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Research Articles

DEDICATED TO

Late Miss Maiya Devi Shrestha

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FORWARD

It gives us immense pleasure to extend our warmest wishes and congratulations to the team behind the Peer-Reviewed Journal of Maiya Devi Girls' College (MDGC). As the Principal and Chairperson, we are immensely proud of this significant milestone in the pursuit of academic excellence.

The inception of a peer-reviewed journal is a testament to the unwavering dedication, hard work, and scholarly commitment of the faculties of MDGC. We are truly grateful for their relentless efforts in fostering a culture of research, innovation, and knowledge dissemination within our institution.

The Peer-Reviewed Journal serves as a valuable platform for scholars, researchers, and academicians to showcase their intellectual prowess and contribute to the scholarly discourse. It embodies the collective wisdom and expertise of our academic community, reflecting the diverse range of disciplines and interdisciplinary collaborations at MDGC.

We extend our deepest appreciation to the editorial team, reviewers, and contributors who have worked tirelessly to ensure the journal's quality and uphold the highest standards of academic rigor. Their commitment to maintaining excellence and promoting original research is commendable.

We encourage all members of the MDGC community and beyond to actively engage with the journal, read the articles, and contribute to the ongoing scholarly conversation. Let us celebrate the achievements of our peers, challenge our own assumptions, and embrace the spirit of intellectual curiosity that drives us forward.

On behalf of the entire MDGC family, we extend our heartfelt congratulations once again to everyone involved in the successful launch of the Peer-Reviewed Journal. May it continue to thrive and serve as a beacon of academic excellence, contributing to the advancement of knowledge and making a positive impact in the academic community and beyond.

Best Wishes,
Tank Nath Poudel Chairperson, Maiya Devi Girls' College
Bhojraj Neupane Principal, Maiya Devi Girls' College
Krishna Prasad Neupane, Chairman, Association of Lecturer, MDGC

EDITORIAL

We are delighted to present the latest edition of our peer-reviewed college journal, a testament to the unwavering commitment of our scholarly community to rigor, innovation, and collaboration. This journal stands as a beacon of academic excellence of Maiya Devi Girls' College (MDGC), where the collective wisdom and expertise of our contributors shine through rigorous research and insightful analysis.

We would like to express our sincere appreciation to Mr. Prem Kumar Shrestha, our esteemed Patron, Mr. Siddha Kumar Shrestha, our Sub-Patron, and Mr. Tank Nath Poudel, our Chairperson, for their continuous support and encouragement. We are also grateful to Mr. Bhoj Raj Neupane, our Principal, and the entire administration for their unwavering support. Additionally, we extend our heartfelt gratitude to the team of reviewers who have generously shared their expertise, insights, and time to ensure the high quality of the published works. Last but not least, we would like to express our deep appreciation to our scholars who have contributed their valuable articles to the journal.

At the heart of our peer-reviewed journal is the collaborative spirit that underpins academia. The rigorous review process, conducted by experts in the field, ensures that every publication in this journal has undergone meticulous scrutiny and constructive feedback. This collaborative endeavor between authors and reviewers fosters growth, strengthens research methodologies, and raises the bar of academic excellence.

We hope that this edition of our peer-reviewed college journal will inspire, challenge, and ignite a passion for knowledge within each and every reader. May it serve as a catalyst for further research, collaboration, and discovery, and may it contribute to the advancement of scholarship and the betterment of society.

To our readers, we invite you to immerse yourself in the thought-provoking and innovative ideas presented within these pages. Engage with the research, challenge assumptions, and join the vibrant dialogue that our contributors have initiated. This journal serves as an opportunity for intellectual exploration, inviting you to broaden your horizons, deepen your understanding, and contribute to the advancement of knowledge. We always welcome for your constructive feedback.

Editorial Board

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CONSUMER SATISFACTION TOWARDS SERVICE QUALITY OF HOTEL INDUSTRY IN SAURAHA, CHITWAN

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ABSTRACT

Hotel industries have grown dramatically over the last few decades with an increasing demand for high-quality customer services. Customer satisfaction has a direct impacton customer retention and financial productivity, whereas service quality is a key determinant in the success of the hotel industry. This study aimed to assess consumer satisfaction towards service quality in the hotel industry. The descriptive cross-sectional study was carried out among 101 people visiting the selected hotels of Sauraha, Chitwan. Non-probability convenience sampling technique was used to recruit the sample. Data were collected using a self-administered questionnaire. Data were analyzed in SPSS version 20 for Windows using descriptive and inferential statistics. The findings of the study revealed that 50.5% of respondents were male and 33.7% of respondents were in between 46-55 years. The majority of respondents visited

the hotel to spendtheir leisure time (78.2%) and visited the hotel only for one time (63.4%). The overall median percentage of satisfaction was 79%. The majority (84%) of respondents were satisfied with empathy and 65% were satisfied with the tangibles component of quality.The entire service quality offered by hotels is the most essential aspect in determining customer satisfaction. Therefore, strategies to increase customer satisfaction should be strengthened. The study strongly recommends Tourism Industries entrepreneurs to provide quality services so that it enhances the number of tourists and lengthens their stay in Nepal.

Keywords: *Consumer, satisfaction, service quality, hotel industry*

INTRODUCTION

The hotel industry is one of the fastest-growing industries, which has a substantial impact onboth the gross domestic product (GDP) and foreign exchange revenues of the nation. Consumer satisfaction and service quality are essential components of any organization. The ability to meet the needs of clients is referred to as service quality (Atef, 2011) and consumer satisfaction can be increased by gaining a sense of happiness from fulfilling what they want (Lamichhane, 2018).The success of the hotel industry is heavily reliant on how well it maintains its clients through service and how well it keeps customers satisfied (Edward &Sahadev, 2011).Good service qualities have an impact on customer satisfaction (Zygiaris et al., 2022). Customer satisfaction is

linked to high service quality, which makesbusinesses more competitive in the market (González et al., 2007). Studies have shown that overall consumer satisfaction in hotels totally depends on service quality dimensions that are empathy, reliability, responsiveness, assuranceand tangible (Ali et al., 2021; Al-Ababneh, 2016; Bhuian, 2021).

In Nepal, tourism is the fourth largest industry by employment. One of the key growth factors is the expanding travel and hospitality sectors (CBS, 2021). Tourism and the hotel sector are intimately linked the hotel industry contributes significant value to the tourism industry (Sutradhar& Dutta, 2018). Hotels provide accommodation, which is the most basic need of guests (Prabhu et al., 2020).In Nepal, hotels are expanding with the number of hotel rooms and beds continually increasing, contributing to the country's economy (CARE Ratings Nepal, 2020).In the hotel industry, one of the most important factors in maintaining a competitive advantage and gaining clients' trust in a highly competitive market is service quality (Markovic&Raspor, 2010; Naseem et al., 2011). Hotels must ensure repeat visits, decrease unfavourable customer feedback, retain existing customers, and attract new ones by keeping customer satisfaction (Pradhan &Samal, 2019).Research evidence also showed that service equality has a substantial impact on consumer satisfaction in Nepalese hotels (Pandey, 2015; Karki, Bhatt &Ghosal, 2021; Rana, 2019). Therefore, this study aimed to find out consumer

satisfaction towards service quality inthe hotel industry

METHODS

The descriptive cross-sectional study was conducted to assess the consumers' satisfaction towards service quality in selected hotels of Sauraha, Chitwan. Out of 116 hotels inSauraha, 16 hotels were selected purposively. The population of the study included all the people (guests) visiting those hotels and willing to participate.Non-probability convenience sampling technique was used for recruiting the sample. The total sample size was 101.

A structured self-administered questionnaire for socio-demographic information was developed by researchers. It included age, sex, marital status, education, occupation, nationality, purposes of visit and the number of visitstothe hotel. Consumers' satisfaction with service quality was measured by the modified SERVQUAL, developed by Parasuraman et al. (2002). The SERVQUAL comprised22 items, categorized into five service quality dimensions; tangibility (4), reliability (5), responsiveness (4), assurance (4), and empathy (5).The response for these itemswas rated on a 5-point Likert scale (ranging from 1 = strongly dissatisfied to 5 = strongly satisfied).

At the time of data collection, the objective of the study was explained to the

respondents and informed consent was obtained from them. Then, a structured self-administered questionnaire was distributed and asked them to complete it. Each respondent was given about 40-45 minutes to respond to the questionnaire and researchers assembled the filled questionnaire immediately after completion. Data were collected from February 2023 AD toApril 2023 AD. Data were analyzed in IBM SPSS version 20 for a window using descriptive.

RESULTS

Table 1: Respondents' Socio-demographicCharacteristics

n =101

Variables	Number	Percent
Age in years		
≤25	22	21.8
26-35	5	5.0
36-45	23	22.8
46-55	34	33.7
>55	17	16.8
Sex		
Male	51	50.5
Female	50	49.5
Marital status		
Single	31	30.7
Married	68	67.3
Other	2	2.0
Education status		
Secondary level	26	25.7
Bachelor level	51	50.5
Master or above	24	23.8
Occupation		
Service	62	61.4
Business	15	14.9
Agriculture	2	2.0

| Student | 22 | 21.8 |

Table 1 shows that33.7% of respondents were in between the age of 46-55 years. Half

(50.5%) of them were male and hada bachelor's level of education respectively.

Similarly, majorities were married (67.3%), and involved in services (61.4%).

Table 2: Respondents' Purpose and Number of Visits

n =101

Variables	Number	Percent
Purposes of visit		
Spending leisure time	79	78.2
For business	9	8.9
Meeting	11	10.9
Others	2	2.0
Times of visit		
First time	64	63.4
Second time	30	29.7
More than second	7	6.9

Table 2 shows that the majority of respondents visited for the purposes of spending

leisure time (78.2%)and visited a hotel for the first time (63.4%).

Table 3: Respondents' Satisfaction towards Tangibles and Reliability Quality Dimension

Statements	Responses			Mean (SD)
	Satisfied No. (%)	Neutral No. (%)	Dissatisfied No. (%)	
Tangibles				
The hotel has modern-lookingequipment.	53 (52.5)	33 (32.7)	15 (14.9)	2.37 (0.73
The hotel's physical facilities are visually appealing.	48 (47.5)	39 (38.6)	14 (13.9)	2.33 (0.71)

Hotel's employees are neat- appealing.	34 (33.7)	52 (51.5)	15 (14.9)	2.18 (0,67)
Materials associated with the service are visually appealing.	36 (35.6)	48 (47.5)	17 (16.8)	2.18 (0.70)
Reliability				
The services are provided as promised	59 (58.9)	23 (22.8)	19 (18.8)	2.39 (0.78)
Customer's problems are solved sincerely	59 (58.4)	23 (22.8)	19 (18.8)	2.37 (0.82)
Services are performed right the first time	67 (66.3)	17 (16.8)	17 (16.8)	2.49 (0.76)
The services are not delayed	61 (60.4)	19 (18.8)	21 (20.8)	2.39 (0.81)
The hotel insists on error-free records.	55 (54.5)	28 (27.7)	18 (17.8)	2.36 (0.77)

Table 3 shows that 52.5% of respondents were satisfied that the hotel hadmodern-lookingequipmentand physical facilities were visually appealing (47.5%) whereas more than half (51.5%) were neutral. Similarly,the majority (66.3%) were satisfied that the hotel services wereperformedwell for the first time while 20.8% of respondents were dissatisfied with the statement that services were not delayed.

Table 4: Respondents' Satisfaction towards Responsiveness and AssuranceQuality Dimension

Statements	Responses			Mean (SD)
	Satisfied No. (%)	Neutral No. (%)	Dissatisfied No. (%)	
Responsiveness				
Information is made effectively accessible to the customers	74 (73.3)	16 (15.8)	11 (10.9)	2.62 (0.67)
Prompt services are given to the customers	73 (72.3)	13 (12.9)	15 (14.9)	2.57 (0.73)
Employees continually help customers	58 (57.4)	14 (13.9)	29 (28.7)	2.28 (0.88)

Employees are never too busy to respond to customers' requests.	67 (66.3)	21 (20.8)	13 (12.9)	2.53 (0.71)
Assurance				
The behavior of employeesinstils confidence in customers.	66 (65.3)	21 (20.8)	14 (13.9)	2.51 (0.72)
Customers have a sense of security while transacting with the hotel	73 (72.3)	13 (12.9)	15 (14.9)	2.57 (0.73)
Employees are polite to the customers	73 (72.3)	7 (6.9)	21 (20.8)	2.51 (0.81)
Employees have information to answer customers' questions.	74 (73.3)	6 (5.9)	21 (20.8)	2.52 (0.81)

Table 4 shows that 74.3% of respondents were satisfied that information is made effectively accessible to the customers and 72.3% of respondents reported that prompt services were given to the customers in hotels. Similarly, 73.3% of respondents were satisfied with the statement that employees had information to answer customers' difficulties and employees were polite to the customers 72.3%.

Table 5: Respondents' Satisfaction towards Empathy Quality Dimension

Statements	Responses			Mean (SD)
	Satisfied No. (%)	Neutral No. (%)	Dissatisfied No. (%)	
Empathy				
The hotel gives individualized attention.	71 (70.3)	8 (7.9)	22 (21,8)	2.48 (0.83)
Working hours are convenient for the customers	73 (72.8)	10 (9.9)	18 (17.8)	2.54 (0.78)
The hotel has employees who give your personal attention.	76 (75.2)	7 (6.9)	18 (17.8)	2.57 (0.77)
The hotel has the consumer's best	74 (73.3)	8 (7.9)	19 (18.8)	2.54 (0.79)

interest at heart				
Employees of hotels understand consumers' specific needs.	72 (71.3)	8 (7.9)	21 (20.8)	2.50(0.82)

Table 5 shows that the majority of respondents were satisfied that the hotel had employees who gave the consumers personal attention (75.2%) and the hotel had the consumer's best interest at heart (73.3%).

Table 6: Respondents' Score of Satisfaction towards Service Quality on Different Dimensions

Dimensions	No. of Item	Possible Score	Obtained Range Score	Median Score (IQR)	Median Percentage
Tangibles	4	20	5-20	13 (12-16)	65
Reliability	5	25	5-25	20 (15- 20)	80
Responsiveness	4	20	4-20	16 (12-18)	80
Assurance	4	20	4-20	16 (12-20)	80
Empathy	5	25	5-25	21 (16-25)	84
Total	**22**	**110**	**23-108**	**87 (70-99)**	79

Table 6 shows that the overall median percentage of satisfaction was 79%. Respondents' satisfaction was highest on empathy with a median score of 21 (16-25), whereas low onthe tangibles dimension of quality with a median score of 13 (12-16).

DISCUSSIONS

This study aimed to find out consumers' satisfaction with the service quality. According to the study findings, consumers who visited hotels had high satisfaction on

the empathy dimension that reflects hotel had the consumer's best interest at heart, the hotel gave individualized focus to the consumers and working hours were convenient to the customers etc. whereas, low satisfaction was on the tangibility component of quality dimension e.g.employees were neat- appealing, materials associated with the service were visually appealing.

In our study, the majority of respondents were satisfied that services provided by hotels were not delayed with a mean of 2.39 (0.81)and more than half (54.5%) reported that the hotel insisted on error-free records with a mean of 2.36 (0.77). However,a study conducted in Nepal showed hotelsthat insisted on error-free recordshad the most elevated mean 3.70 while services that were not delayed had the least mean 3.06 (Karki, Bhatt &Ghosal, 2021).This finding suggested that timely service delivery and error-free records are crucial for ensuring customer satisfaction. Additionally, a study in India reported that consumers must take into account the promptness of service and general cleanliness while selecting a hotel (Renuka, Kumari&Maiya, 2020),

The findings of this study revealed that the median percentage of satisfaction was the highest one on empathy (84%) followed by reliability, assurance and responsiveness (80%) respectively, whereas low ontangible quality of service (40%).This result revealed that hotel staff members offered personalized service with extra care and services that were convenient for customers. However, according to a study in Nepal,

empathy was found to be the least helpfuland assurance, followed by tangibles and reliability, is most beneficial in boosting customer happiness (Rana, 2019). According to Jordan's study, assurance had the highest mean (4.020), which indicates that employees' behavior gave guests a sense of security and trust in the hotel. Additionally, employees were consistently friendly and responsive to guests' questions whereas the lowest mean for tangibility (Al-Ababneh, 2016).In contrast, another study carried out in Nepal reported that the tangible variable had a greater level of consumer satisfaction and revealed that the tangible variable was the most crucial element in predicting consumer satisfaction (Karki, Bhatt &Ghosal, 2021; Malik, 2019).

This study adds a body of knowledge on consumers' satisfaction with service quality. However, this study was conducted in a selected setting, using a non-probability convenience sampling technique so; the findings cannot be generalized to another setting. Besides, self-reported data may affect the accuracy of findings.

CONCLUSIONS

The majority of clients were satisfied with the service given by hotels. Consumer satisfaction was high on the empathy dimension of quality. However, satisfaction with the physical component of quality was low. Therefore, greater emphasis should be givento the tangible component, which had a higher impact on consumer satisfaction.

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Exploring the Significance of Incorporating Physical Education in the Curriculum

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Abstract

Physical Education (PE) is a form of education that focuses on the development and maintenance of physical fitness and skills through activities, such as sports, exercise, and games. Curriculum is a structured set of educational experiences and activities designed to help learners achieve specific learning goals and objectives. It includes planned activities, materials, assessments, topics, skills, methods of instruction, assessment, and expected outcomes. A prime objective of this article is to explore the significance of incorporating PE in the curriculum. Secondary qualitative data have been collected in the forms of words and sentences from the related books and journal articles. The conclusion of this article suggests that the integration of PE in the curriculum can significantly contribute to the holistic development of students. PE provides students with the sound knowledge of the importance of physical exercise that regular exercise helps them reduce the risk of obesity, diabetes, cardiovascular disease, stress, anxiety, and depression. It can enhance academic performance by increasing concentration, memory, and creativity. This article is important as it encourages the students and the curriculum designers to give equal importance to PE as the other subjects in the curriculum.

Keywords: *curriculum, mental well-being, physical education, physical exercise, physical well-being,*

1. Introduction

The inclusion of physical education (PE) in the curriculum has been a topic of debate for years. Some educationists believe that it is an essential component of education,

whereas others argue that it takes away valuable time from other academic subjects. Physical education has been taught as a major subject in the Faculty of Education under Tribhuvan University in Nepal. In spite of its importance, other faculties have not considered it to be included in the curriculum. However, recent studies have shown that regular physical activity has numerous benefits for students, including improved academic performance, better mental health, and enhanced social skills. Physical education deals with the physical activities which not only improve physical health, but also has a positive impact on mental and emotional well-being. It helps reduce stress and anxiety, improve mood, and increase self-esteem. Furthermore, physical activity is essential for the development of gross motor skills, coordination, and balance. It means **p**hysical exercise is indispensable for the corporeal and cerebral well-being of students. Teaching institutions, such as schools, colleges and universities, can play a vital role in promoting physical activities and encouraging students to adopt healthy habits. Therefore, it is crucial to prioritize physical exercise in the daily routine of students to ensure their physical and mental fitness, leading to a successful and healthy life.

There are some challenges of implementing an effective PE program at schools and colleges. One major challenge is the lack of qualified PE teachers. Many schools do not have enthusiastic PE teachers, and instead, classroom teachers are expected to lead PE classes. This can lead to a lack of consistency and quality in PE programs. Furthermore, schools and colleges often face budget constraints that make it challenging to provide adequate resources and equipment for PE classes.

This article highlights the significance of incorporating physical education in the curriculum. It is not only essential for physical health, but also has numerous benefits for academic performance and the mental and emotional well-beings. To ensure the success of PE programs, it is essential to address the challenges and provide adequate resources and support to schools and colleges. By doing so, we can contribute to the

holistic development of students and promote lifelong healthy habits.

2. Literature Review

Literature review examines existing research and literature on the significance of incorporating physical education in the curriculum and its impact on the overall development of students.

Physical Education

Physical education (PE) is a form of education that highlights the growth and upholding of physical fitness and skills through activities such as games, exercise, and sports. The purpose of physical education is to promote physical, mental, social, and emotional well-being in individuals, particularly in children and young adults. PE programs typically include a wide range of activities that help students develop motor skills, coordination, flexibility, and endurance, as well as an understanding of healthy lifestyle habits. It can also help students develop important social and emotional skills, such as teamwork, communication, and self-confidence. Physical education can promote positive social interactions, teamwork, and communication skills (Lee and Kwon, 2019), and provide opportunities for students to develop leadership skills and self-confidence (Gurney et al., 2016), and offer an outlet for students to release energy and reduce disruptive behavior in the classroom (Moore et al., 2016). Students who participated in physical education classes have fewer disciplinary problems than those who did not participate (Coe, Pivarnik, Womack, Reeves, & Malina, 2006). It is a critical component of a well-rounded education .The aim of physical education is to develop physical literacy and promote lifelong physical activity (Whitehead, 2014). It has been shown to improve academic performance, cognitive function, and mental health outcomes (Sibley & Etnier, 2003); therefore it should be inclusive and should cater to the needs of all students, regardless of ability (Block & Burns, 1976). Effective physical education programs should incorporate evidence-based practices and align with national standards (SHAPE America, 2014). The physical education curriculum

should include a variety of activities that cater to the interests and abilities of students (Kahan, McKenzie, & Sallis, 2012). Physical education teachers play a crucial role in promoting physical activity and healthy lifestyles (Lonsdale, Rosenkranz, & Sanders, 2013). It can help to prevent and manage chronic diseases such as obesity, diabetes, and heart disease (Caspersen, Powell, & Christenson, 1985). Regular participation in physical education has been shown to improve physical fitness, motor skills, and coordination (Sallis et al., 2012), and promote social and emotional development by fostering teamwork, communication, and self-confidence (Lonsdale et al., 2013). Effective physical education programs should incorporate assessment and evaluation to monitor student progress and inform instructional practices to promote cultural competence and understanding by exposing students to a variety of sports and physical activities from different cultures (Woods et al., 2017). It can play a role in preventing and addressing issues such as bullying and substance abuse by promoting positive social norms and healthy behaviors, providing opportunities for students to learn about and practice healthy lifestyle habits, such as proper nutrition and stress management (Daley & Ryan, 2000), and upholding environmental awareness and stewardship by encouraging outdoor activities and sustainable practices (Kirk, 2013).

PE programs may include activities such as team sports, individual sports, fitness activities, dance, and outdoor activities. The benefits of physical education are numerous, including improved physical health, better academic performance, increased self-esteem and confidence, improved social skills, and reduced stress and anxiety. It also provides students with opportunities to learn and practice healthy habits that they can carry into adulthood, such as regular exercise and proper nutrition. Physical activity can help reduce stress, anxiety, and depression, and improve mood and self-esteem (Singh & Dhamija,2020) and it has been linked to better academic performance, particularly in math and science (Castelli, Hillman, Buck, & Erwin, 2007;

Donnelly & Lambourne, 2011). Furthermore, physical education provides opportunities for the development of gross motor skills, coordination, and balance (Moore, Davis, & Newton, 2016).

Physical Exercise

Physical exercise refers to any physical activity that involves movement and requires the body to use energy. This can include activities such as walking, running, swimming, weight lifting, cycling, or playing sports. It can be classified into three main types: aerobic exercise, strength training, and flexibility exercises. Aerobic exercise involves activities that increase the heart rate and breathing rate, such as running or cycling, and can improve cardiovascular health and endurance. Strength training involves activities that use resistance, such as weightlifting, to build muscle strength and mass. Flexibility exercises focus on stretching and improving the range of motion in the joints and can improve balance and prevent injuries. Regular physical exercise has been associated with a reduced risk of chronic diseases such as heart disease, diabetes, and certain cancers (Warburton, Nicol, & Bredin, 2006). It can improve cardiovascular health by lowering blood pressure, increase circulation, and improve heart function (Lavie et al., 2019), enhance bone density, reducing the risk of osteoporosis and fractures (Kohrt, Bloomfield, & Little, 2004), improve mental health outcomes, including reducing symptoms of depression and anxiety (Craft & Perna, 2004) , and recover sleep quality and reduce the risk of sleep disorders (Passos et al., 2012), enhance cognitive function and reduce the risk of cognitive decline in older adults (Kramer & Erickson, 2007), improve muscle strength, endurance, and flexibility, enhancing overall physical function, support healthy weight management by increasing energy expenditure and promoting fat loss (Swift, Johannsen, & Lavie, 2014), and get better immune function and reduce the risk of infectious diseases (Nieman, 1999). In fact, it can improve overall quality of life and increase longevity

(Blair et al., 1995).

Regular exercise has been shown to improve overall health and reduce the risk of chronic diseases such as heart disease, diabetes, and obesity (Paffenbarger et al., 1993). Exercise can improve cardiovascular health by increasing heart and lung function and reducing blood pressure and cholesterol levels (Kokkinos et al., 2008), improve mental health (Dunn et al., 2005), cognitive function, (Hillman et al., 2008), bone density (Wolff et al., 1999), flexibility, (Papa et al., 2017), sleep quality (Reid et al., 2010), weight management (Swift et al., 2014), quality of life and increase longevity (Blair et al., 1995), and reduce the risk of infectious diseases (Nieman, 1999).

Physical exercise is important for students because it offers numerous benefits that are crucial for their physical and mental welfare. Such physical and mental welfare is essential for better academic performances of the students. Regular exercise can enhance students' academic performance by increasing their attention, recollection, and creativity. This article explores the importance of physical exercise for students and discusses how teaching institutions can promote physical activity to improve students' overall health and academic success.

Mental Well-being

Physical exercise enhances mental well-being that is defined as a state of positive mental health characterized by feelings of happiness, contentment, and a sense of purpose (Keyes, 2005). There are other factors that function for mental well-being. The promotion of mental well-being involves the creation of supportive environments that foster positive mental health and resilience. Mindfulness practices, such as meditation and yoga, have been shown to improve mental well-being and reduce symptoms of stress and anxiety (Kabat-Zinn, 2013). Positive psychology interventions, such as gratitude exercises and strengths-based approaches, have been shown to

improve mental well-being and increase resilience (Seligman & Csikszentmihalyi, 2000). Social support is an important predictor of mental well-being, and individuals with strong social networks are less likely to experience symptoms of depression and anxiety (Cohen & Wills, 1985). Physical activity has been shown to improve mental well-being by reducing symptoms of depression and anxiety and enhancing overall mood (Craft & Perna, 2004). Cognitive-behavioral therapy (CBT) is an evidence-based treatment for a variety of mental health conditions, and has been shown to improve mental well-being by addressing maladaptive thought patterns and behaviors (Beck, 1979). The promotion of mental well-being in the workplace is an important component of employee wellness programs, and can improve job satisfaction, productivity, and retention (CIPD, 2016). Resilience, the ability to adapt to adversity and recover from stress and trauma, is a key component of mental well-being and can be enhanced through various interventions and practices (Masten & Obradović, 2006).

Physical Well-being

Physical well-being refers to a state of optimal health and vitality, characterized by the absence of disease, pain, or disability, and the presence of positive physical health indicators (World Health Organization, 1948). Regular physical activity has been shown to improve physical well-being by reducing the risk of chronic diseases such as heart disease, diabetes, and obesity, and improving overall cardiovascular and muscular fitness (U.S. Department of Health and Human Services, 2018). There are various factors that contribute to the physical well-being. Adequate sleep is an important component of physical well-being, as it supports the immune system, regulates metabolism, and improves cognitive function (Hirshkowitz, M. et al , 2015). Nutrition plays a key role in physical well-being, as a balanced diet can provide the essential nutrients and energy needed for optimal health and functioning. Maintaining a healthy weight is important for physical well-being, as excess weight can increase the risk of

chronic diseases and decrease overall quality of life (World Health Organization, 2016). Schools and colleges can advance the students' physical well-being by including physical education in their routine.

Curriculum

Curriculum, which is a well-planned set of educational activities intended to assist learners attain specific learning goals and objectives, includes the planned activities, materials, and assessments that make up a particular course. The curriculum normally outlines the topics and skills that will be covered, the methods of instruction and assessment that will be used, and the goals and outcomes that learners are expected to achieve. Curricula can vary widely across educational settings, reflecting differences in institutional goals, student needs, and available resources. Effective curriculum design takes into account the developmental stage of the learners, their prior knowledge and skills, and the context in which the learning will take place, in order to provide an engaging, meaningful, and relevant educational experience.

Curriculum development involves the design and implementation of educational programs that align with specific learning objectives and outcomes (Posner, 2004). Curriculum frameworks provide a structure for organizing educational content and resources to ensure that students are able to meet specific learning standards (Wiggins & McTighe, 2005). Curriculum mapping is a process used to align instructional practices with the intended learning outcomes of a curriculum (Jacobs, 1989). The development of a comprehensive curriculum requires collaboration among educators, administrators, and stakeholders to ensure that learning objectives are met (Tyler, 1949). The development of an effective curriculum requires ongoing assessment and evaluation to ensure that learning objectives are being met (Scriven, 1991). The selection of instructional materials is an important aspect of curriculum development, as it directly impacts the learning experiences of students (Shavelson et al., 1976).

In addition to structured physical activity programs, schools and colleges can also

promote physical activity by creating an environment that supports healthy behaviors. This can include providing healthy food options in the school cafeteria, promoting walking or biking to school, and encouraging students to take active breaks during the school day. Schools can also work with parents and community organizations to promote physical activity and healthy habits outside of school hours.

3. Method and Materials

This article aims to review and synthesize existing research and literature on the importance of including physical education in the curriculum and its impact on the overall development of students. This author analyzed and synthesized the findings from previously published studies and reports on the topic. Secondary qualitative date in the form of words and sentences were employed to accomplish this article. The author searched various academic databases, including PubMed, Google Scholar, and Google search to identify relevant studies and literature published in books and journal articles. Curriculum, mental well-being, physical well-being, physical education, academic performance, etc were the materials to construct the article that provides a critical analysis and synthesis of existing literature on the topic to inform future research and practice in the field.

4. Conclusion

A comprehensive literature review on the significance of incorporating physical education in the curriculum provides convincing evidence of the importance of incorporating physical education in the curriculum. Physical education should be included in the curriculum due to its numerous benefits, such as physical health, mental health, academic performance, social and cultural awareness, injury prevention, and lifelong habits. Physical education incorporated in the curriculum can assist students in improving overall physical fitness, reducing the risk of chronic health conditions, promoting healthy lifestyle habits, lessening stress, anxiety, and depression, enhancing

mental well-being, increasing academic performance by improving concentration, memory, and cognitive function, endorsing social skills and teamwork by providing opportunities for cooperative play and group activities, exposing students to a variety of physical activities and sports from different cultures, learning proper technique and safety precautions, and reducing the risk of injury. However, there are also challenges in implementing effective PE programs in schools, such as a lack of qualified PE teachers and budget constraints. To address these challenges, potential solutions include the use of technology and innovation in PE programs and a well-trained and qualified teaching staff. The literature review suggests that physical education plays a vital role in the holistic development of students and should be an integral part of the curriculum. Future research in the field should focus on identifying best practices and effective strategies for implementing and improving physical education programs at schools and colleges, particularly in under-resourced communities. Policymakers should prioritize the funding and resources necessary to support high-quality physical education programs in schools. By prioritizing physical education in the curriculum and investing in effective PE programs, we can help ensure that students are equipped with the skills and knowledge necessary to lead healthy and fulfilling lives.

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नेपाली भाषामा वर्णविन्याससम्बन्धी समस्याको अध्ययन

तेज प्रसाद पौडेल
सह प्रध्यापक
मैयाँदेवी कन्या कलेज

लेखसार

त्रिभुवन विश्वविद्यालय शिक्षाशास्त्र सङ्काय एवम् मानविकी तथा सामाजिक शास्त्र सङ्कायअन्तर्गत स्नातक तह प्रथम वर्ष अनिवार्य नेपालीको पाठ्यक्रमको पाठ्यएकाइमा वर्णविन्याससम्बन्धी अभ्यास रहेको छ । नेपाली भाषा संस्कृत भाषाबाट प्राकृत, अपभ्रंश हुँदै बनेको भाषा भएकाले धेरैभन्दा धेरै शब्द नेपालीमा संस्कृत भाषाकै प्रयोग गरिन्छ भने अर्कोतिर नेपाली व्याकरण पनि संस्कृत व्याकरणबाट नै अभिप्रेरित भएको देखिन्छ । संस्कृत भाषाबाट तत्सम र तद्भव भएर प्रयोग हुने शब्दहरू नेपालीमा छँदै छन्, तीबाहेक आफ्नै भर्रा शब्दहरू र देशभित्रका र देशबाहिरका संस्कृतबाहेक अन्य भाषाबाट पनि शब्दहरू प्रशस्त रूपमा प्रयोग हुने गरेको पाइन्छ । यसरी हेर्दा नेपाली भाषामा वर्णविन्यासगत समस्या हुनु स्वाभाविक देखिन्छ र पनि अहिलेसम्म नेपाली भाषा तथा व्याकरणमा वर्णविन्यासगत त्रुटिलाई विभिन्न समयमा एकरूपता दिने प्रयास भए पनि एकरूपता भने अझै देखिएको छैन । लेख्य नेपाली भाषाको औपचारिक प्रयोगमा वर्णविन्यासगत शुद्धता हुनुपर्ने भए पनि लेखनकार्यमा अज्ञानताका साथै लापर्बाहीका कारण एकरूपता तथा मानकीकरणको अवस्था अपेक्षित रूपमा कायम हुन नसकेको अवस्थालाई दृष्टिगत गरी भाषिक लेखनमा एकरूपता ल्याउने उद्देश्यबाट यो लेख तयार पारिएको हो । यसशोधलेखमा ह्रस्व-दीर्घ, श, ष, स, ब, व,ओ, य, ए, ऋ, रि, स, ग्यँ..., तत्सम शब्दमा हुने पञ्चम वर्णको प्रयोग, पदयोग र पदवियोग, अजन्त र हलन्त आदि क्षेत्रका सम्बन्धमा प्रयोगमूलक ढङ्गबाट चर्चा गर्दै मानक वर्णविन्यासका सन्दर्भमा निष्कर्ष दिइएको छ ।

शब्दकुञ्जिका :वर्णविन्यास, तत्सम, तद्भव, आगन्तुक, पदयोग, पदवियोग

१. विषयप्रवेश

वर्णप्रतीकहरू अर्थात् लिपि चिह्नहरूको रखाइक्रमलाई वर्णविन्यास भनिन्छ । यसलाई हिज्जे, अक्षरविन्यास, वर्तनी आदि पनि भनिन्छ । विभिन्न भाषामा वर्णविन्यासका आ-आफ्नै नियमहरू रहेका हुन्छन् । नेपाली भाषाको कथ्यप्रयोगले वर्णविन्यासलाई समेट्न नसक्दा लेख्य नियमलाई आत्मसात्गर्नुपर्ने हुन्छ । नेपाली भाषाको माउभाषा संस्कृत रहेको र यो देवनागरी लिपिमा लेखिने हुँदा त्यसमा रहेका विशेषताले नेपाली वर्णविन्यासलाई प्रभाव पार्नु स्वाभाविक हो । कथ्य भाषानुसार लेख्य भाषाको प्रयोग भएको देखिए पनि खास गरी तत्सम शब्दमा अलि बढी समस्या देखिन्छ भने मौलिक शब्दमा पनि केही मात्रामा देखिँदा समस्या आएको पाइन्छ । जसरी अंग्रेजी भाषामा हिज्जे फरक पर्दा अर्थमा भिन्नता वा अर्थरहित हुन्छ । त्यसैगरी नेपालीका वर्णहरूको उपयुक्त प्रयोग नहुँदा अर्थको अनर्थ वा अर्थरहित हुने अवस्था नै समस्या हो ।अझ विद्वत्वर्गमा गनिएका र नेपाली भाषाकै शिक्षक, प्राध्यापक भएका व्यक्तिको मनोमानी प्रवृत्तिले झनै सर्वसाधारणको मनमस्तिष्कमा ज्यादै असर पारेको स्पष्ट देखिन्छ। लेखनसम्बन्धी समस्या निराकरण गरी मानकीकरणतर्फ उन्मुख गर्ने उद्देश्य यस लेखमा राखिएको छ । लेख्य भाषा कथ्य भाषाको तुलनामा स्थिर रहने र लामो परम्परा बोक्ने भएको हुँदा व्यावहारिक लेखन होस् या साहित्यिक लेख रचना सबैमा एकरूपता कायम गर्न अनिवार्य भएको बुझी यस लेखमार्फत वर्णविन्यासको

क्षेत्र प्रस्तुत गर्ने लक्ष्य बनाइएको छ ।

२. समस्या कथन र उद्देश्य

शिक्षाशास्त्र सङ्काय र मानविकी सङ्काय स्नातक प्रथम वर्षको पाठ्यएकाइरहेको वर्णविन्यासका सम्बन्धमा अध्ययन गर्नु नै यस लेखको प्रमुख समस्या हो । उच्चारणअनुसार पूर्णरूपमा लेख्य रूप कायम गर्न नसक्नु, तत्सम शब्दको प्रयोग नेपाली व्याकरणिक नियमानुसार नभएर संस्कृत व्याकरणको नियमानुसार नहुँदा कठिन हुनु, लेख्य र कथ्य वर्णमा भेद हुनु, वर्णविन्यासको सीमा किटान गर्न नसक्नुजस्ता समस्या यसमा रहेका छन् उल्लिखित समस्याहरूलाई प्रचलित नेपाली व्याकरणका नियम र संस्कृत व्याकरणका नियममा आधारित भएर वर्णविन्यासका क्षेत्रका सन्दर्भमा चर्चा गर्नु नै यस लेखको उद्देश्य रहेको छ ।

३. अध्ययन तथा विश्लेषण विधि

यस शोधलेखमा नेपाली भाषामा देखिएका वर्णविन्याससम्बन्धी समस्याहरूको अध्ययनका लागि आवश्यक सामग्रीहरू पुस्तकालयबाट लिइएका छन् । नेपाली भाषा तथा व्याकरणसँग सम्बन्धित विविध पुस्तकहरू, अनुसन्धानात्मक लेख तथा अप्रकाशित शोधहरूबाट सामग्री लिई नेपाली भाषाका वर्णविन्यासमा देखापरेका मुख्य मुख्य क्षेत्रसँग सम्बन्धित समस्याको आधारभूत तहमा विश्लेषणात्मक अध्ययन यस शोधलेख तयार गरिएको छ ।

४. ह्रस्व र दीर्घसम्बन्धी नियम र अपवादहरू

सामान्यत: ह्रस्वको उच्चारण गर्दा छोटो समय लाग्ने र दीर्घको उच्चारण गर्दा लामो समय लाग्ने तथ्यलाई स्वीकार गरिए पनि मूलत: नेपाली भाषाका सन्दर्भमा ह्रस्व र दीर्घसम्बन्धी अवधारणा केवल भाषाको लेख्य रूपका लागि मात्र देखिन्छ । उच्चारणमा यसको विभेद छुट्याउन सकिँदैन ।

ह्रस्व स्वरवर्ण 'अ, इ, उ, ऋ' हुन् भने दीर्घ 'आ, ई, ऊ, ए, ऐ, ओ, औ अं अ:' हुन् । यिनलाई सामान्यतया ह्रस्व इकारलाई बाइमात्रा (ि), उकारलाई तर्कुले (ु) र दीर्घ ईकारलाई दाहिना (ी) र दीर्घ ऊकारलाई वर्धन्ने (ू) भनेर छुट्याउने गरिन्छ ।

४.१ तत्सम शब्दको शब्दादिमा ह्रस्व 'इ'

संस्कृत भाषाबाट नेपाली भाषामा जस्ताको त्यस्तै प्रयोग हुने शब्दको अगाडिको अक्षर ह्रस्व हुन्छ । यस्ता केही शब्द उपसर्गनिर्मित छन् भने केही प्रातिपदिक नै देखिन्छन् । जस्तै : निर्णय, निराकरण, निश्चल, निर्विरोध, निस्सार, निस्तेज, नियोजन, नियम, निबन्ध, विनिमय, निष्काम, निर्भय, निवास, निष्फल, निवारण, विज्ञान, विद्या, विवेक, विमर्श, विषय, विकार, विनिमय, विमोचन, विशेषता, त्रिकोण, त्रिभुज, द्वित्व, द्विगु, विश्वास, विदेश, इतिहास, इन्द्रिय, मितव्ययी,विक्रेता, विज्ञप्ति, विधि, विद्युत्, विमान, इक्षु, मिष्ठ, पिष्ठ, रिक्त, क्षितिज, विद्यापति, गिरिधर, विन्यास, विद्यालय, निर्भर, विराम, निर्माण, वित्तीय, हिम्मत, लिखित विचार, निर्णयात्मक आदि ।

४.२ तद्भव शब्दको शब्दादिमा ह्रस्व 'इ'

संस्कृतबाट उही अर्थमा शाब्दिक परिवर्तन भएर आएका तद्भव शब्दहरू नेपाली भाषामा प्रयोग हुँदा भने अगाडिको वर्ण ह्रस्व नै हुन्छ । जस्तै : किसान, घिउ, दिउँसो, जिब्रो, तितो, मिठो रित्तो, भित्र, मितिनी, सिरान, किरो, निलो, बिउ, सितो, निम, हिउँ, दु:ख, खिर, घिन तितो, झिनो आदि ।

४.३ आगन्तुक शब्दको शब्दादिमा ह्रस्व 'इ'

संस्कृतबाहेक अन्य भाषाबाट नेपाली भाषामा आई प्रयोग हुने आगन्तुक शब्दहरू शब्दादिमा ह्रस्व हुन्छन् । जस्तै : इज्जत, निसाफ, फिराद, हिसाब, डिलर, इन्जिन, दिल, निगाह, पियन, बियर, बिस्कुट गिरफ्तार, चिडिया, डिग्री, डिजाइन, डिप्लोमा, चिन, खिप, दिन, लिन, क्रिकेट क्रिम, गितार, जिन्दगी, जिन्दावाद, जिन्स, जिप, जिराहा, निकम्मा, निगरानी, निजामति, सिफारिस, सिमेन्ट आदि ।

४.४ तत्सम शब्दको शब्दमध्यमा ह्रस्व 'इ'

संस्कृतबाट नेपाली भाषामा उही अर्थमा प्रयोग हुने केही तत्सम शब्दहरूको शब्दमध्य इकार पनि ह्रस्व नै देखिन्छन् । जस्तै : गरिमा, भाषिक, स्वर्णिम, अग्रिम, कनिष्ठ, गायिका, रचित, पठित, कविता, महिमा, कवित्व, स्वामित्व, स्थायित्व, अधिकार, मस्तिष्क, परिष्कार, अभिमान, परिचय, प्रतिशत, रसिक, अतिशय, नायिका, कथित, वार्षिक,व्यक्तित्व, पण्डित, सम्बन्धित प्रतिष्ठान, कलिलो आदि । यीमध्ये केही शब्दहरू अति, अभि, परि, प्रति, अधि जस्ता ह्रस्व उपसर्गव्युत्पन्न देखिन्छन् ।

४.५ तद्भव शब्दको शब्दमध्यमा ह्रस्व 'इ'

उही अर्थमा परिवर्तित भई नेपाली भाषामा आएका तद्भव शब्दको शब्दमध्यको इकार ह्रस्व लेखिन्छ । जस्तै : बाहिर, मङ्सिर, हरियो, पतिङ्गर, अधियाँ, दतिउन, पनातिनी,रसिलो, दुधिलो, मलिलो, मानिस, कनिका, पहिलो, चौबिस, चालिस, बिदेसिनु, पुर्बिया, व्यक्तिनु, अम्सियार, पोसिलो, बिस्वासिलो, पस्चिमेली, पोटिलो, भतिज, गुलियो, मथिङ्गल आदि ।

४.६ आगन्तुक र भर्रा शब्दको शब्दमध्यमा ह्रस्व 'इ'

संस्कृतबाहेक अन्य भाषाबाट नेपाली भाषामा आएका शब्द पनि शब्दमध्यमा ह्रस्व प्रयोग हुन्छन् । यस्तै भर्रा शब्दहरूको पनि शब्दमध्य ह्रस्व नै हुन्छन् । जस्तै : वकिल, राजिनामा, मनिटर, प्लास्टिक, नजिर तस्बिर, कबिजयत, कमिज, अफिस, अक्सिजन, बहिदार पहाडिया, भगडिया, कसिलो, गठिलो, खँदिलो, इन्जिन, कमिज, कमिलो, खोरिया, यतिन्जेल, नतिजा, हाजिर, बाहिर, साबिक आदि ।
यस्तै अन्त्यमा दीर्घ हुने संख्यावाचक नेपाली शब्दहरू प्रत्यय लाग्दा ह्रस्व नै हुन्छन् । जस्तै : साठिऔं (साठी), सत्तरिऔं (सत्तरी), असिऔं (असी) आदि ।

४.७तत्सम शब्दको शब्दान्तमा ह्रस्व 'इ'

नेपाली भाषामा प्रयोग हुने केही तत्सम शब्दान्तमा इकार ह्रस्व लेखिन्छ । यस्ता केही शब्द कृदन्त छन् भने केही शब्दहरूमा ति, थि, दि, धि, नि, पि, मि, सि जस्ता प्रत्यय लागेका छन् । जस्तै : गति, यति, रति, मति, भक्ति, शक्ति सृष्टि, दृष्टि, वृष्टि, कोटि, नीति, प्रीति, औषधि, प्रतिनिधि, छवि, रवि, कवि, मुनि, हरि, विधि, सन्धि, ग्लानि, अग्नि, मुनि, अतिथि, ग्रन्थि, शनि, कृषि, ऋषि, यद्यपि, लिपि, उक्ति, सूक्ति, स्वीकृति, सम्पत्ति, गीति, क्षति क्रान्ति, उपस्थिति, पुष्टि, प्रवृष्टि, मुरारि कुलपति, विज्ञप्ति, हस्ति, दधि, सारथि कुरीति, दुर्मति, शुचि, त्रुटि, मणि, पाणि, सिद्धि, वृद्धि,

नाभि, दुन्दुभि, सुरभि, प्रकृति, रश्मि, गिरि, कलि, अञ्जलि, तुष्टि, पुष्टि, अवधि, उपाधि, जलधि, ध्वनि, योनि, शकुनि, ग्लानि, रुचि, कान्ति, गोधूलि, प्रसूति, विभूति, वाल्मीकि, समिति, भूमि, नीति, उपलब्धि, अनावृष्टि, खण्डवृष्टि, अतिवृष्टि, शुद्धि आदि ।

४.८ तत्सम शब्दको शब्दान्तमा दीर्घ 'ई'
नेपाली भाषामा प्रयोग भएका केही तत्सम शब्दहरू दीर्घ देखिन्छन् । यस्ता धेरै शब्दहरू विशेषणवाची छन् । जस्तै : प्रार्थी, दोषी, क्षत्री, देवनागरी, शास्त्री श्रमजीवी, नारी, नामवाची, वाची, प्राची पञ्चमी, षष्ठी, कामिनी, स्त्री, माली, शस्त्रधारी, ऋणी, आभारी, भेषधारी संहारकारी, यात्री, पक्षी. परदेशी, प्रवासी, विदेशी, परमेश्वरी, प्रवेशार्थी, मन्त्री, मेधावी, दीपावली, तपस्वी, मेधावी, ओजस्वी, चन्द्रमुखी, सयपत्री, सम्बन्धी, सम्धी, पञ्चमी, घर्ती, धरती, श्री, यशस्वी, पृथ्वी, तेजस्वी, तपस्वी अज्ञानी, भाग्यमानी, भाग्यशाली, श्रीमती, सौभाग्यवती, रूपवती, अमरावती, शैली आदि ।

४.९ तद्भव शब्दको शब्दान्तमा ह्रस्व 'इ'
संस्कृतबाट नेपालीमा उही अर्थमा केही शब्दगत परिवर्तन भई आएका शब्दहरू अन्तमा ह्रस्व देखिन्छन् । जस्तै : नाति, पनाति, भाइ, ज्वाइँ, मुख्याइँ, एकाइ, निम्ति, लागि, पोइ, चतुऱ्याइँ आदि ।

४.१० भर्रा र आगन्तुक शब्दको पदान्तमा ह्रस्व 'इ'
केही भर्रा र आगन्तुक शब्दान्तमा ह्रस्व नै लेखिन्छ । जस्तै : यति, उति त्यति, जति आदि ।

४.११ तत्सम शब्दको शब्दादिमा दीर्घ 'ई'
नेपाली भाषामा तत्सम शब्दहरू आदिमा पनि दीर्घ देखिन्छन् । जस्तै : ईश, गीत, प्रीत, ईश्वर, कीर्तन, कीट, ग्रीष्म, टीका, वीर, सीमा,श्रीमान्, शीर्षक, बीभत्स, भीम, पीडा, दीन, पीडित, स्वीकार, तीर्थ, शीघ्र, बीमा, भीषण, सीता, दीप, जीवन, द्वीप, दीर्घ, नील, बीज, वीणा, शील, शीत, हीन, ईर्ष्या, कीर्ति, कीर्तन, जीर्ण, क्रीडा, स्वीकृति आदि ।

४.१२ तत्सम शब्दको शब्दमध्यमा दीर्घ 'ई'
नेपाली भाषामा प्रयोग हुने तत्सम केही तत्सम शब्दहरू शब्दमध्यमा दीर्घ देखिन्छन् । जस्तै : प्रवीण, शालीन, गाम्भीर्य, मननीय, प्रतीक्षा, ईश्वरीय, गणनीय, परीक्षा, क्षेत्रीय, गम्भीर, शरीर, प्रतीक, प्रतीक, मानवीय, केन्द्रीय, विवेचनीय, कुलीन, ग्रामीण, नवीन, प्राचीन, अतीत, व्यतीत कालीन, सर्वाङ्गीण, द्वितीय, तृतीय, उत्तीर्ण, समीक्षा, समीर, भगीरथ, अभीष्ट, विभागीय, उद्दीपन, एकीकृत, वर्गीकरण, अङ्गीकार, शरीर, समीप, असीम, सञ्जीव, सुशील, पुण्डरीक, भवदीय, शोचनीय, लेखकीय, स्वर्गीय, जातीय, शास्त्रीय, आत्मीय, स्थानीय, वर्गीय, प्रकाशकीय,पठनीय, माननीय, एकतन्त्रीय, अर्वाचीन, समीचीन, विश्वजनीन, कुटीर, गाण्डीव, मनोनीत, आशीर्वाद, उत्तीर्ण, तल्लीन, रङ्गीन आदि ।

४.१३ तद्भव शब्दको शब्दान्तमा दीर्घ 'ई'
संस्कृतबाट उही अर्थमा केही परिवर्तन भई आएका केही तद्भव शब्द पनि शब्दान्तमा दीर्घ नै देखिन्छन् । जस्तै : चुरी, गिरी, गोही, चाँदनी, चिनापर्ची, चिनारी, जलहरी, जलहात्ती, खोकी, खोटी, डाँडी, डाली, ढिकी, तपसी, ताली, तिमी, तेली, तेही, तोरी, थाली, दही, दाह्री, दिल्ली, दुःखी, दुम्सी,

दुहुनी, देउसी, देवरानी, धरती, धर्ती, धाई, धाउनी, नापी, नानी, निजी, निठुरी, नुवागी, पटरी, पाखरी, पाटी, पाडी, पातली, पाथी, पानी, पुजारी, पोखरी, फुली, फेदी, बघिनी, बढी, बरखी, बलेसी, बाँसुरी, बालरोगी, बाहुनी, बाहुली, बिजुली, बिन्ती बोली, भैंसी, लट्ठी, लादी सिखर्नी, सिक्री, सिन्की, सुँडिनी, सुनाखरी, सुहारी, हतिनी, हन्तकाली, हरियाली, हली, हाँडी आदि ।

४.१४ तत्सम शब्दको शब्दादिमा ह्रस्व 'उ'
केही तत्सम शब्दको शब्दादिमा ह्रस्व इकार देखिएझैं ह्रस्व उकार पनि प्रयोग भएका देखिन्छन् । जस्तै : उत्पादन, उल्लेख, उपकार, उपचार, उत्तीर्ण, उन्मत्त, उत्कर्ष, उत्खनन, उपज, उषा, उपशाखा, उत्साह, उपेक्षा, उद्घोषण, उच्च, उत्कृष्ट, उपनिवेशवाद, उत्प्रेषणादेश, उपराष्ट्रपति, उपमा, उपलब्धि, उपदेश, उपवन, कुकर्म, कुख्यात, कुलीन, सुषुप्त, सुरक्षा, उदय, उपभोग, दुर्गन्ध, दुर्जन, उज्ज्वल, उपभोग, कुबाटो, कुकाठ, कुचाल, सुगम, सुरेश, गुरुजन, चुम्बन, सूर्य, दुर्दशा, दुस्कर्म, दुर्लभ, दुर्बल दुःखद, सुदर्शन, सुपुत्री, सुमार्ग, सुलभ, कुलपति,श्रुति, ध्रुव, सुमन, सुधा, युद्ध, शुभ, पुष्प, भुवन, शुभकामना, दुर्ग, दुग्ध, गुण, त्रुटि कुशल, कुसुम, श्रुत, कुटुम्ब, उदात्त, उत्तम, लुब्ध, बुद्धि, बुद्ध, कुदृष्टि, दुर्भाग्य, पुनः, दुर्वचन, सुकुमार, सुजन युगीन उत्तरीय, उच्चार्य, उत्खनन, उच्छृङ्खल, उद्दण्ड, पुनरुत्थान, पुरातत्व, मुख्य, मुक्ति, उद्घोषण, मुकुन्द, तुलसी आदि ।

४.१५ तद्भव शब्दको शब्दादिमा ह्रस्व 'उ'
तत्सम शब्दमा जस्तै तद्भव शब्दका पदादिमा ह्रस्व उकार प्रयोग हुन्छ । जस्तै : जुही, मुहार, कुलत, कुचो, कुनिउँ, कुनो, कुबाटो, कुभिन्डो, कुप्रो, कुराउनी, कुलच्छिन, खुट्टो, खुर, खुला, गुन्डा, गुराँस गुरुड, गुहु, घुम्टी, घुर, घुन, चुचुरो, चुच्चे, चुलो, चुप, चुम्मन, चुलेसी, छुचुन्द्रो, छुचो, छुरा, जुक्ति,जुगल, जुठो, जुठेल्नु, जुत्ता, जुनि, जुम्ला, जुम्ल्याहा, झुम्का, झुलना, टुटुल्को, टुँडी, दुलहा, दुबो, धुरि, धुन, धुपी, नुन, पुख्यौली, पुलाउ, पुस, फुपाजू, बुढा, बुढी, बुता, बुट्टा भुइँग्रो, भुजा, मुढो, मुत, मुड्डो, मुन्द्रा, रुघा, रुधिलो, रुपियाँ, लुगा, लुच्चो, लुमडी, लुलो, सुनौलो, सुरिलो, सुराकी, सुहाग हुल, हुरुक्क हुक्का आदि ।

४.१६ तत्सम शब्दको शब्दमध्यमा ह्रस्व 'उ'
शब्दादिमा जस्तै केही तत्सम शब्दको शब्दमध्यमा उकार ह्रस्व नै लेखिन्छ । यसमा पनि केही उपसर्गव्युत्पन्न शब्द अनि केही प्रत्यय व्युत्पन्न शब्द छन् । जस्तै : गोकुल, यमुना, प्रचुर, मनुज, मनुष्य, विद्युत, अङ्कुश, फाल्गुन, औद्योगिक, अनुनय, निकुञ्ज, अवगुण, अभ्युदय, कुपुत्र, पशुवत्, अनुराग, अनुमति, अनुदान, अनुहार, अनुमति, अनुकृति आदि ।

४.१७ तद्भव शब्दको शब्दमध्यमा ह्रस्व 'उ'
तत्सम शब्दमा जस्तै नेपाली भाषामा आएका केही तद्भव शब्दहरू पनि शब्दादिमा ह्रस्व उ भएका देखिन्छन् । जस्तै : अट्टुट, आतुर, एकुवा, कुकुर, कुहुनु, घुँघुरा, चितुवा, चुहुनु, घुचुन्द्रो, पिंडुलो, बहुला, बाटुलो, बाहुली, बाहुन, बाहुली, बिटुलो, भतुवा, महुवा, माकुरो, सामुन्ने सुकुमबासी, सुकमेल, सुतुवा, हँसुवा आदि ।

४.१८ तत्सम शब्दको शब्दान्तमा ह्रस्व 'उ'

नेपाली भाषामा प्रयोग हुने केही तत्सम शब्दहरू अन्त्यमा ह्रस्व इकारान्त भएझैँ केही शब्दहरू ह्रस्व उकारान्त पनि छन् । जस्तै : आयु, वायु, साधु, चक्षु, किन्तु, परन्तु अपितु, पशु, गुरु, मनु, भिक्षु, मुमुक्षु, जिज्ञासु, पिपासु, इक्षु, भानु, बन्धु, बाहु, मृत्यु, शत्रु, अणु, सेतु, धनु, धातु, रघु आदि ।

४.१९ तद्भव शब्दको शब्दान्तमा ह्रस्व 'उ'
नेपाली भाषामा तद्भव भई आएका केही शब्दहरू अन्तमा ह्रस्व उकारान्त देखिन्छन् । जस्तै : उखु, खग्गु, गोरु, गहुँ, गुहु, गेरु, गैडु, पुसाजु, भिनाजु, उल्लु आदि ।

४.२० झर्रा र आगन्तुक शब्दमा ह्रस्व 'उ'
नेपाली भाषामा प्रयोग हुने केही झर्रा अनि केही आगन्तुक शब्दहरू पनि शब्दान्तमा ह्रस्व उकारान्त देखिन्छन् । जस्तै : काजु, चाउचाउ, बाजु, कार्बु, कङ्गारु आदि ।

४.२१ ह्रस्व 'इ' 'उ', दीर्घ 'ई' 'ऊ' सम्बन्धी नियम
माथिका अध्ययनबाट तत्सम, तद्भव, झर्रा तथा आगन्तुक शब्दहरू कतिपय अवस्थामा ह्रस्व र कतिपय अवस्थामा दीर्घ भएका देखिन्छन् । यसै विषयलाई अझ स्पष्ट पार्न शब्दको दीर्घ हुने अवस्थालाई निम्नानुसार अध्ययन गर्न सकिन्छ :

४.२१.१ पदान्तमा ह्रस्व
पुलिङ्गीशब्दहरू अन्तमा ह्रस्व हुन्छन् । जस्तै : बाबु, दाजु, भाइ, जाति, जुवाइँ, साधु, फुपाजु भिनाजु, पोइ, गुरु, पति, गोरु, कालु आदि । यसमा पनि केही अपवाद छन् जो दीर्घ हुन्छन् । जस्तै : हात्ती, स्वामी, सम्धी, खली, जोगी साथी ।

४.२१.२ अव्यय शब्दका अन्तमा ह्रस्व
अव्यय शब्दहरू अन्तमा ह्रस्व नै हुन्छन् । जस्तै : अगाडि पछ्याडि, माथि, मुनि, भोलि, पर्सि अघि, पछि, वरिपरि, किनकि, निम्ति, लागि, देखि, अनि, पनि, तापनि, चाहिँ ।

४.२१.३ नपुंसकवाची शब्दको अन्तमा ह्रस्व
नपुंसकवाची शब्दहरू पनि शब्दान्तमा ह्रस्व नै देखिन्छन् । जस्तै : घिउ, केराउ, आलु, मानु, तालु, पिंडालु, चाकु, डाडु, मासु, स्याउ, हिउँ, गाउँ, ठाउँ, दाउ आदि ।

४.२१.४ परिमाणबोधक इकारान्त विशेषण शब्दको अन्तमा ह्रस्व
परिमाणार्थी इकारान्त शब्द पनि अन्तमा ह्रस्व नै देखिन्छन् । जस्तै : यति, त्यति, कति, जति, उति आदि ।

४.२१.५ आइ/आइँ प्रत्ययव्युत्पन्न शब्दका अन्तमा ह्रस्व
नेपाली धातुहरूमा आइ/आइँ प्रत्यय लागेका सबै शब्दका अन्तमा ह्रस्व नै हुन्छन् । जस्तै : पढाइ, लेखाइ, हँसाइ, बोलाइ, सुताइ, हेराइ, चलाइ, नचाइ, एकाइ, लमाइ, सिलाइ, पिटाइ, बसाइँ, लडाइँ आदि ।

४.२१.६ समापिका क्रियाकरमा रूपमा प्रयोग हुने 'छु' लागेका शब्दको अन्तमा ह्रस्व
समापिका क्रिया बनाउने र प्रथम पुरुषवाची छु प्रत्यय लागेका सबै शब्द अन्त्यमा ह्रस्व हुन्छन् । जस्तै : पढ्छु, लेख्छु, बस्छु, छु, जान्छु, गर्छु आदि ।

४.२१.७ अनुकरणात्मक द्वित्व शब्दको अन्तमा ह्रस्व

अनुकरण बुझाउने द्वित्व शब्दहरू पनि अन्तमा ह्रस्व नै हुन्छन् । जस्तै : कुपुकुपु, झुपझुपु, फुतुफुतु, धुरुधुरु खुरुखुरु, लुतुलुतु आदि ।

४.२१.८ सर्वनाम मूलमा 'ति' प्रत्यय लागेका शब्द अन्तमा ह्रस्व

केही सार्वनामिक शब्दहरू पनि अन्तमा ह्रस्व हुन्छन् । यिनमा ति प्रत्यय लागेको देखिन्छ । जस्तै : यति, त्यति उति, कति, जति आदि ।

४.२१.९ क्रियामूल अन्तमा ह्रस्व

सबै क्रियामूल अन्तमा ह्रस्व हुन्छन् । जस्तै : उठ्नु, घुम्नु, किन्तु, घुम्नु, लिनु, तिर्नु, मिस्नु, दिनु, हिँड्नु, झुम्नु आदि ।

४.२२ पदान्तमा दीर्घ

केही शब्दहरू पदान्तमा ह्रस्व भएजस्तै केही शब्दहरूपदान्तमा दीर्घ पनि हुन्छन् । यसलाई पनि निम्नानुसार छुट्याएर देखाउन सकिन्छ ।

४.२२.१ स्त्रीलिङ्गी शब्द अन्तमा दीर्घ

नेपाली भाषामा स्त्रीलिङ्ग बुझाउने शब्दहरू अन्तमा दीर्घ हुन्छन् । जस्तै : दिदी बहिनी, सासू, माइजू छोरी, साली, नानी,श्रीमती, स्वास्नी, गाई भैंसी, आमाजू, भाउजू, फुपू, काली, गोरी, सुश्री आदि ।

४.२२.२ नपुंसक शब्द

केही नपुंसकवाची शब्द पनि शब्दान्तमा दीर्घ हुन्छन् । जस्तै : फर्सी, ठेकी, थाली, पानी, थैली, टोपी आदि ।

४.२२.३ सबै सर्वनामहरू

नेपाली भाषाका सबै सर्वनामहरू पदान्तमा दीर्घ हुन्छन् । जस्तै : तिमी, हामी, उनी, यी, ती, ऊ, तपाई आदि ।

४.२२.४ विशेषण शब्द

नेपाली भाषामा विशेषणवाची शब्द अन्तमा दीर्घ हुन्छन् । जस्तै : नेपाली अल्छी, ज्ञानी, धनी, नोकरी, गफाडी, बिलासी, इमान्दारी, जवानी आदि ।।

४.२२.५ विध्यर्थक क्रिया

आज्ञार्थक, इच्छार्थक बुझाउने क्रिया पनि अन्तमा दीर्घ हुन्छन् । जस्तै : खाऊँ, जाऊँ, बसूँ, पढूँ, लेखूँ, दिनू लिनू, जानू, खानूआदि ।

४.२२.६ स्त्रीलिङ्गी क्रिया

नेपाली भाषामा स्त्रीलिङ्गी क्रिया पनि अन्तमा दीर्घ हुन्छन् । जस्तै : पढी, गरी, लेखी, भनी, बोली,

गई, बुझी, नाँची, बाँची, माती आदि ।

४.२२.७ की, री, नी विभक्ति लागेका शब्द
भेदक बुझाउने की, री, नी विभक्ति लागेका शब्द पनि दीर्घ हुन्छन् । जस्तै : मेरी, तेरी, आफ्नी, उसकी, रामकी आदि ।

४.२२.८ अरी, तरी प्रत्ययान्त शब्द
अरी, तरी प्रत्यय लागेका शब्द पनि पदान्तमा दीर्घ हुन्छन् । जस्तै : राम्ररी, कसरी, यसरी, त्यसरी, जसरी, यस्तरी आदि ।

४.२२.९ जात, थर, पेसा जनाउने शब्द
नेपाली भाषामा जात, थर, पेसा बुझाउने सबै शब्द पदान्तमा दीर्घ हुन्छन् । जस्तै : थारू, लिम्बू, क्षेत्री, कामी, दमाई, ठकुरी, जैसी, अधिकारी, रेग्मी, गुरागाई, चापागाई, भट्टराई, नेपाली, बस्ताकोटी, राई, नेवारी, मास्टरी, डाक्टरी, सिकर्मी, डकर्मी, हली, साहू, व्यापारी, ज्यामी, ठेकेदारी आदि ।

४.२२.१० सङ्ख्यावाचक शब्द
नेपाली भाषामा सबै सङ्ख्यावाचक शब्द पदान्तमा दीर्घ हुन्छन् । जस्तै : दुई, साठी, सत्तरी, असी, बयासी, पचासी आदि ।

४.२२.११ स्थान र नदीको नाम
स्थान र नदीवाचक शब्द पनि अन्तमा दीर्घ हुन्छन् । जस्तै :गुल्मी, सुनसरी, लालबन्दी, ठिमी, हलेसी, नारायणी, मेची, कोसी, कर्णाली वाग्मती, सेती, भेरी आदि ।

४.२३ श, ष, स को प्रयोगसम्बन्धी नियम
संस्कृत/ तत्सम शब्दमा प्राय: तालव्य 'श' को प्रयोग भए पनि तद्भव तथा आगन्तुक शब्दमा भने 'श'को प्रयोग भएको देखिँदैन । तत्सम शब्दमा तालव्य 'श' प्रयोग हुने केही अवस्था यसप्रकार अध्ययन गर्न सकिन्छ ।

४.२३.१ विसर्गभन्दा अगाडि आएमा श
विसर्गभन्दा अगाडि तालव्य श हुन्छ । जस्तै : क्रमशः, अक्षरशः, शब्दशः, प्रायशः आदि ।

४.२३.२ स र षभन्दा अगाडि आएमा
दन्तमूलीय स र मूर्धन्य षका अगाडि पनि तालव्य श नै हुन्छ । जस्तै : प्रशासक, शासन, शास्त्र, शोषक, विशिष्ट, विशेष, प्रशंसा, शोषण, शिष्य, शिष्ट, शेष आदि ।

४.२३.३ अन्य अवस्थामा
केही शब्दहरूमा मूल वा व्युत्पन्न हुने क्रममा पनि श देखिन्छ । जस्तै : आशक्ति, आक्रोश, गणेश, शङ्कर, दिशा, विमर्श, शैक्षिक, शैली, शिशु, शशि, शिशिर, शीर्षक, आशीर्वाद, शाखा, आशङ्का, आशय, आशा, आशु, उपनिवेश, शालिग्राम, शिला, शिल्प, शिव, शकुनि, शक्ति, शब्द, शोक, यश, प्रकाश, शिखा, शैशव, शिशिर शरीर, देश आदि ।

४.२३.४ ‘ष’ को प्रयोग

तत्सम शब्दमा मात्र षको प्रयोग हुन्छ । तत्सम शब्दमा क, ट, ठ, ड, ण, प अगाडि ष हुन्छ । जस्तै : मस्तिष्क, निष्कर्म, शुष्क, बहिष्कार, परिष्कार, निष्कासन, सृष्टि, दृष्टि, वृष्टि, दृष्टान्त, नष्ट, कनिष्ठ, अनुष्ठान, षोडशी, घोषणा, उष्ण, भाषण, भीषण आदि ।

४.२३.५ सङ्ख्यावाचक षट् जोडिएर बनेको समस्त शब्द

सङ्ख्या बुझाउने षट् जोडिएर बनेका समस्त शब्दमा पनि ष हुन्छ । जस्तै : षट्कोण, षट्चक्र, षडानन, षड्यन्त्र, षड्गुण, षड्दर्शन आदि ।

४.२३.६ स्वरवर्णसँग जोडिएर आउने अवस्थामा

स्वरवर्णसँगै आएको अवस्थामा पनि षको प्रयोग भएको देखिन्छ । जस्तै : आषाढ, अष्ट, उष्ण, उषा, ऋषि, कृषि, ओष्ठ आदि ।

४.२३.७ अन्य अवस्थामा

अन्य अवस्थामा पनि केही शब्दहरूमा षको प्रयोग भएको देखिन्छ । जस्तै : महर्षि, हर्ष, वर्षा, निष्कर्ष, कृष्ण, पाषाण, परिषद्, सहिष्णु, शेष, प्रतिष्ठा, पोष, पुरुष, ग्रीष्म, द्वेष, ईर्ष्या, कोष, निष्फल सुषमा, विशेष, विष, वर्ष, अभिषेक, भाषा, भूषण आदि ।

४.२३.८ ‘स’ को प्रयोग

नेपाली भाषामा तत्समबाहेक अन्य अवस्थामा सको प्रयोग हुन्छ । झर्रा होस् वा आगन्तुक शब्द, सबैमा स नै प्रयोग गरिन्छ । जस्तै : ससुरा, सासू, सहिद, सिकार, पुस, कसर, आस, असोज, असार, असर, आकास, अनुसार, सानो, बस, क्याम्पस साँढे, सरकार, नर्स, मुसो, साग, सुगा, साबुन, सामान, पास, सेतो, आँसु, सिमसिम, सिफारिस, अपरेसन, खुसी, कसुर जोस, सेयर, हिस्सा, सेक्सपियर, ब्रिटिस, विकास, दास, समस्या, मासु, साँफ, पालिस, साँध, सट्टे, साला, साली, बिस, सहर, पिस, सनाखत, पेसा, पोसाक, पुलिस, सिपाही, स्टेसन, पैसा रजिस्टर, मास्टर बोक्सी, सौता आदि ।

मूल वा तत्समा नै सको प्रयोग भए त्यो स्वतः स नै प्रयोग हुन्छ । यसमा केही उपसर्गव्युत्पन्न, केही समस्त शब्द देखिन्छन् । जस्तै : सजाति, सकाम, सफल, सपत्नी, सपरिवार, सचेत, सत्कार्य, सत्प्रयास सद्भाव, सद्भावना, सत्कर्म, सुजन सुलभ, सुमार्ग, सुबोध, सुपात्र, सुविचार, सुवर्ण सहयोग, सहप्राध्यापक, सहकार्य, सहमति, संवाद, सम्बन्ध, सम्पादक, स्वच्छन्द, स्वच्छ, स्वयम्भू, स्वरूप आदि ।

४.२४ ब र वको प्रयोग सम्बन्धी नियम

ह्रस्व, दीर्घ, श, ष, स आदि वर्णमा जस्तै नेपाली भाषामा ब र वको प्रयोगमा पनि विविधता देखिन्छ । यसका केही अवस्थाहरूलाई निम्नानुसार अध्ययन गर्न सकिन्छ :

४.२४.१ तत्सम शब्दमा ‘ब’ को प्रयोग

तत्सम शब्दमा कतिपय अवस्थामा वलाई ब नै उच्चारण गरिन्छ तापनि केही शब्दहरू

छन् जो बोल्दा र लेख्दा दुवै अवस्थामा ब नै प्रयोग हुन्छन् । जस्तै : अम्बर, अम्बिका, चुम्बक, आडम्बर, प्रबन्ध, निबन्ध, शब्द, ब्रह्माण्ड, बोधार्थ, बालक, बल, बुद्धि, बीज, बन्धु, बाधा, बृहत्, कुबेर, बन्ध्या, बाली, बौद्ध, बराह, बाह्य, बाधा, बाण, बृहस्पति, बाष्प आदि ।

४.२४.२ तद्भव र आगन्तुक शब्दमा 'ब'
तद्भव र आगन्तुक शब्दमा उच्चारणमा ब हुन्छ भने ब नै प्रयोग गरिन्छ । जस्तै : बेहोस, बाढी, बहादुर, बरफ, बन्द, बदनाम, बन्दुक, बदला, बिदा, बकुल्लो, बच्चा, बतास, बाँदर, बचत, बढाईँ, बँदेल, बाबु, बर्को, बिँड, बैस, बोक्रो, बोसो, बटुवा, बलियो, बुढो, बच्नु, बस्नु, बुन्नु, बाँच्नु, अब, जब, बकबक, बजेट, बम, बग्गी, बस, बाकस, बेलुन, बयान, बगली, बजार बोको, बछेडो, बेमौसम, बिसन्चो, बिरसिलो बिजोर, बिसुर, बम, बेसार, बाहुन, बिमार, बेत, बुहारी, बकाइनो, बिखालु, बाउसे, बैंसालु, बुच्चो, बाँभ्रो ।

४.२४.३ केही अव्यय शब्दमा 'ब'
केही अव्यय शब्दहरू पनि ब नै लेखिन्छन् । जस्तै : अब, जब, तब, बाहिर, बिस्तारै, बरु,ब्यारे, बेसरी, बुर्लुक्क आदि ।

४.२४.४ 'व' को प्रयोग
'ब' जस्तै 'व'को प्रयोगमा पनि केही विशिष्टता देखिन्छ । व प्रयोग हुने केही अवस्था निम्नानुसार छन् ।
दन्त्य र उपसर्गव्युत्पन्न शब्दमा वको प्रयोग हुन्छ । यस्ता शब्दहरूमा व लेखिए पनि उच्चारणमा भने ब नै प्रयोग हुन्छन् । जस्तै : विज्ञान, विवाह, विकल्प, विविध, विद्या, विद्यार्थी, वन, वर्जित, वर्गीकरण, वर्णविन्यास, वर्णन, वर्णमाला, विचार, विभाग, वर्ष, वर्णित, वमन, वनिता, वय, वातावरण, विद्वान्, विदुषी वायु, वनस्पति, वृष्टि, विश्वेश्वर, विष्णु,विशेष, विलीन, विरोध, विरूप, विमोचन, विमान, विराम, विभाग, विनोद, विनम्र विभेद, विज्ञापन, विजय, विचलित, विखण्डन, विक्रेता, विचित्र, विकार, विक्रम, वानर, वाणी, वादक, वसन्त, वश, वंश, वाक्य, व्रत, वटु,वज्र, वक्ष, वचन, वक्ता, वक्र, वक्तव्य, व्योम, वासुदेव, वाहन, शिव, सर्व, पर्व, सोम, व्रत, वास, वटुक, देव, वेदना, वाक्य, वाच्य कवि, रवि, छवि, वेद आदि ।

४.२४.५ तद्भव र आगन्तुक शब्दमा 'व'
तद्भव र आगन्तुक शब्दमा उच्चारणमा व भए व नै लेखिन्छ । जस्तै : वारि, वाक्क,वाल्ल, वरपर, कुवा, पालुवा, धुवाँ, मिसावट, भुवा, मेवा, वार्ड, वार्डेन, वारिस, वास्ता, वकिल, टावर, पावर, वकालत, हवास, ट्वाल्ल, चरुवा, खोसुवा, फुकुवा, हकवाला, घरवाला, खेतीवाला, सजावट, कौवा, टौवा, वाफ, पावर, रुवाइ, खुवा, रसवरी, वतन, हावा आदि ।

४.२५ 'ओ' को प्रयोग
नेपाली भाषामा उच्चारणमा व र ओ को भेद खासै नछुट्टिटएको अवस्था पनि देखिन्छ । तत्सम शब्दहरू नेपालीमा तद्भव बनी प्रयोग हुँदा 'व' वर्ण 'ओ' बनेको देखिन्छ । यस्तै क्रियापदमा पनि ओको प्रयोग भएको देखिन्छ । जस्तै : ओठ, ओखर, ओडार, ओखती, ओछ्यान ओदान, ओभानो, ओजर, ओखल, ओछ्यान, ओभेल, ओफा, आओ, खाओ बोलाओ, चलाओ, बसाओ, समाओ, ओस, ओढार, ओरालो, देओ, लेओ, खुआओ ।

४.२६ य/ये/एको प्रयोग

य, ये तथा ए को प्रयोगमा यो अवस्थामा यही हुन्छ भन्ने खासै नियम देखिँदैन । तथापि यसमा उच्चारणअनुसार नै लेखिएको देखिन्छ । जस्तै : यति, त्यति, जय, रमणीय वाङ्मय, पेय, हास्य, वाक्य, धैर्य, मूल्य, अभिनय, यहाँ त्यहाँ, त्यता, यश, यथार्थ, त्यसरी, यतिन्जेल, मतियार, सहरिया प्रयोग दृश्य, यत्रो, त्यसरी, यतिन्जेल, मतियार, सहरिया, प्रयोग आदि ।

कतिपय अवस्थामा 'य'को उच्चारण 'ए' भएको पनि देखिन्छ । जस्तै : यता, बयर, खयर, घायल, सय, टायर यत्रो, यहीं, यसरी, कायल, सजाय आदि ।

कतिपय अवस्थामा मूल शब्द वा सन्धियुक्त शब्दमा 'ये' को प्रयोग देखिन्छ । जस्तै : ज्येष्ठ, ध्येय, प्रत्येक, मध्ये आदि ।

तत्सम शब्द तथा नेपाली क्रियामा 'ए' को प्रयोग देखिन्छ । जस्तै : एकल, एक, एकता, एषणा, एवम्, खाए गए, आए, दिए, लिए, पिए, भए, आएको, एउटा, एकहत्तर, खाएँ, गएँ, लिएँ भएँ, खाएस्, गएर, भएस्, रोएस्, गाए, एकाङ्की, एकाङ्गी, एकाग्र, एकत्व, एकादशी, एकान्त, सुनिएर, लस्किएर, मस्किएर, झस्किएर, मक्किएर, भाँच्चिएर आदि ।

४.२७ ऋ/रि/री को प्रयोग

४.२७.१ 'ऋ'को प्रयोग

तत्सम शब्दहरूको 'ऋ'को प्रयोग हुन्छ । जस्तै :ऋषि, ऋचा, ऋण, ऋतु, नैऋत्य, ऋग्वेद, कृष्ण, सृष्टि, दृष्टि, वृष्टि, कृति, कृत्रिम, कृषि, कृपा, गृह, घृणा, तृष्णा, तृतीय, तृप्त, दृढ, दृश्य, नृत्य, पृथक, पृथिवी, पृष्ठ, बृहत्, मृग, मृतक, वृद्ध, विस्तृत, संस्कृत, शृङ्गार आदि ।

४.२७.२ 'रि'को प्रयोग

कतिपय तत्सम तथा आगन्तुक र तद्भव शब्दमा 'रि'को प्रयोग हुन्छ । जस्तै : रीति, सरिता, आन्तरिक, रिन, रिस, रिल, वारि, पारि, रिबन, रिपोर्ट, रित्तो, रिहर्सल, गरिब, कुरिलो, रिङ्गटा, रिठो, रिमझिम, रिजाल, रिमाल, सुरिलो, रिजर्भ, रिजल्ट, रिक्सा, रिहा, रिवाज, रिटायर आदि ।

४.२७.३ 'री'को प्रयोग

तत्सम शब्दबाहेक नेपाली भाषामा प्रयोग हुने सबैजसो शब्दको अन्तमा 'री'को प्रयोग हुन्छ । जस्तै : भारी, गरी, झारी, मितेरी, डायरी, भकारी, मितेरी, मेरी, सत्तरी, रीति, बिक्री, झुम्री, किसोरी, सिंगौरी, कसरी, यसरी, त्यसरी सुस्तरी, राम्ररी, हाम्री, राम्री, चाम्री आदि ।

४.२८ क्ष/क्ष्य/क्षे तथा छ्य, छे को प्रयोग

नेपालीमा क्ष, क्ष्य, क्षे, छ्य, छे आदि वर्णको उच्चारण गर्दा उस्तै सुनिए पनि लेखाइमा भिन्नता देखिन्छ । यसका केही उदाहरण यसप्रकार छन् :

४.२८.१ 'क्ष'को प्रयोग

धेरैजसो तत्सम शब्दमा 'क्ष'को प्रयोग हुन्छ । जस्तै : क्षमा, क्षमता, कक्षा, पक्ष, रक्षा, दक्ष, सक्षम, यक्ष, राक्षस, लक्ष, नक्षत्र, वक्ष, क्षति, समक्ष, अध्यक्ष, अक्षर, विपक्ष, परीक्षण, लक्षण सर्वेक्षण, राक्षस, क्षय, रक्षणीय, साक्षर, साक्षात्, कक्ष, शिक्षा, चक्षु, दीक्षा, भिक्षु, मुमुक्षु, साक्षी, पक्षी, तक्षक, क्षत्रिय सर्वभक्षी, क्षुद्र, क्षोभ, क्षितिज, शिक्षा, शिक्षक आदि ।

४.२८.२ 'क्ष्य' को प्रयोग

नेपाली भाषामा 'क्ष्य'को प्रयोग पनि तत्सम शब्दमा बढी भएको देखिन्छ । जस्तै : उपलक्ष्य, भक्ष्य, लक्ष्य, परिप्रेक्ष्य, भक्ष्य आदि ।

४.२८.३ 'क्षे'को प्रयोग

नेपाली भाषामा प्रयोग हुने तत्सम शब्दमा नै क्षेत्रको प्रयोग बढी देखिन्छ । जस्तै : क्षेत्र, आक्षेप, क्षेत्रफल, क्षेत्रज्ञ, क्षेत्रीय, भूक्षेत्रीय, क्षेपक, क्षेप्यास्त्र, क्षेप्य, क्षेत्र, निक्षेप आदि ।

४.२८.४ 'छ्य'को प्रयोग

नेपाली भाषामा भर्रा तथा आगन्तुक शब्दमा 'छ्य'को प्रयोग देखिन्छ । जस्तै : ओछ्यान छ्याकटे, छ्याल्लब्याल्ल, पछ्याउ, रछ्यान, छ्या, छ्यापछ्याप्ती आदि ।

४.२८.५ 'छे'को प्रयोग

तद्भव, आगन्तुक शब्दहरू प्रयोग गर्दा नेपालीमा छेको प्रयोग हुन्छ । जस्तै : छेपारो, छेक, छेस्को, छेड्नु, छेउ, छेर, छेद, बछेटो, जान्छे, पढ्छे, लेख्छे, खान्छे, हेर्छे, छेस्किनी आदि ।

४.२९ ज्ञ/ग्यँको प्रयोग

नेपालीमा प्रयोग हुने तत्सम शब्दमा 'ज्ञ' को प्रयोग हुन्छ भने अन्य भर्रा, आगन्तुक शब्दको प्रयोगमा 'ग्यँ' देखिन्छ । जस्तै :
ज्ञ : यज्ञ, प्रज्ञा, ज्ञान, ज्ञाता, अज्ञ, अनभिज्ञ, संज्ञा अवज्ञा, अनुज्ञा, विज्ञापन, विज्ञप्ति, अज्ञात, विज्ञान, प्रतिज्ञा, आज्ञा आदि ।
ग्यँ : ग्याँस, ग्याँचे ग्याँठ, ग्याँटिस, ग्याँठकोपी, अश्रुग्याँस आदि ।

४.३० चन्द्रबिन्दु र शिरबिन्दुको प्रयोग

संस्कृतमा व्यञ्जन अनुनासिकका रूपमा शिरबिन्दुको प्रयोग हुन्छ भने नेपालीमा स्वर अनुनासिकका रूपमा चन्द्रबिन्दुको प्रयोग हुन्छ । सामान्यतया संस्कृत शब्दहरूमा प्रयोग हुने शिरबिन्दुले सोही वर्गको पञ्चम वर्णलाई बुझाउँछ । ती वर्णहरूको अगाडि खासै शिरबिन्दुको प्रयोग नगरी सोही वर्गको पञ्चम वर्णको प्रयोग गरिन्छ भने य, र, ल, व, श, ष, स, ह, क्ष, त्र, ज्ञको अगाडि प्रयोग हुने शिरबिन्दुको उच्चारण ङ, न, म भए पनि शिरबिन्दुकै प्रयोग गरिन्छ । जस्तै : संसार, संवाद, संयोग, संहार, संरक्षण, कंस, सारांश, अंग, वंश, संयुक्त, संयम, संशय, संलग्न, संस्कार, संरचना, संरक्षण, संवाद संवेदना, संलग्न, संसार संज्ञा, संस्कृति, संस्कार, संस्कृत, संशोधन, संज्ञा, संक्षेप आदि ।

चन्द्रबिन्दु नेपालीमा तद्भव तथा आगन्तुक शब्दमा प्रयोग गरिन्छ । अजन्त क्रिया तथा प्रथम पुरुषका अधिकांश स्वरान्तमा चन्द्रबिन्दुको आगम भएको देखिन्छ । जस्तै : अँगार, अँध्यारो अँगालो, अँजुली, आँखा, आँप, काँस, बाँस, चाँदनी, घाँस, ताँती, सँग, हिउँ, गाउँ, बाँझो, साँभ्र, पाँच, थिएँ, पिएँ, भएँ, गएँ गाउँ, नाउँ, हिउँ जाऊँ, खाऊँ, लाऊँ, जाँच, साँचो, काँचो, भाँच, आँत, आँच अहँ, अँगेरी, बाँदर, गाउँ, सँगालो, खाँड, उपियाँ कजाइँ, रजाइँ, नाइँ, भलिभाँती, ताँती, जुँगा, नयाँ, सुँगुर, बियाँ, आँसु, उहाँ, यहाँ, त्यहाँ, जहाँ, कहाँ, ब्वाँसो, फाँसी, हाँसी पढेँ, लेखेँ, हिँडेँ बसेँ, सुतेँ, नाचेँ, बाँचेँ, खेलेँ, खेल्यौँ आदि ।

४.३१ पञ्चम वर्ण (ङ, ञ, ण, न, म) को प्रयोग

संस्कृत भाषामा पञ्चम वर्ण भनेर ङ, ञ, ण, न, म गरी वर्गको अन्तिम पाँच वर्णलाई मानिए पनि नेपाली भाषामा उच्चारणमा भने ङ, न म गरी तीन पञ्चम वर्णहरू मात्र देखिन्छन् । तत्सम शब्दमा जुन वर्गको वर्ण हो सोही वर्णको अगाडि अनुनासिक आए सोही वर्गको पञ्चम वर्ण प्रयोग गरिन्छ । जस्तै :

ङ : अङ्ग, शङ्का, शङ्ख, अङ्ग, सङ्घ, सङ्घर्ष, सङ्गठन, आकाङ्क्षा आदि ।

ञ : पञ्च, पुञ्ज, लाञ्छना, व्यञ्जन, पञ्चामृत, कुञ्ज, अञ्चल, चञ्चल, मञ्च, वाञ्छनीय, सञ्चय, झञ्झावात आदि ।

ण : कण्टक, कण्ठ, कुण्ठा, दण्ड, खण्ड, पिण्ड, चण्डिका, शण्ठ आदि ।

न : मन्तव्य, अन्त, सन्त, ग्रन्थ, पन्थ, बन्दी, सिन्धु, प्रबन्ध, अन्न, भिन्न, छिन्न, तन्त्र, मन्त्र आदि ।

म : कम्प, पम्फा, लम्ब, स्तम्भ, शम्भु, रम्भा आदि ।

तद्भव र आगन्तुक, शब्दमा भने ङ, न, म उच्चारण अनुसार प्रयोग गरिन्छ । जस्तै :

ङ : ल्वाङ, स्वाङ, भ्वाङ, ङिच्च, ङुर्र, कङ्गाल, रिसिङ आदि ।

न : कान्छो, अनकन्टार जान्छ खत्ती, अन्डर, हुन्छ, कन्जुस आदि ।

म : गम्छा, सम्म, काम्लो नाम्लो, चम्किलो, जुम्ला, चिम्टी, आदि ।

४.३२ हलन्त र अजन्तको प्रयोग

हलन्त भन्नाले व्यञ्जन अन्तमा हुनु र अजन्त भन्नाले स्वर अन्तमा हुनु भन्ने बुझिन्छ । नेपालीमा पदान्तमा अकारान्त हुने शब्दहरू य, व, क्ष, ह, त्र, ज्ञ बाहेकका अन्य वर्णहरू प्राय: हलन्त उच्चारण हुन्छन् । जस्तै :

वर्णविन्यास	उच्चारण
नाम	नाम्
किताब	किताब्
भात	भात्
काम	काम्

वर्णविन्यास	उच्चारण
खाम	खाम्
जाम	जाम्
घाम	घाम्
दान	दान

केही शब्दहरूमा बिचमा प्रयोग हुने अ स्वर भएका व्यञ्जनहरू पनि उच्चारणमा हलन्त हुन्छन् । जस्तै :

वर्णविन्यास	उच्चारण
त्यसले	त्यस्ले
उसले	उस्ले
हलचल	हल्चल्
दरबार	दर्बार्

वर्णविन्यास	उच्चारण
सिमसिम	सिम्सिम्
मगमग	मग्मग्
मनकारी	मन्कारी

असलियत — अस्लियत नेपालीमा क्रियापदहरू भने उच्चारणमा हलन्त भए हलन्त र अजन्त भए अजन्त नै लेखिन्छन् । जस्तै : बस्छन्, लेख्छन्, पढ्छन्, जान्छन्, पढेनन्, गरेनन्, रमाउँछन्, बचाउँछन्, रमाएनन् हाँसेनन्, बाँचेनन्, बोलेनन्, हाँस्नुहोस्, नाँच्नुहोस्, भन, बस् पढ, लेख, गर, सर आदि ।

४.३३ पदयोग र पदवियोग

पद वा शब्दलाई अलग-अलग लेख्ने कार्य पदवियोग हो भने एउटै डिकोमा दुई वा दुईभन्दा अदी शब्दलाई लेख्ने कार्य पदयोग हो । पदयोगमाशब्दहरू जोडेर लेखिन्छन् । जस्तै:

यौगिक :रसिलो, सामाजिक, गरिमा, प्रहार ।

समस्त: भान्साकोठा, जेठोबाठी, पीताम्बर ।

द्वित्व : घरघर, गाउँगाउँ, स-सानो, भातसात ।

सन्धि: रमेश, प्रधानाध्यापक, अत्यावश्यक ।

काल वा अर्थसूचक अंश धातुमा प्रत्ययजस्तै जोडिन्छ । जस्तै : गई, बस्छ जान्छ पढ्छ ।

नामयोगी पनि नामिक पदसँग जोडिन्छन् । जस्तै : मसँग, मतिर, खोलातिर, घरमाथि ।

संयुक्त क्रियाहरू पनि जोडिन्छन् । जस्तै : खाइसक्नुभएछ, गरिसक्नुभएछ, लेखिसकें, देखिसक्नुभएछ ।

अकरणको न पनि पदसँग जोडिन्छ । जस्तै : नजाऊ, नजाला, नदेऊ, नराम्रो, नसुन, नबोल ।

विभक्तिपनि नामिकपदसँग जोडिन्छ । जस्तै : रामको, भाइले, पहाडबाट, घरदेखि आदि । (लागि र निम्ति विभक्ति भने जोडिँदैनन् ।)

नाम र क्रिया मिलेका शब्द पनि जोडिन्छन् । जस्तै : मनपर्दो, उराठलाग्दो, हाँसोउठ्दो ।

थरबाहेकनामसँग आउने मध्यनाम पनि जोडिन्छन् । जस्तै : हरिबहादुर, रामप्रसाद, कृष्णभक्त, राजकुमार, नारायणदत्त

बहुवचनबोधकरू प्रत्यय पनि जोडिन्छ । जस्तै : हामीहरू, तिमीहरू, उनीहरू, वहाँहरू, मान्छेहरू, चोरहरू आदि ।

४.३५ पदवियोग

एउटा विभक्ति पछि आउने विभक्ति वा शब्द जोडिदैनन् । जस्तै : छतका माथि, उसका लागि ।

निपातहरू अलगै लेखिन्छन् । जस्तै : ल नि पो, खै, प्यारे लु, लौ है, र ।

विभाजक न अलगगै लेखिन्छ । जस्तै : न राम आयो न श्याम, न तिमी आयौ न त भाइलाई पठायौ ।, न गुरु न चेला, जान्नु न सुन्नु ।

वाक्यमा सामान्यतया प्रत्येक पद छुट्टाछुट्टै लेखिन्छन् । जस्तै : कृष्ण घर जान्छ, ऊ विद्यालय गयो ।

पूर्ण र अपूर्ण पक्ष जनाउने प्रत्ययहरूमा पद वियोग हुन्छ । जस्तै : लेखेको छ, पढेको छ, बस्दै छ, खाँदै छ ।

संयुक्त क्रियाको बीचमा निपात आएमा पदवियोग हुन्छ । जस्तै : बोल्नु त पर्छ, पढ्नु त पर्छ ।

संयोजक छुट्टै लेखिन्छ । जस्तै : र, अनि, पनि, किनकि, त्यसैले, जो, जुन, जहाँ, जब, तब, वा, अथवा, जहिले, तहिले, जसरी, त्यसरी

अलुक समास छुट्याएर लेखिन्छ । जस्तै : नेपाल परिवार नियोजन, समाज कल्याण परिषद, श्रम तथा खेलकूद मन्त्रालय ।

५ निष्कर्ष

नेपाली भाषा संस्कृत भाषाबाट प्राकृत, अपभ्रंश हुँदै हिन्दी, भोजपुरी, बंगाली भाषाजस्तै निश्चित र निजी स्वरूप प्राप्त गरेको भाषा हो । संस्कृतबाट विकसित भएकाले र उत्पत्ति भएको १०४० भन्दा बढी वर्ष हुँदा पनि नेपाली भाषामा बढीभन्दा बढी तत्सम शब्दको प्रयोग गरिन्छ । यसैगरी तत्समबाहेक संस्कृतबाटै परिवर्तन हुँदै सोही अर्थ दिने तद्भव शब्दको पनि उत्तिकै वर्चस्व छ । यस्तै पछिल्लो समयमा विश्वव्यापीकरणले गर्दा नेपालीमा संस्कृतबाहेक अन्य नेपालका भाषा तथा नेपालबाहिरका भाषाबाट पनि शब्दहरू उत्तिकै मात्रामा प्रयोग भएका छन् जसलाई आगन्तुक शब्द भनिन्छ । यसैगरी नेपालीका मौलिक वा ठेट नेपाली शब्द पनि झर्रा नेपालीका रूपमा प्रयोग हुन्छन् । तत्सम, तद्भव, आगन्तुक तथा झर्रा शब्दप्रयोगले गर्दा नेपाली भाषाको वर्णविन्यासमा धेरै जटिलता देखापरेको छ । संस्कृतमूलका तत्सम शब्दहरूमा संस्कृत नियम वा मूलरूपको प्रयोग जस्ताको त्यस्तै भए पनि संस्कृतबाट केही परिवर्तन भई आएका शब्दहरूको लेखनमा अझैसम्म पनि एकरूपता देखिदैन । यसैगरी आगन्तुक तथा झर्रा शब्दको लेखनमा पनि एकरूपता कायम हुन नसकेको अवस्थामा भाषिक वर्णविन्यास जटिल बनिरहेको छ ।

भाषा सरलतातर्फ उन्मुख भए पनि नेपाली भाषाले पूर्णत: मौलिकताको कसी प्राप्त गरिसकेको छैन, यसको कारण संस्कृत तत्सम तथा तद्भव शब्दको ज्यादा प्रयोग नै हो । तत्सम शब्दको लेखनमा वर्णविन्यासको एकरूपता भए पनि तद्भव लेखनमा एकरूपता देखिदैन । सङ्ख्यावाचक शब्द तीनलाई दीर्घ लेखे पनि अन्य सबै संख्यावाचक शब्द शब्दादिमा ह्रस्व लेखिन्छन् । तद्भवमा क्षतिपूर्तिका रूपमा ह्रस्वलाई दीर्घ लेख्ने परम्परालाई निषेध गर्दा पनि त्यस प्रक्रियाबाट निर्मित शब्दहरू आजपर्यन्त दीर्घ नै लेखिएका छन् । जसले वर्णविन्यासमा एकरूपता ल्याउन समस्या सिर्जना गरेको छ ।

नेपाली वर्णविन्यासमा धेरैजसो समस्या भनेको ह्रस्व, दीर्घ, श, ष, स, क्ष, क्षे, क्ष्य, छे, छ्य, व, ब तथा पदयोग एवं पदवियोगमा नै देखिन्छ । यसै समस्यालाई केन्द्रमा राखेर यस अध्ययनमा पनि ह्रस्व, दीर्घसम्बन्धी वर्णविन्यासगत व्यवस्थालाई तत्सम, तद्भव, आगन्तुक सबैतिरका शब्दहरूको अध्ययन गरी केही मात्रामा तुलना गरिएको छ । यस्तै श, ष, स, क्ष, क्षे लगायतका अन्य वर्णविन्यासमा पनि यस अध्ययनले केही खोतलेको छ, अध्ययन गरेको छ । ह्रस्व, दीर्घ तथा श, ष, स आदि वर्णविन्याससम्बन्धी समस्या तत्सम शब्दलेखनमा देखिन्छ । अझ पछिल्लो समयमा तत्सम शब्द पनि उच्चारणमा उही भए पनि लेखनमा फरक लेखिन्छ । यसको उदाहरणमा विकाश : विकास, दश : दस लिन सकिन्छ । यस्तो अवस्थामा तत्सम शब्द

लेखनमा पनि दुविधाको स्थिति उत्पन्न हुनाले कि त हरेक शब्दहरूमा यस्तो अभ्यास गरिनुपर्छ कि त कुनै एक, दुईवटा शब्दलाई मात्र चलाउनुहुँदैन भन्ने बुभ्रनुपर्छ । तद्भव र आगन्तुक शब्दको शब्दादि, शब्दमध्यमा ह्रस्व लेखनमा कुनै समस्या नभए पनि अन्त्यमा केही दुविधा अवश्य छ । यस्तै सको लेखनमा भने एकरूपता कायम भएको छ अर्थात् तद्भव, भर्रा तथा आगन्तुक शब्दमा श, षको प्रयोग नगर्नु राम्रो कार्य हो ।

यस्तै पदयोग र पदवियोगसम्बन्धी लेखन भने पछिल्लो समयमा अभ्र विवादित बनेको हो कि जस्तो लाग्छ । विभक्ति, नामयोगी तथा समस्य शब्द जोडेर लेखिने भए पनि सबैतिर यो सम्भव भइरहेको पाइँदैन । अभ्र नामयोगीमा दुई अक्षरसम्म जोड्ने र त्यसभन्दा बढी भए छुट्याउने कुरा प्रयोगमा जटिल छ । नामका बिचमा आउने मध्यनाम पनि जोड्ने वा छुट्याउने भन्ने कुरामा भाषाविद्हरूबिच मतविभेद त छँदै छ । यी कुराहरूको छिट्टै अन्त्य गरी नेपाली भाषामा भाषिक दुरुहता ल्याउने कार्य रोकिनुपर्छ र नेपाली भाषालाई सहज रूपमा वर्णविन्याससम्बन्धी भन्भ्रटको निराकरण गरी भाषिक एकरूपता कायम गर्नुपर्छ । यसले नेपालीभाषीमा रहेको भाषिक लेखनको समस्या समाधान भई भाषिक लेखनमा एकरूपता आउँछ र नेपाली भाषा वैज्ञानिक लेखन भएको भाषा बन्छ ।

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Examining the Impact of Tiffin Practice on the Nutritional Status of Primary School Children in Chitwan District

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Abstract

This article attempts to examine the Impact of tiffin practice on the nutritional status of primary school children in Chitwan district. The nutritional status of children depends on their mothers' knowledge of appropriate feeding practices, as well as their socioeconomic status and engagement in other activities such as agricultural work, labor, and official service. Various services are required to support nutritional food and tiffin practices. Schools should play an active role to maintain healthy lives of their children. So, it is important to find out the existing tiffin practices which determine the graduation of their health and also the quality of tiffin. In this context, nutritional status and tiffin practices of primary school children in Chitwan District of Khairahani Municipality is stated as the present problem. A set of questionnaire was designed to get information of socio-economic status of the selected sample group and the data were gathered through the responses of the subjects. The total numbers of respondents involved were 100 and this research was taken in 2019 A.D. The data analysis and interpretation was done descriptive form based on data presented in tables, percentage and pie chart. The research study shows that the nutritional status of the children was high. This study provides valuable insights into the relationship between tiffin practices and nutritional outcomes, potentially informing interventions and policies aimed at improving children's nutrition in the region.

Keywords: *Nutritional status, School, Children, Tiffin practice.*

Introduction

In ancient times, health was defined as the condition of being free from hunger and ensuring survival. In the medieval period, people sought soundness and safety, striving to be free from pestilence, starvation, and the ravages of wars. Etymologically, the term "health" originates from the Anglo-Saxon word meaning "safe and sound," reflecting everyone's desire to lead a life that is both healthy and comfortable, but they do not know the ways of healthy living.

Among the essential environmental factors, nutrition holds significant status in unlocking the innate growth and developmental potentials of an individual, and it also plays a vital role in health because malnutrition leads to poor health and poor health leads to illness therefore, good nutrition is essential for growing children. We want to know a bit more about nutrition. It can be defined as science of food and le is related to health. The word nutrient ‒food factor‖ is used for specific dietary constituents such as proteins, vitamins and minerals. Dietetics is the practical application of the principles of nutrition. It includes the planning of meals for the well and the sick.

Due to the lack of proper nutrition, child mortality rate is so high (91.2/1000 live birth). Normally 50.5 percent under five year children are students, 48.3 percent children are under weight for their height and 26.7 percent female are suffering from malnutrition. The high prevalence of child malnutrition and micronutrient deficiency is not only attributing to lack of resource i.e. household food shortage but also result of disease, environmental condition and inadequate care feeding practice. In other words, children suffer from food insecurity due to the lack of proper utilization of the available food. On a global scale, he five principle nutritional deficiency diseases that are being accorded the highest priority action are Kwashiorkor, Marasmus, Nutritional, Anemia

and Endemic goiter. These diseases represent the tip of the iceberg' of malnutrition, a much larger population are effected hidden' malnutrition which is not easy to diagnose. Nutrition may be defined as the science of food and its relationship to health. It is concerned primarily with the part played by nutrition's in body growth. The series of process by which an organism consumes and assimilates food for promoting, growth and replaces womb out and injuries tissue according to Webster's Dictionary.

In a general term, nutrition means highly nourished food. Nutrition is that eatable food which the body gains and utilizes by following a certain process. Nutritional materials always help to grow and develop physical and metal task once the food is consumed, the digestive system breaks it down, absorbs its contents, and utilizes them for cell and tissue growth, development, repairment, and the enhancement of immune function in the human body. In nutritional food, all the contains are mixed such as egg, carbohydrate, protein, vitamin, mineral, fat, water, etc.

The nutritional condition is very poor in Nepal. Many children are suffering from Anemia, loss of eye sight; many children are handicapped by birth the main cases of poor nutrition are lack of food, lack of awareness, bad food habits, social culture etc.

In developing countries like Nepal, nutrition is both the cause and effect of the fluctuation of health status of children having direct or indirect influence. Nutrition plays a vital role for human beings. The factors related to nutrition are social, emotional, economical, hereditary and environmental ones which are associated with children on their health.

Nutritional status of the children depends appropriate feeding knowledge of mother, proper feeding and eco-socio status, engagement in other works like agricultural work, labor and official service and so on. Among various factors affecting the determination of good nutrional status of children, caring and feeding practice play a vital role.

Through centuries, food has been recognized as an important part for human beings in health and disease spectrum. The history of man to a large extent has been a struggle to obtain food. Until the turn of the century the science of nutrition had a limited range. Protein, carbohydrates and fat had been recognized early in the 19th century as energy-yielding foods, and much attention was paid to their metabolism ad contribution to energy requirements. The discovery of vitamins as the turn of the present century has ‒rediscovered‖ the science of nutrition, between the two world wars, research on protein gained momentum by about 1950, all the presently known vitamins and essentials amino acids had been discovered. Nutrition gained recognition as a specific discipline, with roots in physiology and biochemistry. In fact, nutrition is regarded as a branch of physiology and taught as such to medical students.

In the global health strategy campaign of Health for all by 2000 AD: promotion of proper nutrition is one of the eight elements of primary health care declared in Alma-ata in 1978 Ad. Nutritional indicators have been developed to monitor Health for All. Greater emphasis is now placed on integrating nutrition into primary health care systems whenever possible and formulation of national dietary goals to promote health and nutritional status of families and communities.

Generally, school isa formal institute, where children learn good manners and become well-adjusted citizens for the future. So there should be all round concern of the children in school like provision of safe drinking water, playground, toilet, canteen, well ventilated rooms, etc. Generally, students spend six hours in school. Several services are required for working in the field of nutritional food and tiffin practices. In many places, it is taken as secondary concern but its proper management is basic component of school health programmed if any school wants to promote the health of the school children, there must be proper knowledge of nutritional status and management of tiffin. School should play valuable roles to make students' healthy life.

So it is important to find out the existing tiffin practices which determine the graduation of their health and also the quality of tiffin. Way of taking, place for eating etc. which can diagnose the nutritional status.

Tiffin practice is the most important factors, which determines the level of health or children. But it is not found in practical life in many places. School administrative personnel and teachers are unable to manage the proper provision of tiffin Practice in the schools. The schools do not have canteen and supply of pure drinking water. Students are attracted towards junky food because they give more priority to taste rather than nutritive value. In this context, nutritional status and tiffin practices of primary school children is low in Chitwan district.

Statement of the problem

The study aims to investigate the effect of tiffin practice on the nutritional status of primary school children in Chitwan district, with a focus on understanding the dietary habits and their impact on overall health and well-being. Specifically, the research aims to identify the nutritional composition of tiffin meals, assess the dietary diversity of children's tiffin practices, and analyze the correlation between tiffin practices and the nutritional status of primary school children in Chitwan district. By addressing this problem, the study seeks to provide insights and recommendations for improving the nutritional intake and overall health outcomes of primary school children in the region.

Objectives of the Study

The main objectives of this study are:

i. To find out existing tiffin practices of selected population.

ii. To assess the attitude of primary school teachers on tiffin practices in their schools.

iii.　To examine the impact of tiffin practice on the nutritional status of primary school children in Chitwan district

Research Questions

The main research questions are as follows:

i.　What are the existing tiffin practices of study population?

ii.　What is the attitude of primary school teachers on tiffin practice in their schools?

Theoretical perspectives

The organization of the School Health Program focuses on various aspects, including food sanitation in cafeterias. The involvement of the federal government in school food services can be traced back to1935.

The organization of the School Health Program focuses on various aspects, including food sanitation in cafeterias. The involvement of the federal government in school food services can be traced back to 1935. A child nutrition Act is an attempt to safeguard the health of children and assist them in developing appropriate attitude towards nutrition. Good nutrition promotes health and health affects teaching these students who are the recipients of sound school food program. They will have much more enjoyable and successful learning experience (Kerry, 2010). Longer highlighted the responsibility like storing germ free, ventilation and the humanity protection of lunch from invasion by rodents, insects and bacterial contamination. This has suggested the highly perishable foods I freezer. Cleanliness of room ventilation. Cooking equipment must be disinfected. Nutrition education program is needed to improve the living standard of the people. (Baidhya, 2005). The research entitled a study on nutritional status of the under-five age children of Karhiya VDC pinpointed that a higher prevalence of malnutrition had been found among the children where fathers were in labour force and

service (Wagle, 2007). The school age is a dynamic period of growth and development. During this period physical, mental, social development of child takes place. Poor health and malnutrition may impair both the growth and cognitive development of primary school children. School children are dramatically affected by anemia, vitamin A deficiency and parasitic infectionswith adverse impact on their nutritional statusas well as on their cognitive development and school performance also.

Review of Theoretical Literature

The National Programme of Nutritional Support for Primary Education-NPNSPE (i.e. the national Mid -day meal scheme) was initiated by India in the year 1995. Since then the number of states providing cooked meals rose sharply from early 2002 onwards, after a Supreme Court order in 2001 directing all state governments to introduce cooked mid-day meals in schools NAC, 2004. The Monocyte- Derived Macrophage was revised and universalized in September 2004 and central assistance was provided at the rate of Re. 1.00 per child per school day for converting food grains into hot cooked meals for children in classes I–V in government, local body, and government-aided schools. The number of children covered under MDMS has increased from 3.34 crore in 3.22 lakh schools in 1995 to 12 crore in 9.5 lakh primary schools/ EGS (education guarantee scheme) centres in 2006–07. The idea behind implementation of the MDMP was to enroll more students with regular attendance. It is a fact that a hungry child is less likely to attend school regularly as hunger drains him/her will and ability to learn. Chronic hunger can lead to malnutrition, which increases susceptibility of children to diseases like measles or dysentery. It also affects the physical and mental growth. Further, MDMP can reduce the gender gap in education, since it enhances female school attendance. Assessment of nutritional status of community is one of the first step in the formation or evaluation of any public health strategy to combat malnutrition. Several indicators like nutritional anthropometry, clinical examination for

nutritional deficiency signs and biochemical estimations are available for assessment of nutritional status of communities (Bamji et al., 2004) of which anthropometric measurements and dietary intake data are valuable particularly growing children in addition to focusing on the direction of needed interventions (Guttaplam & Kusuma, 2014) .

One of the objectives of MDM is to address classroom hunger and provide sufficient nutrition to the children. There are many students who go empty stomach to school and can not concentrate on study. Thus,MDM provides them nutrition and helps them to concentrate on classroom activities. Even in absence of MDM students go to their home for lunch and never return (Dreze &Goyal, 2003) . As it is pointed out by Dreze (2004), poor learning abilities and greater exposure to disease are directly related to hunger and under nutrition. A study by Chandran (2003) states that children assured their name to be registered in schools as proof of their official enrolment. The absenteeism in this type of condition is basically due to poor economic condition. Many literatures suggest that the MDM scheme has led to substantial increase in the enrolment, retention and attendance of children. Many researches on primary education in India suggest that mid-day meals help in enhancing school participation especially among young girls . Study of Dreze and Kingdon (2001) estimated that the provision of MDM in the local school was associated with a 50 per cent reduction in the proportion of girls who were out of school. In another instance of CES survey undertaken in 2003 in Chhattisgarh, Rajasthan and Karnataka found that mid- day meals had major impact on school participation of girls. The survey too suggests that school enrolment in the sample villages shot up after mid-day meals were introduced. It also points out a significant improvement in daily attendance. Many parents reported that MDM had made it much easier for them to send their children to school in morning. Subsequently it has improved retention capacity (Sinha, 2019) .

Basic education is one of the most effective investments in improving economies and creating literate, self-reliant and healthy societies. Yet, 100 million children of primary school age, 97% of them in developing countries, are not in school and of these, two thirds are girls. Of those children who start school, 150 million drop out before completing five years of education, the minimum required for basic literacy. About two thirds of them are girls. Meanwhile, 300 million children are chronically hungry in the world today. Of these, some 180 million go to school on an empty stomach (Thakur, 2013) .

The MDMS is a well-intentioned programme. Government of India has attempted to address the fundamental problems of health, education, and overall development of children in the country by implementing programme all over the country. It provides children with at least one nutritionally adequate meal a day. This program is known to lead to higher attention spans, better concentration, and improved class performance. School meal program also provides parents with a strong incentive to send children to school, thereby encouraging enrollment and reducing absenteeism and dropout rates. It supports health, nutrition, and education goals and consequently will have a multi-pronged impact on a nation's overall social and economic development (Singh & Mishra, 2010).

The National Programme for Nutritional Support to Primary Education (NP-NSPE) commonly known as the Mid-Day Meal Scheme has been implemented in the State of Meghalaya since 1995 by providing uncooked rice to primary school children @ 3 Kg. per child per month. As per directive of the Supreme Court vide its order dated 28th November 2001, all state governments including the Government of Meghalaya were directed to implement the Mid Day Meal Scheme by providing every child in Government and Government aided lower primary schools with a cooked Mid-Day Meal. The cost of conversion of food grains into hot cooked meals has to be met jointly

by the Government of India @ Rs. 1.80 p. per child per day and the State Government @ Re. 0.20 p. per child per day for lower primary schools and @ Rs.2.30 per child per day by Government of India and @ Re.0.20 p. by the State Government for upper primary schools. As it stands now, cooked Mid-Day Meal has been provided to all Government, Government aided primary schools and EGS Centres and upper primary schools in EBBs in the State for the implementation of the scheme, the (Singh & Mishra, 2010).

Review of Empirical Literature

The weight of urban and rural girls increased with in age from 6 to 12 years. The weight in the age group 6 to 12 years ranged from 20.1 kg to 30.0 kg in urban girls. In rural areas, the weight ranged from 17.5 kg to 28.1 kg in rural girls. The weight of urban and rural boys increased with in age from 6 to 12 years. The weight in the age group 6 to 12 years ranged from 20.0 kg to 33.0 kg in urban boys. In rural areas, the weight ranged from 18.0 kg to 29.6 kg in rural boys . Alim et al. (2012) reported that the girls of MDM schools were shorter than the ICMR well to do Indian girls at all ages except at age of 6 and 12 years (higher by 1.7cm and 1.6 cm, respectively) the maximum difference was found in age group of 9 years. Results on the height of boys indicated that the MDM boys were found shorter than boys of ICMR standard by 0.1 cm to 8.7 cm across all ages. The maximum difference was found in age group of 12 year(Sachan & Singh, 2016) .

Children aged five to 16 were tested for the annual reports but for their analysis the economists used data for children aged 6 to 10–the ages corresponding to Classes 1 to 5. They analysed the scores of 12,38,781 children in 24 states and Union Territories. Of them, 97% were enrolled in school and, therefore, had access to midday meals. The

sample included scores of children who were born before the Supreme Court's order or had spent several years in primary school but without getting meals because of the programme's staggered implementation. (Chowdhury, 2019)

The general profile of the selected subjects is presented in the table 1. The distribution of subjects on the basis of age revealed that 55% of the urban and 49% of the rural children were between the age group of 7-8 years. While the remaining 45% urban and 51% of rural children fell between 8-9 years. The percentage of boys was 65 and 45 from the urban and rural groups and that of girls was found to be 35 and 55% from the urban and rural area respectively. However, the number of boys were higher i.e., 65% in urban schools whereas the percentage (55%) of girl students was more in rural areas. The distribution of subjects according to the type of family revealed that majority of the subjects i.e., 78% of the urban and 61% of rural children belonged to nuclear families while 22% of urban and 39% of rural children were living in a joint family. It was found that the trend of nuclear families was more in urban areas. On the whole, it was concluded that total of 70 and 30% of children were living in nuclear and joint families, respectively. With respect to family income the data reported that 19% of urban subjects belonged to families earning up to Rs. 3,000 per month as compared to 10% of rural subjects. However, a relatively higher percentage of rural (75%) subjects belonged to families earning between Rs. 3,000 and 5,000 per month whereas 64% of urban subjects belonged to this category. Monthly income of 15% of rural and 17% of urban families was between Rs. 5,000 and 8,000 per month. The data highlighted that majority of urban and rural children were non-vegetarian. However the percentage of non-vegetarian children was higher in rural area (66%) as compared to urban (64%) area (Mehta, Grober, & Kaur, 2013).

Research Methodology

Research Design

This research study adopted cross-sectional survey design as the data were collected once from the respondents.

Population

The population of this study involved five each teachers of Khairahani Secondary school, Nepal Adharsha Shikshya Sadan and Kapiya Secondary School respectively situated in Khairahani Municipality.

Sampling Procedure and Sample Size

The schools were selected by census method, but the teachers were selected by using a simple random sampling method, especially lottery.

Sources of Data

The primary data were collected throughself-administrated questionnaire (SAQ). Teachers from the primary schools were the respondents who sincerely responded to the 10 question items regarding tiffin practices.

Construction and Standardization of Tool and Instruments

a) Weighting Machine

A weighting machine was used to measure the weight of the students. Researcher found out standardization by weight in a one kilogram mass weight it was be reliable The heavy cloths and shoes were taken off. The heavy cloths and shoes were taken off.

b) Height Measuring Tape

A height measuring tape was used to measure the heights of the students.

c) Construction of Interview Schedule (Questionnaire)

The researcher made close-ended and open-ended questions separately for both the students and the teachers. Moreover, a observation check-list was used for this study.

Data Collection Procedure

In data collection procedures, the researcher gave the primary school teacher 10 questions. The researcher requested the teachers to respond to the questionnaire honestly.

Analysis and interpretation of data

The analysis of the data was done by using SPSS.

Gender

This table shows the gender of the respondents.

 Table no. 1

 Gender of the Respondents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	4	40.0	40.0	40.0
	Male	6	60.0	60.0	100.0
	Total	10	100.0	100.0	

This study involved four female and six male respondents. \

School Types

The table below describes the school type of the respondents.

Table no. 2

School Types

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Commuity	3	30.0	30.0	30.0
Private	3	30.0	30.0	60.0
Public	4	40.0	40.0	100.0
Total	10	100.0	100.0	

This table shows that three types of schools were used under study. There were 3 (30%) community schools, 3 (30%) private schools, and 4 (40%) public schools.

Most Guardian's Proffesion

The researcher asked the questions to the guardians who were involved in diverse professions.

Table no. 3

Guardians with Different Professions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Bussinessman	2	20.0	20.0	20.0
Farmers	5	50.0	50.0	70.0
Officers	3	30.0	30.0	100.0
Total	10	100.0	100.0	

The table shows that most of the guardians were farmers (50%) and the fewest of them were business men (20%). Similarly, 30 % guardians were officers.

Types of Tiffin

The researcher studied the types of food the students brought to their schools.

Table no. 4

Types of Tiffin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Homemade	5	50.0	50.0	50.0
	Readymade	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

This table clearly depicts the equal percent (50% and 50%) of homemade and readymade tiffin items which the students took at schools.

Place of Eating Tiffin

Respondents were asked where the students were supposed to have their Tiffin in their respected schools.

Table no. 5

Places of Eating Tiffin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Canteen	6	60.0	60.0	60.0
	Classroom	3	30.0	30.0	90.0

			Valid	Cumulative
	Frequency	Percent	Percent	Percent
Ground	1	10.0	10.0	100.0
Total	10	100.0	100.0	

The table indicates that 60% of the students were fed their tiffin in the Canteen and only 10% were fed on ground and 30% in their classroom.

Canteen

The table shows that how many respondents had canteen in their schools.

Table no. 6

Availability of Canteen

			Valid	Cumulative
	Frequency	Percent	Percent	Percent
Valid Yes	10	100.0	100.0	100.0

All the students involved in this study had canteen (100%).

Sanitization

The researcher asked the respondents about washing their hands before and after having their tiffin.

Table no. 7

Washing Hands

Do the students wash their hands before and after Tiffin?

			Valid	Cumulative
	Frequency	Percent	Percent	Percent

Do the students wash their hands before and after Tiffin?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	10	100.0	100.0	100.0

This table shows that 100% students washed their hands before and after having their tiffin.

Finding and Discussion

From the above data presented in the tables most of the respondents found male and most of the guardians were farmers. Homemade and Readymade both tiffin items were brought in equal proportions and there were canteens in all the schools and sanitization was managed properly as all of the students washed their hands before and after having tiffin. So, from these data the nutritional status of children was managed properly. The collected data were properly checked before tabulating. The data analysis and interpretation was in a descriptive form and data were presents in tables using frequencies and percents.

Conclusion

The study examining the impact of tiffin practice on the nutritional status of primary school children in Chitwan district sheds light on significant findings that have implications for the overall health and well-being of these children. Through the investigation of dietary habits and nutritional composition of tiffin meals, important insights have been gained. The research revealed that the tiffin practice among primary school children in Chitwan district lacks dietary diversity. The majority of tiffin meals were found to be average in essential nutrients and high in unhealthy components, such

as excessive sugar, unhealthy fats, and processed snacks. This pattern indicates a significant gap in providing balanced and nutritious meals to the children, which can have long-term consequences for their growth and development.To address the identified issues, several recommendations can be made. There should be increased awareness and education for parents, teachers, and school administrators about the significance of tiffin practices and the impact on children's health. Nutritional workshops and guidance can help parents make informed choices when preparing tiffin meals. Additionally, collaboration between the government, educational institutions, and food suppliers is crucial in establishing policies and guidelines that promote the provision of balanced, diverse, and hygienic tiffin meals. Although this research study shows the satisfying condition of students and their tiffin practices, it highlights the urgent need for interventions to improve the nutritional status of primary school children in Chitwan district. By addressing the shortcomings in tiffin practices and ensuring access to nutritious meals, we can foster healthier dietary habits and contribute to the overall well-being of these children, setting them on a path towards a healthier and brighter future.

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Subject Selection as English Major: Major Dilemma in Digital Era

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Abstract

English is the second official language in Nepal. A few decades ago, reading English language/literatureas a major used to be the first choice of students in academics. Due to the inception of technology-based applied disciplines likeArtificial Intelligence, Civil Engineering, Biotechnology, and the like, English has been discarded by students. The study's main objective is to explore the reason behind the diminishing interest of students choosing English as the major subject of the study. The research is based on the interpretive phenomenological research design based on the 10 participants perusing to join in tertiary level in Bharatpur and Gaindakot municipality. The research findings show the students' subject inclination is towards technical subjects, especially Information Technological related disciplines. Moreover, the study concludes that students' first choice has been shifted to the technical subject over conventional subjects including English as a major. Keeping in mind the seriousness of diminishing interest in English and its adverse effects, the study wants to recommend the curriculum development centre design and implement a practical-based and skill-oriented curriculum in the days to come.

Rationale of study

English as a discipline had been the major choice of students a few decades ago. But it has been replaced by technical and vocational studies in the digital era. Guided by research findings from cognitive psychology and other related areas English should be a subject of study and research. Due to the inclination of students to other subjects, it has been the least priority of students. Although it might be a simple issue at the surface level has adverse effects in long run. As the number of students decreases that in turn reduces the number of English teachers. As Elder & Davies (2006) argues standard English has been the lingua franca. It has been the medium of communication with the rest of the world. In the context of Nepal, to keep diplomatic relations with other countries to the English language is essential. I hope the study helps government bodies, school administrations, and academicians to formulate plans and policies to encourage students to select English as a major subject. Moreover, it will be as well worth reading by the students, teachers as well as researchers on the issues. Last not least, the study is equally beneficial for diplomatic bodies. Thus I hope my study is worth reading to acknowledge the trend of interest of students in choosing the subject after school.

Introduction

Subject choice of student has been the major cause of dilemma in students after intermediate. During their last years of high school, students become more aware of job choices and the existence of vocational routes. (Harvey, 1984) This is the most important phase in their life because it helps to shape their career. Students seem more responsible in choosing the discipline that helps shape their further careers. Although, they may take help from their seniors. Thus, even if many students haven't made up their minds regarding their post-school jobs, the educational system often forces transitional or crisis moments early. Many educationists have studied subject choice in their research.

Several challenges count for this transformation. First of all, the enthusiasm of students reading English has been diminishing. Students are attracted to technical and vocational education that can be more productive in a short period. English in our country hasn't been applied in research and productive work. It is obvious that in the days to come, English instructors will be like searching for gold in the sand. Similarly, I have found that some people view English and western culture as an impact of Post-Colonialism, which has also been a challenge for English. English instructors like me have been adversely affected by the (de) prioritization of the discipline. Many colleges are bound to close the faculty of English due to the lack of students. Even though few of them have survived, they are compelled to teach single-digit students. Nothing

remained else than remembering the days when we used to be hundreds of reading English in a class. As the number of English students decreases it in turn affects the economy of Nepal because 3.6 % Nepalese economy depends on tourism (Paudel& Acharya, 2020). Similarly, foreign affairs that need English students also have a negative effect. In addition, the dream of hoping the world as a single village, what we call globalization goes out of our hands. English scholarly and research activity can be halted due to the (de) prioritization of English.

In contrast to the challenges, I see golden rays of light in the eclipse. English instructors like me can see many opportunities. First of all, the medium of instruction for the so-called technical subjects is English. Many universities have made English a compulsory subject. The English instructors would work as the teachers and guides. Secondly, due to the few number of English students, the existing teachers also have less threat to be replaced. In addition to formal education, non-formal institutions like language institutions, translation agencies, and tourism industries hire English instructors. Apart from the Grimm's Tales, in this digital era, content writing, creative writing, research writing, etc. need English scholars to develop and flourish.

Purpose of Study

A purpose statement in qualitative research indicates the intent to explore or understand the central phenomenon with specific individuals at a certain research

site‖ (Creswell, 2012).The purpose of this study is to explore the cause of the dilemma that students face in choosing English as a major subject.

Research Questions

How do students feel about choosing English as major English as a subject in the technological era?

What do the intermediate-passed students think to include in the curriculum of English?

Delimitation of the Study

To conduct this research, thisstudyfocused on three colleges in Chitwan and Nawalpur districts. Moreover, I selected a private, a public and a government college. The respondents of the study were intermediate-passed students prepared to join a bachelor's degree.

Literature Survey

According to Hungarian researcher, Albert Szent-Györgyi research is seeing what everybody else has seen and thinking what nobody else has thought. Of course Szent-Gyogyi had rightly said. The quest of being a competent researcher brought me the idea of joining Kathmandu University. The knowledge that I learnt from my professors paved me new door in the field of research. First ofall, keeping the in mind I started searching for the appropriate literature. With the Boolean operator, I searched

the term ―subject selection‖ and ―intermediate students‖ and found 4380 articles. Again with the advanced search in google scholar keeping ―only in the title‖, I found 12 articles. Out of them, I selected six articles. Talking about subject selection Babad&Tayeb (2003) argues that the major considerations in students' course selections were: personal interest in the area, course content, compatibility with the major field, and instructor. Similarly, the Department of Education, The Islamia University of Bahawalpur, Pakistan &Javed, 2018) findings show that various factors such as students' potentiality, previous knowledge, parents' profession and financial position affect their choice of subjects at the secondary school level. The study explores several factors associated with the subject selection. Even the role of parents' is also counted.

The influence of other technical disciplines has been a major subject of study in Australia. Talking about the same issue (Palmer et al., 2017) tries to find out the reason why school students choose and reject science and what students consider when selecting subjects. The researchers concluded that the students ranked perceived necessity in their future study or job goals, as well as fun, interest, and skill in a topic, as the most crucial considerations in both selecting and rejecting subjects. But the writers consider advice from mentors, parents, or peers were viewed as being considerably less significant in choosing the subject.

Moreover, Towers & Towers (2020) talk on the issue of revealed a cyclical approach to decision-making where pupils do not always start with a large choice set and there is evidence of both rational and emotional judgments. Internet forums, both oral and electronic as students thought about postgraduate education from one month to four years before commencing a degree, word-of-mouth from previous or current students, family, and friends are significant influences.

Research Gap

As I examined the national and international prior research studies stated above, I discovered that the majority of the studies were conducted with an emphasis on the subject selection of other disciplines rather than English. Most research are found to concentrate the subject choice and dilemma of students of choosing either science or technological disciplines at expense of other. Some of them involve the parental, tutorial, and senior's role as the major contribution to subject selection. Aloof from them my study concentrates on the dilemma of students choosing English as a major subject at expense of other IT related courses. Moreover, I did not find the exploration of students on the subject after school level the in context to Nepal and particularly in Bharatpur and Gaindakot municipalities.Consequently, different educational policies have not focused used the issue of decreasing number of Major English students and its effects. So my study may be the milestone to many academic institutions and the associates.

Methodology

The study mainly focused on subject selection as English Major that has been a dilemma in digital era. The research has used qualitative research design using interpretative phenomenological perspective developed by Martin Heidegger. Interpretivism rejects the notion of a single, verifiable reality that exists independent of our senses. It is socially constructed multiple realities. Truth and reality are created, not discovered. It is not possible to know reality as it is because it is always mediated by our senses. Individuals interact with other individuals and society and ascribe meaning and names to different social phenomena. The goal of interpretive research is not to discover the universal, context and value-free knowledge and truth but to try to understand the interpretations of individuals about the social phenomena they interact with. According to M Reiners, (2012) Heidegger believed it was impossible to negate our experiences related to the phenomenon under study, for he believed personal awareness was intrinsic to phenomenological research. Based on qualitative and subjective research, participants' responses and narratives are used as data sources. The ontology of the reality of any phenomenon lies in people's lived experiences. Interpretive ontology is nominalist/relativist. Moreover, the epistemology of interpretive epistemology is subjective. Interpretivist holds the belief that knowledge is based not only on observable phenomena, but also on subjective beliefs, values, reasons, and understandings and for them, knowledge is constructed. The axiological

stand for the research design is value-laden. The methodology is semi-structured and unstructured interviews can be used from the observations, filed notes, personal notes, and documents.

Moreover, phenomenology was developed by German mathematician Edmund Husserl (1859–1938) who is considered to be the founder of the phenomenological philosophical school. Phenomenology refers to the ―study of human experience and how things are perceived as they appear to consciousness‖ (Langdridge, 2007, p. 10). Rather than the self-existence of being, he focuses on the human experience as the major source of deriving the meaning. In another word, the philosophy of experience is what we call phenomenology. The lived experience of people is considered to be the ultimate source of all meaning and value in phenomenology. All philosophical doctrines, scientific hypotheses, and artistic evaluations are abstractions from the tides of the real world.

Later inthe20[th] century, the school of thought was divided into two groups developed by Edmund Husserl's descriptive and Martin Heidegger's interpretive. A descriptive approach that was developed by Edmund Husserl argues that phenomenology was founded on the meaning of the individual's experience, that it connected to consciousness, and that it suspended all presumptions. A person's purposeful awareness or consciousness of an item or event—what Husserl termed "intentionality"—is a component of the experiences of perception, thinking, memory,

imagination, and emotion. Intellectual traditions of the 20th century are the foundation

of the inductive qualitative research approach known as phenomenology‖ (M Reiners,

2012). He further argues that our understanding of the everyday world is the outcome

of our interpretation. Moreover, phenomenology was founded on the meaning of the

individual's experience, that it connected to consciousness, and that it suspended all

presumptions. What Husserl termed "intentionality" is a component of the experiences

of perception, thinking, memory, imagination, and emotion. Husserl's crucial query

was, "What do we know as persons?" As a result, Husserl created descriptive

phenomenology, in which commonplace conscious events were recorded without

regard for or bracketing of preexisting notions.

Talking about the matter, Jean-Luc Marion (2002) stresses again that

phenomenology is the study of how things show or give themselves. He makes the

point that things don't reveal themselves to us because we ask for them; rather, they can

only do so because they have already shown themselves to us. In other words, Marion

cautions against constructivist phenomenological techniques in which a phenomena or

event's meaning is pre-determined, manufactured, or given by the subject.

In the research I, have focused mainly on interpretive phenomenological

approach. It is also said as hertneutic phenomenology. Hans Georg Gadamer followed

the works of Husserl and Heidegger and was a student and colleague of Heidegger's in

the mid-1920s. Working with Heidegger, Gadamer wanted to add to ‒hermeneutic

phenomenology and developed interpretive phenomenological thought into a philosophy now called Gadamerian hermeneutics‖ (Sloan &Bowe, 2014) In this section, I went into great length on the theoretical foundations and the research study methodology. Philosophical questions and the research paradigm and interpretive paradigm were explored. The research approach is the hermeneutic phenomenological investigation. It is followed by information about the research's locations, subjects, and data collection techniques. In this chapter, data analysis is also discussed. The final element of the section includes the study work's quality standards and ethical concerns for its authentication and validation.

Data collection

During the process of data collection I have used is non-probability sampling. I have selected 10 participants randomly as suggested by (Creswell et al., 2007) from different three colleges in Chitwan and Nawalpur district. Out of them one was private college where three (30%) of the respondents were interviewed, the next was public where three (30%) and last was governmental, where four (40%) of respondents were interviewed. The time of my interview was during the month of November and December.
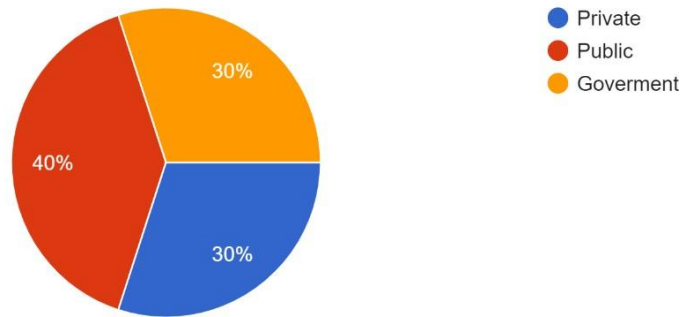
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10 responses

Fig 1

This is the time when students would like to fill forms for the bachelor's degree. I waited for my potential participants at the gate of the colleges. Structured interview was made during the visit. A structured is a quantitative research method where the interviewer a set of prepared closed-ended questions in the form of an interview schedule, which he/she reads out exactly as worded.(Eisen et al., 2002).

The interview lasted around 20 minutes to each of my participants. But is not that interpretative phenomenological analysis interviews often run at least an hour and may get challenging and complicated. Therefore, I think that it is essential for researchers to have honed their interviewing abilities. In my opinion, producing rich data for my study required active listening, empathy, and the capacity to establish

rapport with participants. I conducted my interviews in a situation where there was only the participant and myself; this served to assure anonymity, improve participant comfort, limit interruptions, and eliminate the potential that the presence of others may corrupt data‖ (Biggerstaff& Thompson, 2008).

It is crucial to allow the research participants' "life experiences" to tell the story of the research study. In a phenomenological research project, "the method of information collection entails primary in-depth interviews with as many as 10 participants," according to (Creswell, 2012). The crucial step is to explain the phenomenon's significance to the few people who have encountered it (p. 161). In the study too I selected 10 participants and took their interview. Most of the students I metgave the similar answer as their first choice was the technical education. In a question asked:

1. What do you think about English as a medium of instruction?

The almost 90% respondents gave the answer that they like English as a medium of instruction.

What do you think about English in your discipline?

10 responses

- Essential
- Not essential
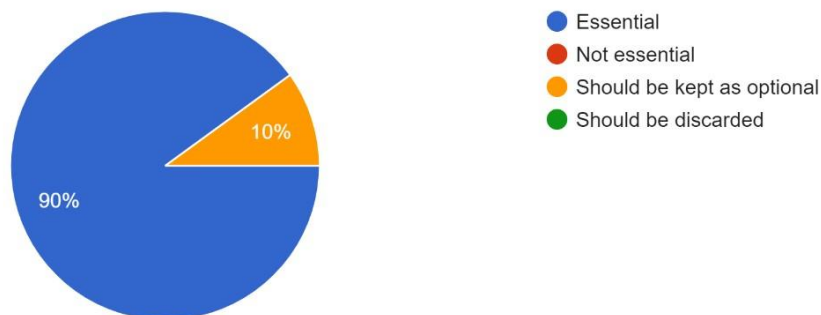- Should be kept as optional
- Should be discarded

90% 10%

Fig. 2

Similarly another question was asked

2. Why you choose the IT or English as discipline?

A: I choose IT this discipline to broaden my mind, develop emotional skills, and improve the quality of life by providing job opportunities.

B: For getting success in life I am choosing IT.

C: I choose IT as discipline because it paves me a way to be success in my life. It helps me get scholarship in foreign country. It boosts our self-esteem, it makes us more reliable, "Life without a good discipline is just like a ship without radar"

D: I am Major English Student I am planning to read English as Major.

E: I am planning to choose the IT discipline because I thought that had greater scope.

F: I choose IT discipline because that makes me satisfied in every decision that i made.

G: IT as a discipline helps me to stay focused on reaching my goals and give me strength to overcome obstacles and discomfort. I can get scholarship in USA.

H: For self-growing, for learning good manners, culture traditions and many more as a whole it is essential to be a good human being without interrupting social norms and values. So I am trying to choose Major English. Not only this, I am interested in literature.

I: I am choosing IT to because I want to get apply PR in Canada after my bachelor's degree.

J: So as to read everything with true explanations and facts. Moreover, to contribute the nation though the gained knowledge I am choosing IT as major.

Moreover, another open ended question was asked

3. What difference do you think is in non-technical courses and technical courses?

10 responses

A: We can learn only specific fields of expertise in technical courses, whereas non-technical subjects can get the knowledge of more general topics.

B: There is more opportunities in the technical courses inside and outside the country.

C: I don't know in actually but I think non-technical courses are academics oriented. Their objective is to include mostly theoretical knowledge about one or more subjects such as social studies, languages, pure sciences, mathematics etc. They are not exactly job oriented these courses are excellent in broadening ones knowledge base and acting as a foundation for professional qualifications. Technical courses teach technical skill that is job oriented and specialized skills. Engineering, medicine, communication and journalism, management etc. all are technical streams.

D: The primary objective of technical courses is to make the student job ready for particular sector by the time the course ends.

E: Technical courses teach technical skills that job oriented and specialized skills. Non-technical courses are chiefly academics oriented.

F: Time is changing and non-technical courses will soon vanish as technical subjects are more interactive and practical and this changes world needs the technical one more.

G: Technical courses are more effective than non-technical courses.

H: Basically, Technical courses are mostly job oriented and skill oriented whereas Non-Technical courses are mainly degree oriented.

Furthermore a question was asked with 9 different participants who wanted to peruse their career as English as the major wanted English to be practical and skill oriented. Out of them 66.7% gave their response that they wanted English to be practical. Similarly 22.2% wanted English to be skill oriented and 11.1% wanted it be as it used to be.

4. What do you expect English to be?

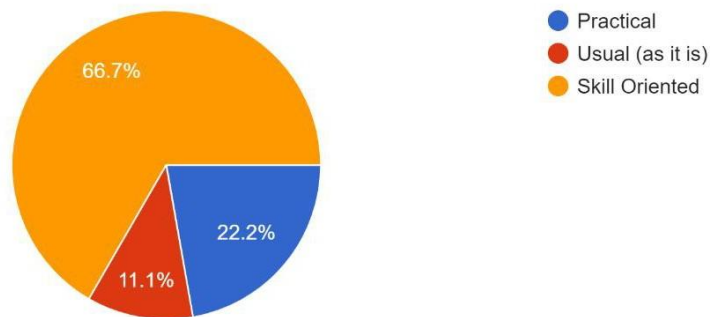What do expect English to be? (for English students only)
9 responses

Fig.3

Data Analysis

With the help of the first question it is very common to find out the and the response of the participants was that they wanted to have English as the medium of

communication but most of them showed their interest was to read English as a discipline. Similarly in the response of the second question the participants showed serious threat to the non-technical subjects. They responded that non-technical and non-skill oriented subjects do not have the perky future. In the third question asked the respondents 80% students wanted to choose IT related subject. Only two out of 10 participants were found to be interested in reading English.

Moreover with the third question it can be analyzed that student wanted to choose the technical courses because they wanted to grab the opportunities that they get inside or outside the country. Similarly the respondent thinks they are not exactly job oriented these courses are excellent in broadening ones knowledge base and acting as a foundation for professional qualifications. Technical courses teach technical skill that is job oriented and specialized skills. Engineering, medicine, communication and journalism, management etc. all are technical streams which have good future prospect. While analyzing the third question made the researcher serious because the respondents didn't see any future prospect in non-technical course like Major English.

The fourth question was close ending. The response of the participants was the students perusing the further degree in Major English. According them English should be piratical and skill based. The curriculum of major English should be job oriented. The technical writings should be focused in English. Creative writings, story writings, poem writings, story-telling techniques, narrative writings should be taught practically

rather than theoretical.

Result and Findings

The results of the research indicate that students have a preference for technical topics, particularly those that are connected to information technology. The report also reveals that students are now choosing technological disciplines over more traditional ones, like English as a major, as their first option. The study seeks to advise the concerned to create and execute the practical oriented curriculum in the days to come, keeping in mind the significance of declining interest in English and its detrimental repercussions.

Conclusion and Recommendation

In the course of the study I went to different colleges during the time of admission of students in bachelors' degree. With the span of two weeks interview as a phenomenologist, the work came up with the findings that more than 80% of the participants showed disinterest in choosing English as the major subject of study. The major reason beyond it according to them was the outdated curriculum. Moreover, they wanted the reformation of the course. Rather than the theoretical they want English to be practical and skill oriented. Lastly, the study wants to recommend the curriculum development center to have the study on the interest of English students and the concerns.

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Cost Volume Profit Analysis of Dabur Nepal Private Limited

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Abstract

Cost volume Profit (CVP) analysis examines how changes in sales revenue affect the total cost and the net income focusing on short-term relationships. It's a useful tool for short-term business planning, such as revenue, cost, and profit planning. By utilizing CVP relationships, managers can forecast short-term business operations and analyze past performance in the short term. The major objective of this article is to analyze the cost volume profit of Dabur Nepal Private Limited. It is one of the major manufacturing industries in Nepal. This article reveals the high degree of positive impact of total cost on sales revenue. It is based on the cross-sectional research design in which the quantitative data were taken from the internet source of the Dabur Nepal Private Limited from 201 to 2021. The multiple correlation analysis showed that there was a very high positive correlation between sales and total cost, and a positive correlation between sales and profit. Similarly, the linear regression analysis indicated a high impact of the total cost on the sales revenue.

This article is significant as it provides insights into the financial performance of Dabur Nepal and its ability to generate profits at different levels of sales, costs and prices.

Keyword: Cost, volume, profit, manufacturing industry

1. Introduction:

Cost refers to the total cost which include variable cost and fixed cost. Volume is a product sold or service rendered by a business over a given period of time. Profit is the difference between a business's total revenue and total cost. CVP analysis is a business

management technique that evaluates how fluctuations in sales revenue influence the total costs and the net income, with a particular emphasis on short-term connections. By analyzing these relationships, managers can gain a better understanding of the company's financial position, forecast short-term business operations, and make informed decisions about revenue, cost, and profit planning. CVP analysis is an essential tool for managers who need to monitor and optimize the financial performance of their businesses.

Cost- volume- profit analysis according to Hansen and Mowen (2006) the interrelationship between costs, quantity sold and price. It brings the financial information for the company and this information is beneficial for making economic decision in future to control the trouble and finding a better solution. The above definition clarifies that cost-volume- profit analysis is a tool for providing necessary information to the management for decision making. Cost – volume – profit analysis figures out the costs, quantity sold and price of a product along with its interrelationship. From this figure the management can solve their company's problems related to profit planning, product planning, make or buy decision, utilization of available resources, etc.

Cost – volume – profit analysis is a tool which helps the manager for a short term decision making. Cost – volume – profit analysis is a management accounting tool to show the function of selling price of product, demand, variable cost, fixed cost, taxes, etc. so that it gives the relationship between sales revenue to costs and sales revenue to profit. It is also known as a break-even analysis. Finally, this study is aimed at examining the effect of cost-volume-profit analysis on decision making process manufacturing industries.

The major problem experienced by manufacturing industry is that the managers do not

apply cost – volume – profit analysis for decision making process. It is because due to a short term analysis or lack of its importance. To what extent is the profit planning associated with the cost volume and the profit of manufacturing industries? To what extent is the profitability of manufacturing industry? To what extent is the relationship between cost, volume and profit of manufacturing industry? (Ihemeje, Okereafor & Ogungbangbe, 2015).

Finally, the main objective of this study is to examine the profit planning is associated with cost volume and profit, profitability and relationship between cost, volume and profit of Dabur Nepal Limited. It employs the secondary quantitative data regarding Dabour Nepal. It will be fruitful to the working personnel and the management committee to examine sales revenues, cost and profit in this Limited in a reasonable way.

2. Literatures Review

This section presents the review of related literature in order to establish a basis for the investigation of an analysis of cost volume profit Nestle Limited. The review covered previous empirical studies conducted in various countries on this subject.

Malarkodi and Ranjitha (2021) measured the profitability position of the E.I.D-Parry (Indis) Limited Pugalur. The secondary data were involved the five year financial information from 2016 to 2020. The study found that Cos-volume-analysis was used to increase the profit level, decrease the production cost and take a right decision. Cost-volume-analysis scans the changes of selling price, variable expenses and fixed cost of a product. This study helped us to identify the financial strengths and weakness of the factory.

Akmese, Buyuksalvarci and Akmise (2016) conducted a research to determine the

level of employment and use of cost volume profit analysis in hotel industry. The sample of that research was the chain hotels operating in Turkey. This research analyzed and found that, approximately 86% of the managers were using cost volume profit analysis which is most benefiting for decision making for profitability and sustainability of the business.

Ihemeje, Okereafor and Ogungbangbe (2015) carried out a research on the effect of cost volume profit analysis in decision making of manufacturing industries. Both survey research and longitudinal research were utilized by the use of regression and correlation technique in this research. The data were collected from primary and secondary sources. The finding of that research was that the sales value and quantity manufactured had a positive effect on profit along with significant relationship between the cost of production and profit.

Ali and Huq (2016) examined the influence of key indicators of cost volume profit analysis in performance evaluation in textile industry. The objective of this research was to explore cost volume profit practices and appropriate measurement in the area of cost, output and margin. Sample sizes of 14 manufacturing companies were randomly selected for comparative analysis. Finding of this research is that, the indicators of cost volume profit techniques had changed both positively and negatively and had also suggested cost volume profit analysis was for better performance.

Navaneetha et al. (2017) found that the behavior of changes in the output level, selling price, variable cost per unit and fixed cost of a product or service. The objective of the research was to found out the contribution margin and profit volume ratio along with breakeven point in rupees and break even ratio. This study was based on four years' secondary data from the financial reports of the Nestle

Company Ltd. The result of that research concluded that the cost volume profit is highly performed so that the company's sale was good and maintained properly.

Briciu and Carmen (2010) stated that cost volume profit model was the main indicator for the hospitality industry that could help guide decision making. The aim of the research was to provide real picture of cost volume profit analysis for customizing the hospitality industry. Finding of this research was that each of cost volume profit indicators were significant for short term management decision making.

Lulaj and Lseni (2018) conducted a research study and it showed that the relationship between Cost, volume and profit had positive effect which contributed to growth profitability and break-even in the business environment. The data were collected through structured questionnaires, using the Mann-Whitney U test, Brunner Munzel test, p-value, Bootstraps, DF-degree of freedom, percent confidence interval, with the dependent and independent variables etc. Finally the conclusion of that research was that cost volume profit analysis reduced the risk so that it should be used for making decisions.

Hypothesis Development

H_1: There is a significant relationship between the sales revenue and Total cost.

H_2: There is a significant relationship between the sales revenue and profit.

H_3: There is a significant impact of cost on sales revenue.

3. Research Methodology

The analytical research design has been utilized in this research for the purpose of this study. This company is one of the multinational companies in our country, so I chose this company for research purpose. The study examined the cost volume profit analysis of manufacturing industry of Dabur Nepal Private Limited using

secondary data which were collected from 10 year annual report of Dabur Nepal Private Limited from 2012 A.D. to 2021 A.D. The financial and statistical tools were used to achieve the aim of the article. The financial tools that were sales revenue, total cost and net income. Similarly, statistical tools were mean, standard deviation, coefficient correlation, coefficient determents and regression.

4. Result and Discussion:

Table 1

Correlation Analysis between Sales Revenue and Total Cost

Statistical Tools	Variables	
	Sales Revenue	Total cost
Mean	75434.263	70197.535
Standard deviation	19256.893	17221.6916
Correlation of coefficient (r)	0.9936	
Coefficient determination (r^2)	0.9874	
t_{cal}	25.0613	
t_{tab}	2.306	
Result	Significant	

(Results using excel)

Table 1 shows that the average sales revenue and average total cost were Rs. 75434.263 and Rs. 70197.535 respectively. In the same way standard deviation between sales revenue and total cost were Rs. 19256.893 and Rs. 17221.691 respectively. The correlation coefficient between sales revenue and total cost of company is 0.9936 which shows there exist high degree of positive correlation between these two variables. That means correlation value is sufficient to show the relationship. T-value is used for showing difference between mean score of two groups. The

relationship between sales revenue and total cost was significant. This result accepts the alternate hypothesis.

Table 2

Correlation Analysis between Sales Revenue and Profit

Statistical Tools	Variables	
	Sales Revenue	Profit
Mean	75434.263	5236.732
Standard deviation	19256.893	2885.534
Correlation of coefficient (r)	0.7430	
Coefficient determination (r^2)	0.5520	
t_{cal}	3.1396	
t_{tab}	2.306	
Result	Significant	

(Results using excel)

Table 2 indicates that the average sales revenue and average profit were Rs. 75434.263 and Rs. 5236.732 respectively. Similarly, the standard deviation of sales revenue and profit were Rs. 19256.893 and Rs. 2885.534 respectively. The correlation coefficient between sales revenue and profit of company was 0.7430 which shows there exist perfect positive correlation between these two variables. That means both the variables turn away in same direction. The coefficient of determination of company is 0.5520 which shows that 55.20 percent profit has been described by sales revenue. This result accepts the alternate hypothesis.

Table 3

Impact of Total Cost on Sales Revenue

Correlation of coefficient (r)	0.9936
Coefficient determination (r^2)	0.9874
t_{cal}	25.0613
t_{tab}	2.306
Result	Significant

(Results using excel)

Table 3 shows that correlation of coefficient value of 0.9936 implied the high degree of positive impact of total cost on sales revenue. It means change in sales revenue led to change in total cost. The coefficient of determination indicated that 0.9874 or 98.74 percent total cost was explained by sales revenue and remaining 0.8874 or 88.74 percent of total cost is explained by other factor. The result accepts the alternate hypothesis.

5. Conclusion

The present research study indicates a positive correlation between the cost, volume, and profit of the company. The cost and profit of the company were found to be directly dependent on the sales revenue. This means that any fluctuation in the sales revenue has a direct impact on the cost and profit of the company. The study further indicated that the only way for Dabur Nepal Private Limited to increase its profit is by increasing its sales revenue. This is because the profit of the company is directly proportional to the sales revenue. Therefore, if the sales revenue of the company increases, the profit will also increase, and if the sales revenue decreases, the profit will also decrease. It is important for the management of Dabur Nepal Private Limited to take note of this correlation and make necessary changes to their sales strategy to increase sales revenue. For instance, the company can focus on expanding its customer base or increasing the quantity of its products. This will help to increase the sales revenue, which will ultimately lead to an increase in the profit of the company.

Moreover, the management should also focus on controlling the cost of production to ensure that the profit margin remains high. This can be achieved through efficient resource allocation and cost-cutting measures. By doing so, Dabur Nepal Private Limited can maintain a healthy balance between cost, volume, and profit, and ensure sustainable growth in the long run. The study conducted on Dabur Nepal Private Limited highlights the importance of understanding the correlation between cost, volume, and profit. It is evident that the sales revenue is a key factor of the company's cost and profit, and hence, increasing the sales revenue is critical to achieving sustained growth.

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Appendix

Table 1

Dabur Nepal Limited

Year	Revenue (Rs. In Lacs)	Total Cost (Rs. In Lacs)	NPBT
2012	68542.07	68301.66	240.41
2013	73752.01	69793.15	3958.86
2014	54106	50324	3782
2015	58756	53164	5592
2016	50239	48814	1425
2017	64445	58364	6081
2018	97779.25	88619.80	9159.45
2019	102197.59	93911.14	8286.45
2020	95136.67	88712.47	6424.2
2021	89389.04	81971.13	7417.91

MMARY
JTPUT

Correlation Analysis Between Sales Revenue and Total Cost

Regression Statistics		Sales revenue (X)		Total Cost (Y)	
Multiple R	0.993691476				
R Square	0.98742275	Mean	75434.263	Mean	70197.535
		Standard		Standard	
Adjusted R Square	0.985850593	Deviation	19256.89342	Deviation	17221.69163
Standard Error	2048.542245				
Observations	10				

ANOVA

	df	SS	MS	F	Significance F
Regression	1	2635707761	2635707761	628.06907	6.87698E-09
Residual	8	33572202.64	4196525.33		
Total	9	2669279964			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upp
Intercept	3161.271724	2752.2163	1.148627644	0.283892	-3185.35044	9507
Sales revenue (X)	0.888671283	0.035459895	25.06130623	6.87698E-09	0.806900619	0.97

SUMMARY
OUTPUT

Correlation Analysis Between Sales Revenue and Profit

Regression Statistics		SR (X)		Profit (Y)	
Multiple R	0.742962979				
R Square	0.551993989	Mean	75434.263	Mean	5236.732
		Standard		Standard	
Adjusted R Square	0.495993237	Deviation	19256.89342	Deviation	2885.533883
Standard Error	2048.539583				
Observations	10				

ANOVA

	df	SS	MS	F	Significance F
Regression	1	41364636.7	41364636.7	9.856903257	0.013814184
Residual	8	33572115.4	4196514.424		

Total	9	74936752.09			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	
Intercept	-3161.266203	2752.212724	-1.14862713	0.2838922	-9507.88012	3
SR (X)	0.111328697	0.035459849	3.139570553	0.013814184	0.029558139	0

Impact of Sales Revenue on Total Cost

Regression Statistics	
Multiple R	0.993691476
R Square	0.98742275
Adjusted R Square	0.985850593
Standard Error	2048.542245
Observations	10

ANOVA

	Df	SS	MS	F	Significance F
Regression	1	2635707761	2635707761	628.06907	6.87698E-09
Residual	8	33572202.64	4196525.33		
Total	9	2669279964			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	U
Intercept	3161.271724	2752.2163	1.148627644	0.283892	-3185.35044	95
Sales revenue (X)	0.888671283	0.035459895	25.06130623	6.87698E-09	0.806900619	0.

Effective Internet Marketing Tactics for Raising Small Business Sales Revenue

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Abstract

Internet marketing is a tool utilized by small business owners to engage with clients and the neighborhood. This paper's goal is to examine the tactics employed by certain small business owners while using web marketing to boost revenue. Five small business owners who effectively used internet marketing tactics in the Bagmati Province of Nepal provided the data for this study in 2022. The philosophical underpinning for this paper was Rogers' diffusion of innovation theory. Moderately face-to-face semi structured conversation a review of publicly accessible firm documents, business directories, social networks, and analysis techniques were used to conduct research. Following-up procedures, methods for digital information, social networking sites and tactics, and digital advertising techniques and difficulties emerged from a conceptual data analysis. With the advent of the internet, the world has become a much smaller place. The consequences for good societal transformations include the ability for tiny business entrepreneurs to raise income as well as additional job possibilities for employees, their families, and the community. Small retail corporate executives need to use internet marketing tactics in their strategic planning to decrease probability of failure, develop the firm, and boost earnings. The results of this study may be helpful to the small-scale business owners and executives to increase sales revenue from the internet marketing platforms.

Key words: Small business, Internet Marketing, Strategies, Revenues

1. Introduction

Today's businesses may provide messages to specific clients that speak to their interests and requirements, enhancing the effectiveness of the whole marketing. To manage the current changes in the corporate environment, an understanding of social media and virtual communities is very essential. Online marketing has grown in content and altered how people and organizations connect, & claim (Dolan, Conduit, Fahy, and Goodman (2017). Leaders of small retail businesses must make sure their operations are in sync with technical developments if they are to recognize and appreciate the possible advantages associated with digital marketing. Loss of

productivity, money, and failure to appreciate the possible advantages associated with digital marketing may result in poor communication Cheng & Liu, 2017).

Strong social media platforms and social networks may help businesses become more competitive and attract as many consumers as possible by enabling them to reach out to new people without spending a lot of money (Garrigos et al. 2011). Due to the recent expansion of the internet, information technology, telecommunications, and multimedia, there are now more knowledge- and information-intensive businesses (Garrigos, 2011). Relationships between businesses and other social media influencers are assisting in the development and bolstering of businesses' competitive advantages, particularly for micro, small, and medium-sized businesses. For instance, more than a billion active users of Facebook and Twitter have sent messages, totaling more than 20 billion, demonstrating how quickly social media has been embraced by people and the extent to which it affects their lives (Chan, 2011; Baird & Parasnis, 2011). Business executives that use numerous web platforms effectively create new opportunities (Gaikwad & Kate, 2016). Nonetheless, A perfectly managed strategy is required for the success of digital marketing (Negoita et al., 2018).

Internet marketing offers benefits such as low prices, simultaneous addressing of multiple groups, simple distribution of products and services, and the ability for buyers to do rapid business and service research (Durmaz & Efendioglu, 2016). Companies may boost their economic worth by involving communities, clients, and employees through internet marketing (Purkayastha & Sharma, 2016). Small retail corporate executives need to use internet marketing tactics in their strategic planning to decrease probability of failure, develop the firm, and boost earnings. This researcher investigated how small company owners employed web marketing to boost derived sales in this study. The largest sector of the private labor force in Nepal, both directly and indirectly, is the retail sector.

Conceptual Framework

The transmission of innovation concept, first proposed by Rogers in 1962, serves as the investigation's conceptual underpinning. Rogers (2003) described the mechanism by which participants in a public welfare approach progressively learn about new developments via several channels. The four aspects that comprise the diffusion of innovation process are the welfare state, discovery, forms of communication, and duration (Rogers, 2003). This interdisciplinary strategy and the spread of modernization theory resulted in deep and wide knowledge of the spreading processes (Frattini, Bianchi, Massis, & Sikimic, 2014). Successful online marketing administrators have created a social structure that fosters constant engagement with their employees, suppliers, investors, and consumers. The theory of innovation

dissemination served as the fundamental concept for this research, assisting this researcher in understanding the internet marketing tactics used by small retail store owners to increase sales.

Research Question

This study's main research topic was: What online business tactics should locally owned business owners utilize to generate more revenue? Structured questions were developed for an interview for this research study by focusing on the area of inquiry.

Questions for an Interview

1. What techniques have you used for web marketing to increase derivative revenues?

2. What led you to begin using an internet promotion technique?

3. What difficulties did you encounter when developing & implementing your tactics for web promotion?

4. Which internet marketing techniques are most successful or advantageous for your business?

5. Which internet marketing techniques have been the least successful for your business?

6. How do you gauge the efficiency of your business's internet promotion initiatives?

7. What were the main obstacles to putting your effective web marketing techniques into practice?

8. How did you overcome major challenges to putting effective internet marketing techniques into practice?

9. What internet marketing techniques do you do to keep your clients returning for additional products?

10. Do you have any other details to give on the web marketing techniques utilized to increase derivative revenues?

2. Literature Review

For both consumers and small retail firms, online marketing is a useful tool. Internet marketing may be seen of as the foundation of the digital economy, according to Erdur (2016). According to Rogers (2003), the principle of the spread of innovations is congruent with the advantage of online marketing for small scale business retail

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executives. In this evaluation of the literature, this researcher touched on the productivity, advantages, and economic growth of the innovation process. To reach a larger audience, business leaders' need become knowledgeable about contemporary technology and online advertising concepts (Gaikwad & Kate, 2016).

Innovation Diffusion Theory

The diffusion of innovation theory was used to select the conceptual framework for this investigation. Rogers first proposed the concept of innovation spreading in 1962 (Ball, Ogletree, Asunda, Miller, & Jurkowski, 2014). Using the diffusion of innovation theory, researchers can approach a research topic from a theoretical perspective. Businesses have utilized the notion to incorporate innovations at various stages of technological growth (Rogers, 2003). Innovative concepts spreading among members of a social system via a variety of routes is known as the diffusion process (Rogers, 2003). According to Rogers' diffusion theory, Degerli, Aytekin, and Degerli (2015) argue that people vary in their inclination to accept a new idea or service. Those that are imaginative respect the process and are typically the first to accept any fresh breakthroughs because humans are hesitant to change, and the invention process may be challenging (Raynard, 2017). Although though popular theories claim that technology is advancing, the diffusion of innovation theory sheds light on the processes of predictions, forecasting, and judgment (Gayadeen & Phillips, 2014).

Strategies for Social Media Marketing

Marketing via social media is a useful marketing platform for customers (Eijnden, Lemmens, & Valkenburg, 2016). Understanding how to access new markets, how to access diverse groups, and how to use virtual storefronts are all successful social media advertising methods, according to Ceric, D'Alessandro, Soutar, and Johnson (2016). According to the research, social media advertising has reached a degree of participation that necessitates the use of effective analytical tools (Keegan & Rowley, 2017).Even though there is limited data on the perspectives of entrepreneurs who have implemented social networking sites for marketing tactics, some scholarly studies have demonstrated that they are pleased with the results of social media advertising, including greater customer participation and sales (Constantinides, 2014). Social networking also encourages consumer participation, identifies target audiences, and promotes contact between clients and small retail companies. The material addressed a wide range of topics, including corporate engagement, marketing methods, the benefits of online advertising, the benefits of utilizing Facebook, Twitter, and other web-based social media platforms, and the benefits of EWOM. The goal of online networking, according to Chong et al. (2015), is to advertise goods or services and make more money by using the website as a platform. Using internet business

strategies may also increase revenue, attract traffic to websites, and attract fresh viewers (Lee, Er, Kim, Li, & Palmatier, 2018).

3. Research Method and Design

It was reasonable to conduct semi-structured conversations with open-ended inquiries utilizing the qualitative approach with corporate executives. By examining personal experiences, a researcher uses qualitative approaches to try to comprehend the views of individuals or a scenario in order to provide useful data (Ruel, 2017). Researchers use a qualitative technique to investigate people's or employees' perspectives (McCusker & Gunaydin, 2015).

Research Design

To understand the phenomena under inquiry, The researcher used five case studies to collect and assess data. The how and why research topic was dealt with through these five case study approaches. Hyett, Kenny, and Dickson-Swift (2014) stressed the need for researchers to employ ten case study approaches when gathering and analyzing data in specific situations. Case study methodology entails examining the phenomena in a modern context to address the research topic (Dumez, 2015; Garcia, 2014).

Population and Sampling

The population includes the total company executives of small-scale business firms in Bagmati Province of Nepal. Out of them only Five company executives from small retail firms in Nepal's Bagmati Province were the study's target sample. Because certain corporate executives are aware of the difficulties in internet marketing, the demographic was suitable for this study. Selection of sample size through the purposive sampling design because the study's participants had practical knowledge and expertise with how to apply internet marketing techniques in a small business, the population was in accordance with the general research topic. Qualitative research aims to discern the subject of the study, examine behavior, and comprehend motivation while sampling individuals (Emmel, 2015; Jervis & Drake, 2014). Using the inclusion parameter, Caruth (2016) established participating member interactions in the research of managing cognitive tactics for tiny companies.

Data Collection Instruments

Semi-structured interviews and the acquisition of corporate business documents were utilized to collect data. Researchers utilize a variety of tools and records to gather and store data (Behr, 2014). Reviewing the firm's strategic plan and financial targets for each quarter provided insight into the corporate executives' tactical thinking and methods for boosting revenue. Semi-structured interviews follow a prescribed format

for presenting the researcher's topics or questions (Jamshed, 2014).

Data Collection Techniques

Massive amounts of data must be gathered during data collection, which finishes after the research study is over, using several study methodologies (Sutton & Austin, 2015). In this study, one of the data collection procedures was in-person, semi-structured talks with pre-written questions., as well as open-ended interview questions. After the semi-structured interviews, open corporate records were examined. The primary method for gathering data was semi-structured interviews, which included appropriate, directly relevant, and pointed feedback for the respondents.

4. Presentation of the Findings

What internet marketing tactics can small entrepreneurs' strategies increase their revenue? was the study's main research problem. Data study identified the internet marketing tactics that leaders in small retail businesses used. Four themes emerged from my analysis of the data, and they complemented both the study's conceptual framework and the literature evaluation.

Public Document and Online Site Review

The study's data came from a survey of the firms' websites, social media platforms, and public papers. Both social media sites and website domains were disclosed by the participants. All attendees openly discussed their next strategies for web promotion.

Four themes were found from the semi-structured interviews, public records, company websites, and social media accounts for the company (see Table 1). This researcher carried out member checking by having each participant attest to the accuracy of the information previously given. The tenth graders were able to get a job at the University of California, San Diego. The frequency of discussion by subject. Table 1 shows how frequently the four themes that arose from this qualitative multiple case research were used by the four participants.

Table 1: Established Theme and Their Frequency

	1st Participant	2nd Participant	3rd Participant	4th Participant	5th Participant
Theme 1	14	9	10	4	8
Theme 2	9	6	8	6	7

Theme 3	15	16	19	13	14
Theme 4	14	12	15	13	11

This researcher found a successful strategy for small retail shop owners to leverage online marketing in this study. To thrive in the retail sector, business executives must design and put into practice a variety of tactics.

The First Emerging Theme: Social Networking Sites and Tactic

The participants' usage of social media platforms and techniques in their retail companies emerged as the first theme from the data gathering. People shared material using social media platforms as online communication tools (Alharbie, 2015). All research participants employed Facebook Marketing, Instagram Marketing, and Twitter Marketing as their online platforms. Participants suggested that Facebook page is frequently used as an advertising tool to promote goods& services and interact with customers. The numerous online venues that participants utilized to network, share information, market items, and engage customers are shown in Table 2.

Table 2: Internet Advertising Platforms Used by Participants

Platforms on the Internet	1st Participant	2nd Participant	3rd Participant	4th Participant	5th Participant
Company website	Y	Y	N	Y	N
Facebook Page	Y	Y	Y	Y	Y
Instagram	Y	Y	Y	N	Y
Twitter	Y	Y	N	Y	N
Tiktok	Y	N	Y	Y	Y

Note: Y = Yes, N = No

The fact that social networking offers a new way to contact clients was known to corporate leaders. Facebook, which had more than 1.5 billion members, provides the most extensive customizing choices (Nobre & Silva, 2014; Van den Eijnden et al., 2016). All research participants used Facebook features as a method of customer communication. Participants in this study used modern technologies to interact with customers and provide details about commodities, resources, and activities rather than

relying only on traditional marketing strategies.

The Second Emerging Theme: Internet Marketing Methods and Problems

The second recurring subject was the tactics & difficulties of internet marketing. To get the best results, you should hire a professional service (Faisal, 2016). The study's participants identified several difficulties with employing internet marketing to boost sales. The monitoring of website visits was the first issue that was brought up. Lewis and Reiley (2014) claim that advertising on websites profitably raises sales by 5%. In response to worries about website traffic, participant 2 stated that if users aren't going through to the website's pages, it indicates a lack of interest. Google Alerts, a free tool for measuring, was utilized by participant 1. A tool provided by Google called Google Alerts tracks and reports website traffic. Google Alerts, according to participant 1, is a fantastic resource for learning what others are saying about the firm. Participants 3, 4, and 5 talked about difficulties with internet marketing, but they did not analyze website traffic using tools like Google Analytics or Crazy Egg.

The Third Emerging Theme: Internet Content Strategy

Online content was the third theme. Online articles published on the businesses' websites and social media platforms raised exposure and drew in fresh consumers. Retargeting is a method used by small entrepreneur to advertise that targets certain consumers depending on their interests and references (Bleier & Eisenbeiss, 2015). By reviewing public business records, it was feasible to discover which social networking site players used to reach consumers. The data in Table 3 show how many followers the business had on each social advertising site.

Table 3: The Number of Followers an Organization Has on Each Social Media Site

Social Media Platforms	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
Facebook Page	1123	1153	4987	1574	3659
Instagram	2145	764	5013	0	4362
Twitter	4432	1378	0	3500	0
Tiktok	2365	0	3286	1287	2607

Note: Not all businesses have accounts on social networking sites. As a result, the value 0 represents the subscription status.

On the websites of the companies, some participants included information on firm goods, news announcements, and data about the industry. The requirement to persuade customers to "Buy into what Business 3 are providing by generating a buzz" was stated by Participant 3. Customers prefer to only see certain corporate advertisements (Fransen, Smit, &Verlegh, 2015). The participants were knowledgeable about using internet material to draw in and keep their audience. Both the firm website and its social media accounts posted content that covered a wide range of demographics. All research participated members favored using marketing techniques to reach customers, such as publishing quality web content. Participant 1 expressed worry about false information being published online. "We won't publish false information on any websites. The consequences of providing consumers with incorrect information about compatibility defined as like the congruency between the development and the users' ideas and previous experiences, and requirements are understood by Participant 1. The fourth participant said that "focusing on core capabilities and creating compelling online content for consumers is an established recipe, which continues to help the organization thrive." According to participant 2, "Social platforms have the benefit of being able to increase sales, which is evaluated by customer interaction." The number of likes and shares we receive is tough to determine, but gaining followers is an essential component of web advertising, according to participants 3 and 5. Having a large following aid in boosting brand recognition, potentially boosting revenue. Online content, in the opinion of the participants, was a key tactic for boosting derivative sales. In this study, everyone who participated made decisions on how to use internet marketing to boost sales. Participants also selected a variety of digital technologies to maintain sustainability in the retail sector by interacting with customers, fostering connections, improving product knowledge, and raising brand recognition.

The Fourth Emerging Theme: Follow-Up Strategies

The players' follow-up tactics were the last theme. All of the attendees talked about how to keep consumers by employing follow-up techniques. Companies must keep up good contacts with current customers and foresee future requirements in order to succeed (Todor, 2016). Participants in this survey gave specifics on follow-up tactics such letters, phone calls, establishing interpersonal interactions, and disseminating other people's connections. A representation of the participant follow-up tactics used to keep clients is shown in Figure 1.
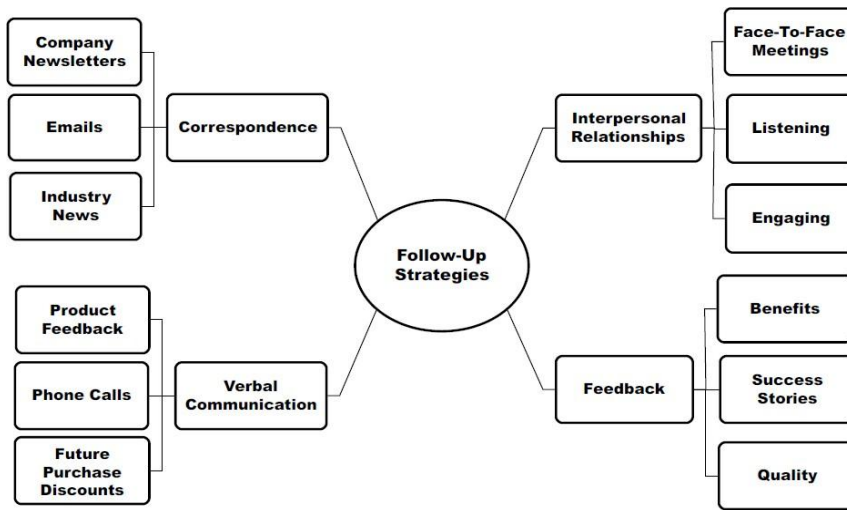
Figure 1: Diagram showing respondent follow-up procedures/strategies.

Business executives need to be customer-focused to maximize marketing efforts (Appiah-Adu & Amoako, 2016). Participants 2 & 4 assert that using letters to preserve client ties is an essential tactic. "Delivering a consistent flow of advice and any pertinent information to our [2nd Business] consumers have proven to be useful," participant 2 observed. Contrarily, Participant 4 stated that we [Business 4] send communication emails and newsletters on a regular basis that provide industry knowledge, assisting in overcoming significant difficulties related to client purchase decisions. Calls were favored by participants 1, 3, and 5 as a way to follow up with consumers. Consumers must be reached, and business executives understand the importance of customer communication. Verbal communication is a key element of customer follow-up, according to all research participants. Business executives must focus on customers to maximize marketing strategy (Appiah-Adu & Amoako, 2016). Conversation is an important tactic for preserving client ties, claim Participants 2 and 4. According to 2ndparticipant, "Giving a regular stream of suggestions &various relevant details about our [2nd Organization] consumers have shown to be beneficial." Contrarily, Candidate 4 claimed that Business 4 sends out newsletters and communication emails on a regular basis with information on the industry, assisting customers in overcoming major obstacles related to their purchase decisions. Participants 1, 3, and 5 preferred making phone calls to follow up with clients. Business executives are aware that engaging with consumers is beneficial and that customer contact is crucial. Verbal communication was recognized by every participant in this survey as an essential element of customer follow-up.

The study's participants described feedback, verbal communication, developing interpersonal ties, and correspondence as follow-up tactics. Corporate executives are aware of how communication tactics can link consumer purchases to future transactions. To name a few, company owners that employ interpersonal ties with customers as a strategic strategy for communication channels can boost sales. In conclusion, company leaders may employ the effective follow-up techniques covered in this study to boost client retention and earnings.

5. Findings & Conclusion

Business executives may find the conclusions of this study useful in using internet marketing techniques carefully for organizational sustainability and revenue. The four themes that have been found in this paper support the literature on new technology deployment, social site promotion techniques, and company social media advancement methods. The leaders of small retail businesses' usage of social networking sites and techniques is the first theme. These results can aid internet marketers in making the right tool selections to attract consumers while also serving corporate goals. Business executives may find solutions to deal with online marketing difficulties in the second subject, which examines online marketing strategies and obstacles. All participants addressed ways to address specific obstacles related to online marking after expressing their concerns about it. The third subject covered the follow-up tactics that company executives employ to keep their client relationships strong.

Company owners should establish follow-up plans following each successful purchase transaction. In general, participants acknowledged the necessity to email or SMS clients to inquire about their satisfaction with their product (s). The utilization of internet material to engage end users is the last theme. Company executives need solid content to market their goods and draw customers. Participants emphasized the value of posting product information on the company's social media pages. The study's conclusions added to the body of knowledge that is currently known about internet marketing tactics. The study concentrated on data given by retail industry small company executives. These experiences provided examples of how to adopt Internet marketing techniques, engage with customers, and draw and keep customers for small enterprises. According to the study's findings, some small retail enterprises experienced an increase in sales because of using online marketing and the right online marketing methods.

The goal of this research was to investigate the tactics used by various retail executives to increase derivative revenue via digital marketing. If small commercial shop owners want to enhance their sales through internet marketing tactics, they must

recruit the correct people, use effective promotion approaches, and utilize explicit online information. Four topics in total, including (a) social networking sites and tactics, (b) internet advertising techniques and problems, (c) web content tactics, and (d) follow-up techniques, emerged from the information gathering and analysis. This research used a variety of methods to gather data, including semi-structured face-to-face interviews, document reviews, website reviews, and social networking site reviews of small retail shops in Nepal's Bagmati Province. In this study, every business leader took part in social media advertising, which after six months of adoption raised firm sales by a minimum of 25%. Business executives also developed personal connections with members of the neighborhood to raise brand recognition, spur growth, and ensure sustainability. Business executives promoted goods and services in the retail sector and developed new ones while using a variety of communication channels to improve organizational performance. The study's findings backed up the necessity for strategic approaches and online business strategies to ensure organizational sustainability. Small company owners might gain from the information offered in this study work by putting into practice effective methods for boosting customer sales and building brand recognition. Customers may participate by telling other customers about their experiences with the business and by offering their opinions on its goods and services. Thus, the executives & owners must redefine their advertising strategies as well as tactics so that the potential buyers may develop a positive response toward internet marketing and purchase decision.

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भानुभक्तीय रामायणमा अद्वैत वेदान्तदर्शन

अर्जुन ढकाल
सहायक प्राध्यापक
मैयाँदेवी कन्या कलेज

लेखसार

भानुभक्त आचार्य नेपाली महाकाव्यका प्राथमिककालीन भक्तिधाराका कवि हुन् । उनले नेपाली भाषामा रचना गरेको रामायण संस्कृत 'अध्यात्मरामायण'को अनूदित देखिन्छ तथापि यो रामायण पूर्णतः अनुवादकै रूपमा नभई प्रशस्त मौलिकताका साथ प्रस्तुत गरिएको छ र यसमा भानुभक्तको नितान्त वैयक्तिक दार्शनिक प्रवाह पनि पाइन्छ । वेदान्त दर्शन पूर्वीय आस्तिक षड्दर्शनहरूमध्ये महत्वपूर्ण दर्शन हो । उत्तरमीमांसा पनि भनिने वेदान्त दर्शन अध्यात्म प्रतिपादनमा केन्द्रित दर्शन हो । प्रस्थानत्रयी अर्थात् उपनिषद्, ब्रह्मसूत्र र गीताको भाष्यमा आधारित वेदान्तदर्शनमा मुख्यतः ब्रह्मतत्व वा आत्मतत्वका साथै जीव, माया, संसार, सुख, दुःख आदि विभिन्न पक्षहरूबारे बृहत् विमर्श गरिएको छ र सम्पूर्ण पदार्थहरूलाई अनित्य मानी एक मात्र नित्य तत्वका रूपमा आत्मतत्वको विवेचन गरिएको छ । वेदान्त दर्शनमा पनि शङ्कराचार्यको अद्वैतदर्शन, रामानुजको विशिष्टाद्वैत, मध्वको द्वैत, निम्बार्कको द्वैताद्वैत र बल्लभको शुद्धाद्वैत गरी विभिन्न सम्प्रदायहरू रहेका छन् । आचार्य शङ्करको सम्प्रदायलाई अद्वैत सम्प्रदाय मानिन्छ । अद्वैत शब्दको अर्थ एउटामात्र सत्ता छ भन्ने हुन्छ । आचार्य शङ्करले एक ब्रह्मको मात्र सत्ता स्वीकार गरेकाले यिनलाई अद्वैतवादी मानिन्छ । शङ्करले **सत्यं ज्ञानमन्तं ब्रह्म, विज्ञानमानन्दं ब्रह्म**आदि औपनिषद् वाक्यको आधारमा ब्रह्मलाई निर्गुण, ज्ञानमय, सत्, चित्, आनन्द तथा विज्ञानस्वरूप, दिक्कालभन्दा पर, अनन्त र सर्वव्यापी छ भन्ने मान्दछन् । उनका अनुसार जीव ब्रह्मस्वरूप भए पनि अविद्याका कारण बन्धनमा पर्दछ र अविद्या नष्ट भएपछि पुनः जीव ब्रह्ममै लीन हुन्छ । **अहं ब्रह्मास्मि, तत्वमसि, जीवो ब्रह्मैव नापरः** आदि उपनिषद् वाक्यहरूलाई आधार मानी आचार्य शङ्करले जीव वा आत्मालाई ब्रह्म स्विकारेका छन् । यस्तै यिनले जगत्लाई मिथ्या मान्दै ब्रह्मको विवर्त वा भ्रमात्मक प्रतीतिको रूपमा यसलाई चिनाएका छन् । वास्तवमा जगत्मा भ्रमवशात् डोरीमा सर्प देखिए झैँ सत्यको भ्रममात्र देखिएको हो । यो जगत् निरन्तर परिवर्तनशील भएकाले यो सत्य छैन । जसरी जादुगरले जादु गरेर वस्तु उपस्थित गर्दछ, त्यसरी नै ब्रह्मले मायाबाट जगत्को उपस्थिति गर्दछ भन्दै शङ्करले प्रातिभासिक, व्यावहारिक र पारमार्थिक सत्ता गरी तीन सत्ताको चर्चा गरेका छन् र पारमार्थिक सत्ता मात्र नित्य सत्ता वा तत्व हो र त्यो बाहेक अन्य केही पनि पारमार्थिक रूपमा छैनन् भनी अद्वैत मतको स्थापना गरेका छन् । यस शोधलेखमा पनि शङ्कराचार्यले प्रतिपादन गरेको अद्वैत वेदान्त दर्शनका आधारमा भानुभक्तीय रामायणको अध्ययन गरिएको छ ।

शब्दकुञ्जिका : अद्वैत, माया, जीव, आत्मा, परमात्मा, ब्रह्म

१. विषयप्रवेश

भानुभक्त आचार्यद्वारा लिखित रामायण प्राथमिककालीन महत्वपूर्ण महाकाव्य मानिन्छ । नेपाली भाषामा कविता लेख्न भर्खरभर्खर सुरु भएको अवस्थामा आचार्यले रामायण जस्तो महत्तम कृति रचना गरेर नेपाली भाषासाहित्यलाई अद्वितीय योगदान दिएका छन् । संस्कृतका विभिन्न कृतिहरूको अनुवाद गरी नेपाली भाषामा कविता लेख्ने परम्परालाई अनुसरण गरी भानुभक्तले

अध्यात्मरामायणलाई नेपाली भाषामा अनुवाद गरी रामायणको रचना गरेको भए पनि यो कृति अनुवादमा मात्र सीमित छैन, यसले नेपाली घरघरमा नेपाली भाषालाई प्रवेश गराएको छ, नेपाली मनमनमा रामायणमा अभिव्यक्त दार्शनिक अभिव्यक्तिलाई स्पर्श गराएको छ । अन्य दर्शनको सामान्य प्रयोग भए पनि भानुभक्तीय रामायणमा अद्वैत वेदान्त दर्शनको विशेष जोडबलका साथ प्रयोग भएको देखिन्छ । अद्वैत शङ्कराचार्यद्वारा प्रतिपादित दर्शन हो । यही अद्वैत वेदान्त दर्शनका आधारमा यस शोधलेखमा भानुभक्तीय रामायणको अध्ययन गरिएको छ ।

२ समस्याकथन

भानुभक्तको रामायणमा अन्य दर्शनको अपेक्षामा बढी वेदान्त दर्शनको प्रयोग भएको र वेदान्त दर्शनमा पनि अद्वैत वेदान्त दर्शनको सैद्धान्तिक तथा प्रायोगिक दुवै रूपमा प्रचुर मात्रामा प्रयोग भएकाले यसमा रहेको अद्वैत वेदान्त दर्शनको प्रयोगको अध्ययन गर्नु नै यस लेखको प्रमुख समस्या हो । सामान्यतया यसै मुख्यसमस्यामा आधारित भई यस लेखको लेखनकार्य सम्पन्न गरिने छ । यस शोधलाई विस्तृत रूपमा सम्पन्न गर्नका लागि आइपर्ने शोधसमस्यालाई यसप्रकार देखाउन सकिन्छ :

क) भानुभक्तीय रामायणमा अद्वैत वेदान्त दर्शनको के कस्तो प्रयोग पाइन्छ ?

३ उद्देश्य

समस्याकथनमा आएको प्रमुख समस्या अर्थात् भानुभक्तीय रामायणमा अद्वैत वेदान्त दर्शनको अध्ययन गर्नु नै यस अध्ययनको प्रमुख उद्देश्य हो । यसै प्रमुख उद्देश्यसँग सम्बन्धित भई यस लेखको प्रमुख उद्देश्यलाई निम्नानुसार देखाउन सकिन्छ :

क) भानुभक्तीय रामायणमा अद्वैत वेदान्त दर्शनको अध्ययन गर्नु ।

४ सामग्रीसङ्कलन तथा विश्लेषणविधि

प्रस्तुत लेखका निम्ति सामग्री सङ्कलन गर्दा मुख्यतः पुस्तकालयीय सामग्री सङ्कलन विधि अपनाइएको छ । पुस्तकालयबाहेक विभिन्न पत्र-पत्रिकाहरूको अध्ययन एवं विषयविशेषज्ञहरूसँगको छलफललाई समेत आधार बनाइएको छ ।सङ्कलित सामग्रीलाई परिचयात्मक, वर्णनात्मक एवं विश्लेषणात्मक पद्धति अँगालेर अद्वैत वेदान्त दर्शनका विभिन्न अवधारणाहरू स्पष्ट पार्दै तिनको आधारमा भानुभक्तीय रामायणको अध्ययन यस लेखमा गरिएको छ ।

५ भानुभक्तीय रामायणको अद्वैत वेदान्तदर्शनपरक अध्ययन
५.१ परिचय

वेदान्त दर्शन पूर्वीय आस्तिक दर्शनहरूको मूल मानिन्छ । वेदको मुख्य खण्डका रूपमा परिभाषित वेदान्त दर्शनक पूर्वीय आस्तिक षड्दर्शनमध्ये मुख्य दर्शन मानिन्छ । वेदान्तदर्शनमा पनि अद्वैत, विशिष्टाद्वैत, द्वैताद्वैत, द्वैत र शुद्धाद्वैत गरी पाँच शाखाहरू देखिए पनि यसको पहिलो सिद्धान्तका रूपमा देखिएको अद्वैत अन्य सिद्धान्तहरूमा पनि विशिष्ट मानिन्छ । शङ्कराचार्यको

अद्वैत सिद्धान्त आएपछि नै वेदान्तका अन्य सिद्धान्तहरूले त्यसलाई अद्वैत दर्शनलाई टेकी आफ्ना भिन्न धारणाहरू राख्ने क्रम चल्न गएको हो । जसले गर्दा अद्वैतपछि आएका अन्य सिद्धान्तहरू त्यति बलिया देखिँदैनन्, जति बलियो सिद्धान्तका रूपमा शङ्कराचार्यको अद्वैत सिद्धान्त स्थापित भएको छ । वेदान्त दर्शनको विकासक्रमलाई हेर्ने हो भने पनि जति पनि टीकाटिप्पणी भएका छन्, ती सबै अद्वैत वेदान्त दर्शनमै आधारित भएका छन्, वेदान्तका अन्य सिद्धान्त भने केवल सम्प्रदाय स्थापनाका लागि मात्र भएका छन् ।

अध्यात्मरामायणको नेपाली अनूदित कृतिका रूपमा भानुभक्त आचार्यको नेपाली रामायण देखिएको छ । महर्षि व्यासद्वारा रचित अध्यात्म रामायण पूर्वीय दर्शन र त्यसमा पनि अद्वैत वेदान्त दर्शनको पुञ्ज मानिन्छ । त्यसकै अनूदित कृति भए पनि प्रशस्त परिमार्जन तथा मौलिकता भानुभक्तीय रामायणमा देखिन्छ । तसर्थ भानुभक्तीय रामायण पनि अद्वैत वेदान्त दर्शनका सापेक्षतामा महत्वपूर्ण कृति साबित हुन्छ । यस चतुर्थ परिच्छेदमा अद्वैत वेदान्त दर्शनकै मूलभूत धारणाहरूलाई रामायणले कसरी प्रस्तुत गरेको छ भनी अध्ययन गरिएको छ । जसमा अद्वैत वेदान्त दर्शनका मुख्य चिन्तनहरू जीव, ईश्वर, माया, अज्ञान, संसार, कर्म, आत्मतत्व तथा मोक्षलाई क्रमशः तदनुरूप अध्ययन गरी विश्लेषण गर्दै अद्वैत वेदान्त दर्शनको संवाहक कृतिका रूपमा भानुभक्तीय रामायणलाई स्थापित गरिएको छ । जसलाई निम्नानुसार हेर्न सकिन्छ ।

५.२ महाकाव्यगत संरचनाका आधारमा रामायणमा अद्वैत वेदान्त दर्शन

रामायणले अद्वैत वेदान्त सिद्धान्तप्रतिपाद्य विषयहरूलाई नै रामायणले आफ्नो अभिधेय बनाएको स्पष्ट हुन्छ । अद्वैत वेदान्त दर्शनले जसरी जीव, ईश्वर, संसार, माया, आत्मतत्व तथा मोक्षका बारेमा विभिन्न चिन्तनहरू प्रस्तुत गरेको छ, सोही बमोजिम नै भानुभक्तीय रामायणमा तत्सम्बन्धी चिन्तनहरू भएका छन् । यसले रामायणलाई अद्वैत वेदान्त दर्शनकै पृष्ठपोषण गर्ने कृतिका रूपमा देखाउँछ । अझ रामायणको उत्तरकाण्ड त झन् सैद्धान्तिक रूपमा नै अद्वैत वेदान्तदर्शनपरक रहेको देखिन्छ । अद्वैत वेदान्त सिद्धान्तलाई आफ्नो अभिधेय बनाएको भानुभक्तीय रामायणको अध्ययन गर्दा महाकाव्यगत तत्वहरू पनि अद्वैत सिद्धान्त परक नै रहेको देखिन्छ । जसलाई निम्नानुसार अध्ययन गर्न सकिन्छ :

५.३ शीर्षकमा अद्वैत वेदान्त दर्शनको प्रभाव

रामायणमा रामकथामा आधारित महाकाव्य हो । संस्कृतमा *रमन्ते योगिनः यस्मिन्* अर्थात् जहाँ योगीहरू रमाउँछन्, ती नै राम हुन् भनेर रामशब्दको निष्पत्ति गरिएको पाइन्छ । उनै रामलाई मुख्य पात्र बनाएर रामकथामा आधारित भई प्रस्तुत महाकाव्यको शीर्षक रामायण राखिएको छ । शीर्षकलाई शाब्दगत रूपमा हेर्दा पनि यसले एकमात्र रामतत्वको निरूपण गर्न खोजेको देखिन्छ । राम र अयन शब्दको समष्टि रामायण हो । संस्कृतमा अयनको अर्थ गति भन्ने हुन्छ । त्यसैले एक मात्र रामतत्वको निरूपण गर्ने भएकाले यसको नाम रामायण भएको हो । यसरी शब्दगत अर्थमा पनि रामायणमा एकमात्र तत्वको निरूपण गरिएको छ भन्ने स्पष्ट हुन्छ ।

रामायणमा रामलाई एक मात्र परब्रह्मतत्वका रूपमा व्याख्या गरिएको छ, जुन अद्वैत वेदान्त दर्शनसम्मत अद्वैत तत्व हो :

यस्ता राम् कन लोकमा जनहरू एक् ईश्वरै मान्दछन् ।
कोही तत्व न पाय मूर्खहरू ता मानिस सरी जान्दछन् ॥ बालकाण्ड : २६

रामायणको बालकाण्डमा आएको यस भनाइले रामायणमा आएका सबै घटनाहरू राममा गएर पर्यवसित भएका छन् भनेर सार्थक बनाउँछ । जसरी अद्वैत वेदान्तमा आत्मतत्वले सांसारिक

सृष्टि, स्थिति र लयसम्बन्धी कार्य चलाउन मायाको उपाधि धारण गर्दछ, त्यसैगरी रामले पनि सांसारिक स्थितिका लागि सीता रूपी मायाको उपाधि धारण गरेको कुरालाई रामायणले यसरी स्पष्ट पारेको छ :

आर्को तत्व त केहि छैन हनुमान् कुन् आज आर्को कहूँ ।
राम् हुन् ब्रह्म इनैकि शक्ति बलिई माया भन्याकी म हूँ ॥ बालकाण्ड : ३४
रामको सन्निधि पाइ गर्छु सबको सृष्टी र पालन् पनी ।
आरोप् राम् विषे गरिन्छ सब यो गर्न्या इनै हुन् भनी ॥ बालकाण्ड : ३५

यसरी रामायणमा अद्वैत वेदान्तसम्मत ब्रह्मतत्वलाई रामका रूपमा र मायालाई सीताका रूपमा प्रस्तुत गरिएको छ । यसरी रामायणको शीर्षक रामको चारित्रिक आख्यानका आधारमा गरिएको छ र सम्पूर्ण रामायणलाई रामकै केन्द्रीयतामा प्रस्तुत गरिएको छ अनि त्यस्तो राम एक मात्र अद्वैत तत्व भनेर रामायणमा पुष्टि गरिएको छ । त्यसैले प्रस्तुत भानुभक्तीय रामायणको शीर्षक अद्वैत वेदान्त सिद्धान्तको अद्वैत तत्वको पुष्टिकारक रहेको छ ।

५.४ विषयवस्तुमा अद्वैत वेदान्त दर्शनको प्रभाव

भानुभक्तीय रामायणको सम्पूर्ण विषयवस्तु रामको चरित्रमा नै केन्द्रित रहेको छ । यहाँ आएका अनेक घटनाहरू रामसँगै सम्बन्धित भएर आएका छन् । रामायणको प्रारम्भमा नै शिव र पार्वतीको संवाद आएको छ र त्यस संवादमा रामलाई एक मात्र आत्मतत्व भएको बताइएको छ । राम नै सम्पूर्ण सृष्टिको मूल भएको बताउँदै रामलाई नबुझ्नेहरूलाई सम्पूर्ण तापहरू पर्ने कुरा रामायणले यसरी बताएको छ :

यस्तो तत्व न जानि मानिस सरी राम्लाइ जो गर्दछन् ।
संसारका इ अनन्त तापहरू तिनैलाई सदा पर्दछन् ॥ (बालकाण्ड : २९)

रामायणमा विषयवस्तु व्यापक रूपमा आएको छ । यहाँ रामको जन्म, बाल्यावस्था, सीताविवाह, वनवास, सीताहरण, रामरावणयुद्ध तथा पुन: राज्यप्राप्तिसम्बन्धी आख्यानक आए पनि ती सबैमा रामको अद्वितीयता प्रतिपादन गरिएको छ । विषयवस्तुको विस्तारका क्रममा जहाँ पनि कथानक इतरका कुरा आएका छन्, ती सबै रामलाई एक मात्र अद्वैत तत्व हुन् भन्ने कुरासँग सम्बन्धित भएर आएका छन् । रामायणका सम्पूर्ण विषयवस्तुले रामलाई छोएका छन् र रामकै केन्द्रीयतामा नै ती आद्यन्तका क्रममा संगठित भएका छन् । अयोध्याकाण्डमा आएको यस श्लोकले रामको त्यही अद्वैत दर्शनसम्मत अद्वैततत्वलाई सिद्धि गर्दछ :

हे लोक् हो ! अति गर्दछौ तिमि त शोक् यो शोक ता छाडि चौ ।
साक्षात् विष्णु इ हुन् भनेर मनले श्री राम्लाइ जानि चौ ॥
पृथ्वीको सब भार् हरेर रघुनाथ् फिर्छन् इ जान्छन् कहाँ ।
साँचा इ हुन् कुरा अवश्य तिमिले खेद् कीन मान्यौ यहाँ ॥ अयोध्याकाण्ड : ४४

यहाँ आएको विष्णु शब्दले सम्पूर्ण चराचर जगत्लाई जसले ढाकेर रहेको जुन तत्व हो, त्यसैलाई बुझाएको छ । अनि तिनै विष्णुस्वरूप रामले सांसारिक व्यवहारका लागि ईश्वरीय साकार रूप धारण गरेको कुरा व्यक्त गर्दै रामलाई अद्वैत तत्वका रूपमा पुष्टि गरेको छ ।

यसैगरी रामायणको विषयवस्तुका क्रममा आएका सम्पूर्ण घटनाहरू अद्वैत आत्मतत्वको सिद्धिका लागि आएका छन् । बालिको बधपछि राम र ताराका बीचमा भएको संवादमा होस्, या सुन्दरकाण्डमा आएको सीता र हनुमान्को संवादमा होस्, राज्य छाडेर आएका विभीषण र रामबीचको संवादमा होस्, या युद्ध गर्न तत्पर रावण र उसकी पत्नी मन्दोदरीका बीचमा आएको संवादमा होस्, जहाँसुकै त्यही आत्मतत्व नै मुख्य विषयवस्तुका रूपमा आएको छ । त्यसक्रममा

अद्वैत वेदान्तसम्मत निष्काम कर्म, सांसारिक अनित्यता, देहको क्षणिकता, अज्ञान तथा मुक्ति नै मुख्य प्रतिपाद्य विषयवस्तुका रूपमा आएका छन् । यस्तै रामायणको उत्तरकाण्डमा आएको लक्ष्मण र रामबीचको संवाद अर्थात् रामगीतामामा र वसिष्ठ र लवकुशका बीचमा भएको संवादमा आएका सम्पूर्ण विषयवस्तु त झन् सबै अद्वैत वेदान्तसम्मत सिद्धान्तकै रूपमा रहेको एक मात्र आत्मतत्वको विषयसँग सम्बन्धित छ । जस्तै :

तस्मात् अहंकार कन तुच्छ मानी ।
आत्मा म हूँ पूर्ण भनेर जानी ॥
आत्मैविचारमा तिमि चित्त देऊ
साँचो भन्याँ यो तिमि जानि लेऊ ॥ उत्तरकाण्ड : १७२

यस्तै रामायणको अन्त्यमा आएको राम र कौशल्याबीचको संवादहरू पनि पूर्णतः अद्वैत वेदान्त दर्शनसँग सम्बन्धित देखिन्छ । यहाँ रामले आफूलाई स्वयं एकमात्र आत्मतत्व भनी कौशल्यालाई बताएका छन् र यस्तो आत्मतत्वको प्राप्तिका लागि साधकमा हुनुपर्ने गुणहरूको व्याख्या गरेका छन् :

सब् प्राणीहरूमा म छु यति विचार् राखून् असंगी भई ।
साँचो बोल्नु बडा मिल्या चरणमा पर्नू तुरुन्तै गई ॥
गर्नू दुःखि उपर् दया सम भया तिन्मा त मैत्री पनी ।
सेवा गर्नू यमादिको पनि असल् बाटा इनै हुन् भनी ॥ उत्तरकाण्ड : १९८

यसरी रामायणीय सम्पूर्ण विषयवस्तु अद्वैत वेदान्तसम्मत रहेको देखिन्छ । यसर्थ रामायणको विषयवस्तुमा अद्वैत वेदान्त दर्शनको पूर्णतः प्रभाव रहेको छ यस कुरामा दुई मत छैन ।

५.५ चरित्रमा अद्वैत वेदान्त दर्शनको प्रभाव

रामायणको विषयवस्तु व्यापक भएकाले यसमा पात्रहरू पनि धेरै प्रयोग भएका छन् । पात्रगत रूपमा हेर्दा रामायणमा राम, सीता, रामका भाइहरू भरत, लक्ष्मण र शत्रुघ्न यस्तै रामायणको खलपात्र रावण, उसकी पत्नी र उसका भाइहरू, हनुमान्, बालि, सुग्रीव, तारा, रामका पिता, गुरु, आमाहरू नै मुख्य पात्रका रूपमा आएका छन् । रामायणमा जति पनि पात्र आएका छन्, तिनीहरूमा कुनै न कुनै रूपमा अद्वैत वेदान्त सम्मत दार्शनिक चेतना रहेको देखिन्छ । राम आफैँ परमात्मतत्व हुन् भने सीता पनि आफैँले आफूलाई सृष्टि चलाउन आएकी रामकी माया भनेर हनुमान्लाई बताएकी छन् । यस्तै रामायणमा आएका रामका गुरु विश्वामित्रमा पनि रामसम्बन्धी अद्वैत धारणा पाइन्छ (बालकाण्ड : ७३-७७) । यसै प्रसंगमा रामका भाइहरू लक्ष्मण, भरत र शत्रुघ्न अनि पत्नी सीता रामकै अंश हुन् भन्ने कुराले पनि चरित्रगत एकत्व र रामको अद्वैतत्व सिद्धि गरेको छ ।

यस्तै रामायणमा जति पनि पात्रहरूको प्रयोग भएको छ, ती सबै अद्वैत वेदान्तले बताएको परमात्मतत्वप्रति जिज्ञासु रहेको पाइन्छ । त्यसैले त रामायणमा जति पनि पात्रहरू छन्, ती सबैले आत्मज्ञानको मार्गरूपी उपदेशबाट सन्तुष्टि प्राप्त गरेका छन् । यस क्रममा रामको उपदेशले भरत राज्य गर्न फर्कनु (अयोध्याकाण्ड : ११२), कैकेयीले पनि रामलाई परमात्मरूपमा बुझ्नु (अयोध्याकाण्ड : ११४), सुतीक्ष्ण ऋषिलाई पनि अद्वैत तत्वको ज्ञान दिई सन्तुष्ट बनाउनु (अरण्यकाण्ड : १८), शबरीलाई पनि तत्वोपदेशद्वारा रामको भक्तिमा निरत बनाउनु (अरण्यकाण्ड : ११७), बालिको बधले विक्षिप्त बनेकी तारालाई आत्मज्ञानको उपदेशले सम्झाउनु (किष्किन्धाकाण्ड, ६२-७३), हनुमानले रावणलाई गरेको रामको परमात्मसम्बन्धी तत्वको उपदेश (सुन्दरकाण्ड : ११२-११६), रामले विभीषणलाई अभयदान दिँदा सुग्रीवलाई आफ्नो आत्मतत्वको उपदेश गरी सम्झाउनु

(युद्धकाण्ड : ५१-५३), कुम्भकर्णले रावणसँग गरेको रामको परमात्मभावसम्बनी संवाद (युद्धकाण्ड : १६५-१६८), रावणले मन्दोदरीसँग गरेको रामको ईश्वरीयताको संवाद(युद्धकाण्ड : २३२-२४४), रामले गरेको आत्मतत्वको उपदेशबाट लक्ष्मण सन्तुष्ट हुनु(उत्तरकाण्ड : १२२-१४९), वाल्मीकिले गरेको आत्मतत्वको उपदेशले कुश सन्तुष्ट हुनु (उत्तरकाण्ड : १६९:१७२), रामले कौशल्यालाई गरेको आफ्नो सर्वात्मसम्बन्धी उपदेशले कौशल्या मुक्त हुनु (उत्तरकाण्ड : १९५-२०२) जस्ता कुराले रामायणमा जति पनि चरित्रहरू आएका छन्, ती सबैमा कुनै न कुनै रूपमा अद्वैत वेदान्त दर्शनसम्मत अद्वैत तत्वमा आस्था रहेको र आत्मज्ञानप्रति सबै सचेत रहेको कुरा पुष्टि हुन्छ ।

५.६ उद्देश्यमा अद्वैत वेदान्त दर्शनको प्रभाव

प्रयोजनमनुद्दिश्य न मन्दोऽपि प्रवर्तते अर्थात् प्रयोजनहीन कार्यमा साधारण मनुष्यको पनि गति नहुने भएकाले कार्यको पछाडि कुनै न कुनै रूपमा निश्चित उद्देश्य रहेको छ । रामायणको अध्ययन गर्दा रामायणको प्रमुख उद्देश्यलाई प्रारम्भमा नै यसरी स्पष्ट पारिएको छ :

एक् दिन नारद सत्यलोक् पुगि गया लोकको गरूँ हित् भनी ।
ब्रह्मा ताहिँ थिया पर्या चरणमा खूसी गराया पनी ।
क्या सोध्छौ तिमि सोध भन्छु म भनी मर्जी भयेथ्यो जसै ।
ब्रह्माको करुणा बुभ्फेर ऋषिले बिन्ती गर्यो यो तसै ॥ बालकाण्ड : १

प्रस्तुत श्लोकको प्रारम्भमा नै लोकको हित गर्नका लागि नारदले थालेको प्रयासलाई रामायणको उद्देश्यका रूपमा प्रस्तुत गरिएको छ । एक त रामायणको उपदेश लोकको हितका लागि हो भन्ने यसले स्वतः पुष्टि गर्दछ, तथापि समग्रमा रामायणको उद्देश्य पनि त्यही लोकोपदेश वा लोकहित हो । तर यसको उद्देश्यमा लुकेको गूढतत्वका रूपमा अद्वैत वेदान्तको सिद्धान्त स्थापना गरी लोकमा रामको एक मात्र आत्मतत्वको सिद्धि गर्नु हो । जसले रामलाई परब्रह्मतत्वका रूपमा बुभ्दछ, त्यस्तो व्यक्ति जति पापी भए पनि त्यसले मुक्ति पाउने कुरालाई अर्को श्लोकले पुष्टि गरेको छ :

यस्मा राम् ह्वदयै छ पाप् हरि लिन्या क्वै ब्रह्मघाती पनी ।
शुद्धात्मा बनि जान्छ तिन् दिन पढ्या गर्छन् कृपा राम् धनी ॥ बालकाण्ड : १५

प्रारम्भिकमै रामायणको उद्देश्य पुष्टि गर्ने क्रममा रामायणको उपदेश वा पठनले एकमात्र अद्वैत तत्वको प्राप्ति हुने भनी रामायणको उद्देश्यलाई अद्वैत वेदान्तसँग जोडिएको छ । अनन्त भनेको स्वरूप लक्षण हो :*सत्यं ज्ञानमनन्तं ब्रह्म* यहाँ रामायणले पनि साधकलाई अनन्तपदवी दिने र त्यो साधक ब्रह्मभावमा पुग्ने कुरालाई रामायणको उद्देश्यका रूपमा यसरी पुष्टि गरिएको छ :

राम्गीता उपवास् गरी कन बहुत् आदर् गरी पढ्छ जो ।
तेसलाई त न भन्नु मानिस भनी रामै सरीको छ त्यो ॥
दान् ध्यान् तीर्थ कदापि केहि न गरी यै रामगीता पढी ।
बस्छन् जो ति *अनन्तका* पदविमा जान्छन् सहज् पार् तरी ॥ बालकाण्ड : २१

यहाँ आएको सहज् पार् तरी अनन्त पदविमा बस्छन् भन्नुले अद्वैत वेदान्तसम्मत अनित्य जगत्बाट पार पाई अर्थात् संसारबन्धनबाट मुक्त भई ब्रह्मभावमा पुग्छन् भन्ने भाव अभिव्यञ्जित गरेको छ ।

यी बाहेक रामायणमा अनेकौँ प्रसंगमा आएका तत्वोपदेश र त्यसबाट सन्तुष्ट ती पात्रहरूको चरित्रलाई हेर्दा पनि रामायणको एक मात्र ध्येय भनेको अद्वैत वेदान्त सम्मत आत्मतत्वको उपदेश गर्नु हो र साधकलाई मोक्षमार्गमा प्रवृत्त गराउनु हो । रामायणको अन्तिममा आएको राम र कौशल्याको संवाद र रामले गरेको तत्वज्ञानको उपदेश नै रामायणको एक मात्र

उद्देश्य आत्मतत्त्वको ज्ञानका लागि साधकलाई हरतरहरले प्रेरित गर्नु हो भन्ने यसरी प्रमाणित हुन्छ :

सर्वात्मा म छु येति जानि सब जिव्लाई नमस्कार् गरुन् ।

जीवात्मा परमात्म एक् बुभ्रि सदा अन्तःकरण्मा धरुन् ॥

मातर् ५ मार्ग त तर्नलाई सजिलो यै हो छ यस्तै गरी ।

संसार्का कति पार् गया सहजमा संसारसागर् तरी ॥ उत्तरकाण्ड : २०२

यहाँ पनि अद्वैत वेदान्तसम्मत जीवात्मा र परमात्माको ऐक्यभाव बुभ्रुनुपर्ने र **जीवो ब्रह्मैव नापरः** अर्थात् जीव नै ब्रह्म हो, ब्रह्मभिन्न होइन अनि **तत्वमसि** अर्थात् जुन जीव छ, त्यो ब्रह्म नै हो भन्ने अद्वैत वेदान्त परक विमर्श आएको छ समग्र रामायणको मुख्य उद्देश्य नै यही हो भन्ने यसले पुष्टि गरेको छ । किनभने यसपछि रामायणले उपसंहारको गति लिएको छ र यहाँका पात्रहरूको क्रमशः मुक्ति भएको देखाइएको छ । यसरी रामायणको मुख्य उद्देश्य अद्वैत वेदान्तसम्मत आत्मतत्त्वको उपदेश गर्नु हो र साधकलाई मोक्षमार्गमा प्रवृत्त गराउनु हो भन्ने पुष्टि हुन्छ ।

५.७ भाषामा अद्वैत वेदान्त दर्शनको प्रभाव

भाषिक दृष्टिले पनि रामायण पूर्णतः अद्वैत वेदान्त दर्शनबाट प्रेरित रहेको देखिन्छ । अद्वैत वेदान्त दर्शनमा प्रयोग हुने अद्वैतपरक शब्दहरू रामायणमा यत्र तत्र प्रयोग भएका छन् । जीव, परमात्मा, माया, मोक्ष, अज्ञान, भक्ति, कर्म, ईश्वर आदि शब्दहरूलाई प्रयोग मात्र गरिएको छैन, अपि तु तिनका बारेमा प्रशस्त विमर्श पनि गरिएको छ । रामायणका सबै काण्डहरूमा यस्तो देखिन्छ । रामायणले मूल रूपमा अद्वैत वेदान्त दर्शनको चिन्तनलाई नै आफ्नो परमलक्ष्य बनाएको हुनाले अद्वैत वेदान्त दर्शनमा प्रयोग हुने शब्द मात्र नभएर तिनको तत्वगत प्रयोग र सिद्धान्तगत पुष्टि पनि रामायणमा पाइन्छ । रामायणको उत्तरकाण्डलाई हेर्ने हो भने यो रामायणभन्दा पनि अद्वैत वेदान्त दर्शनको सिद्धान्त खण्डको रूपमा रहेको आभास हुन्छ । तसर्थ भाषिक प्रयोगमा पनि रामायणमा पूर्णतः अद्वैत वेदान्त दर्शनको प्रभाव रहेको देखिन्छ ।

यसरी रामायणको संरचनागत पक्षलाई केलाउँदा रामायणको शीर्षकदेखि विषयवस्तु, चरित्र, उद्देश्य, भाषा सबै अद्वैत वेदान्त सिद्धान्तसँग जोडिएको छ र सबै पक्षमा रामायणले अद्वैत वेदान्त दर्शनलाई मुख्य प्रतिपाद्य बनाएको छ भन्नु अत्युक्ति हुँदैन ।

६ निष्कर्ष

भानुभक्तीय रामायण वेदव्यासद्वारा रचित संस्कृत अध्यात्मरामायणको अनूदित कृति हो । अनूदित कृति भए पनि मौलिकता पनि यसमा प्रशस्तै भेटिन्छन् । अध्यात्मरामायणमा जसरी अद्वैत वेदान्त सिद्धान्तका विभिन्न पक्षहरूको चित्रण गरिएको छ, भानुभक्तीय रामायणले त्यसलाई नेपालीमा जस्ताको त्यस्तै अभ्रे सहज रूपमा प्रस्तुत गरेको छ । अद्वैत वेदान्त सिद्धान्तका मुख्य पक्षहरू जीव, ईश्वर, माया, संसार, अज्ञान, कर्म, आत्मतत्व तथा मोक्ष सम्बन्धी धारणाहरूलाई भानुभक्तीय रामायणले प्रयोगमा भन्दा पनि सिद्धान्तकै रूपमा प्रस्तुत गरेको छ । जम्मा सात काण्डमा संरचित यस रामायणमा अद्वैत वेदान्त दर्शनका मुख्य सिद्धान्तहरू जहाँसुकै छरिएर रहेका छन् । जसलाई भानुभक्तले विभिन्न दृष्टान्तका माध्यमले अभ्रे सहज रूपमा टिपेर बुभाउने प्रयत्न गरेका छन् । अद्वैत वेदान्त दर्शनका मुख्य धारणाहरू रामायणका अन्य काण्डहरूमा छरिलिएर रहेका छन् । रामायणको संरचनागत पक्षलाई हेर्दा पनि यो पूर्णतः अद्वैत वेदान्त दर्शनबाट प्रभावित रहेको र अद्वैत वेदान्त दर्शनमा नै गएर पर्यवसित भएको देखिन्छ । यसरी भानुभक्तीय रामायणमा

अद्वैत वेदान्त दर्शन मुख्य रूपमा आएको छ र यो रामायण अद्वैत वेदान्त दर्शनको दार्शनिक कृतिकै रूपमा पनि रहेको स्पष्ट हुन्छ ।

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