the proportion is 45% male to 55% female.

Table 3. Sex Composition

	Brahmins	Magars	Newars	Artisans	Total
% male	52	51	53	42	51
% female	48	49	47	58	49

ii) Ethnic Composition - Brahmins are the dominant caste in the area (46.6%), followed by the Magars (32.9%). Out of the 1444 households, the breakdown of castes is as follows:

Brahmins	705 households	Chhetri	5
Magars	460	Thakkhali	4
Newars	147	Gurung	2
Damai	40	Sarki	1
Kami	38	Indian	1
Gharti	25		
Sunar	16	Total	1444

For the purpose of sampling and analysis of the data, these castes were simplified into 4 groups:

1. Brahmins - Brahmins and Chhettris
2. Magars - Magars, Ghartis and Gurungs
3. Newars - Newars and Thakkhalis
4. Artisans - Damai, Kami, Sunar, Sarki and Indian (muslim)

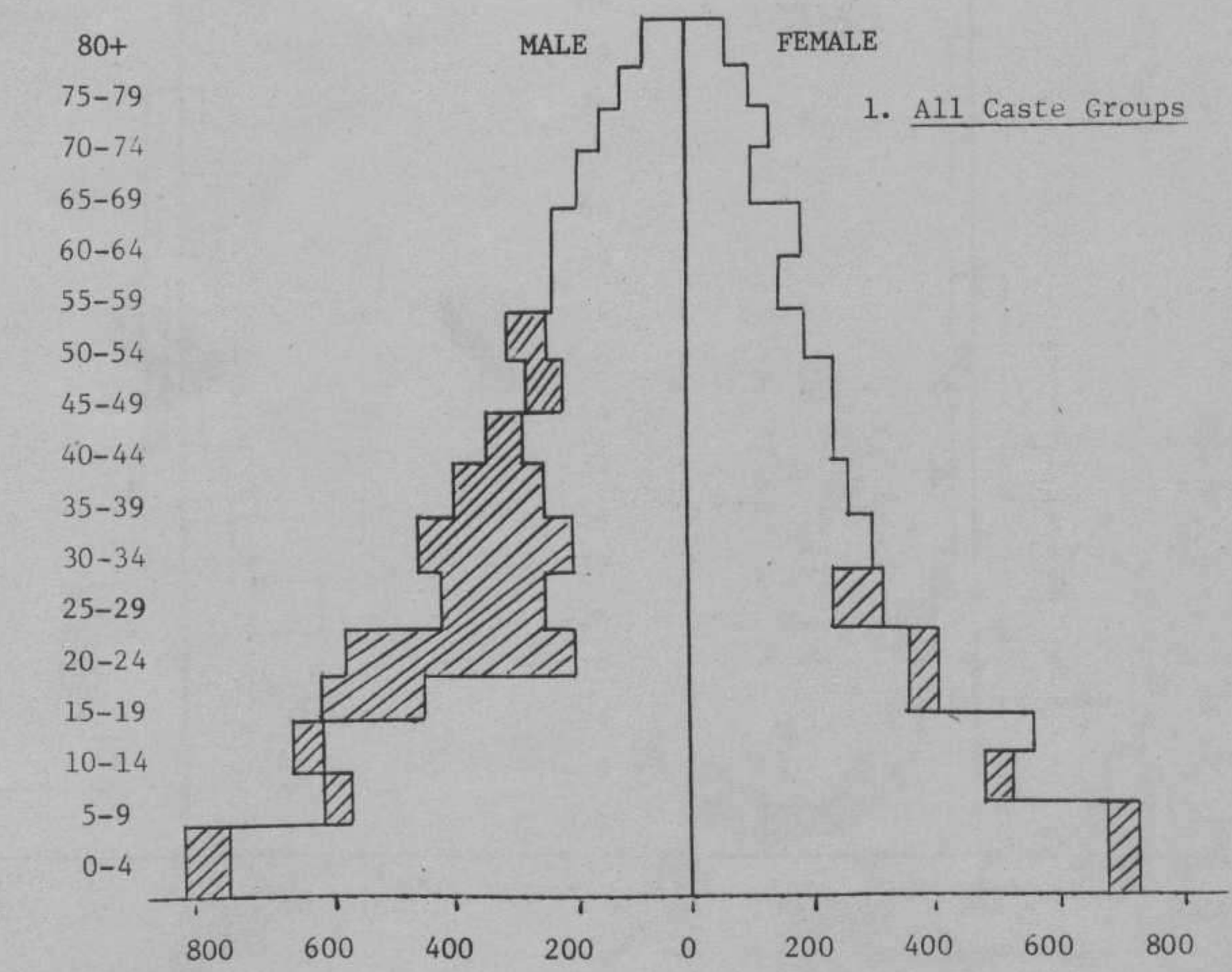
This gives the following proportions for household composition: Brahmins 49%; Magars 33.7%; Newars 10.4%; Artisans 6.6%. However since family size varies with caste, the actual population composition is as follows: Brahmins 46.6%; Magars 32.9%; Newars 12.7%; Artisans 7.8%.

iii) Age Composition

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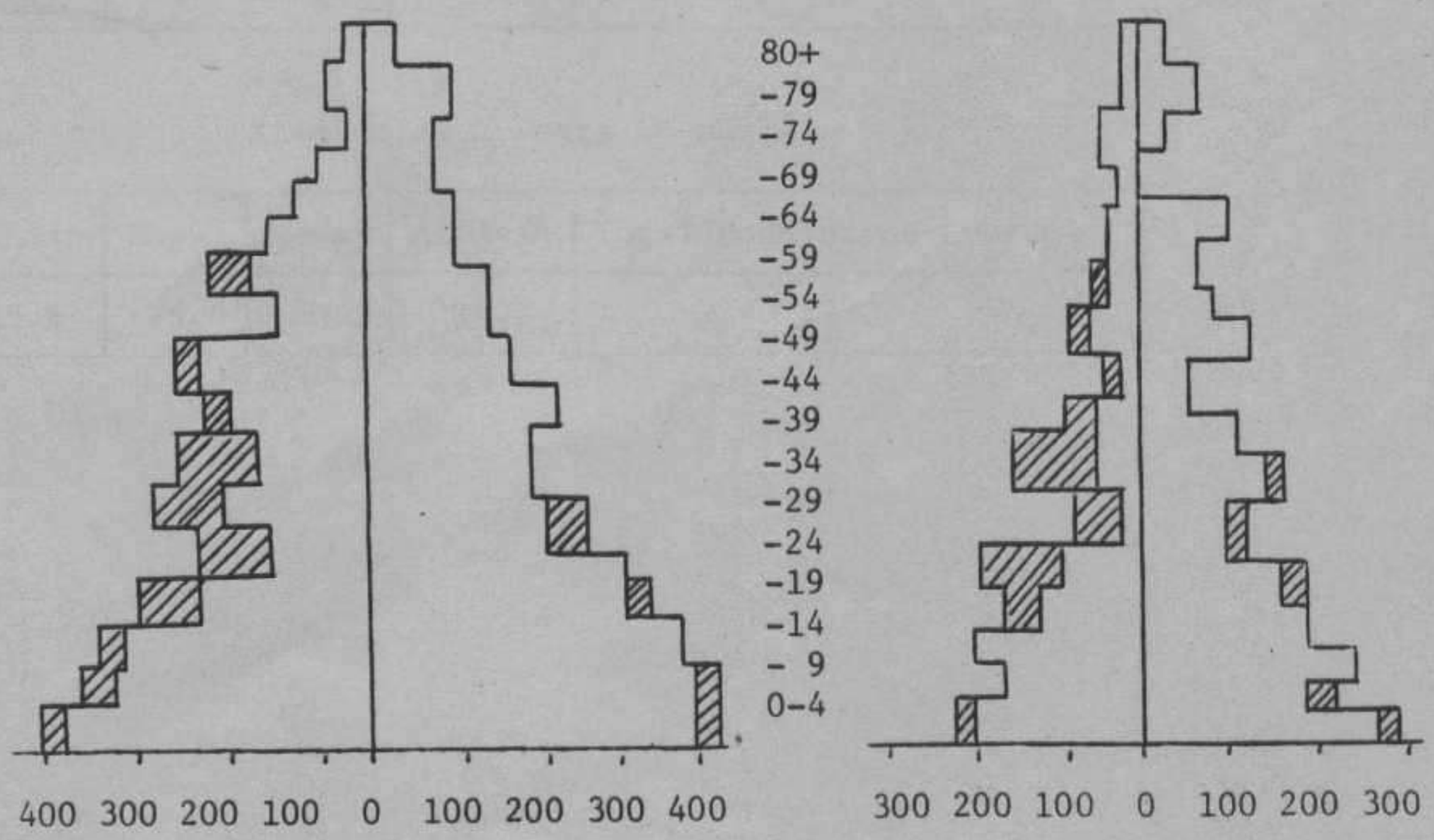
Table 4. POPULATION PYRAMIDS

1. All Caste Groups



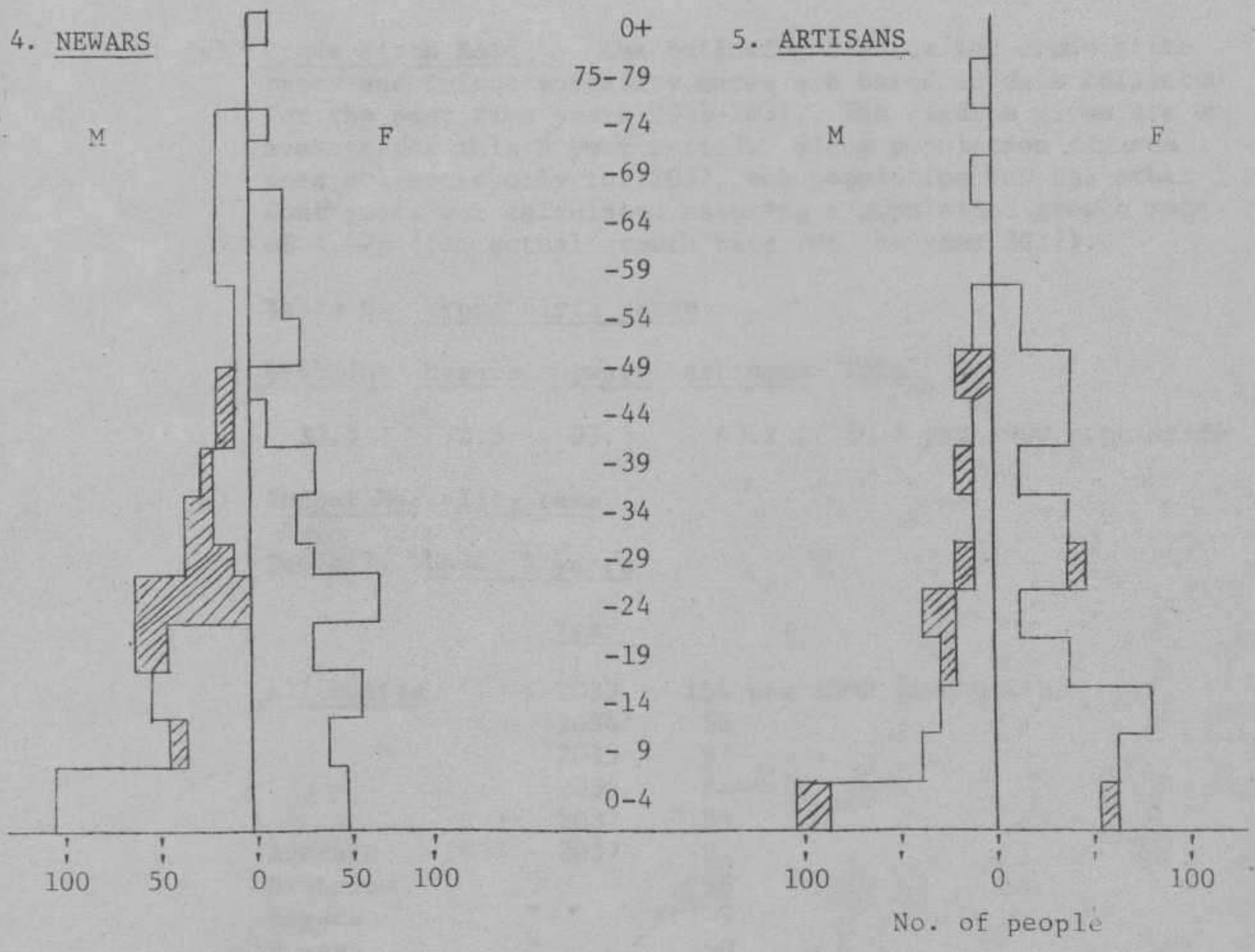
2. Brahmins

3. Magars



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POPULATION PYRAMID



Percent of Population under 15 years by Caste:

Brahmin	Magar	Newar	Artisan	Total Population Average:
42.9	38.5	38.8	52.6	41.7

Percent of Population under 5 years by Caste:

Brahmin	Magar	Newar	Artisan	Total Population Average:
15.6	15.0	20.5	16.0	17.0

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iv) Crude Birth Rate - The following figures for crude birth rates and infant mortality rates are based on data collected for the past five years 2033-2037. The figures given are an average for this 5 year period. Since population figures were collected only for 2037, the population for the other four years was calculated assuming a population growth rate of 2.47% (the actual growth rate for the year 2037).

Table 6. Crude Birth Rates

Brahmins	Magars	Newars	Artisans	Total
33.5	35.3	33.3	43.2	34.8 per 1000 population

v) Infant Mortality rate

Table 7. Under 5 years

		Year	
All castes		2033	154 per 1000 live births
		2034	54
		2035	97
		2036	81
		2037	88
Average	2033 -	2037	91
Brahmins	"		95
Magars	"		109
Newars	"		50
Artisans	"		62
All castes male	"		102
All castes female	"		78

Table 8. Under 1 year

			Mortality Rate
Average	2033 - 2037	Brahmins	67.6 per 1000 live births
		Magars	90.9
		All castes	66.7

(Not sufficient information for Magars and Artisans.)

If the Under 5s mortality rate is looked at over the present generation of women (i.e.) throughout their child-bearing years), then the figures are much higher:

Table 9. Under 5 years Mortality Rate
(average for past 4 years)

Brahmins	250 per 1000 live births
Magars	260
Newars	160
Artisans	230
Total	240

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vi) Crude Mortality Rate

Table 10. (figures for year 2037 only)

Brahmins	10.8 per 1000 population
Magars	12.2
Newars	7.9
Artisans	12.8
Total	11.0

vii) Fertility Rate

Table 11. (figures are based on average birth rate over past 5 years, and present female population aged 15-44 years, as figures not available for past 5 years)

Brahmins	166.3 per 1000 women 15-44 years old
Magars	183.3
Newars	153.8
Artisans	200.0
Total	179.0

viii) Life Expectancy - With the data available it was not possible to work out an accurate figure for life expectancy. However, a very rough figure can be given by computing the average age at death of persons who died in the year 2037:

Table 12. (not sufficient information for Newars and Artisans)

Brahmins	54 years
Magars	40 years
All castes males	48 years
All castes females	40 years
Total	44 years

ix) Population growth rate

Table 13. (based on figures for year 2037)

Brahmins	1.76%
Magars	2.51%
Newars	3.28%
Artisans	4.00%
Total	2.47%

x) Population Density - The aerial extent of the two panchayats is 28.62 square kilometres, giving a population density of 348 per sq. km. Population density per cultivated hectare can not be calculated until the land survey has been completed in the area.

xi) Migration

a) Permanent - In the past five years at least 33 families have left the area to settle mostly in the Terai, giving a total of 206 persons who have migrated. The unanimous reason for leaving was lack of land here

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and better opportunities in the Terai. Those who migrated included 22 families of Brahmins, 4 families Magars, 6 families Newars and 1 family Artisans. 29 out of the 33 families settled in the Terai, the most common destinations being:

Rupandehi	12 families
Nawalparasi	8
Palpa	3
Syangja	2
Kapilvastu	2
Other Terai	7

Although the reason for leaving was lack of land, people left in the area say that it is only the richer people who are able to get enough money together to leave the area and buy land elsewhere.

b) Temporary - As the population pyramid (Table 4) shows, a considerable number of the men are absent from their homes for more than six months of the year:

Brahmins	21.7% of all males absent
Magars	24.6
Newars	28.4
Artisans	24.2
Total	24.0

Overall 24% of the men are absent in India and 4.7% of the women, giving a figure of 14% for the total population. However, of the economically active age group of men, between 20-40 years of age, 53% are absent. The population pyramid shows a high ratio of dependents who have to be cared for by the women who also must do much of the field work.

b) Education

Table 14. Percentage of children attending school

	Ages 5-9 years		Ages 10-14 years	
	Male	Female	Male	Female
Brahmins	56	41	82	50
Magars	53	25	80	36
Newars	67	86	100	78
Artisans	25	0	100	0
Total	52	36	84	42

Table 15. Percentage of persons aged 15 and over Literacy Rate

	Male	Female	
Brahmins	56	9	(Most of these are in age
Magars	58	5	group 15-30 years, and
Newars	81	14	approximately one third of
Artisans	56	10	them have had no formal
Average	60	9	schooling.)

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Definition of literacy used in this survey was "able to read and write a letter." For those who attended school, the average number of years attended:

	Male	Female
Brahmins	7.0	4.7
Magars	5.7	3.8
Newars	7.6	4.0
Artisans	5.5	4.5

Table 16. Schools in the area

Panchayat	Ward	No. classes	No. Students	No. Teachers	
Tulsi Bh.	1	1 - 7	150 - 200	5	
	3	?	50	2	(Sanskrit bidhyalaya)
	5	1 - 5	300	5	
J. Devi	3	1 - 7	350	9	
	6	1 - 3	60 - 70	2	
	7	1 - 4	128	3	
	8	1 - 9	650	12	
	9	1 - 3	35	1	(Unofficial school)

Schools are relatively well distributed throughout the area, and no one is more than an hour's walk from the nearest primary or middle school. There is not yet a high school in the area although Galyang Bhanjyang school is adding class 9 this year and plans to go up to class 10 eventually. At present those who wish to study for their SLC must attend other schools in Syangja district, which means staying away from home in lodgings or with friends. Only the better off families can afford to do this.

It appears that in recent years schools have not expanded fast enough to cope with the influx of new students. Classrooms are crowded and the pupil/teacher ratio is poor. Opinion of the school system does not seem to be too high amongst parents, who complain that their children often play truant and do not learn very much.

Only four people in the sample (0.69% of those above 15 years) had studied above SLC; three of them are close relatives, and all of them had taken Sanskrit studies at Varanasi University. Newars seem to place the highest emphasis on education, but surprisingly the literacy rates for the other three groups are very similar.

c) Health, Diet and Nutrition

Since a detailed health and nutrition survey was not carried out at this point it is impossible to present more than a very rough guide to their status in the area. It is hoped to do a more detailed survey in the near future with the participation of the local people.

Medical facilities in the area include three medical shops at Galyang Bhanjyang, several medical shops and a health post at Walling, and the UMN Hospital at Tansen, which is only two hours away by bus. One of the major benefits that the roads have

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brought to the area is increased access to medical facilities. In Baisakh 2038 a new health post was opened up at Tulsi Bhanjyang. It is presently staffed by one senior AHW and one assistant, but plans are to eventually expand it to a total of 13 staff. The local people seem to make good use of all these facilities.

Table 17. Percentage of households visiting medical facilities : Asoj 2037 - Asoj 2038

	Galyang med. shops	Walling med. shops	Tansen Hospital	Lama Jankri	Tulsi Bh. Health Post
Brahmins	44	10	16	6	3
Magars	33	2	10	2	0
Newars	50	10	30	20	0
Artisans	11	11	11	11	0
Total	38	7	15	6	1

Although only 6% admitted going to the lama/jankri, probably a much higher percentage visit him first before going on to the medical shops. But in general people in this area seem to have less faith in their traditional healers than other areas of Nepal, possibly because they are more widely travelled. If the medicines bought in Galyang are not effective, the next step is to go to Walling, and finally, if all else fails, to Tansen Hospital. Last year on average each household spent Rs. 208 which is approximately 3% of their cash expenditure.

Magars and Artisans reported fewer sicknesses than the Brahmins and Newars. This may mean that they are healthier, or that they do not seek treatment so often for their complaints. During questioning, many of the mothers mentioned that their children had had minor sicknesses, coughs, colds, etc., but only those ones for which they sought medical help are included here. The complaints listed below in Table 18 are not a diagnosis, but merely the symptoms the people complained of. Included under "Other" are many of the women's complaints such as "mutu dukhne" (heart ache), "jham jham hune" (pins and needles), and "kamjar lagne" (weakness).

Table 18. Percentage of households reporting sicknesses Asoj 2037 - Asoj 2038

	Brahmins	Magars	Newars	Artisans	Total
Fever	24	18	30	44	24
Diarrhoea	12	4	10	11	9
Skin infections	6	8	10	0	7
Stomach complaints	9	4	10	0	7
Cough/chest infections	6	2	10	11	5
"Body aches"	1	10	10	0	5
Trauma	3	2	10	0	3
Eye infections	1	2	0	11	2
T. B.	0	0	0	22	1
Worms	3	0	0	0	1
Other	10	12	30	0	11
No sickness reported	32	43	20	44	36

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Since the area is fairly well provided with medical facilities, the major hazards to health seem to be lack of basic health education amongst the villagers, lack of clean and sufficient water, and lack of sanitary facilities.

Table 19. Major causes of death amongst under 5s

Reason not known	32%	(Figures for last 20 years approximately.)
Fever	21	
Diarrhoea	15	
Chest infection	11	
Smallpox vaccination	7	
Measles	6	
Smallpox	4	
Burns	2	
Skin infection/abscess	2	
	100%	

Diet and Nutrition

Table 20. One meal dietary recall (recorded during Asoj)

	Brahmins	Magars	Newars	Artisans	Total
Rice	42%	62	56	40	50
Maize porridge	10	17	11	20	13
Roti (flat bread)	21	0	11	0	12
Roasted corn	34	17	22	40	28
Lentils	3	0	22	0	4
"Tihun"	66	79	89	40	71
Meat	3	0	0	20	3
Milk	68	42	67	0	55
Moi (buttermilk)	24	25	22	20	24

The table above shows the percentage of households eating certain foods. Out of the 145 households sampled, only 76 were asked to recall what they had had to eat the evening before.

A typical meal in the area consists of a grain accompanied by "tihun" which is a sauce made of any vegetables that are currently available. Milk or moi is often drunk with the meal. Only 4% of households reported eating both lentils and tihun i.e. the typical daal-bhaat-tarkari meal that is served in teashops. 26% of households ate no lentils or tihun with their meal (31% Brahmins, 21% Magars, 11% Newars, 40% Artisans). For many of the poorer families, and those who are overworked and too tired to cook when they come home at night, the evening meal consists merely of roasted corn with possibly some milk or moi. Strangely it seems that Magars and Newars eat more in the way of vegetables even though the Brahmins grow more (see Horticulture section d)6.). A high percentage of households reported eating rice, but observations do not bear this out. Therefore, it is possible that when they answered rice ("bhaat"), they may have meant maize porridge ("makaiko bhaat").

The vegetables for the tihun vary throughout the year depending upon what is available, and the villagers are quite adept at making things last. During the summer vegetables such as pumpkin shoots, okra, giramla, chichinna, bodi, and karella are eaten fresh. Around

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Bhadau or Asoj, some type of spinach or mustard is commonly planted on small plots near the houses. This may be eaten fresh during the winter months, but more commonly it is pounded, and dried, and made into gundruk. During the winter months colocassia roots are dug up and eaten. During the dry season, dried beans and lentils and gundruk are eaten until they run out, and after that the people often make do without vegetables, or they may buy some potatoes in the bazaar.

d) Agriculture

(This section does not include Galyang Bhanjyang bazaar inhabitants, many of whom have recently moved to the area and whose land holdings lie outside the area covered by this survey. The total of non-Galyang households sampled is 136.)

Subsistence agriculture is the major economic activity in the area, but farms are small and only a minority of families grow sufficient food to support themselves, and even fewer have a surplus to sell. There are no cash crops grown in the area.

The major food crops are rice, maize, millet and wheat. Land is classified into 'khet' - terraced, irrigated land; 'bari' - unirrigated land that is sometimes terraced; 'kharbari' - an area of seemingly waste land which is cut for fodder; and forest.

In the course of the survey many people commented on the shortage of land and the increasing population, and this is the major problem in the area. Deforestation has occurred and marginal land is being farmed with a consequent reduction in fertility and increasing erosion. The people's response to this problem so far has been for one or more members of the family to migrate to India and find work there, supplementing their grain income with a cash income.

1. Land Ownership

Being largely a subsistence economy, land ownership is still the most important index of wealth. There are no really large land owners in the area. Most farms are small and within each farm the land is broken down into many small parcels of land (kitta), often located some distance from each other thus making them less economical to farm.

Since the official government survey has not yet taken place in the area, it is impossible to give an accurate figure for the aerial extent of these farms. The farmers evaluate their fields in terms of "muri" - volume of grain produced; 'hal' - the number of days it takes to plough; and "maato muri" - volume of fertile soil.

The following table has been based on the number of muri of dhan (paddy) for khet fields, and the number of muri of maize for bari fields. Since maize is not measured in muri, but eaten straight off the cob, farmers quoted their maize harvest in 'doko', conical bamboo baskets which can vary in size. After some tests it was decided to use the average figure of 5 doko of maize equals one muri.

cob - mais kolbe

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Table 21. Cultivated Land Ownership per household

	Brahmins	Magars	Newars	Artisans	Total	Approx. areal extent
No land	0	2.0	0	0	0.7	0 Hectares
1 - 5 muri	20.6	32.7	20.0	66.7	27.9	0 - 0.12
5.1 - 10	20.6	32.7	20.0	11.1	24.3	0.12 - 0.25
10.1 - 20	30.9	26.5	50.0	11.1	29.4	0.25 - 0.50
20.1 - 40	13.2	6.1	10.0	11.1	10.3	0.50 - 1.00
40.1 - 60	11.7	0	0	0	5.9	1.00 - 1.50
More than 60	2.9	0	0	0	1.5	More than 1.50
	100%	100%	100%	100%	100%	The above calculated on estimated area conversion factor of 40 muri/hectare.

Land owned in the Terai. 3% of households own some land in the Terai. The 2 farmers in the sample with more than 60 muri owned 2 bigha and 16 bigha each in the Terai.

Again it must be emphasized that these land figures are a rough guide only, and many farmers probably underestimated their land holdings in the hope of qualifying for some aid from us or the government. Differences between the caste groups are apparent in the table above, but it is important not to generalize too much; Brahmins are amongst the richest and poorest people in the area. Those with less than 5 muri of land are particularly high in the communities situated on the ridge top. An estimated average of 3 muri/year/person is needed to meet basic food need.

Table 22. Percentage of households owning 5 muri or less, by geographical location

Panchayat	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8	Ward 9	
Jagatri Devi	33	17	9	12	43	44	18	12	43	100%
Tulsi Bhanjyang	50	33	33	14	30	60	0	25	63	100%

In Tulsi Bhanjyang panchayat the wards with the highest percentages are all on the ridge tops and those with the lowest down on the 'phant' (Kali Gandaki river terraces). In Jagatri Devi panchayat most of the wards stretch from the ridge top down to the rivers, so it is harder to draw any conclusions.

Irrigated land is generally more valuable than unirrigated because three crops a year can be obtained, and yields are higher. The following brief table shows the relative distribution of khet land.

Table 23. Irrigated (khet) land ownership

	Brahmins	Magars	Newars	Artisans	Total
No khet	8.8	20.4	20.0	77.8	18.4
1 - 5 muri	25.0	53.0	50.0	11.1	36.0
More than 5 m.	66.2	26.6	30.0	11.1	45.6
	100%	100%	100%	100%	100%

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So far 23 sukumbasi families, those with no land or virtually no land, have been identified in the project area: 8 Brahmins, 11 Magars, 2 Newars, and 2 Artisans. Nearly all the land in the area is being farmed by the owners, and only about 60 muri are tenant farmed. Three systems of land rental operate in the area:

i) Rental for a monthly or yearly cash payment.
ii) Adhiya - the tenant does the work and shares half the harvest with the owner. No cash payment involved.
iii) Bandak - the land is given in lieu of paying interest on a loan. The money lender works the land and keeps the harvest until the debt is repaid.

The larger land owners said that they do not practise the adhiya system because it is more profitable for them to employ labourers and work the land themselves - an indication of the shortage of land and lack of employment in the area.

2. Cropping Patterns and Yields

i) Bari Land (unirrigated)

These are located generally on the upper slopes of the hills. The major cropping pattern on bari land is maize, legumes and finger millet. (See Table 24 below for details of cropping patterns.)

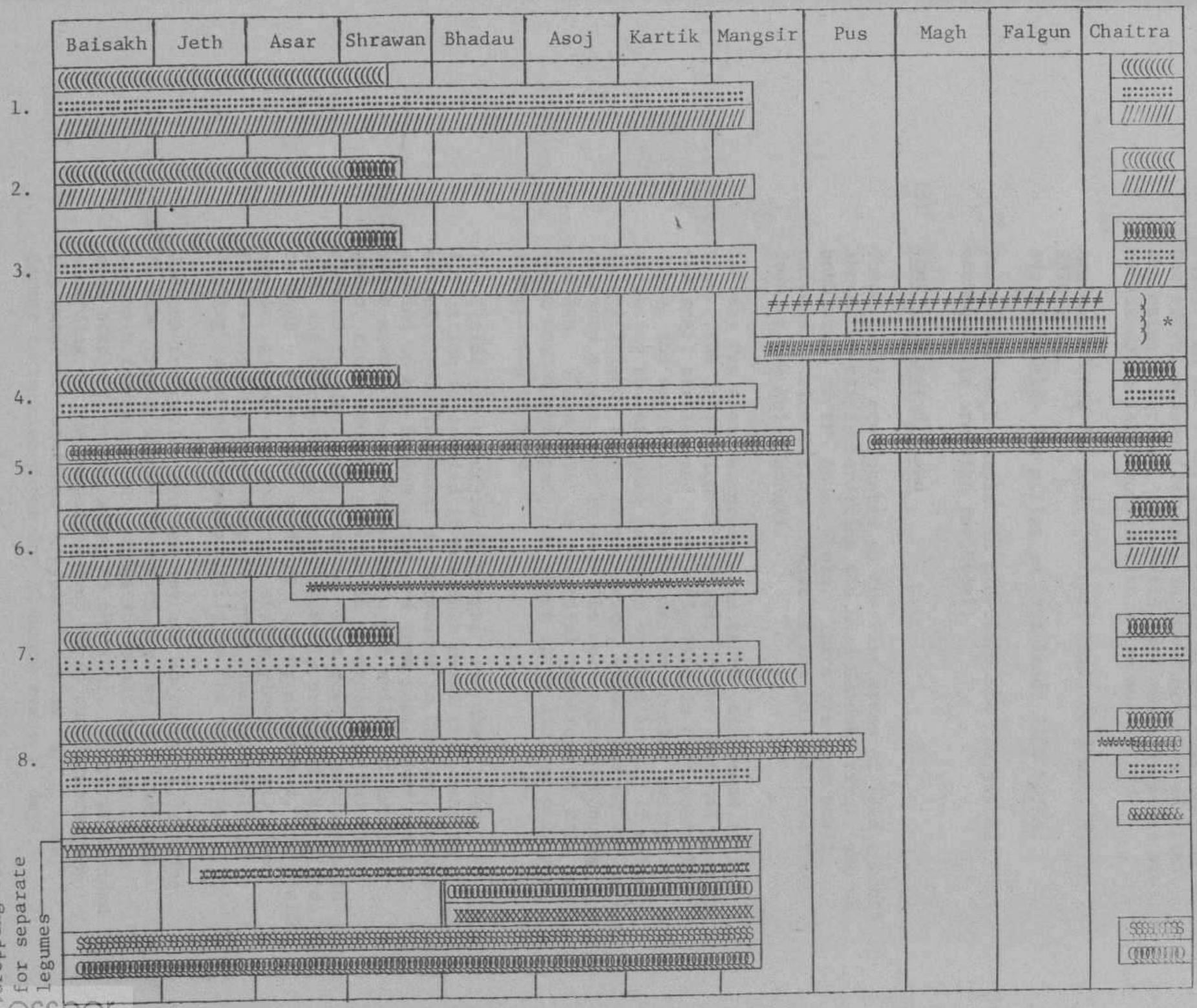
The land is ploughed in Mangsir and left fallow until Chaitra when manure is applied to the field and it is ploughed again. Maize is sown as early as possible in Chaitra or Baisakh, depending on the rain. The seed is dropped into the furrows left by the plough, but sometimes on very dry land it is scattered quite thickly as germination is poor. After the seed is sown the clods of earth are broken up.

The millet is often sown in clumps in the same field directly after the maize. If it fails to germinate, as happens some years, it may be planted again any time up until the beginning of Asar. The maize is dug over and weeded when it is about 25 cm high, and again when it is almost full grown, at which time the millet is transplanted throughout the maize (Asar - Bhadau). Usually some kind of legumes are intercropped with the maize and millet. In general the smaller landowners grow proportionately less legumes as they need all their available land for the grain crops.

As the maize begins to ripen around Shrawan, the leaves are stripped off and fed to the buffalo. The cobs are collected in Bhadau, and the stalks may be used for building fences for vegetable gardens or for firewood; thus no part of the plant is wasted. The legumes are ready for harvesting at the end of Kartik; they are cut, taken to the villages, dried thoroughly and threshed. The millet heads are cut in Mangsir, and they too are dried and threshed, the remaining stems and leaves providing buffalo fodder again.

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Table 20. Cropping Patterns on Bari Land



Maize
Millet
Mustard
Legumes(mixed)
Wheat
Buckwheat
Piralu
Sesame
Sweet Potatoes
Legumes
Maize bodi
Millet bodi
Shiltung
Maas
Gahat
(Sorghum)

Cropping pattern	% Plots
1.	66.
2.	20.
3.	8.0
4.	3.0
5.	1.0
6.	1.0
7.	0.6
8.	0.6

* These 3 are alternatives

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Very few people in the survey mentioned growing wheat on their bari land, claiming that it was too dry. However observations show that many people do plant wheat on the more damp north-facing slopes. Some years they get a harvest and some years they don't. A few farmers plant mustard (for oil) or buckwheat instead of, or alongside, wheat. On the drier south facing slopes near the top of the ridge, sesame (for oil) is sometimes planted after the maize. Sorghum, colocassia, and sweet potatoes are occasionally intercropped with maize and millet.

Average yields for maize on bari land: 36.5 muri/Ha. or 2370 kg/Ha.
Average yields for millet on bari land: 1700 kg/Ha.

These were both sampled in mid-field and the yields consequently are high for Nepal.

ii) Khet (irrigated) land

These fields are located on the flat areas of land (phant) above the cliffs bordering the Kali Gandaki river, and on both sides of the Andhi Khola. There are also small patches of rice fields in most of the gullies that flow down to the Kali Gandaki.

In very few areas at present is there year round irrigation. The irrigation canals rely on the seasonal flow in the small streams and thus irrigation is only possible during the monsoon. So water is the crucial factor affecting the cropping patterns on khet land. If water is sufficient, three crops - rice, wheat, and maize - are obtained a year, and this is the most common cropping pattern. Where water is plentiful two crops of rice and wheat may be obtained, but where it is limited only one summer crop of rice.

The fields are ploughed in Mangsir and wheat sown. Irrigation is applied if possible until the wheat is established. The wheat is harvested in Chaitra, manure applied to the fields which are then reploughed and the maize sown. The maize is often cut whilst it is still green, thus reducing yields, in order to get the rice planted in time. The rice is first sown in seed beds in Jeth and transplanted into carefully prepared khet fields in Asar. Before the seedlings are transplanted, the fields are irrigated, and the maize stalks ploughed in. The fields may be ploughed up to three times altogether. Weeding takes place periodically as the rice grows.

Various irrigation systems operate in the area, ranging in size from a single farmer to a group of 50 farmers. The main feature is an irrigation canal leading off a side stream bringing water to the khet. Water is divided according to the amount of land owned and farmers take the water in rotation. A typical system is for each farmer to receive water for 12 hours every 1½ days.

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Soya beans or maas (black gram) are planted on the bunds of the terraces except where the bunds are very low or in jungle areas where the monkeys eat them. Monkeys are a big problem down towards the Kali Gandaki where there is some jungle left, and farmers often do not plant maize because the monkeys destroy it. When asked wjat crops they planted in winter, many farmers replied "monkeys".

Although maize does not require irrigation, if water is applied it helps the maize to ripen faster. Therefore in areas where water is not available in the pre-monsoon season, maize is not planted as it would not ripen in time to plant the rice. A few farmers plant mustard, buckwheat or potatoes instead of wheat in the winter season.

Common strains of rice grown in the area are amarjyoti, masino, madeshi, janeli; wheat - RR21. Average yields for rice are 66 muri per hectare or 3400 kg per hectare, and maize 58 muri per hectare or 3800 kg per hectare.

Table 24. Reasons for poor harvests (or why grain is not sufficient for the household

Lack of water	51%
Not enough land	40
Not enough manure	14
Weather unreliable	11
Soil not good	10
Pests and diseases	9
Not enough labour/time	7
Other	8

Only one farmer said that he had no problems at all. 'Other' reasons included too large a family; sickness in family; landslides; lack of jungle or kharbari; and one man who said "it's because the land is farmed by women".

Sexist !

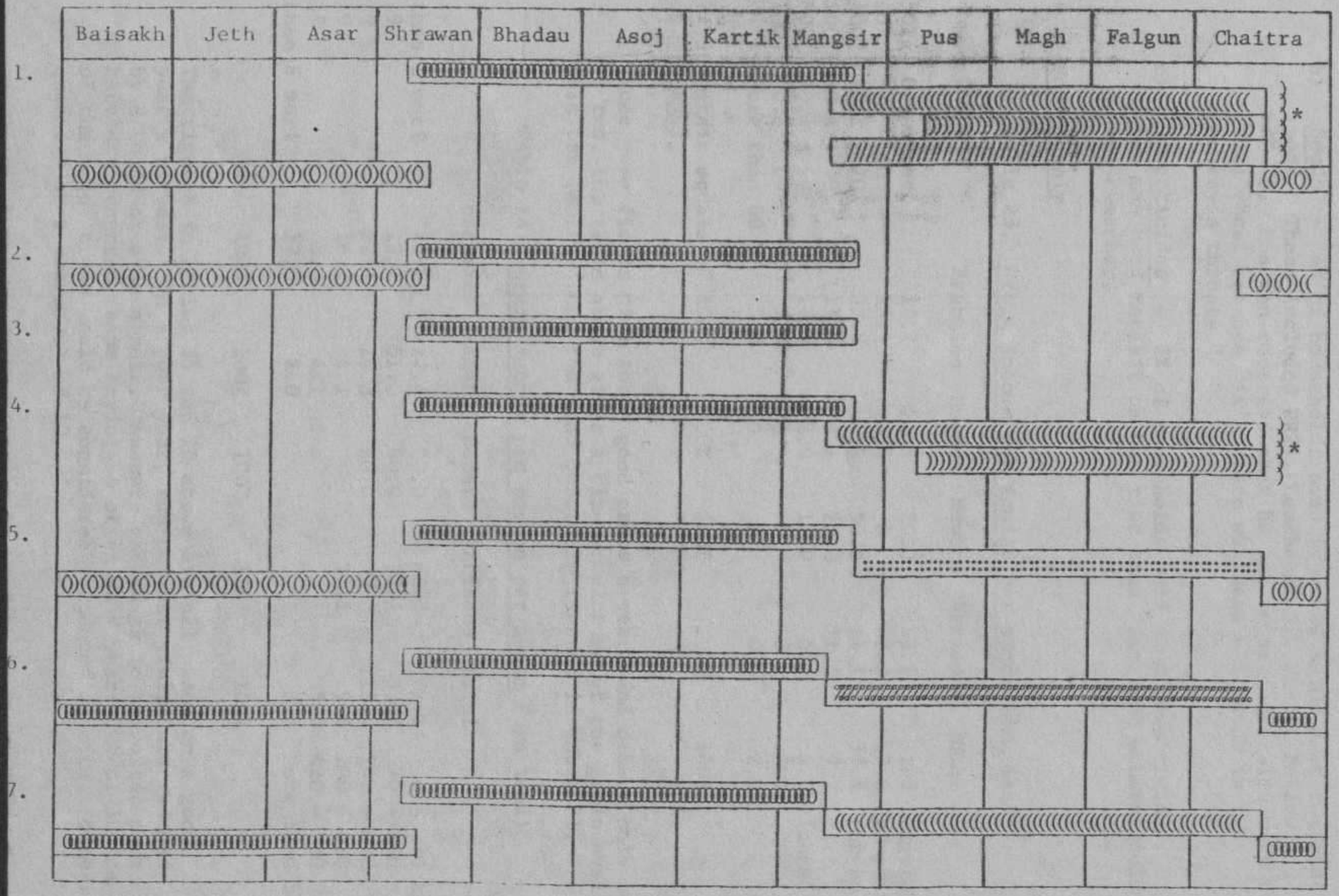
3. Use of Improved Inputs

Although many farmers in the area have heard about fertilizers, improved seeds and pesticides, very few are applying them. In all, 16 families out of 136 in the sample were using or had used one of the above. This represents 17% of Brahmins, 6% Magars, 10% Newars, and 0% Artisans.

There is a J.T.A. centred in Galyang Bhanjyang and much of his effort so far has been directed towards extending the use of these things. He has also been active in encouraging vegetable farming, the planting of fruit trees, and he has started a 4H club in Galyang. However as he is the only JTA for five panchayats, it is almost impossible for him to do any extension work and he mostly works with farmers who come to consult him. There is also a Sajha Sansthan in Galyang Bhanjyang, and this has stocks of fertilizers, improved seeds and pesticides. Last year they sold 30269 kg of fertilizer (Urea and Complasal 20-20); 1154 kg of wheat seed (RR21); 100 kg of maize seed (Rampur Yellow).

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Table 21. Cropping Patterns on Khet Land





* alternatives
Soya beans or maas are intercropped with rice in about 25% of plots

Cropping pattern	% Plots
1.	56.
2.	12.
3.	20.
4.	7.0
5.	2.0
6.	0.7
7.	3.0

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a) Fertilizer - 8% of households have used some fertilizer in the past year, most commonly urea which was applied to the wheat and sometimes to the rice. Out of the 11 families in the sample who used it, nine were satisfied, but one man said that it made his wheat diseased and another found it made the soil very hard so that the maize crop which followed was not good. If it is used on the maize, farmers reported that it makes the maize grow very tall and the wind knocks it down.

b) Seeds - 4% of households used improved seeds over the past year. These included RR21, Lemabahun 52, Rampur Yellow and CS 45. One man reported that he got increased yields with the RR21 wheat because "it's sharp whiskers get stuck in the monkey's throats."

c) Insecticides - 2% of households used some insecticides. One man used Metasit on his rice seedlings; the others could not remember.

4. Food Supply

Table 25. Grain Income per family per annum (own land)

		Brahmins	Magars	Newars	Artisans	Total	
0 - 350kg	0 - 5 muri	14.7	24.5	20.0	55.6	21.3	Figures
- 700	5.1 - 10	16.2	22.4	0	22.2	17.6	given are
- 1400	10.1 - 20	33.8	44.9	50.0	11.1	37.5	for hulled
- 2100	20.1 - 30	11.8	6.1	20.0	11.1	9.7	rice
- 2800	30.1 - 40	10.3	2.0	10.0	6	6.6	(chamal).
- 4200	40.1 - 60	7.4	0	0	0	3.7	
	More than 60	5.9	0	0	0	2.9	
(1 muri dry grain equals approx. 70 kg.)		100%	100%	100%	100%	100%	

Since some fields give three good crops a year, and others only one or two, the table above gives a clearer picture of the grain available per family, than the land ownership figures in Table 21.

Table 26. Grain income per person per annum (own land)

	Brahmins	Magars	Newars	Artisans	Total	
Less than 1 muri	16.2	22.4	20.0	66.7	22.1	0 - 70 kg
1 - 1.9	19.1	51.0	60.0	22.2	33.8	70 - 140
2 - 2.9	22.1	16.3	20.0	0	18.4	140 - 280
3 - 3.9	16.2	4.1		11.1	9.6	280 - 420
4 - 5.9	8.8	4.1			5.9	420 - 560
More than 6 muri	17.6	2.0			9.6	More than 560 kg
	100%	100%	100%	100%	100%	

The figures in tables 25 and 26 above are all based on a good year's harvest. In a poor year, the harvest yields are reduced by a third or even a half. Answers varied as to how often poor harvests occurred, some saying as often as 7 years out of 10 one of the major crops would be considerably reduced in size. Others quoted 3 or 5 years out of 10.

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According to their own estimates of the amount of grain they eat per day, the amount of grain eaten per person per year was calculated as follows:

Brahmins	3.31 muri/person/year
Magars	3.63
Newars	2.37
Artisans	2.24
Total	3.06

Taking that on average each person needs 3 muri of grain per year. Table 26 shows that around 70% of households do not grow enough to support themselves. This is borne out by Table 27 below which shows their own estimate of how many months food supply they produce themselves.

Table 27. No. months food supply from own land (per household)

	Brahmins	Magars	Newars	Artisans	Total	
0 - 2.9 mths.	1.5	6.1	0	11.1	3.7	Mean number of
3 - 5.9	10.3	20.4	10.0	44.4	16.9	months sufficient
6 - 8.9	26.5	51.0	40.0	33.3	36.0	food: 7.7
9 - 11.9	11.8	10.2	30.0	11.1	12.5	
12 months or more	50.0	12.2	20.0	0	30.8	
	100%	100%	100%	100%	100%	

So the majority of households in the area are dependent on bought grain and a cash income is vital to their survival. Most people buy their grain from the shops in Galyang Bhanjyang bazaar, where the price for chamal (hulled rice), depending on the grade, varies from 12 - 18 Rs per pathi. Maize and millet are available in the villages sometimes, and so is dhan (unhulled rice). The village price is lower than the shop price but many of the poorer people are forced to buy in the shops as they have no cash to pay with. The villagers will not give them credit whereas the bazaar shopkeepers will, albeit at very high rates of interest, usually 60% per year. Thus the poor people get taken twice. Another reason they prefer to buy chamal in the bazaar is that it requires no further processing - an important factor for the over-worked women.

Only 15% of households have an excess to sell. The grain is usually sold in or around the villages, and very occasionally in Galyang Bhanjyang. Nearly all the grain sold in the Galyang shops is imported from the Terai. Using the figure of 7.7 months food supply on average per household and average grain consumption of 1.34 mana per person per day, the area has to import approximately 12,500 muri per annum (926 m. tonnes).

5. Grain Storage

As most families only have a small harvest, the grain is consumed quickly and grain storage does not seem to be a big problem in the area. Those who must buy grain, but it in small amounts at a time, so losses from storage are minimal. The rice, millet and wheat are dried thoroughly and stored in bakari (bamboo baskets) in the attics of the houses. The maize is sometimes hung from the roof

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or the verandah, or from a 'soli' outside, but more often it is just stored loose on the floor of the attic.

6. Horticulture

There is no commercial horticulture in the area, but small amounts of fruit and vegetables are grown for home consumption. A typical house will have a small kitchen garden close by, often next to the buffalo manure heap, and this will contain two or three fruit trees, one or two chilli bushes, a tomato plant, a few tobacco plants and in winter some spinach (raya sag) and mustard plants. During the monsoon quite a variety of vegetables can be grown, most of these being of the climbing vine type - chichinna, giramla, karella, loka, cucumber and pumpkin. In general, the larger the landowner, the more fruit and vegetables he grows. Brahmins tend to grow more vegetables than other castes as they don't have the problems of chickens and pigs that beset the Magars and Artisans. The Artisans rarely have a garden of any kind, complaining that their houses are too close together and the village so full of chicken, pigs, goats and children that vegetables won't grow. Number of varieties of fruit and vegetables grown per household per year:

Brahmins 16; Magars and Newars 13; Artisans 7; Average 14

Table 28. Percentage of households growing certain vegetables and fruits

	B	M	N	A	All		B	M	N	A	All
Black dal	28	18		11	21	"tarul"	19	29	30		22
"Arahar"	4					eggplant	47	27	30	11	36
"Shiltung"	31	39		11	30	Okra	79	65	80	66	74
"Gahat"	34	20			24	"giramla"	81	69	70	55	74
Soya beans	22	14			16	sugarcane	10				
White beans	44	29	10	33	35	Onions	1				
red beans	37	33	30	11	33	banana	88	65	70	22	74
black beans	1	4				tangerine	6	12			7
"taate" beans	19	16	10		16	lime	16	4			10
"bodi"	68	76	90	55	71	lemon	34	18			23
Colocassia	66	71	90	22	67	pomelo	12	4	10		8
mustard greens	13	10		11	11	peach	40	41	20		36
spinach	63	37		22	46	papaya	46	29	60		37
radish	16	2		11	9	lichi	2				
cabbage	7	2				pineapple	25	10			16
cauliflower	12	2				jackfruit	66	29	70	44	51
pumpkin	56	69	80	55	62	mango	41	31	40	11	35
"karella"	75	80	60	33	73	guava	43	33	20	22	36
"Chichinna"	68	47	40	44	57	pear		2			
cucumber	19	33	10	11	23	mulberry	37	43	70	11	40
"loka"	26	20	50		24	ginger	29	39	70		34
Tomato	37	51	60	44	44	turmeric	41	41	80	11	42
potato	13	6	10		10	chilli	75	57	80	22	65

B - Brahmins; M - Magars; N - Newars; A - Artisans

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Although horticulture is undeveloped in the area at present, there seems to be considerable interest in it, particularly amongst Brahmins. Many people claimed that they would grow vegetables in winter if they had more water. However there are a number of problems to be overcome if horticulture is to develop in the area:

1. Control of animals - In winter in most villages, goats and cattle are turned loose to graze and in Magar and Artisan villages pigs and chicken are loose throughout the year and cause considerable damage to young vegetables.

2. Fruit trees are regarded as common property to which anybody can help themselves, and there seems to be an unwritten code that it is demeaning to sell fruit and vegetables; if you have a surplus, you should give them away. This is a good custom, but unfortunately it does remove much of the incentive to plant more trees and tend them properly. Many of the fruit trees in the area do not bear fruit, probably because they have never been pruned. One farmer commented that he tried growing vegetables one winter in his khet land but the vegetables were all stolen.

3. Vegetable farming needs a lot of manure or compost and involves more labour than a grain crop, so that lack of time is often a limiting factor.

7. Animal Husbandry

Table 29. Average number of animals per household

	Buffalo	Cows	Bulls	Goats	Pigs	Total
Brahmins	3.1	1.0	0.9	0.7		5.8
Magars	3.1	0.6	0.8	1.9	0.9	7.2
Newars	3.1	0.6	1.2	1.8		6.7
Artisans	1.4	0.2	0.1	0.9	0.7	3.3
Total	3.0	0.8	0.9	1.2	0.3	6.2

Other animals raised include rango (male buffalo), a few sheep, ducks, and chickens. Brahmins and Newars do not keep chicken, but amongst Magars and Artisans, 98% of households keep some.

a) Fodder Supply - As the human population has increased in the area, so has the animal population, so that humans and animals are now competing for the land. Fodder has become scarce as more and more land is put under cultivation and in many of the wards this has reached a critical point effectively limiting any further increase in the animal population. Most families own a small kharbari patch (waste land on steep hillsides) and during the monsoon cut this, as well as grass on the bunds of the terraces, for fodder. During the winter the principal sources of fodder are dried millet and rice straw and the trees. Although any sizeable tracts of forest and jungle have been destroyed, considerable number of trees remain along the edges of the fields. These are all individually owned and supply firewood and building materials as well as fodder. The villagers display good management of these tree resources. Common fodder trees found in the area are

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ramsingh, kotmero, gidari, khaniya, totri, rambara, khoiral, and semol.

The smaller farmers often do not own any khar bari land, and the fodder from the edge of their fields is not sufficient to meet their needs, especially in the dry season. Then they beg from their neighbours or buy fodder, either renting a tract of kharbari, or else buying fodder by the load, at a cost of around Rs. 4 per load. Even for a few months in the dry season this would seem to be very uneconomical. In ward 9 of Tulsi Bhanjyang panchayat, fodder areas became so severely cropped that village leaders met together and agreed that all the animals including goats must be kept tied up and not allowed to graze freely; fines are imposed for non-compliance.

Each household uses an average of 5.2 loads of fodder a day, and they estimate it takes them around two hours to collect one load. In the winter it takes less time as they feed the animals straw or tree leaves.

b) Buffalo - All the buffalo are kept tied up in 'goth'- open walled stables with thatched roofs. The buffalo are fed on grass, but just before delivery and up to 3 or 4 months after calving, they are given supplementary feeds of one or two mana of millet cooked up with a lot of water. The average full grown milking buffalo costs between Rs. 1500 and Rs. 2500. A female buffalo will reach maturity around 4 years of age and will continue milking for up to 9 years. 33% of the buffalo in the area were actually giving milk at the time of the survey, and amongst the latter, the average amount of milk per day was 2.8 mana. Most of the milk is kept for domestic consumption, but a little is sold around Galyang Bhanjyang. Some of the milk is made into ghiu either for household use or to be sold. Most of the young male buffalo that are born are sacrificed and eaten. One or two families in the area keep full grown bulls (rango) and these will be "on call". The families with the rango are paid 1 pathi of grain a year and Rs. 10 for each time the bull is used.

c) Cattle - These are kept primarily for the goru (bulls) which are used for ploughing; cows are kept for breeding purposes, for manure, and sometimes for milk. A pair of bulls can cost as much as Rs. 2000.

d) Goats - These are generally kept to sell and provide a small cash income. As goats are scarce in the area, they can fetch high prices particularly around the major festival times. Prices average Rs. 140. Most goats are kept tied up through the summer months, but allowed to forage in the fields during the winter.

e) Pigs - These are kept only by Magars and Artisans and are usually the small black local variety. A few families of Artisans have recently started keeping an improved breed of pig which they buy from Tansen or Bhairahawa at one month old for about Rs. 125 and sell again after about 6 months or a year for a profit of around Rs. 400. They are fed on a diet of scraps, maize meal and rice husks.

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f) Chicken - These are free ranging but are fed some maize meal. They are mostly kept for sacrificing (i.e. meat) but their eggs are also eaten and occasionally sold to teashops on the road.

g) Beekeeping - Beekeeping is popular particularly amongst Magars. Local hives are constructed out of hollowed logs, sealed at either end with a small hole for the bees to enter by. The honey is extracted by smoking the bees out. About half the hives in the area are empty and one man complained that the "bees flew away after the road was built". It does seem likely though that the rapid destruction of the forest over the past 10 - 20 years has caused a decrease in the bee population.

h) Animal Health - There is no one trained in the area in this field. If an animal is sick it is sometimes treated with local remedies - herbs or roots - but often it gets no treatment at all. Some people visit the government vet at Walling and buy medicines there. On several occasions when there has been an epidemic in the area the villagers have got together and called in the vet for a visit. In one village there is a man who looks at the eyes of sick buffalo and diagnoses which demon is possessing them. In another village the local mid-wife helps with difficult deliveries.

Table 30. Sicknesses most commonly reported

Khoret (foot and mouth)	10	animals
Byagouti (haemorrhagic septicaemia)	5	
Difficult delivery	5	
Luto (mange)	4	
Diarrhoea	4	
Fever	3	
Not eating	3	
Not becoming pregnant	7	possibly namle (liver fluke)
Stomach swollen	2	
Cough/breathing problems	2	
	Total 45	animals : 11%

Sicknesses were recorded concerning the buffalo only. Altogether 8 households visited or called the Walling vet; 3 called the local lama; 2 used herbal remedies; and 1 brought medicine from Galyang; the rest gave no treatment.

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e) Employment

Table 31. Male occupations (over 15 years)

		Brahmin	Magar	Newar	Artisan	Total
local	1. Farming own land	42.7	31.7	30.3	0	35.0
	2. Farming own land & unskilled work	12.1	17.0	0	60.0	16.3
	3. Farming own land & business	2.4	0	3.0	0	1.4
	4. Farming own land & profession	0.8	0	0	0	0.4
	5. Unskilled work only	0	1.0	0	0	0.4
non-local	6. Army	0.8	17.3	30.3	6.7	10.9
	7. Unskilled work non-local	23.4	18.3	18.2	13.3	20.3
	8. Skilled work non-local	1.6	1.0	0	6.7	1.8
	9. Unemployed in India	5.6	2.9	3.0	6.7	4.3
	10. Student	8.9	6.7	3.0	0	8.0
	11. Too old to work	1.6	1.0	12.1	6.7	1.4
		100%	100%	100%	100%	100%

1. Farming Ownland

More Brahmins than any other caste are engaged solely in farming their own land. There may well be quite a few people in this group who occasionally do some field work for other people but did not bother to mention it. Although 35% of the men are farming, only 25% of the households support themselves solely from their own land; the rest have one or more members working.

2. Farming own land and unskilled work - Unskilled work here includes field work, portering, house building, and other labouring jobs. Also included in this category were the tailors, blacksmiths and goldsmiths even though their work is in a sense skilled. Apart from field work and the artisan trades, there is very little employment available in the area, and even field work (which engages the majority of people in this group), is very seasonal. People doing field work obtain at the most 60 days of employment a year. Only two people have jobs for 12 months of the year - one works for the Roads Department, and one is a bus conductor on the Siddhartha Rajmarg (sample only). Field work is sometimes paid in grain and sometimes cash. Rates are divided into two groups:

a) Ploughing - Rs. 10 a day and food or 1 pathi grain and food (Brahmins and Newars do not plough, so this job is open to Magars and Artisans).

b) Other field work - Rs. 5 a day and food or 4 mana grain and food.

House building or labouring jobs, which are limited in number, earn between Rs. 10-13 a day and food.

All the artisans interviewed in the survey supplement their income by field work or by their trade. The latter is paid in grain, a set amount per family per annum, varying between 1 pathi of grain to 5 pathi or more, partly dependent on the size of the family, but irrespective of the amount of work they call upon them to do. Each artisan family has a circuit of houses, between 30-60, for whom they do work.

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3. Farming own land & business - The only businesses in the area are the shops, mostly in Galyang Bhanjyang.

4. Farming own land & profession - In the sample there was only one person in this category, a teacher, who was working locally. Other professional people working in Nepal but away from their homes were included in category 8.

5. Unskilled work only - Only the sukumbasi family of Magars support themselves solely by labouring jobs (in the sample), although many other families are close to this line.

6. Army - This is a favourite source of employment for Magars and Newars. Not only is it well paid, but it provides the chance to travel, security in the form of a pension for later years, and 'status'. Men leave for the army when they are about 17 or 18 years old. A few of them take their wives and families for three or four years, but rarely longer. Fifteen years is the minimum length of service for a sipahi (the lowest rank) to qualify for full pension. Some are promoted and then stay in longer, but very few learn anything more than how to parade and "banduk khelaaunu" (play with guns). The men describe their years of service as "pension pakaaunu" (cooking the pension) and their years of retirement as "pension khaanu" (eating the pension).

7. Unskilled work non-local - Everyone in this category is working in India in such jobs as chowkidars (watchmen), factory workers, drivers and houseboys. The latter are usually given only their board and food plus Rs. 50 per month, but chowkidars salaries can start at around Rs. 150 per month and go up to Rs. 750 after many years of service, so it is easy to understand the attractions of working in India.

8. Skilled work non-local - Any type of office work which requires some type of education was included in this category. Most of these people are clerks in company offices or banks in India. Two people who work in other parts of Nepal were also included here.

9. Unemployed in India - This is the worst situation to be in because of the high cost of living away from home. Although category 1 "farming own land" also hides a large number of unemployed people, they are at least living at home and contributing in some way to production. But many people every year, some of them boys as young as 12 or 13, leave their homes for India, hoping for lucrative jobs there. They may spend up to 4 months looking for work, some of them returning to Nepal jobless when their savings run out.

f) Agricultural and Cottage Industries

Very few cottage industries exist in the area at present. There is a diesel powered mill in Lower Galyang for milling flour, hulling rice, etc. The mill only runs when there is a demand for it, and according to the survey only 16% of households use it, and these are mostly the wealthier land owners who take their wheat or mustard there. Other households process everything in their own homes on dhikkis (rice hullers) or stone grinding wheels. Rates charged at the mill are: hulling rice Rs. 0.5 per pathi; grinding wheat Rs. 1.5 per pathi; pressing oil Rs. 3.0 per pathi seed.

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One man from Ward 7, Tulsi Bhanjyang, has installed two knitting machines in Galyang bazaar and produces sweaters, scarves, and hats. Another man has set up two weaving looms for weaving topis (hats) in his home at Thum, Tulsi Bhanjyang, and is able to sell locally all that he can produce. A few men also make bamboo products - bakari, dalo, doko, etc. which they sell locally.

Other handicrafts are produced for the home but are never sold. These include the weaving of cloth by a few Magar and Newar women, weaving of gundri, chakatti (mats), fishing nets, and doko (basket). Some women knit and also embroider designs on cloth. Cotton used to be grown in the area, but has stopped since the cheap Indian cloth became available locally. Everyone agrees that the home-produced cloth used to be much tougher and longer wearing, but very few people weave it now, and the skill is in danger of being lost. There also used to be a community of potters in the area, but according to one man "they fled to Palpa as they couldn't get enough to eat here."

g) Cash Income

This and the following section "Expenditure" were perhaps the hardest to obtain statistics on, so what is presented below is meant as a rough guide only. Those people who have regular jobs generally know their exact income, but those who just take casual labouring jobs, a few days here and there, rarely keep track of how many days they have worked.

Table 32. Mean per capita cash income/annum (Asoj '37 - Asoj '38)

	Rs.	$ (U.S.)
Brahmins	593	46
Magars	780	60
Newars	1554	119
Artisans	859	66
Total	772	59 (Nepal average $ 110)

The mean family income for the year was Rs. 5326 or $ 410.

Table 33. Percentage distribution per capital cash income/annum

Rupees	Brahmins	Magars	Newars	Artisans	Total
0	14.7	6.1	10.0	0	10.3
0 - 499	44.1	42.9	10.0	33.3	39.7
500 - 999	25.0	24.5	60.0	33.3	24.3
1000 - 1999	10.3	22.4	20.0	22.2	19.1
2000 - 2999	4.4	4.1	0	11.1	5.9
More than 3000	1.5	0	0	0	0.7
	100%	100%	100%	100%	100%

Many of those with zero or low cash incomes are those with sufficient land who do not need to buy extra grain, and some of those with the highest cash incomes have very little land. The Brahmins are both the highest and lowest income earners, and those who do not own much land are amongst the poorest people in the area. Whilst the artisans have their traditional trades and the Magars and Newars have the army, there are no traditional sources of employment open to uneducated Brahmins.

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Table 34. Source of Cash Income

Local	
Sale of grain	6.0 (4% local; 2% Terai)
Sale of vegetables/animal products	1.7
Sale of animals	5.4
Trade (shop)	8.8
Local employment	6.1 (1.7% grain; 4.4% cash)
Non-local	
Pension (army)	4.5
Employment	67.6
	100%

This gives a total of 28% of income generated from within the area, and 72% from outside, almost all from India. Of the 67.6% that is earned in India, the people interviewed claimed that less than half of this actually reaches their homes, the rest being spent in India. If this is so, then the actual cash income received in the home is reduced to a mean of Rs. 428 per capita, U.S.$ 33, per annum.

Table 35. Percentage distribution cash income entering local area per capita per annum

Rs.	Brahmins	Magars	Newars	Artisans	Total
0	19.1	8.2	10.0	0	13.2
0 - 499	60.2	53.0	50.0	55.5	56.6
500 - 999	13.2	22.4	20.0	22.2	17.6
1000 - 1999	4.4	14.3	20.0	22.2	10.3
2000 - 2999	1.5	2.0	0	0	1.5
More than 3000	1.5	0	0	0	0.7
	100%	100%	100%	100%	100%

Table 36. Mean household Cash Expenditure

	Per household	Per capita
Brahmins	6488 Rs/annum	998
Magars	5538	827
Newars	10190	1132
Artisans	8277	847
Average	6610	958

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Table 37. Percentage distribution cash expenditure per household

	Brahmins	Magars	Newars	Artisans	Total	Average per family (Rs)
Grain	12	24	11	29	17	1135
Interest payments	19	15	12	21	17	1126
Cloth	15	19	13	11	15	1015
Animals	20	7	11	10	14	930
Funerals/weddings	7	11	23	9	10	654
Festivals/puja	8	6	6	8	7	461
Ghiu/oil	3	4	4	3	3.5	233
Housebuilding/repair	2	4	8	2	3.4	223
Medical expenses	4	3	4	1	3	208
Sugar	3	2	1	1	2.8	186
Travel	3	1	2	3	2.3	155
Kerosene	2	2	3	2	2	132
Salt	1	1	1	1	1	73
School fees					0.6	45
Other					1.0	73
	100%	100%	100%	100%	100%	

For more information see Appendix case study. The buying of land was not included in the table above because it is not a regular yearly expense, and the high sums involved would distort the table.

h) Debts

As table 37, Cash Expenditure, shows, one of the largest expenses for any household is paying the interest on their debts.

Table 38. Amount of debt per household

Rs.	Brahmins	Magars	Newars	Artisans	Total
0	16	10	0	0	12
0 - 1000	6	12	0	0	7
1100 - 5000	32	41	30	44	36
5100 - 10,000	28	20	40	33	28
10,100 - 20,000	12	8	10	22	11
More than 20,000	4	0	0	0	2
Don't know	1	8	20	0	5
	100%	100%	100%	100%	100%

Table 39. Reasons for debts (% of households)

	Brahmins	Magars	Newars	Artisans	Total
Living expenses	65	80	100	67	71
Bought land	26	8	0	33	20
Animals	28	4	0	17	19
Wedding/funeral	13	24	50	0	16
Building house	4	0	50	0	4
Other	3	0	0	0	4

(These do not add up to 100% as some households quoted several reasons for debts.)

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Interest rates charged on debts vary from 10% up to 60%. 10% is usual in the village or on large loans when the debtor has plenty of land as security; 60% is common in the bazaar, but the most usual rate obtained is around 20-30% per year.

i) Drinking Water

No villages in the area have a clean source of water and only a few have a year round source. Usually the water source is a "kuwa", sometimes called a pondera, a hollowed-out basin into which water seeps slowly, and is heavily contaminated.

There are a total of 63 kuwas, 12 dharas (springs) and 12 small rivers or canals in the area. The latter are often rivers only in the wet season and in the dry season kuwas are dug in the river bed and the water scooped out. Only 14% of the kuwas, and 58% of the dharas and rivers, provide sufficient water year round. The places most short of water are those villages on the top of the ridge.

Measurements made in Baisakh 2038 showed that at Tulsi Bhanjyang kuwa (Ward 2) people waited on average an hour in line for their turn and then each pot took 15 minutes to fill. At the Dharadi dhara (Tulsi Bh. Ward 6) people waited 45 minutes and their pots took 5 minutes to fill and the walk back to their homes on average 20 minutes. Neither of these measurements were made during the peak time which is early morning.

According to the survey each household uses on avergae 7.5 gagro (pots) of water per day, and of these roughly half are for the animals. Time taken for fetching one gagro of water in the wet season according to their own estimates is 25 minutes, and 60 minutes in the dry season.

j) Fuel

The area is consuming approximately 5600 tons of firewood and 39,000 litres of kerosene per year. On average each household consumes 10.6 loads of wood per month, and 2.2 litres of kerosene.

Sources of firewood are limited. There are two government forests, one in each panchayat that are allowed to be cut, but trees in these 'forests' are rather sparse. One of the main sources is driftwood brought down by the Kali Gandaki river. However most families burn scraps collected from their own fields. In Galyang Bhanjyang bazaar, a load of firewood sells for approximately Rs. 8.

According to their estimate, it takes approximately 5 hours to gather and carry a load of wood. This may be true when they make a special trip to the Kali Gandaki or the forest, but not for the wood which they collect from the edges of the fields.

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Appendix

Case Study - Rabi Lal Thapa, Thumka Bhanjyang, Garangdi, Ward 4, Jagatri Devi

Expenditure for the year Bhadau 2037 - Bhadau 2038

Item/reason	Amount	Rs.	Month
Rice	10 pathi	145.0	Bhadau
Maize	2.5 pathi	12.5	Asoj
Tij festival		25.0	Bhadau/Asoj?
Dasain festival		25.5	Kartik
		60.0	
		25.5	
		9.5	
Rice	10 pathi	105.0	
Rice	4 pathi	34.0	
Roofing house (wages, food and drink)		15.7	
		20.0	
		70.0	
Maize	19 pathi	138.0	
Rice	20 pathi	244.0	Falgun
Maize and millet		300.0	Falgun
Yonath festival		30.0	Magh
Chandi festival		23.0	
Rice	11 pathi	156.0	
Kiriya (death of son)		497.0	Asar
Kiriya (feeding guests)		74.0	
Sakrati festival		110.0	
Rice		140.0	
Wedding of daughter		1010.0	
		3269.7	

	Rs.	% of total
Grain	1274.5	39
Festivals	308.5	9
Roofing house	105.7	3
Funeral expenses	571.0	17
Wedding expenses	1010.0	31
	3269.7	

The above record although possibly incomplete and lacking some details, is still an interesting example of what a typical Magar household in the area might spend in the course of a year.

Rabi Lal Thapa is an ex-British Army soldier who owns 3 muri of khet land and 3 muri of bari land, and whose family includes his wife, 3 surviving sons, and 2 daughters (one married now). Thus he is dependent on his army pension of Rs. 200 I.C. a month to buy the extra grain needed by his family. He has no other income.

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In the above record there are no items for cloth, one of the major expenses in any household. When questioned about this, Rabi Lal said that cloth was included within the record (possibly under the festivals ?). Some of the rice bought was only Rs. 8.50 or 10.50 per pathi, and this was probably "kanika" or broken rice which is used for making rakshi (spirit). Altogether Rabi Lal bought approximately 87 pathi of grain. Rabi Lal is atypical in not having any debts and therefore no interest payment expenses.

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