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## Editorial

The first month of any year comes with hope and rejuvenation. So is for us and for this issue of QUEST-Communique. As we start the year 2012, we look forward to more promises, more hopes and also make some resolutions. For an organization which is all dedicated for the promotion and establishment of Students' Quality Circles in Nepal, what else could be the better way of starting the new year other than kick start the process of 2012 Convention of SQC. We started by conducting facilitator training to the teachers, principals and coordinators of Eastern Region of Nepal in the second week of January. 64 participants around Vijaypur from various schools from the Districts of Dharan and Sunsari have been trained in the first training in Vijayapur Higher secondary School, the venue of 8th National Convention on Students' Quality Circles 2012. In another training in quick succession after Vijayapur, 25 teachers, principals and coordinators from Biratnagar area participated in the training organized by QUEST-Nepal at Araniko Higher Secondary School, Biratnagar. This is the first of such training in the Eastern part of Nepal and this training is expected to lay the foundation for the establishment of SQC in this part of the country and also create the environment for the upcoming convention.

We have also made some New Year Resolutions. Among these is the immediate planning for another training in the Eastern most part of Nepal in Jhapa district and also in the cultural town of Janakpur, covering eastern and central Nepal in the plains. Next immediate event in the pipeline is the annual picnic of QUEST-Nepal to rejuvenate and revitalize the spirit of colleagues working for SQC and deepen the bond among each other even further. This is not only an occasion of celebration but also of deliberations. The strength of QUEST-Nepal is its human resource: SQC Master Trainers, working voluntarily for the promotion of SQC in Nepal. This is a highly trained and motivated pool of our experts which is our real strength. The past

two MasterLabs have produced 64 Master Trainers. In order to increase the strength and meet the growing demand for more experts, we plan to organize MasterLab III very soon. This is our third resolution. Keeping the resolutions to workable limit and level is the decision to have the regular meeting of SQC Master Trainers in the QUEST-Nepal office once a month to further speed up the movement. The last Friday of the month has been decided to have the regular meet in the evening from 4-6 pm. So much for our resolutions this year which are as strong as our faith in the movement.

This time we have the opinions of St. Xavier's School, Godavari on SQC and Suryodaya J. Secondary School has been selected for the Case Study in which the students take up the pertinent issue of Mental Pressure.

We look forward to taking SQC to greater heights in Nepal this year



## Interview: St. Xavier's Godavari School, Lalitpur

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**How did you get into SQC? Is SQC practiced as Extra-curricular, Co-curricular, or convention orientated activity? Do you have any other suggestions?**

One fine day I was called in the Principal's office to take responsibility as a teacher guide of SQC. Since First National convention in 2005 I have been involved in SQC. In our school SQC is practiced as a co-curricular activity. It is a good program to have in the school, not only in the private schools but also in the government schools and missionary schools like ours

When I used to teach at Rosebud, I heard about SQC. After joining St. Xavier's Godavari, I saw students actively involved in SQC activities. I also became interested in it. Since 5th NCSQC 2009 I am actively involved in it. SQC is practiced as co-curricular activity in our school. I believe, it would be better if it could be taken as co-curricular activities in all the schools so that all students benefit from it .

SQC is practiced as one of the co-curricular activity in our school, out of many activities, I was interested to know about SQC, this is how I got into it. SQC has been a great platform for us to show our potentialities in one or the other way. It has been a great step to show the hidden talent & to take off the problems that we face at our school as a student.

**How do you believe in the potential of Students' Quality Circles approach in preparing Total Quality Person by developing personality of students? Please share your experience ?**

While working as a team in SQC, students learns not only the smartness but also goodness which all human must have. Students will not only look at the problem and complain about it or recommend somebody else to solve them. They try to find out the solution as well (up to the level they can do by themselves). SQC teaches them to develop positive attitude. When they grow up they will grow up with the same mindset and in the future they will become Total Quality People after developing their personality. I have witnessed changes in the students among those who are in SQC & the way they express themselves & the way they look at the problems around them & intervene to solve them and bring a change in their personality.

I have full trust that SQC helps in developing Total Quality Person required for the changing world. I have seen in my four years of experience in SQC movement that students have developed qualities of complete human being. They have developed good and smart qualities who always desire to work for the benefit of oneself and the rest of the world .

For me SQC is a huge platform to show my potentialities. It has been show casing our talents by organizing many conventions. It has even helped us to express our talents in front of a mass. It teaches us to be a quality person and a person for the nation. It even teaches us to face the problems occurring in our daily life and the way to overcome it. SQC not only change the person but it tries to change the nation. It focuses on changing the world by the act of its people. It teaches us to develop our quality and helps us to be a quality person for the nation. It teaches us to cooperate, coordinate and collaborate among ourselves for the nation.

**Will you continue yourself voluntarily in the national pool? What is your future plan for the Promotion of SQC Movement in Nepal? How will this movement help to build a better nation?**

In my opinion, every human being should have two parts in their working life: one professional and another social responsibility. I will voluntarily contribute for the promotion of SQC as my social responsibility. Because this is the Nation building journey. When we prepare students with positive mindset later they will lead our county with the positive mindset, quality mindset. They will build the Nepal. They will make Nepal like Nepal,

Best Country to Live .  
The happiness gained in volunteering in the development of total quality people is more than enough for the moment. I recently went to Purbanchal for promotion of SQC and I wish to promote SQC in different parts of Nepal similarly. When true human are produced, the way of thinking changes and it helps to build better nation .

Yes, I will continue myself voluntarily in the national pool. I also want to make many schools part of it. Specially, the schools of rural areas. I will even try to train people about SQC. But first of all I'd like to change myself for the nation. Making people aware of it is a great movement for the promotion of SQC in our country. If people are aware then it's easy to make them a quality person and a quality person try to change the nation

## News of the Month

**Dharan, Jan. 9, 2012.** The EMA (Evaluation Monitoring and Advisory) Committee of QUEST-Nepal organized a SQC Facilitator Training (SQCFT 2012-1) in collaboration with Vijayapur Higher Secondary School from 7th ~ 9th January 2012. In total, 64 participants from 32 different schools participated in the training program. There were teachers, school coordinators and principals participating in the training from Dharan, and Itahari.

The SQC Master Trainers Mr. Ravi Bhattarai, Mr. Subarna Raj KC and Mr. Rabi Shrestha were the Resource Persons of the training. The training was focused to train the participants to work with the SQC concepts, tools and techniques so that they can initiate and implement SQC in their respective schools.

On 9th January 2011, Mr. Keshav Raj Nepali, the Convener of 8th NCSQC 2012 highlighted the reflection of the training and distributed certificates to the participants in closing ceremony after the training. The program was concluded with the Vote of Thanks to all the participants. Resource Persons were acknowledged with token of love. After the program there was a group wise photo session.

On 10th January 2011, after the training, there was a meeting for preparation of the 8th NCSQC, 2012. From the QUEST Nepal Mr. Rabi Shrestha and Mr. Subarna R K.C. attended the meeting. The meeting was focused on how to conduct the events, collaborating with different schools and budgeting of 8th NCSQC. QUEST Nepal representative briefed Convener-Mr. Keshav Raj Nepali, Co-Convener - Mr. Benencious Tirkey and core committee of 8th NCSQC on the modality on which past 7 NCSQCs have been organized.



**Biratnagar, Jan. 13, 2012.** The EMA (Evaluation Monitoring and Advisory) Committee of QUEST-Nepal organized a SQC Facilitator Training (SQCFT 2012-2) in collaboration with Arniko Higher Secondary School, Biratnagar from 11th~13th January 2012. In total, 25 participants from 9 different schools participated in the training program. There were teachers, school coordinators and principals participating in the training from Biratnagar.

The SQC Master Trainers Mr. Rajan Acharya, Mr. Rabi Shrestha and Mr. Subarna Raj KC were the Resource Persons of the training. The training was focused to train the participants to work with the SQC concepts, tools and techniques so that they can initiate and implement SQC in their respective schools.

Mr. Keshav Raj Nepali, Principal of Vijayapur Higher Secondary School and Convener 8th NCSQC 2012 was the special guest of the closing program on 13th January 2011. Mr. Raj Bahadur Kuwar and Mrs. Kamala Kuwar, Founder Principal of Arniko Higher Secondary

School highlighted the reflection of the training and distributed certificates to the participants. There were other founder and principals from the participating schools. The program was concluded with the Vote of Thanks to all the participants. Resource Persons were acknowledged with token of love. After the program there was a group wise photo session .

## Upcoming Events

A meeting of the QUEST-Nepal SQC Master Trainers held on 19 January 2012 at QUEST-Nepal Office, Tripureswor, under the Chairmanship of Prof. Dinesh P. Chapagain decided to undertake the following activities in future and assigned responsibilities to different Master Trainers:

1. Mr. Nirajan Adhikari, Chirman EMA committee to plan SQC-FST at two places at Janakpur and Jhapa immediately, communicating with one particular school at Janakpur and Jhapa respectively, and resource persons from among Master Trainers.
2. Mr. Hom Raj Acharya to select the appropriate venue and date for the picnic and coordinate the picnic as early as possible. The venue has been fixed for Shivapuri to be held on February 11, 2012.
3. Prof Dinesh P Chapagain, the Chairman suggested to have one Master Trainers Laboratory Session 3 in 2012 either in February or March. The meeting nominated Mr. Bhuban Lal Shrestha to coordinate the Mater Trainers Laboratory III
4. The Chairman also suggested to have regular meeting of SQC Master Trainers once a month at QUEST Nepal with an objective of harmonizing the activities of SQC promotion and developing relations among SQC activists in the country. The meeting approved the suggestions and decided to have regular monthly meeting from 4:00 to 6:00 pm on the last Friday of each Nepali month. The meeting decided to have the next meeting at 4:00 pm on Friday, 27th Magh 2068 (10th Februry 2012) at QUEST-Nepal office.

# SQC Case Study: Mental Pressure

“Suryodaya SQC”  
Suryodaya J. Secondary School  
Dillibazar



**Team:** Being a part of QC circle itself is a good opportunity to the students. So the active members of our circle with their role are Nilima Pandey (Leader), Diwas Poudel (Deputy Leader), Members- Reshma Poudel, Bibek Sunuwar, Sakar Sharma, Prekshya KC, Shreya Shrestha, Nisha Gupta, Nayandeep Rijal and Bibek Sapkota .

**Problem Identification:** Through the observation made by the QC members, following problems were selected for our brainstorming session: Lack of Concentration in class, Formation of Gang, Peer pressure, Mental Pressure, Internet Bullying, Teenage Problems. And through the rating system our QC circle decided to work on the problem ‘mental pressure’.

**Definition of the Problem :** Mental pressure is a feeling of anxiety that is caused by the need to achieve or to behave in a particular way. It has spread to the children including students as well. Realizing this concept our group decided to perform a case study related to this matter as this problem had started to prevail in our school

**Goal setting:** The objective of our group was to minimize the victims suffering from mental pressure from the existing 55% to at least 25% where the targeted groups were classes 7-10.

**Cause and effect analysis & Counter measures:** To reduce mental pressure, our group carried out following programmes: Poster presentation, Art competition, speech competition and debate competition. Those activities were carried out on the following dates: on 6th august QC members prepared posters related to mental pressure and pasted them to various places. On 9th august we organized art competition between classes 8, 9 and 10. Similarly on 15th August speech competition was held between classes 7 and 8 whereas on 16th August debate competition was held between classes 9 and 10 and all the winners were awarded on 23rd August. From those activities we came to know that the following were the **major causes of mental pressure:** Lots of home assignments, Financial Stress, Traits and attitude that increase mental pressure, Increase of social relationship. The relationship between these problems and mental pressure are as follows: when lots of homework assignment is given to a student then he/she gets a kind of burden because the student has to give excessive time for their homework completion due to which the students suffers from mental pressure. If student is from a family having financial condition weak then undoubtedly he/she has mental pressure. And also from the trait that a student gets from his friend as well as attitude can make the student suffer from mental pressure. When there is increase in social relationship of a student he/she gets distracted from other field such as study, refreshment, etc resulting to mental pressure.

**Implementation phase:** Now after finding the causes we came to the implantation phase. First of all we went to each class from 7-10 for the group discussion regarding mental pressure and organized them some counseling classes. We arranged Yoga classes for the students in order to reduce their mental pressure. In addition to that we Advised Teachers not to give too much of homework. After the implementation phase we got visible results. Students could finally manage their stress and they started to cooperate with each other and nervousness also decreased in most of the students. From our assessment of result we came to know the problem had been reduced to 22% which meant that we achieved our objective. We learnt how to tackle the problems and also realized that good teamwork and cooperation between team members leads to success and for us these were the benefits.

**Standardization:** After our achievements we made some strict rules that must be followed strictly by the students: don't persuade anyone on unnecessary matters and the students from class 7-10 must compulsorily take yoga classes. Continuing the appropriate system of guidance and monitoring by the school administration to control the problem. Thus, through team work and guidance from our respected facilitator Mr. Sunil Sharma we completed our project. **Thank You**

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