

DECLARATION

I hereby declare to the best of my knowledge that this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

Date:2068-06-09

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Mithalesh Narayan Verma** has prepared this thesis entitled **Analysis of Encouraging and Warning in English and Maithili** under my guidance and supervision.

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DEDICATION

**Dedicated to
my parents and teachers who devoted their lives
to make me what I am now**

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I would like to express my sincere gratitude to my thesis supervisor and respected teacher **Dr. Anjana Bhattarai**, Reader of the Department of English Education for her kind supervision, sincere guidance and invaluable suggestions from the time of preparing the research proposal to the completion of the thesis. Without her co-operation and sincere guidance. I would never have been able to complete this thesis.

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Mithalesh Narayan Verma

ABSTRACT

The thesis entitled "Analysis of Encouraging and Warning in English and Maithili" is an attempt to find out forms of encouraging and warning in English and Maithili and compare them. The researcher used both primary and secondary sources of data. The sample population of the study consisted of 60 Maithili speakers. They were selected randomly. Questionnaire and structured interview were the tools used for data collection. Secondary data were taken from Matreyek (1983, pp. 68, 86), Blundell et al. (2009, pp. 144, 149) and Bhandari et al. (2007, pp. 99, 106). After completing the analysis of collected data 36 forms were found for encouraging and 33 forms for warning in English. Similarly, for encouraging, in Maithili, 42 forms were found and for warning 52 forms were found.

This thesis consists of four chapters. First chapter deals with introduction of the study. It consists of introduction to the English and Maithili languages, linguistic scenario of Nepal, language functions, literature review and objectives and significance of the study. The second chapter describes the methodology applied to carry out the research; it consists of primary sources of data, secondary sources of data, population of the study, sampling procedure, and tools for data collection, process of data collection and limitations of the study. The third chapter consists of analysis and interpretation of the data. It deals with the forms of encouraging and warning in English and Maithili and comparison on the basis of number, sentence use and frequent form of encouraging and warning. The fourth chapter presents the findings derived from the analysis and interpretation of data. It also consists of recommendations to the teachers, students and learners of the English and Maithili language as second language. In the final section of the study, the references and appendices are included.

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LIST OF ABBREVIATIONS

TNF	=	Total Number of Form
TNR	=	Total Number of Response
TNO	=	Total Number of Occurrence
S.No.	=	Serial Number
No.	=	Number
i.e.	=	That is to say
e.g.	=	Examples
%	=	Percentage
www.	=	World Wide Web

**ANALYSIS OF ENCOURAGING AND WARNING IN
ENGLISH AND MAITHILI**

**A thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Mithalesh Narayan Verma**

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CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a system of communication, a medium for thought, a vehicle for literary expressions, a social institution, a matter for political controversy, a catalyst for nation building. All human beings normally speak at least one language and it is hard to imagine much significant social, intellectual, or artistic activity taking place in its absence. Each of us has a stake in understanding something about the nature and use of language. The importance of language can be understood from some definitions. Linguists have defined the term 'language' differently. Lyons (1970, p.3) defines language as "the principal system of communication used by particular group of human beings within the particular society (linguistic community) of which they are members". In the same way, Chomsky (1957, p.13) defines language as "a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements". Similarly, Encyclopedia of Britannica states language as "a system of conventional spoken and written symbols by means of which human beings, as members of a social group and participants in its culture". Similarly, in Thomas' words "The gift of language is the simple human trait that makes us all genetically, setting us apart from the rest of life" (as cited in Grady et al., 1997, p 1). From these definitions it is concluded that language is common to all and only human beings. It is the most unique gift that differentiates them from the rest of living beings.

1.1.1 The Sociolinguistic Situation of Nepal

Despite its small size, Nepal accommodates an amazing cultural diversity including linguistic plurality. The 2001 census has identified 92 languages spoken as mother tongue. Besides, a number of languages have been

reported as 'unknown' (CBS, 2001), which need to be precisely identified on the basis of field observation and its analysis. The multilingual setting confers on Nepal a distinctive position on the linguistic map of the world and renders it as one of the most fascinating area of linguistic research. According to Kansakar (1999):

Due to multilingual situation in Nepal, it is but natural to find cases of language dominance, positive and negative attitudes towards one language or the other, the decline in language loyalty resulting in language shift, and effort to maintain language under pressure of multilingual area (as cited in Rai, 2000, p.167).

One of the most important matters of the multilingual situation of Nepal is that every person is at least bilingual. Nepal is a multiethnic nation, comprising various ethnic and religious communities. Its ethnic and religious diversity is coupled with its linguistic plurality.

The constitution of Nepal (1991) has recognized the Nepali language as 'the language of the nation (rashtra bhasa)' and all mother tongues spoken in Nepal as its 'national language (rashtriya bhasa)' (Article 6). It also accepts Nepali as the only official language. In addition, the constitution has also adopted the policy to promote and preserve Nepal's national languages. It has also ensured the freedom of using mother tongue as medium of instruction at the primary level of education. It has been for the first time that some constitutional provisions have been made for languages other than Nepali in consonance with the existing linguistic plurality in the country.

Since these constitutional provisions, there have made some efforts to promote and preserve Nepal's national languages at the both government and non-government levels. In 1993/4 HMG/Nepal constituted a commission to spell out the details of language policy for developing the national languages

and using them in education and mass media. Though the commission's recommendations were not fully implemented, they at least paved way for using some of the national languages in education and mass media and also helped to create awareness among various language communities for the preservation and promotion of their mother tongues. So far 18 languages have been used by Radio Nepal for broadcasting news. Besides, text books have been prepared for 12 mother tongues (Yadav, 2003, p. 158).

In addition, various language communities have been continuing with their efforts to develop writing system, preparing dictionaries and grammars and compiling reading materials. Central Department of Linguistics at Tribhuvan University has been engaged in developing experts for linguistic studies in Nepal. Its recent thrust on preparing an "Encyclopedia of Nepal's Languages" for their study can be taken as a significant step in the field of documenting Nepal's languages.

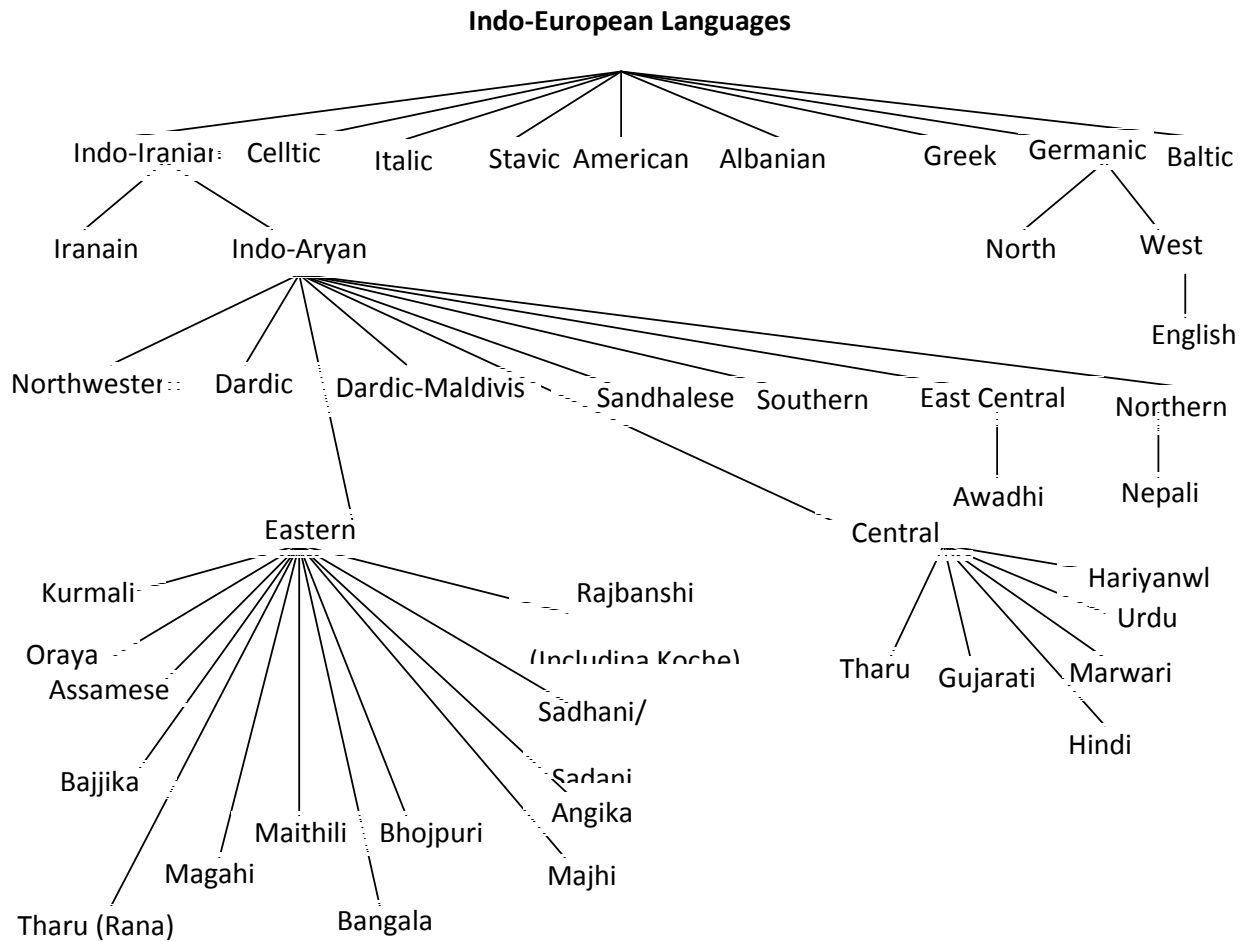
Besides these efforts, all other languages except Nepali are not enjoying freedom in different fields because these languages are only spoken as intra and inter household works. When they speak to others with mother tongue different from their own, they generally tend to switch to a lingua franca. Moreover, non-Nepali mother tongues have gradually ceased to be spoken by their speakers of younger generation under the influence of their Nepali medium community school education and mass media. Nepali, spoken by the largest number of Nepalese people (48.61%) (CBS, 2001), has been adopted by various language communities as a lingua franca for broader communication as well.

According to census (2001), the total languages spoken in Nepal belong to four language families, viz. Indo-European, Sino-Tibetan, Austro-Asiatic and Dravidian.

a) Indo-European Family

In our context, Indo-European family of languages mainly consist of Indo-Aryan group of languages, which forms the largest group of languages in term of the number of speakers, viz. nearly 80%. The following Figure in Yadava (2003, p. 145) clearly presents the picture.

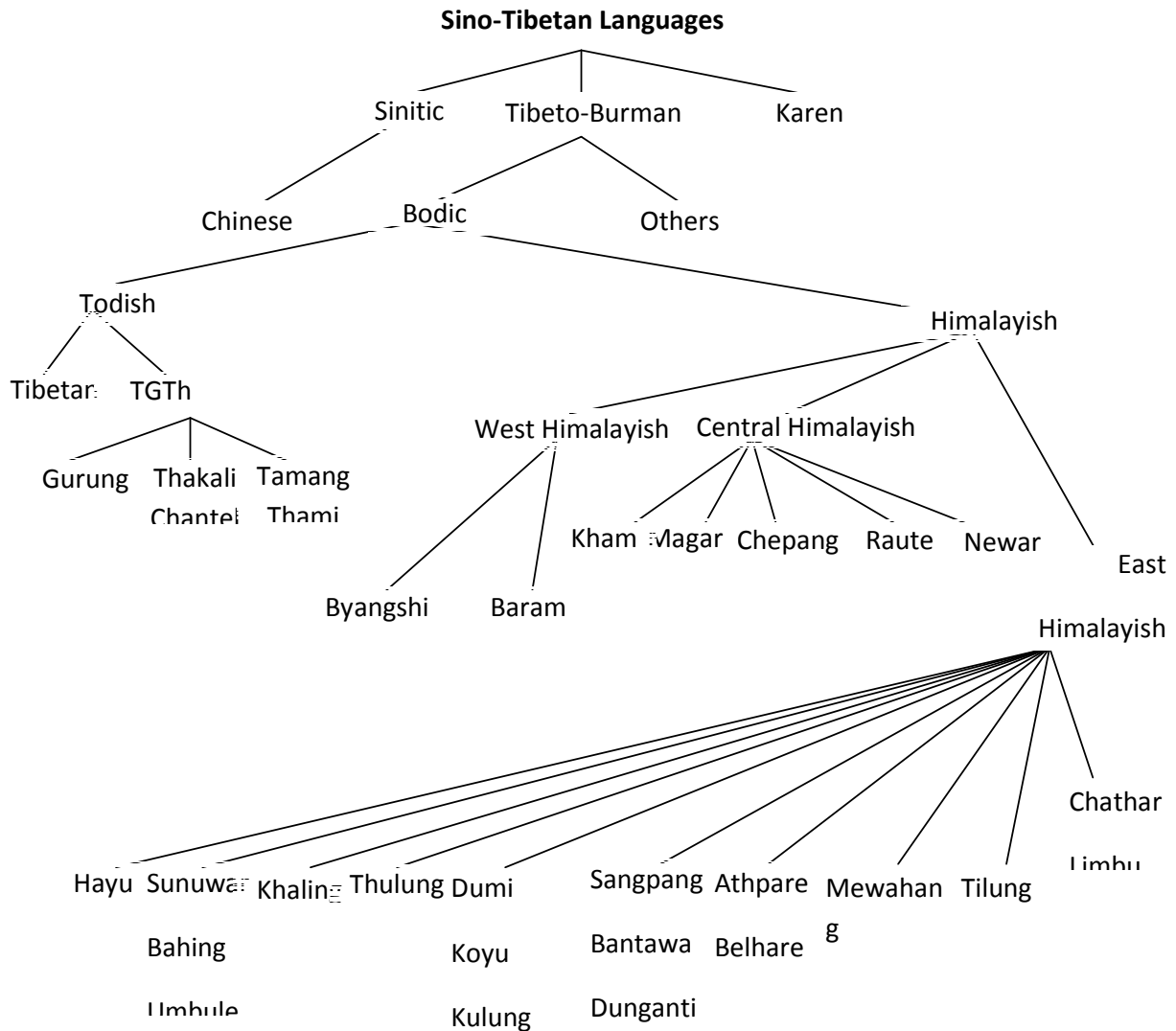
Figure No. 1



b) Sino-Tibetan Family

Another important group of languages spoken in Nepal is the Tibeto-Burman group of Sino-Tibetan family. Though it is spoken by relatively lesser number of people than the Indo-European family, it consists of the largest number of languages, viz. about 57 languages. Contrary to speakers of Indo-Aryan languages, there has been steady decline in speakers of Sino-Tibetan languages from the 1952/54 to the 1981 censuses. In the last two censuses (2001 and 1991) they have, however, increased. The Sino-Tibetan languages spoken in Nepal can be subcategorized as follows (Yadava, 2003, p. 146):

Figure No. 2

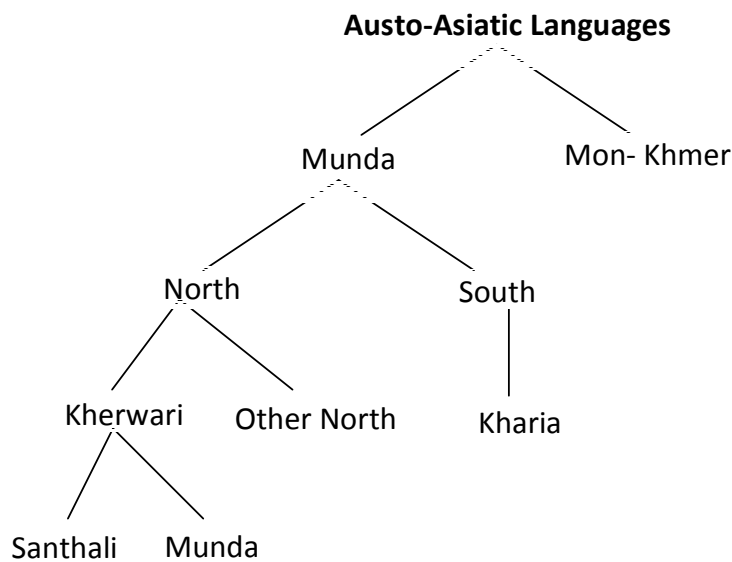


c) Austro-Asiatic Family

The Asiatic languages comprise Santhali of the northern Munda group and Kharia of the southern Munda group. It is to be noted that Satar has been reported in all the censuses but Santhal has been wrongly reported as a separate language except in the 1952/1954 census. The 2001 census lumps both Satar and Santhal together into a single language called Santhali. It suggests that Munda (with 67 speakers) should be included within Santhali, in that it is just a variant name of the same language. According to the 2001 census, Santhali speakers are 40, 193 in number, i.e. 0.18% of Nepal's total

population. Another Austric language of Munda Branch is Kharia, which has been introduced in the 2001 census for the first time. This language is spoken by 1575, i.e. 0.01%. All the Austric languages are spoken by groups of tribal people from the eastern Terai and make up approximately 0.19% of the total population. The genetic affiliation of the Austric languages spoken in Nepal is shown in the following Figure (Yadava 2003, p. 147):

Figure No.3

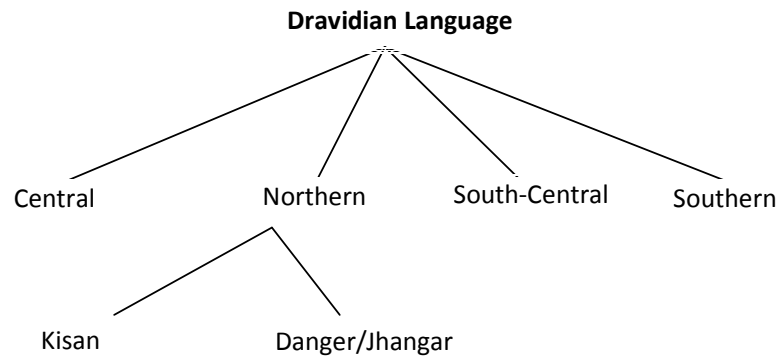


d) Dravidian Family

Dravidian language family includes the two languages spoken in Nepal. One of them is called Jhangar in the region east of Koshi river but Dhangar in the region west of Koshi river. It constitutes the northernmost part of Dravidian family of languages. It is said to be a regional variant of Kurux spoken in Jharkhand state of India though it shows divergence in its vocabulary and grammar (Gordon, 1976; Yadava, 2002). According to the 2001 census, it is spoken by 28,615, i.e. 0.13% of the total population of the country. Another Dravidian language is Kisan with 489 speakers settled in Jhapa district. The

genetic affiliation of Dhangar/Jhangar and Kisan is presented in the following Figure (Yadava, 2003, p. 147):

Figure No.4



Among the four language families mentioned above, Tibeto-Burman language family consists of the largest number of languages, viz. about 57 languages. After that, Indo-European language family consists of second largest number of languages. In the same way, Austro-Asiatic language family consists of third largest number of languages and the last one is Dravidian language family.

On the basis of speakers of these four language families in Nepal, Indo-European language family consists of the highest number of speakers. After that Tibeto-Burman language family consist of second highest number of speakers. In the same way, Austro-Asiatic language family consists of third highest number of speakers and the last one is Dravidian language family.

1.1.2. English Language and Its Significance in Nepal

Among five languages accepted in UN, English is the most dominant language used as international lingua franca in many parts of the world. No doubt, it has wide coverage like in education, business, mass media, sports, science and technology, and medicine because more than 50% printed materials are published in the English language. It has been estimated that English increases by about 20,000 words annually. One in every seven human being can speak English (Lederer, as cited in Sthapit et al; 1994, p.1).

Regarding the status of languages in the world Yadava (2003, p. 14) presents the following statements:

There are about 6000 languages spoken in the world today. Among these languages the top 10 most widely spoken languages, with approximate number of native speakers, are as follows: Chinese, 1.2 billion; Arabic, 422 million; Hindi, 366 million; English, 241million; Spanish, 322 to 358 million; Bengali, 207 million; Portuguese, 176 million; Russian, 167 million; Japanese, 125 million; German, 100 million. If second language speakers are included in these figures, English is the second most widely spoken language with 418 million speakers.

The English language, as an international and foreign language, came into existence in Nepal in 1854 A.D. when the first Rana Prime Minister Jung Bahadur Rana returned from his visit to England and opened Durbar High School to educate his family members realizing the necessity and importance of English. After that in 1919, it was included in the higher education with the establishment of Tri-Chandra College. In due course of time, S.L.C. Examination Board (1933) and Tribhuvan University (T.U.) (1959) were established. Since then English has become a part of education in Nepal and it is getting higher popularity day by day.

Nowadays, English has been taught as a compulsory subject right from grade one to graduate level which carries at least 100 full marks whereas the English medium schools teach English right from nursery level. Our educational curriculum has also managed that any interested students can opt for English as a major subject in campus level. The rapid growth of English medium schools and their impact in society proves the importance of English in Nepal. We need English mainly for two purposes, viz. academic and communicative. Thus, it has become an inevitable tool for anybody to achieve their target in

the academic field. The importance of English for Nepalese students can be seen from the points given below:

- a) To participate in classroom interaction.
- b) To study course materials and other related academic as well as professional matters.
- c) To read materials for pleasure and general information.
- d) To gain access to the world body of knowledge.
- e) To appreciate movies, plays, talks, radio and television programs.
- f) To keep themselves abreast of what is going around the world.
- g) To participate in international meetings, seminars, conferences, etc.
- h) To communicate with foreigners in general.
- i) To enhance their personality and carrier development.

According to the census of 2001:

1037 people speak English as a native language or mother tongue in Nepal among these speakers 650 are from urban area and 387 are from rural area. Therefore, it has obtained 64th position in Nepal on the basis of native speakers of it. (Yadava, 2003, p. 170).

1.1.3. An Introduction to the Maithili Language

Like other Indo-Aryan languages, Maithili is believed to have developed from Vedic and classical Sanskrit through several intermediate Magadhi, Prakrit, Proto-Maithili and Apabhramshas. It emerged as a distinct modern Indo-Aryan, language between A.D. 1000 and 1200. (Yadav, 2010, p. 108).

Maithili has had a long, rich tradition of written literature in both India and Nepal. The earliest written record can be traced back as early as Vernaratnakara, the oldest text in Maithili written by Jyotirisvara

Karisekharacharya in the 14th century. The most famous Maithili writer is Vidyapati Thakur, popularly known as Mahakavi Vidyapati whose age is supposed to be hundred years prior to be the age of Bhanubhakta. Apart from being a grate Sanskrit writer he composed melodious poems in Maithili entitled Vidyapati Padavali, which mainly deal with the love between Radha and Krishna. It is the anthology of poems that has made him popular and immortal in the present day (Yadav, 2010, p. 108).

According to Yadav (2010, p. 108):

Maithili also flourished as a court language in Kathmandu valley during Malla Period. Several literary books (especially dramas and songs) and inscriptions in Maithili are still preserved at the National Archives in Kathmandu.

According to Mishra (1976, p. 16):

it was Colebrooke who for the first time named the language of Mithala as Maithili in 1801, although this language was then spelt as 'Mithelee' or 'Mythili'. It was Sir George Abraham Grierson, Irish linguist and civil servant, who finally and permanently, fixed the name of this language as Maithili folklore and wrote its grammar. The serious interest in Maithili linguistics began in the early 1880s when Grierson, Rudoll and Hoernle published a series of scholarly books and papers in Maithili.

In the present context there have been literary writings in all literary genres, especially poetry, plays and fiction, from both Indian and Nepalese writers. Apart from literature, Maithili writers have also been contributing to other fields like culture, history, Journalism, linguistics etc. In addition to written texts, Maithili has an enormous stock of oral literature in the forms of folktales in prose and verse, ballads, songs, etc. Of them the ballads of Ras Lila

(expressing the love between Radha and Krishna) and Salhes (a pre-historic king) are well known specimens.

As its name implies, Maithili is properly speaking, the language of Maithili (Grierson, 1983), the prehistoric ancient kingdom, which was ruled by the king Janak and was the birth place of Janaki or Sita. This region was also called Tairabhukuti, the ancient name of Trihut comprising both Darbhanga and Muzaffarpur districts of Bihar, India. Its area has expanded on the west by the river Gandak, on the North by the Himalayan Mountains, on the east by the Koshi river and on the south by Ganga river (Grierson, 1983).

Today, it is recognized as a distinct language and taught in Indian Universities Calcutta, Bihar, Patna, Bhagalpur, Darbhanga and T.U. in Nepal. According to new constitution of Nepal 2063, it has been made a constitutional provision for introducing all the mother tongues spoken in Nepal including Maithili as a medium of instructions at the primary level of education. This is no doubt a welcome step for its promotion. Nowadays, Maithili is used as medium of instructions in Sunsari, Saptari, Siraha, Dhanusha, Mahottary and Saralahi. It is also being taught as an optional first paper at the secondary level and as a major subject in the faculty of humanities and social science in T.U. from Bachelor to Masters level. In India, however, it has been hampered by the lack of official recognition as a medium of instruction.

Maithili is a new Indo-Aryan language written in the Devanagari script. It is spoken by a total of about 21 million people in the eastern and northern regions of the Bihar state of north India and south eastern plains, known as the Terai, of Nepal. In Nepal, it is the language of approximately 12% (approximately 2.3million) of the total population. It figures second in terms of the number of speakers next only to Nepali, the language of the nation, is spoken by a little over 50% of the population (CBC 1991, Yadava and Yadav 2010).

According to CBS 2001, the total population of Maithili speakers on the basis of districts is given below:

Table No. 1

Districtwise Maithili speakers' population

District	Native Speakers' Number
Dhanusha	6,01,996
Siraha	4,89,555
Mahottari	4,56,656
Saptari	4,28,238
Sarlahi	3,45,993
Sunsari	2,00,932
Morang	1,86,456
Jhapa	21,877
Udaypur	8,714
Parsa	5,360
Rauthat	3,566
Bara	1,493

1.1.3.1. Maithili in the Past

It is difficult to pinpoint the fixed date of the origin of Maithili. However, Jha (1958) mentioned 1000 A.D. as the landmark in the development of Maithili language.

According to Bimal (1986), on the basis of chronology and linguistic development, Maithili document can be classified under three heads, viz.

- a) Old Maithili
- b) Middle Maithili
- c) Modern Maithili

Old Maithili

It involves the period from 1000 A.D. to 1300 A.D. The language of the Caryas of Sarvananda, saying of Daka. Some of the pieces of Prakritapalingala, Purātana Prabhandha Sangraha represents the Old Maithili.

Middle Maithili

It includes the period from 1300 A.D. to 1700 A.D. from Varnavatnakara by Jyotirisvar Thakur to Krishna Janma by Manabuddha presents the specimens of Middle Maithili. The great poet Vidhyapati dwelled in this period.

Modern Maithili

This period starts from the 18th century specially with the Krishna Janma of Manabuddha and continues till now. In the early phase of the modern period we find the Ramayan and Padavali of Chandra Jha and his translation of Bidhyapati's Parusapariksha, Hersatha Jha's Vasaharan, Jivana Jha's Madhavananda and so on.

Today, Maithili is growing rapidly in the field of language teaching and learning, business, newspaper, Medias, ceremonies and rituals for the purpose of Vedic Mantra by Brahmins and other castes. Like other languages, Maithili language has also some dialects.

1.1.3.2. Some Dialects of Maithili Language

- | | |
|------------|------------|
| a) Bantar | b) Barei |
| c) Barmeli | d) Kawar |
| e) Kisan | f) Kyabrat |
| g) Makrana | h) Musar |

i) Sadri

j) Tati

k) Dehati

[Yadava, 2003, P.7]

The prominent Nepalese linguists working in Maithili language are – Y.P. Yadava, Ramwatar Yadav, and Subhadra Jha. Maithili language is recognized as a distinct language and taught as a specialization subject in different universities like Tribhuvan University, Purbanchal University in Nepal, Lalit Narayan Maithili University in Darbhanga, Patana University, Calcutta University and Bhagalpur University in India.

Comparatively philology maintains that languages are related to one another. Two languages are linked with one another would mean they are sister languages bearing from same mother language. Some diagrams drawn below show how languages are related to one another and where Maithili language originates from.

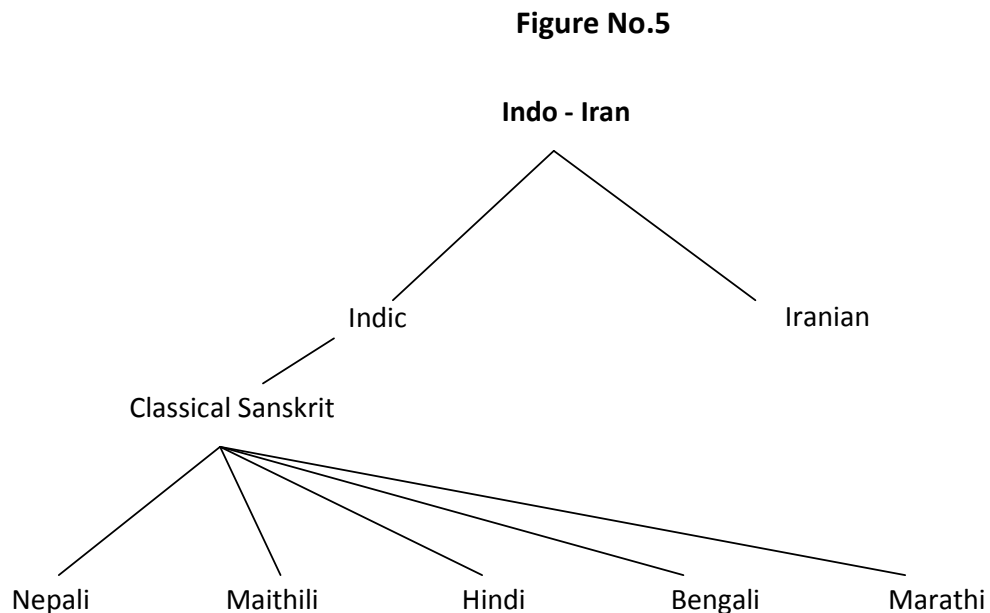


Figure 1 based on Roy's grammar (1995) showing genetic relation to other languages originated from the same mother language "Sanskrit".

Figure No. 6

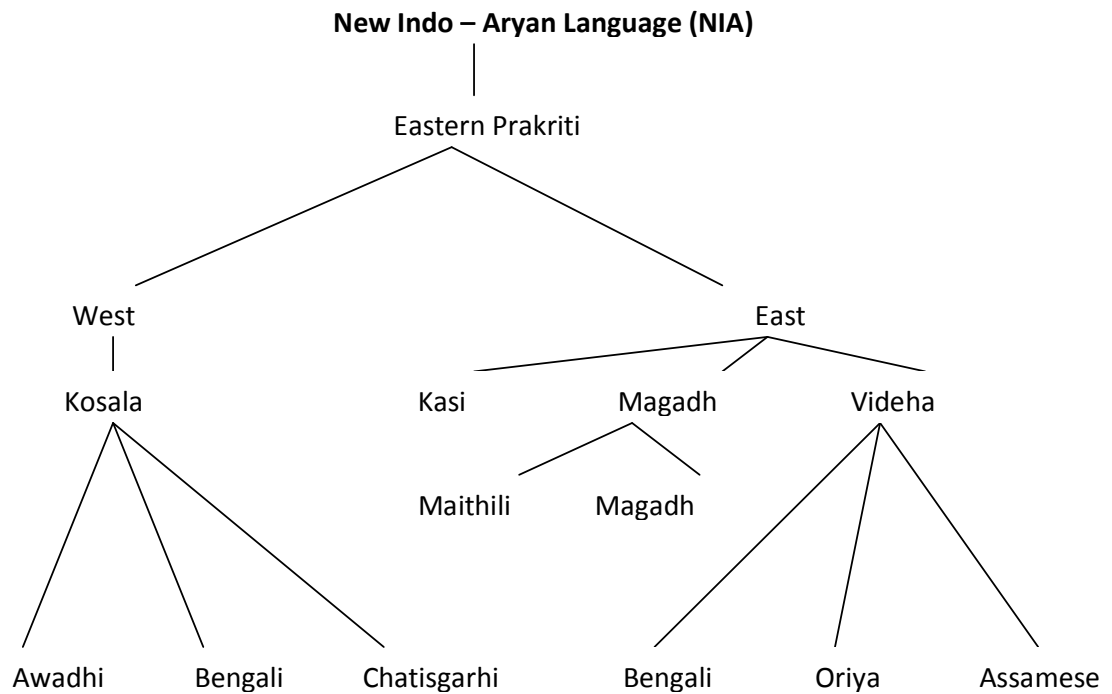


Figure 2 shows genetic relationship of Maithili with other New Indo-Aryan languages (Jha, 1958, p. 21)

1.1.4. Language Functions

Language function refers to the purpose for which a unit of language is used in order to establish social relationship. According to Sthapit (2002, p.1), “The function of thing is the purpose it serves or use it is put to”. For instance, a glass serves the purpose of serving liquids or it is used to serve liquids; therefore, serving liquids is a function of a glass. Similarly, languages serve the purpose of describing people. So describing people is one of the functions of language.

Blundell et al. (2009, p.5) says that

Language functions are the purposes for which people speak or write. We say that everything we do, including using language, has a purpose. When we switch the radio or television on, for example, our purpose is to be amused or entertained, or to find something out. In the same way, we only speak or write with a purpose in mind: to help someone to see our point of agreement with them. We call these purposes the function of language.

Savignon (1983) describes a language function as “the use to which language is put, the purpose of an utterance rather than the particular grammatical form an utterance takes”.

Similarly, language functions refer to the purpose for which utterances or units of language are used. Such functions are often described as categories of behaviors, i.e. requesting, apologizing. Broadly, language functions can be categorized into two types: grammatical function and communicative function. Grammatical function would mean the relationship of constituents in a sentence. For example, ‘*Mohan reads slowly*’ is a sentence in which ‘Mohan’ has the function of subject, ‘reads’ has the function of predicate and ‘slowly’ has the function of adverbial. By communicative function of language we mean the expression of ideas, emotions, feelings. Communicative function also refers to the ways in which a language is used in a community. In a community, people use a language for the various purposes such as greeting, requesting, apologizing, advising, suggesting and so on. For example, “*Hello, how are you?*” functions as greeting because it is used to greet the people. In the same way, “*May successes kiss your leg*” is a communicative function which is used to express good wish to people. There are a number of communicative functions which are used to express or exchange our ideas, feelings, emotions, experiences.

In short the distinction between grammatical and communicative function is shown as follows:

S.N	Grammatical Function	S.N	Communicative Function
a.	Grammatical function refers to the relationship between different constituents in a sentence.	a.	Communicative function refers to the purpose for which an utterance is used.
b.	It is related to category of sentence.	b.	It is related to category of behavior.
c.	It serves several functions.	c.	It is realized by several forms.
d.	It is linguistic phenomena.	d.	It is social phenomena.
e.	It is fixed (there are limited types of grammatical function).	e.	It is flexible (there may be as many communicative functions as we behave in society).

The language function has been categorized differently by different linguists and scholars. Some of the classifications of language function are as follows:

Buhler classifies the language functions (as cited in Newmark, 1988, p.50) into three types:

a) The Expressive Function

In expressive function, the speaker, the writer or the originator uses the utterance to express his feelings irrespectively of any response.

b) Informative Function

Informative function is known as representative. The core of the informative function of language is external situation, the facts of a topic, reality outside language, including reported ideas or theories. Informative text is often standard: a textbook, a technical report, an article in a newspaper or a periodical, a scientific paper, a thesis, minutes or agenda of a meeting.

c) The Vocative Function

The core of the vocative function of languages is the relationship, the addressee.

Vocative texts are more often addressed to a relationship than a reader.

Vocative function is also known as conative, instrumental, optative and pragmatic.

Halliday (1964) has classified the language function as follows:

a) Macro Classification

According to Halliday, there are three types of language functions in general.

They are:

- (i) The ideational function
- (ii) The interpersonal function
- (iii) The textual function.

(b) Micro Classification

According to Halliday, this classification is called developmental function. They are:

- i) Instrumental Function
- ii) Regulatory function
- iii) Interaction function
- iv) Personal function
- v) Heuristic function
- vi) Imaginative function
- vii) Informative function

In Jakobson's (1960) view there are six language functions as emotive function, conative function, referential function, phatic function, metalingual function and poetic function.

Austin (1962), for example, has classified language function into constative function and performative function. In the same way, Searle (1969) has classified it into five categories. They are: representative, directive, commissive, expressive and declarative function.

Similarly, Wilkins (1976, p.44) classified language functions in different types. They are: judgment and evaluation, suasion, argument, rational enquiry and exposition, personal emotions and emotional relations.

Van Ek in his book entitled "The Threshold Level", first published in 1975, discusses the following six major communicative functions.

- a) Imparting and seeking factual information (identifying, reporting, correcting, asking, etc.)
- b) Expressing and finding out intellectual attitudes (expressing agreement and disagreement, denying something, accepting an offer or invitation, offering to do something, expressing capability and incapability, giving and seeking permission, etc.)
- c) Expressing and finding out emotional attitudes (expressing pleasure / displeasure, expressing interest or lack of interest, expressing hope, expressing satisfaction and dissatisfaction, expressing fear or worry, expressing gratitude, expressing sympathy, expressing inquiry, wants, desire, etc)
- d) Expressing and finding out moral attitude (apologizing, granting, forgiveness, expressing approval or disapproval, expressing appreciation, expressing regret, etc.)

- e) Getting things done (suggesting, requesting, instructing or directing, etc.)
- f) Socializing (greeting, taking leave, attracting attention, congratulating, proposing, introducing people, etc.)

1.1.5 Introduction to Encouraging and Warning

Van Ek and Alexander (1980, p. 19) presented six main categories of language function, Getting things done is one of them. Under Getting things done, encouraging someone to do something and warning someone to do/not to do something are the kind of language act. Encarta World English Dictionary (1999) defines encouraging as “giving hope, confidence or courage”. When we encourage other people, we will support them and their activity too. If someone is walking in wrong way and doing unnecessary thing, we urge them not to do so. We can encourage our family, friends, and other people to do good things in life. For example, we can encourage our students to study hard and score high in examination. We use such exponents as,

You can do it!

C'mon.

Go on!

Similarly, we can encourage our friends to do something which is important for us. For example, if our friend is a good football player and wants to play national game, we can inspire and support him/her for the best performance. We use such exponents as,

You are doing great!

That's all right!

Keep it up!

Keep the faith!

Oxford Advanced Learner's Dictionary (7th edition) defines encouraging as "to give somebody support, courage or hope". We encourage someone to persuade him/her to do something by making it easier for them and making them believe that it is good things to do. For example,

Come on.....!

Go on.....!

I want to encourage you.

I would like to encourage you.

(<http://en.wikipedia.org/wiki/encouraging>)

Warning is one of the language functions which is very important in our family, relationship and society. Encarta World Dictionary (1999) defines warning as "sign of something bad coming or threat or sign that something bad is going to happen". It is an advice for somebody to be careful or to stop doing something. We give warning to other about something that might cause injury or harm. For example, when someone is crossing the road without looking left and right, we give warning to him/her such as,

Watch out!

Be careful!

The bus is coming.

Similarly, when police see that the two robbers are running after taking money from the bank, he will warn them to stop. He uses such exponents as,

Hands up!

Don't move!

Halt! Or I'll shoot!

I'm going to count to 10. 1....2.....3.....4....

So warning is important for everyone. When anybody is doing wrong, we can tell her/him about that in advance. We can scold them and prevent from possible danger. Various exponents are used to give warning, for example,

Look out!

Watch out!

Be careful with that.....!

1.1.6 Forms of Encouraging in English

Different expressions for the purpose of encouraging found in Bhandari, and Adhikari (2007, p. 99), Blundell et al. (2009, p. 144) and Matreyek (1983, p. 68) are listed below:-

S.N.	Form of encouraging
1	Well done ! Now!
2	No ! you're doing fine !
3	You're doing very well.
4	That's fine / good / lovely / all right.
5	I wish I would do as well.
6	That's better than I could do.
7	Don't' worry, I am sure you'll do better this time.
8	You can do it !
9	Come on !
10	Go on !
11	Stick to it !
12	Keep it up !
13	Keep at it !
14	Don't give up (now) !
15	Nearly there !

16	Great ! / Terrific ! / Lovely !
17	I'm right behind you !
18	You have our whole - hearted support.
19	You have our backing.....
20	We feel you should go ahead.
21	First class !
22	That's most encouraging !
23	There's no reason to feel / be discouraged.
24	There is nothing to feel / be discouraged about.
25	C' mon
26	Hang in there !
27	Go, man, go !
28	Keep your chin up !
29	Don't get discouraged !
30	Keep up the good work !
31	Keep on pushing !
32	You're doing' great !
33	Keep the faith !
34	I want to encourage you to try
35	Let me encourage you to keep on

36	You're encouraged !
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Similarly, different exponents found in Bhandari and Adhikari (2007, p. 106), Blundell et al. (2009, p. 149) and Matreyek (1983, p. 86) for the purpose of warning are listed below:-

S.N.	Forms of warning
1	Look out !
2	Be careful !
3	Watch out !
4	Watch out for
5	Mind you don't
6	Make sure you don't.....
7	Make sure you
8	Be ready for.....
9	Be careful of.....
10	Fire ! / Gas ! / The milk ! / Your cigarette !
11	Whatever you do..... !
12	Mind out !
13	Mind
14	In no circumstances must we / should we / ought we to....

15	I would be extremely careful of If I were you.
16	I would be extremely careful to / not to if I were you .
17	On no account should we....
18	Hands up !
19	Don't move !
20	Halt ! or I'll shoot !
21	Watch your step with
22	Be careful with that gun !
23	Don't you come any closer....
24	Stop that, or else I'll call the police.
25	You're treading on thin ice, mister.
26	I am going to count to 10, 1..... 2.....3.....4.....
27	I am warning you. If you don't leave me alone, I'll scream.
28	I'm giving you a warning.
29	This is my last warning. Stop seeing my wife, or else.
30	Let me caution you about dealing with the Myrster company.
31	Mind your head !
32	I warn you it's going to be foggy.
33	If you're not careful, that pan coil us catch fire.

1.1.7' Most Frequent Forms of Encouraging and Warning in English

All the forms of encouraging and warning found in Bhandari and Adhikari (2007, p. 99, 106), Blundell et al. (2009, p. 144, 149) and Matreyek (1983, p. 68, 86) are listed on the basis of most frequent forms.

I. Frequency-wise Analysis of Encouraging

The most frequent forms of encouraging in English are listed below with sentence no., total no. and percentage in highest to lowest level.

Table No. 2
Frequently Used Forms of Encouraging

Encouraging	Forms	Sentence no.	Total no.	%
English	Keep...	12, 13, 28, 30, 31, 33	6	16.67
	You're.....	3, 32, 36	3	8.33
	That's.....	4, 6, 22	3	8.33
	Don't....	7, 14, 29	3	8.33
	You have....	18, 19	2	5.56
	There's....	23, 24	2	5.56
	Others	-	-	-

The above table shows that in English for encouraging the first most frequent form is 'keep.... (16.67%)', the second most frequent forms are, 'you're..... (8.33%)', 'that's.....(8.33%)' and 'don't (8.33%)' and the least frequent forms are 'there's..... (5.56%)', 'you have (5.56%)'.

II. Frequency-wise Analysis of Warning

The most frequent forms of warning in English are listed below with sentence no., total no. and percentage in highest to lowest level.

Table No. 3
Frequently Used Forms of Warning

Warning	Forms	Sentence no.	Total no.	%
English	Be + adj....	2, 8, 9, 22	4	12.12
	Mind....	5, 12, 13, 31	4	12.12
	Watch....	3, 4, 21	3	9.09
	I am	26, 27, 28	3	9.09
	Make sure....	6, 7	2	6.06
	Preposition + no....	14, 17	2	6.06
	I would if	15, 16	2	6.06
	Don't	19, 23	2	6.06
	Others....	-	-	-

The above table shows that in English for warning the first most frequent forms are 'be + adj (12.12%)' and 'mind(12.12%)', second most frequent forms are 'I am (9.09%)', 'watch..... (9.09%)' and the least frequent forms are 'make sure (6.06%)', 'preposition + no (6.06%)', 'I would..... if (6.06%)', 'don't..... (6.06%)'.

1.2 Review of Related Literature

Many research works have been carried out of comparing various aspects of English and Maithili languages. Some of the researches that are somehow related to the present study are as follows.

Chapagain (2002) has carried out comparative research on “Request Forms in the English and Nepali Language”. The objectives of her study are to find out the exponents of requesting forms in English and Nepali and to compare the exponents of requesting forms in English with those in Nepali. The population of her study is 50 native speakers of Nepali. Her special findings are the Nepali native speakers use indirect form of request, so they were more polite than English speakers; females were found more polite than males among Nepali speakers.

Karn (2004) has carried out a research on “Comparative Study of Cases in Maithili and English Language”. His objectives are to identify and analyze cases in Maithali, to compare Maithali cases with English ones and to discover the similarities and differences between them and to discover and analyze the errors committed by Maithali speaking students while learning English case system. The population of his study is one hundred native speakers of Maithali from Siraha district. His findings are: Maithili has seven cases, and the common cases identified in both the languages are- nominative, instrumental, ablative, locative and dative.

Khanal (2004) has carried out a research entitled “A Comparative Study on the Forms of Address used in Tharu and English Language”. His objectives are to

find out the exponents of addressing used in Tharu and English Language and to compare the common forms of addressing of Tharu and English language. The population of his study is from Kapilvastu district. He has consulted both male and female Tharus. His findings are: Tharu has several forms of address but English language lacks such concepts. Most of the kinship terms can be used in addressing people in Tharu, but only few kinship terms can be used as address forms of English.

Rai (2005) has conducted a research on “Pronominal of English and Chhintang Rai Language: A Linguistic Comparative Study”. His objectives of the study are to determine pronominal in Chhintang Rai and to compare and contrast pronominal with those of English. The population of his study is 60 native speakers of Chhintang Rai from Mulgaun and Sambhugaun. His findings are: Chhintang has more number of pronouns in comparison to English and they are more complex than those of English, personal, reflexive and possessive pronouns are categorized under three numbers whereas those of English are categorized under only two numbers.

Basnet (2006) has carried out a research work on “Terms of Greeting and Taking Leave used in Nepali and English: A comparative study.” His objectives are to find out the exponents of greeting and taking leave in English and Nepali and to compare the exponents of greeting and taking leave in English with those in Nepali. The population of his study is 60 native speakers of English and Nepali language. He has selected the native speakers from Kathmandu valley and from Tehrathum district. His findings make it clear that English native speakers used the greeting terms “good morning / afternoon/ evening” while they are greeting in a formal situation whereas Nepali native speakers use ‘namaste’ and ‘namaskar’, ‘abhibadan’, etc. His research also reveals English people are habituated to say first name and kinship terms to greet the family members where they are seniors or juniors, whereas Nepali people use more formal terms to greet their seniors.

Lamichhane (2008) carried out a research work on “Analysis of Condolence, Sympathy and Compliments in English and Nepali”. His objectives of study are to determine the exponents of condolence, sympathy and compliments and to compare the exponents of condolence, sympathy and compliments in English and Nepali. The population of his study is 60 native speakers of Nepali. The purpose of study was to find out the exponents of condolence, sympathy and compliments in English and Nepali. He concluded that the English native speakers were found more formal than their Nepali counterparts while expressing condolence. Nepali native speakers were found more formal than the English native speakers while expressing compliments and equal number of the English native and Nepali native speakers were more formal while expressing sympathy.

No research has been carried out on the comparative study in terms of encouraging and warning in English and Maithali till today. So this work is the first attempt on the topic.

1.3 Objectives of the Study

The objectives of the study are as follows:

- I. To find out exponents of encouraging and warning in Maithili.
- II. To compare and contrast the exponents of encouraging and warning found in English and used by Maithili native speakers.
- III. To point out some pedagogical implications.

1.4 Significance of the Study

No any research has been carried out on the language functions of encouraging and warning in English and Maithili in the Department of English Education. So, this study is expected to be significant to all those who are engaged in their pursuit of teaching and learning language functions and those who are interested in English and Maithili languages as well. Similarly, it will

equally be helpful for our linguists, course designers and textbook writers, teachers, students and for all those people who are interested in learning Maithili language.

CHAPTER TWO

METHODOLOGY

Methodology is a vital element of a research work. So, it is designed in such a way which helps to carry out the study more systematically and scientifically. This chapter incorporates the description of the sources of data, population of the study, sampling procedure, and tools for data collection, process of data collection and limitations of the study. The researcher adopted the following methodology to carry out this research.

2.1. Sources of Data

The researcher used both primary and secondary sources of data.

2.1.1 Primary Sources

The study was based on primary data, i.e. the responses or answers of the native speakers of Maithili language from Saptari District, so they are the primary sources. For English data, the researcher consulted secondary sources of data, i.e. different books, journals, articles, dictionaries and previous thesis related to topic.

2.1.2 Secondary Sources

The secondary sources of data were related books, journals, reports, dictionaries, articles and previous thesis. The main sources of secondary data were Lyos (1970), Finocchiaro (1974), Van Ek (1975), Wilkins (1976), Matreyek (1983).

2.2 Sampling Procedure

The sample size of the study was 60 native speakers of Maithili. The researcher selected these people from Saptari District using simple random sampling procedure. Out of 60 native speakers of Maithili, 30 were males and

30 were females who have passed +2 level. The researcher selected these people from 'Tilathi- V.D.C.' and 'Rajbiraj- municipality'.

2.3 Tools for Data Collection

Questionnaire were the research tool for data collection. It is a set of questions on a topic or group of topics to be answered by respondents. In questionnaire, respondents read the questions, interpret what is expected and then write down the answer. A questionnaire should be developed a interactive style. It is used to elicit the actual information rather than somebody's view, opinion and experience. So a questionnaire is used when factual information is desired. The nature of questionnaire for the researcher's study was factual/open-ended where the respondents were free to express their ideas in short. (See Appendix-I)

2.4 Process of Data Collection

The researcher consulted different books, journals, articles, dictionaries, previous theses which have been conducted on language functions, specially 'encouraging and warning' to extract the data regarding the forms which are used for encouraging and warning in the English language. To collect the data from the Maithili language, the researcher visited 'Tilathi V.D.C.' and 'Rajbiraj' municipality which are in Saptari District. After establishing friendly relationship with the informants, who have passed +2, the researcher distributed the questionnaire to them.

2.5 Limitations of the Study

The limitations of this research work are as follows:

- a) The study was limited to comparison between English and Maithili exponents of encouraging and warning.
- b) The study included 60 native speakers of Maithili language from 'Tilathi V.D.C' and 'Rajbiraj' municipality.

- c) The study included English data from previous theses, books, journals and articles.
- d) The questionnaire included only one type of questions, i.e. situational.
- e) The researcher consulted native speakers only for Maithili data.
- f) The study includes the Maithili data collected from only two places, i.e. 'Tilathi V.D.C' and 'Rajbiraj' municipality.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter consists of English and Maithili forms of encouraging and warning and analysis and interpretation of data obtained from primary and secondary sources. The Maithili forms for encouraging, and warning were collected from primary sources and English forms were taken from secondary sources only.

3.1 Forms of Encouraging and Warning in Maithili

According to Bhandari and Adhikari (2007, p. 99) encouraging is used "when we persuade people to do something by making it easier for them and believe it is a good thing to do. When people are uninterested, nervous and unlikely to do things, we encourage them".

Similarly, according to Bhandari and Adhikari (2007, p. 106) warning is used in the condition when "you will cause a trouble or hurt somebody if they do not do what you want. In other words, telling somebody that something bad or unpleasant may happen in the future so that they can try to avoid it is warning or threatening. Similarly, cautioning is warning somebody about the possible dangers or problems of something."

After analyzing the primary sources the researcher found the exponents of the Maithili language for encouraging and warning are given below.

3.1.1 Forms of Encouraging in Maithili

All the exponents of encouraging after analyzing the primary sources are tabulated on the basis of formal, temperate and informal exponents.

(i) Formal Forms of Encouraging in Maithili

'The formal form' is defined as the standard exponent used in formal setting with the formal type of people who are respected in the family, society, nation, etc. Thirteen exponents of encouraging in Maithili are used in formal setting for formal type of people. That is, 30.95% of the total exponents of encouraging in the Maithili language. The following English forms given in brackets are translated forms of Maithili.

S.N.	Formal Forms of Encouraging
1	jarur sik Jebai (you will learn surely)
2	lagani ke ucit pratiphal abasya vetat (surely you will be benefited by your invest)
3	niscint va ka laga:ni: karu (invest without hesitating)
4	a:ha: sabake bahut na:pha: hoyat (you will get more benefit)
5	a:ha: jitbe karab (surely you will win)
6	a:ha: bahut badhiya kabita: likh skait chi (you can write very good poem)
7	asaphalta me saphalat chipal rahait chai (success is hidden in unsucess)
8	a:tma bisvas badha:u, abasya safal hoyab (built confidence, You will certainly be suceesful)
9	cadhaiba:la: a:dami: khasait chai (riders only fall)
10	praya:s karu, lakshyame niscit pugi jayab (try, surely you will gain your goal)
11	byapa:r sa paisa: aur ijat dono pa:yab (you get both prestige and

	money in business)
12	nabaka: byapa:r sa bahut phaida la sakait chi (you can take more benefit from new business)
13	a:ha: sarbotkrist hoyab (you will be great)

(ii) Temperate Forms of Encouraging in Maithili

Temperate is defined as mild in quality or character, it is used in neutral context, that is, neither formal nor informal. The exponents used in Maithili for encouraging in temperate context are 21 in number, i.e. 50% of total number of exponents of encouraging in the Maithili language. The following English forms given in brackets are translated forms of Maithili.

S.N.	Temperate Forms of Encouraging
1	ohina ka khela:u (play same)
2	khel baut nik chai (you play very good)
3	suru me sab ahine rahait chai (initially all are same)
4	lagani ke ucit pratiphal abasya vetat (surely you will be benefited by your invest)
5	bahut nik hetai (it will be quite nice)
6	ek bar pher (once more)
7	hares rain khau (don't get discouraged)
8	cit nai dukhau (don't worry)
9	nai choru (don't give up)

10	ahina: la:gal rahu (go on !)
11	deske sir uca: bana: sakait chi (you can raise nation's head)
12	kail sa ai nik pragatil achi (today's progress is better than yesterday)
13	dhya:n da ka ka:m karu sab thik hetai (pay attention, all will be well)
14	nik byapar: me paisa: laga:ka ka:m karu (invest in good business and work.)
15	a:b a:ha apane doka:n karu (now start your own shop)
16	a:ha first karabe karab (you will be first)
17	a:ha: nik ga:yak chi (you are lovely singer)
18	bahut nik ! aur nik citra baneba:k kosis karu (great ! try to make more beautiful)
19	a:ha babut sundar dekhamela:gab (you look quite handsome)
20	chot pariba:r khushal hai chai (small family is happy)
21	paisa nai la:gat, ulte saraka:r paisa det (you need not pay to government, you give instead)

(iii) Informal Forms of Encouraging in Maithili

Informal is denoted or characterized by idiomatic, vocabulary, etc. appropriate for everyday conversational language. The exponents that are used in Maithili for encouraging in informal context are 8 in number, that is, 19.04% of total number of exponents found in the Maithili for encouraging. The following English forms given in brackets are translated forms of Maithili.

S.N.	Informal Forms of Encouraging
1	jor sa ! jor sa ! (fast !fast !)
2	kudau ! kudau ! (go ! go !)
3	bar bar.....(keep it up.....)
4	sthir sthir sikh ja:yab (slowly you will learn)
5	bahut nik citra ! (lovely picture !)
6	i ta bahut badhiya chai.(It's great)
7	aga:di bagut badhab(go ahead)
8	sehad ke lel nik hetai (it's good for health)

3.1.2 Forms of Warning in Maithili

All the exponents of warning found after analyzing the primary sources to get the exponents of warning in Maithili are listed on the basis of formal, temperate and informal categories.

(i) Formal Forms of Warning in Maithili

The 'formal form' is defined as the standard exponent and used in formal setting with the formal type of people who are respected in the family,

society, nation, etc. Seven exponents of warning in Maithili are used in formal setting for formal type of people. That is, 13.46% of the total exponents of warning in the Maithili language. The following English forms given in brackets are translated forms of Maithili.

S.N.	Formal Forms of Warning
1	a:ha: majadur ka jindagi sa khelba:d nai ka sakait chi (you can't play with the life of labours)
2	a:ha ke ham sacet karabai la ca:hait chi (I would like to consious you)
3	ona cail jau (move a little)
4	satark bha jau ! ham pichaid ke ahi dis aib rahal chi (be careful ! I am sliping at your side)
5	dadi ! ruku, ruku gadi elai (grandmother ! stop , stop bus came)
6	ma:phi ca:hait chi, ga:di a:bait chai (excuse me, bus is coming)
7	a:ha: udhyog banda karu (close the factory)

(ii) Temperate Forms of Warning in Maithili

Temperate is defined as mild in quality or character, it is used in neutral context, that is, neither formal nor informal. The exponents used in Maithili for warning in temperate context are 18 in number, i.e. 34.62% of total number of exponents of warning in the Maithili language. The following English forms given in brackets are translated forms of Maithili.

S.N.	Temperate Forms of Warning
------	----------------------------

1	emahar omahar taik ka calu (walk looking here and there)
2	emahar ta:ku (watch out)
3	bha:gu:! bha:gu ! (run away ! run away !)
4	maudhama:chi katalak..... ! (honey bee bites.....!)
5	.....hadata:l karab (.....call strike)
6	kampani ke bhabisaya ki hoyat se koi nai ja:nat (noone knows the life of company)
7	i nirna:ya bahut khatarna:k hoyat (this decision will be dangerous)
8	i nirana:ya kono bhi ha:lat me svi:krit nai bha sakait chai (this decision will not be accepted at any cost)
9	jaldi men svi:c katu (switch off quickly)
10	sa:badhan ! dosta ehan jokhimpurna ka:m nai karu (be careful ! don't do so dangerous work ,friend)
11	aga:di nai badhu (don't move ahead)
12	ga:di: a:bait nai dekhlaui (you don't see bus is coming)
13	ga:di: sa cipa:yab (pressed by bus !)
14	kshatipurti: diyau nai ta..... (you have to compensate otherwise.....)
15	sarka:r ham garib sabke a:ba:j nai suntai tab thik nai hetai (it will not be good if the government doesn't listen to the poor's voice)
16	i ka:rkha:na: banda kara parat (you have to close the factory / industry)

17	hamar sab kehadata:l suru bha ja:yat (we will call strike)
18	ki ta pradusan roku, ki ta ka:rkha:na: banda karu (either stop pollution or close the factory)

(iii) Informal Forms of Warning in Maithili

Informal is denoted or characterized by idiomatic vocabulary, etc. appropriate for everyday conversational language. The exponents that are used in Maithili for warning in informal context are 27 in number, that is, 51.92% of total number of exponents found in the Maithili for warning. The following English forms given in brackets are translated forms of Maithili.

S.N.	Informal Forms of Warning
1	nica: dekhaka cal (watch your step)
2	hos me .....(be careful.....)
3	nik sa ta:k.(look carefully)
4	ota ! ota ! (these ! there !)
5	sa:badha:n ! (be careful !.....)
6	morbahik(you die)
7	dekh ka ! dekh ka !(look out ! look out !)
8	jiban andhka:r bha jetau.(life will be dark)
9	tora i hamar antim ceta:bani chiyau (it is my last warning to you)
10	ba:bu:, ga:di: ! (boy, bus !)
11	tu sab bhaig jo nai ta hamara: pa:var dekha:b padatai (go away

	otherwise, I have to show my power)
12	ja:n khatra: me chou (your life is in danger)
13	ya:d ra:kh ! tu sab hamar ra:sta roik rahal chi (remember ! you are blocking my path)
14	hosiya:r! tohara: sab ke da:nt toid debau (be careful ! I will break your teeth)
15	ra:sta: chod nai ta ba:pke biha: dekha: debau (leave my path otherwise I show your father's marriage)
16	sa:badha:n ! ek ek ka mair debau (be careful ! I will kill one by one)
17	rasta banda kar nai ta badaka: kshati bha jetau (close the path otherwise, there will be great damage)
18	sa:badha:ni: apana:ke rahiyah (story with careful)
19	i kampani banda kara partai (this industry will have to be closed)
20	a:b hum sab udhyog banda ka deb (now we will close the factory)
21	todaphoda suru bha jetai (we start damaging)
22	nai hilu ! (don't move !)
23	kahuna ka badhiya: rijalt labai partau (anyhow you have to make good result)
24	tohar ba:buji: !(your father !)
25	u tohar ba:bu elau (there your father came)
26	ai ! u phék phék (hello ! throw that, throw)

27	ruik jau !(stop !)
----	--------------------

3.2 Most Frequent Forms of Encouraging and Warning in Maithili

After finding the total responses of encouraging and warning in Maithili, the researcher listed most frequent forms of encouraging and warning.

3.2.1 Frequency-wise Analysis of Forms of Encouraging in Maithili

The most frequent forms of encouraging in Maithili are listed below with sentence number, total number and percentage in highest to lowest order. Here, the Maithili exponents used for encouraging are compared with the exponents that are equivalent to English only the similar exponents are presented in the table.

Table No. 4

Frequency-wise Use of Forms of Encouraging

S.N.	Maithili Forms of Encouraging	Equivalent Forms of English	Sentence No.	Total no.	%
1	bahut nik / badhiya: / sundar.....	very lovely / great	3, 12, 13, 34, 35, 36, 37,	7	16.67
2	V +	V +	2, 11, 15, 21, 24	5	11.90
3	Jarur / niscit / abasya.....	Surely / certainly	1, 6, 24, 17	4	9.52
4	hares nain kha:u / cit nai dukhau / nai	don't	18, 19, 20	3	7.14

	choru.....				
5	na:pha: hoyat	take more benefit	8, 31	2	4.76
6	Others	Others	-	-	-

The above table shows that in Maithili, for encouraging the first most frequent form is 'bahut nik / badhiya: / sundar (very lovely / great) (16.67%)', the second most frequent form is 'V +(11.90%)', the third most frequent is 'Jarur / niscit / abasya (Surely / certainly)(9.52%)', the fourth most frequent form is 'hares nain kha:u / cit nai dukhau / nai choru (don't)(7.14%)', the least frequent form is 'na:pha: hoyat (take more benefit) (4.76%)' are used more frequently.

3.2.2 Frequency-wise Analysis of Forms of Warning in Maithili

The most frequent forms of warning in Maithili are listed below with sentence number, total number and percentage in highest to lowest order. Here, the Maithili exponents used for encouraging are compared with the exponents that are equivalent to English only the similar exponents are presented in the table.

Table No. 5

Frequency-wise Used of Forms of Warning

S.N.	Maithili Forms of Warning	Equivalent Forms of English	Sentence No.	Total	%
1	V+	V+	6, 9, 14, 19, 34, 37	6	11.54
2	.....nai	not	10, 13, 15, 19, 34, 37	5	9.62
3	sa:badha:n	be careful	35, 39, 16, 14	4	7.69
4	dekhaka	watch	1, 21	2	3.85
5	emahar..... taku	watch out	3, 4	2	3.85
6	hos me	be careful	2, 33	2	3.85
7	Others.....	Others.....	-	-	-

The above table shows that in Maithili for warning the most frequent form is 'V+(11.54%)', the second most frequent form is '.....nai (not)(9.52%)', the third most frequent form is 'sa:badha:n (be careful)(7.69%)', the least most frequent forms are 'dekhaka (watch)

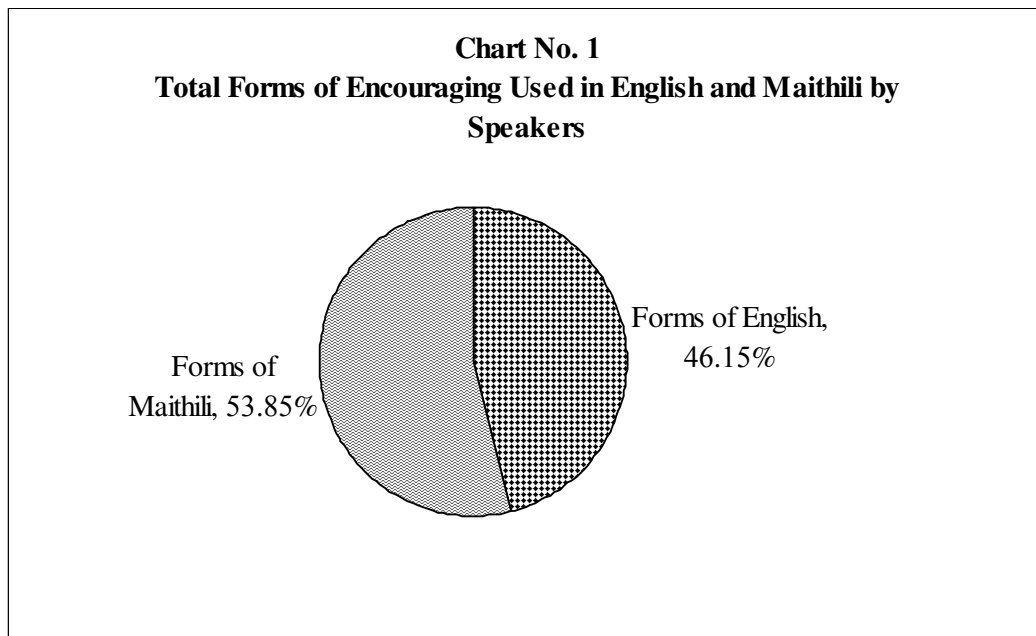
.....(3.85%)', 'emahar..... taku (watch out).....(3.85%), 'hos me (be careful)(3.85%)' are used more frequently.

3.3 Comparison Between English and Maithili Forms of Warnig and Encouraging

Here, all the forms of encouraging and warning found after analyzing the primary data for the Maithili language and secondary data collected from Matreyek (1983, pp. 68, 86), Blundell et al. (2009, pp. 144, 149) and Bhandari and Adhikari (2007, pp. 99, 106) are compared on the basis of total number of exponents found in English and Maithili for encouraging and warning and also compared on the basis of formal, temperate, and informal exponents of Maithili and English.

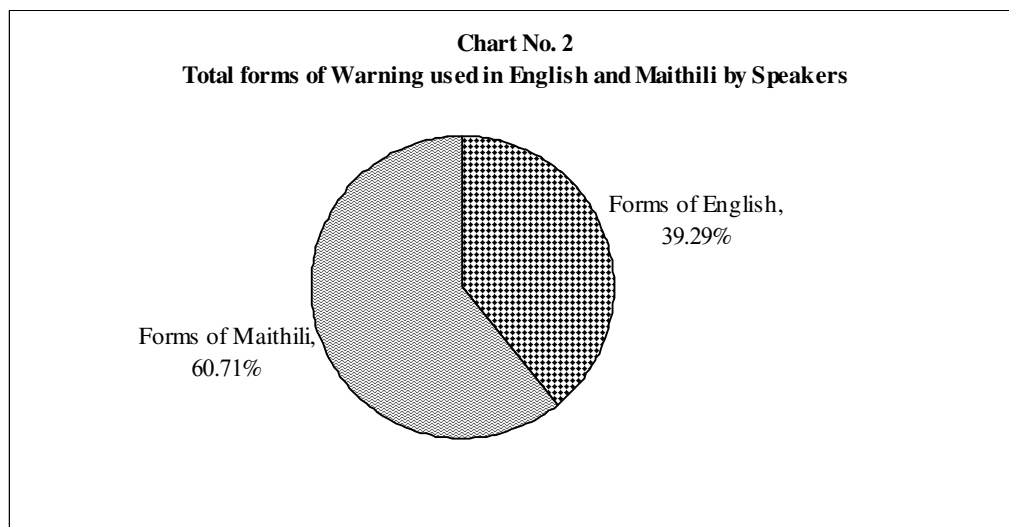
3.3.1 Comparison on the Basis of Total Number of Exponents

Here all exponents of encouraging in Maithili and English are compared.



The pie chart no.1 shows that there are more forms of encouraging in Maithili in comparison to English i.e. 42 forms are found in the Maithili language whereas, 36 forms are found in English.

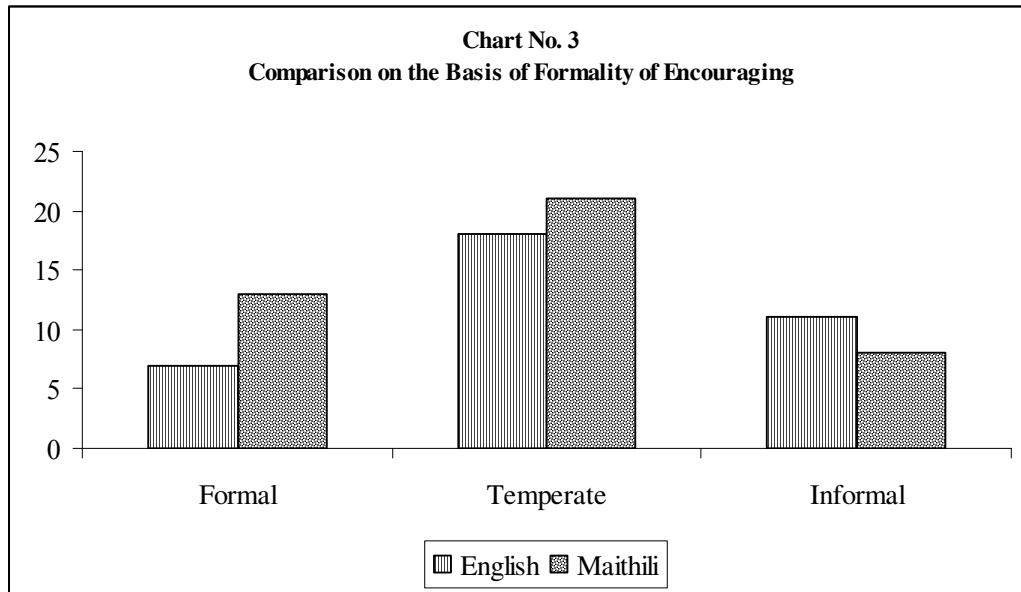
Similarly, all the exponents of warning found in Maithili and English are compared.



The pie chart no.2 shows that there are more forms of warning in Maithili in comparison to English, i.e. 52 forms are found in Maithili whereas, 33 forms are found in English.

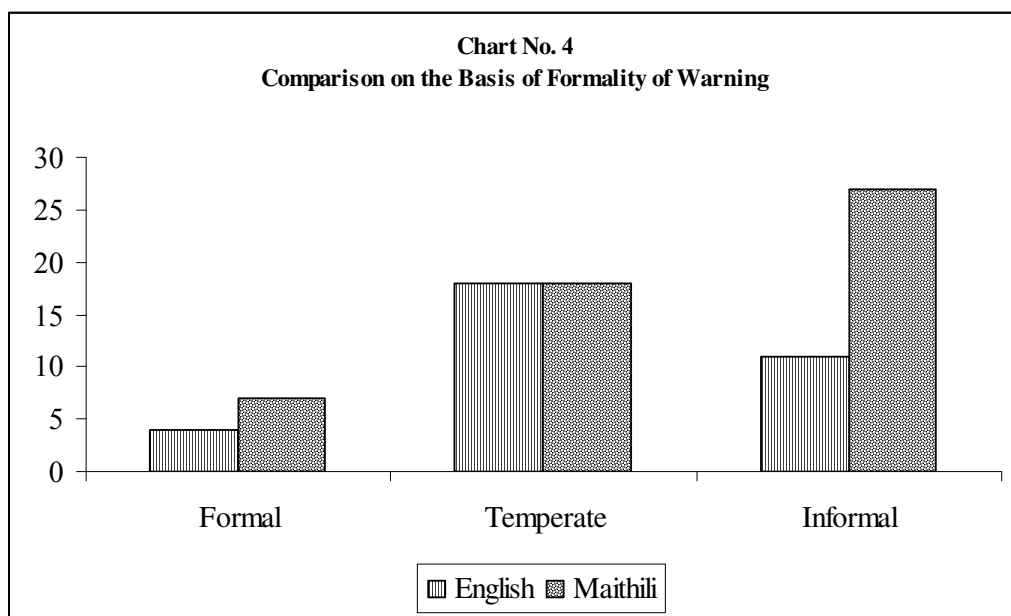
3.3.2 Comparison on the Basis of Formality

The below shown comparison is done on the basis of formal, temperate and informal forms found in English (see Appendix III) and Maithili for encouraging. It is presented in bar chart.



This bar chart shows that there are 7 (19.44%) and 13 forms (30.95%) for formal, 18 (50%) and 21 (50%) for temperate and 11 (30.56%) and 8 (19.04%) for informal in English and Maithili respectively in this research.

The below shown comparison is done on the basis of formal, temperate and informal forms found in English (see Appendix III) and Maithili for warning. It is also presented in bar chart.



This bar chart shows that there are 4 (12.12%) and 7 (13.46%) in formal, 18 (54.55%) and 18 (34.62%) in temperate and 11 (33.33%) and 27 (51.92%) in informal in English and Maithili respectively for warning in this research.

3.2.3 Comparison on the Basis of Frequently Used Forms of Encouraging in English and Maithli

After finding the total responses of encouraging in Maithili and the exponents found in Bhandari and Adhikari (2007, p. 99), Blundell et al. (2009, p. 144) and Matreyek (1983, p. 68) are listed on the basis of most frequent forms.

Table No. 6**Frequently Used Forms of Encouraging in English and Maithili**

Encouraging	Forms	Sentence no.	Total no.	%
English	Keep...	12, 13, 28, 30, 31, 33	6	16.67
	You're.....	3, 32, 36	3	8.33
	That's.....	4, 6, 22	3	8.33
	Don't....	7, 14, 29	3	8.33
	You have....	18, 19	2	5.56
	There's....	23, 24	2	5.56
	Others	-	-	-
Maithili	bahut nik / badhiya: / sundar (very lovely / great)	3, 12, 13, 34, 35, 36, 37,	7	16.67
	V +	2, 11, 15, 21, 24	5	11.90
	Jarur / niscit / abasya (Surely / certainly)	1, 6, 24, 17	4	9.52
	hares nain kha:u / cit nai dukhau / nai choru (don't)	18, 19, 20	3	7.14
	na:pha: hoyat (take more benefit)	8, 31	2	4.76
	Others	-	-	-

The above table shows that in English for encouraging the first most frequent form is 'keep.... (16.67%)', the second most frequent forms are, 'you're..... (8.33%)', 'that's.....(8.33%)' and 'don't (8.33%)' and the least frequent forms are 'there's..... (5.56%)', 'you have (5.56%)'. Similarly, in Maithili, for encouraging the first most frequent form is 'bahut nik / badhiya: /

sundar (very lovely / great) (16.67%)', the second most frequent form is 'V +(11.90%)', the third most frequent is 'Jarur / niscit / abasya (Surely / certainly)(9.52%)', the fourth most frequent form is 'hars nain kha:u / cit nai dukhau / nai choru (don't)(7.14%)', the least frequent form is 'na:pha: hoyat (take more benefit) (4.56%)' are used more frequently.

3.2.4 Comparison on the Basis of Frequently Used Forms of Warning in English and Maithili

After finding the total responses of warning in Maithili and the exponents found in Bhandari and Adhikari (2007, p. 106), Blundell et al. (2009, p. 149) and Matreyek (1983, p. 86) are listed on the basis of most frequent forms.

Table No. 7
Frequently Used Forms of Warning in English and Maithili

Warning	Forms	Sentence no.	Total no.	%
English	Be + adj....	2, 8, 9, 22	4	12.12
	Mind....	5, 12, 13, 31	4	12.12
	Watch....	3, 4, 21	3	9.09
	I am	26, 27, 28	3	9.09
	Make sure....	6, 7	2	6.06
	Preposition + no....	14, 17	2	6.06
	I would if	15, 16	2	6.06
	Don't	19, 23	2	6.06
	Others....	-	-	-
Maithili	V+	6, 9, 14, 19, 34, 37	6	11.54
	.....nai (not)	10, 13, 15, 19, 34, 37	5	9.62
	sa:badha:n (be careful)	35, 39, 16, 14	4	7.69

	dekhaka (watch)	1, 21	2	3.85
	emahar..... taku (watch out)	3, 4	2	3.85
	hos me (be careful)	2, 33	2	3.85
	Others.....	-	-	-

The above table shows that in English for warning the first most frequent forms are 'be + adj (12.12%)' and 'mind(12.12%)', second most frequent forms are 'I am (9.09%)', 'watch..... (9.09%)' and the least frequent forms are 'make sure (6.06%)', 'preposition + no (6.06%)', 'I would..... if (6.06%)', 'don't..... (6.06%)'. Similarly, in Maithili for warning the most frequent form is 'V+(11.54%)', the second most frequent form is '.....nai (not)(9.52%)', the third most frequent form is 'sa:badha:n (be careful)(7.69%)', the least most frequent forms are 'dekhaka (watch)(3.85%)', 'emahar..... taku (watch out).....(3.85%)', 'hos me (be careful)(3.85%)' are used more frequently.

CHAPTER FOUR

FINDINGS AND RECOMMENATIONS

The main purpose of the research was to list and compare the terms of encouraging and warning in English and Maithili.

For this purpose the researcher prepared a questionnaire having 15 items for encouraging and 15 items for warning of the Maithili language. English exponents were taken from Matreyek (1983, pp. 68, 86), Blundell et al. (2009, pp. 144, 149) and Bhandari, B.M. and Adhikari, Y.P. (2007, pp. 99, 106).

Questionnaire was distributed to 60 informants. Among them 30 informants were from Tilathi VDC and 30 informants were from Rajbiraj municipality. All informants were +2 passed. They were selected by simple random sampling procedure.

After collecting the data the analysis and interpretation was made by using a simple statistical tool of percentage. The data were analyzed and interpreted on the basis of number and sentence use. Furthermore, frequent forms for warning and encouraging were recorded and interpreted.

4.1 Findings

On the basis of the analysis and interpretation of the data, the finding of the study can be summarized in the following points:

- (a) Forty two forms of encouraging were found in Maithili. Among them 13 (30.95%) forms are formal, 21 (50%) forms are temperate and 8 (19.04%) forms are informal. Similarly, fifty two forms of warning were found in Maithili. Among them 7 (13.46%) forms are formal, 18 (34.62%) forms are temperate and 27 (51.92%) forms are informal.

- (b) Thirty six forms of encouraging are found in English. Among them 7 (19.46%) are formal, 18 (50%) are temperate and 11 (30.56%) are informal. Similarly, thirty three forms of warning are found in English. Among them 4 (12.12%) are formal, 18 (54.55%) are temperate and 11 (33.33%) are informal (See Appendix III).
- (c) There are more forms of encouraging than warning in English (See Appendix III).
- (d) There are more forms of warning than encouraging in Maithili.
- (e) There are more forms of encouraging and warning in Maithili in comparison to English (See Appendix III).
- (f) The more frequent forms of warning in English are 'Watch', 'Be + adj.....', 'Mind.....', 'Make sure....', 'Preposition + no.....', 'I would if', 'Don't', 'I'm.....'. Similarly, the most frequent forms of warning in Maithili are 'dekhaka (watch).....', 'sa:badha:n (be careful).....', 'emahar.....taku (watch out)', 'V +', '.....nai (not)', 'hos me (be careful).....'
- (g) The most frequent forms of encouraging in English are 'You're.....', 'That's', 'Don't.....', 'Keep.....', 'You have.....', 'There's.....'. Similarly, the most frequent forms of encouraging in Maithili are 'Jarur / niscit / abasya (surely / certainly).....', 'bahut nik/badhiya: / sundar (very lovely / great).....', 'V +', 'hares nain kha:u/cit nai dukhau/nai chouru (don't)....', 'na:pha: hoyat (take more benefit).....'.

4.2 Recommendations

On the basis of findings, the researcher has attempted to find out some suggestions for teaching the forms of encouraging and warning which would be beneficial for teachers, students and learners of the English and Maithili.

4.2.1 Recommendation for Maithili Learners of English

- (a) Teacher and student of Maithili should focus on formal, temperate and informal exponents for encouraging and warning because they exist in English.
- (b) Teacher and student of Maithili must know that there is no one to one relation between all the exponents of encouraging and warning in Maithili and English. So, they have to focus on the English exponents which do not have one to one relation.
- (c) English learners of Maithili should practise more frequent forms for encouraging like 'You're.....', 'That's', 'Don't.....', 'Keep.....', 'You have.....', 'There's.....' and for warning like 'Watch.....', 'Be + adj', 'Mind.....', 'Make sure....', Preposition + no.....', 'I would.....if.....', 'Don't.....', 'I am' in English language.
- (d) Maithili textbook writers should prepare the books with more exercises which make the students more active in learning.
- (e) The English teachers should make Maithili learners aware of the English exponents those have equivalent Maithili exponents.

- (f) The above mentioned forms of encouraging and warning in English should be focused by teachers, textbook writers and concerned people of the Maithili language.

4.2.2 Recommendation for English Learners

- (a) Teacher and student of English should focus on formal, temperate and informal exponents for encouraging and warning because they exist in Maithili.
- (b) Teacher and student of English must know that there is no one to one relation between all the exponents of encouraging and warning in English and Maithili. So, they have to focus on the English exponents which do not have one to one relation.
- (c) Maithili learners of English should practise more frequent forms of encouraging like, 'Jarur / niscit / abasya (Surely / certainly)', 'bahut nik / badhiya: / sundar (very lovely / great)', 'V +', 'hares nain kha:u / cit nai dukhau / nai choru (don't)', 'na:pha: hoyat (take more benefit) ' and more frequent forms of warning like 'dekhaka (watch)', 'sabdha:n (be careful)', 'emahar..... taku (watch out)', 'V+', '.....nai (not), 'hos me (be careful) '.
- (d) The teacher should introduce the different exponents of warning and encouraging given in Matreyek (1983), Blundell et al. (2009), and Bhandari and Adhikari (2007) and create suitable situations of each of them and practice.
- (e) The Maithili teachers should make English learners aware of the Maithili exponents those have equivalent English exponents.

- (f) The above mentioned forms of encouraging and warning in Maithili should be focused by teachers, textbook writers and concerned people of the English language.

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<[http//www.Encyclopedia/searchresults.asp+ 2q=encourage](http://www.Encyclopedia/searchresults.asp+2q=encourage).

Appendix-I

Questionnaire

This questionnaire has been prepared for the native speakers of Maithili to gather data for the research. The included questionnaire has been prepared to draw information for the research work in titled “Analysis of Encouraging and Warning in English and Maithili” which is being carried out under the guidance of Dr. Anjana Bhattarai, Department of English Education, Faculty of Education, T.U. Kirtipur. In this set of questionnaire, aim is to collect information for comparing various exponents of encouraging and warning in English and Maithili language. I eagerly wait for your cooperation and I want to assure you that your responses will not be used other than proposed research work.

Researcher

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Name:-

Occupation:-

Address:-

Sex:- M/F

Qualification:-

Age:-

s[kof lgrf b]n u]n cj:yfd] pko'St 9+u;~ pT;flxt s? .

!_ cfFxf s~ s'5 b]/ klxn ckg dflns s~ slgofF ;F kl/ro e]n . cfFxf ckg dflns s~ slgofF s~ sf]gf 6]lg; v]nt ;] l;vf /xn 5L . cf] P]; klxn] slxof] glx 6]lg; v]n]g /xlyg\ .

.....
.

@_ cfFxf g]kfind] e~ /xn cGt/fli6«o sDkgL ;a s~ a}7sd] k|ltlgwL s~ /xn 5L . cfFxf cGt/fli6«o bft[lgsfo ;a s~ g]kfns~ phf{ lf]qd] nufgL s/afs n]n pT;flxt s~ /xn 5L .

.....

#_ cfFxf s~ bf]:t 3f]8f bf}8 k|ltof]lutf d] efu n]g] cO5 . cfFxf s~ bf]:t cf]/ Ps bf];/ cfbdL a/fa/ b"/Ld] 3f]8f bf}8f /xn cO5 .

.....

\$_ cfFxf ckg bf]:t cf}/ k|fWofk =u agef]h d] u]n 5L . cf]t s~
k|fs[lts ;'Gb/tfs~ j0f{g s/}t Ps6i nvjfs~ n]n cfFxf ckg k|fWofks
s~ pT;flxt s~ /xn 5L .

.....

%_ cfFxf u[xdGqL s~ :jsLo ;lrj 5L . cf] ;jf/L rfns cg'dlt kq n]jfs~
n]n k|of;/t cO5 du/ ax't a]/ c;kmn e~ u]n 5lyg .

.....

^_ cfFxf s~ bf]:t ax't a]/ k/Llffd] c;kmn e~ u]n cO5 cf}/ p ckg k9fO
5f]8jfs n]n rfx}t cl5 .

.....

&_ cfFxf s] n8sf ax't al9of km'6an v]nf8L cO5 . p /fli6«o bn ;~
v]ns~ n]n rfx}t cO5 .

.....
*_ cfFxf s] Ps uf]6 ljBfyL{ s~ k/Llff lju}8 u]n cl5 cf}/ p g}lgs dfOg
/xn cl5 .

.....
(_ cfFxf Ps uf]6 lszf]/L s~ dfF÷afa' 5L . cfFxf x'gsf v/faL s/}afnf
nfu" rLh g} n]afs n]n pT;flxt s~ /xn 5L .

.....
!)_ cfFxf Ps6f sf/vfgf s~ dflns 5L . cfFxf s~ Psuf]6 sfdbf/ s~ sfd
l;vjfs~ n]n lbSst e~ /xn cO5 .

.....
!!_ cfFxf ckg hdfO s~ gofF Jofkf/ ;'? s/jfs~ n]n pT;flxt s~ /xn 5L .

.....
!@_ Ps6f ;+lut k|ltof]uLtf d] cfFxf] bf]:t sl7gfO{ cf}/ lrlGtt b]lv
/xn cO5 .

.....
!#_ cfFxf~ dflns ax't lgs lrq agf}g] cO5 . cfFxf cf}/ lgs lrq ag]jfs~
n]n pT;flxt s~ /xn 5L .

.....
!\$_ cfFxf ckg afa'hL s~ dlq{Ë jfs hfOafs n]n pT;flxt s~ /xn 5L .

.....
!%_ cfFxf s] k/f];L s~ bz6f lwofk'tf cO5 . cfFxf x'gsf;as~ kl/jf/
lgof]hg s/afs n]n pT;flxt s~ /xn 5L .

s[kof lgrf b]n u]n cj:yfd] pko'St jfSo s~ k|of]u s/L r]tfjgL lbof} .

!_ Ps6f /]i6'/]06d] Ps6f kl/rfl/sf yf/L e}/ ef]hg n s~ Pt cf]t g} tfOs
r}n /xn 5yL, cf}/ ef]hg cfFxf s] pk/ lu/ nfun cO5 .

.....

@_ cfFxf km"naf/Ld] ckg k]dL of k]dLsf;Fu rfo lk/xn 5L . Ps6f
a8sf df}wdf5L x'g'sf gfsk/ a};~ nfun cO5 .

.....

#_ Ps6f cf}krf/Ls a};f/d] ;ldlt let/ s~ Ps uf]6 ;b:o @% k|ltzt dhb/
s6f}tL s/jfs ;Nnfx b s~ tTsfm :jLs[t s/jfs n]n sxns .

.....

\$_ nfOg cfj jfnf ;dod] cfFxf] bf]:t ^o"h 7Ls s~ /xn cO5 .

.....

%_ cfFxf a/kmd] lk58}jfxf v]n l;v/xn 5L . cfFxf k'/] clgolGqt e~ s~
l;wf bf]:t lb; lk5}8 u]nf} .

^_ cfFxf j;d] r9jfsn]n bf}8 /xn 5L . Ps6f j[ç dlxfn j; r9jfs ;f]Or
cfFxf cf}/ j;s] aLrd] 5yLg\ .

&_ Ps uf]6 ljBfyL{ ax't slff cf}/ k/Llff 5f]O8 b]g] cO5 . cf]s/f ;~
cfFxf clk;m;d] ukm s~ /xn 5L .

*_ cfFxf ckg n8sf ;F /f:tfd] ukm s~ /xn 5L . cf] /f:tfd] Pgcf]g g}
b]vL /f:tf sf6 nfun .

(_ cfFxf cs]n] cgxf/ /f:tf d rn}t/xn cj:yfd] @ n'6]/f;a /f]lsb]ns . cfFxf
s/fFt]d] lgk"0f{ 5L .

!)_ cfFxf s] 3/ auns] /f:tf d] Ps6f aRrfs] b'3{6gf e~ s~ d[To' e~ u]n .
cfFxf rfns cf}/ k'ln; s~ x8tfn s/afs r]tfjgL b~ /xn 5L .

!!_ jgef]h s/jfs~ n]n cfFxf s] n8sf ckg bf]:t;j;+u ;u/dfyf cfwf/ lf]qd]
hf /xn cO5 .

!@_ ckg lf]qd] e~ /xn k|b'lift pBf]u aGb s/jfs n]n cfFxf Ps a};f/d]
;/sf/L clwsf/L;as] r]tfjgL b~ /xn 5L .

!#_ cfFxf] bf]:t kl/lffd] ax't a]/ c;kmn e~ u]n cO5 . ta clGtd
k/Llffd] ;xefuL e~ /xn cO5 .

!\$_ bf]sfgd] a}; cfFxf] bf]:t l;s/]6 lkj /xn cO5 . cfFxf u]6 ;~ x'gs/
afa'hL s] let/ cfa}t b]v} 5L .

!%_ Ps uf]6 l;sf/L hEend] l;sf/ s/]fsn]n hfOt cO5 . x'gs/ ls5' kf5' d]
cfFxf af3 b]vnf} .

;xof]u s~ n]n ax't ax't wGojfb .

Appendix - II

Sample Responses Given by the Native Speakers of Maithili

This questionnaire has been prepared for the native speakers of Maithili to gather data for the research. The included questionnaire has been prepared to draw information for the research work in titled “Analysis of Encouraging and Warning in English and Maithili” which is being carried out under the guidance of Dr. Anjana Bhattarai, Department of English Education, Faculty of Education, T.U. Kirtipur. In this set of questionnaire, aim is to collect information for comparing various exponents of encouraging and warning in English and Maithili language. I eagerly wait for your cooperation and I want to assure you that your responses will not be used other than proposed research work.

Researcher

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Appendix - III

Exponents of Encouraging and Warning in English

The exponents of encouraging and warning found in Bhandari, B.M. and Adhikari, Y.P. (2007), Matreyek (1983) and Blundell et al. (2009) are listed on the basis of formal, temperate and informal

(i) Encouraging

S.N.	Formal Forms of Encouraging in English
1	I wish I would do as well.
2	That's better than I could do.
3	You have our whole - hearted support.
4	We feel you should go ahead.
5	There's no reason to feel / be discouraged.
6	There is nothing to feel / be discouraged about.
7	I want to encourage you to try

S.N.	Temperate Forms of Encouraging in English
1	Well done ! Now
2	No ! you're doing fine !
3	Your're doing very well.
4	Dont' worry, I am sure you'll do better this time.
5	You can do it !

6	Don't give up (now) !
7	I'm right behind you !
8	You have our backing.....
9	That's most encouraging !
10	Don't get discouraged !
11	Keep up the good work !
12	Keep on pushing !
13	You're doin' great !
14	Keep the faith !
15	Let me encourage you to keep on
16	You're encouraged !
17	Keep it up !
18	Keep at it !

S.N.	Temperate Forms of Encouraging in English
1	Come on !
2	Go on !
3	Stick to it !
4	Nearly there !
5	Great ! / Terrific ! / Lovely !

6	First class !
7	C'mon
8	Hang in there !
9	Go, man, go !
10	Keep your chin up !
11	That's fine / good / lovely / all right.

(ii) Warning

S.N.	Formal Forms of Warning in English
1	In no circumstances must we / should we / ought we to....
2	I would be extremely careful to / not to if I were you .
3	I would be extrmely careful of If I were you.
4	On no account should we....

S.N.	Temperate Forms of Warning in English
1	Watch out for
2	Mind you don't
3	Make sure you don't.....
4	Make sure you
5	Be ready for.....

6	Be careful of.....
7	Whatever you do..... !
8	Be careful with that gun !
9	Dont' you come any closer....
10	Stop that, or else I'll call the police.
11	Your're treadin' on thin ice, mister.
12	I am going to count to 10, 1..... 2.....3.....4.....
13	I am warning you. If you don't leave me alone, I'll scream.
14	I'm giving you a warning.
15	This is my last warning. Stop seeing my wife, or else.
16	Let me caution you about dealing with the Myrster company.
17	I warn you it's going to be foggy.
18	If you're not careful, that pan coil us catch fire.

S.N.	Informal Forms of Warning in English
1	Look out !
2	Be careful !
3	Watch out !
4	Fire ! / Gas ! / The milk ! / Your cigarette !
5	Mind out !

6	Mind
7	Hands up !
8	Don't move !
9	Halt ! or I'll shoot !
10	Watch your step with
11	Mind your head !

Appendix - IV

Total Response in Maithili

TNF : Total number of forms

TNR: Total number of response

TNO: Total number of occurrence

NOTE: above abbreviations are researcher's own creations.

Total Responses given by Maithili Speakers for Encouraging

S.N.	Q.N.1	TNO
1	Dof8d hL cfFxf 6]lg; v]n v]n}n] k|of; s?, cjZo ;kmn x]a} .	8
2	cfFxf sf]lz; s?, h?/ l;v h]j} .	6
3	Dof8d cfFxf lgs hf]sf k|of; s?, lglZrt ?kd] cfFxf l;v h]a} .	4
4	cfFxf sf]lzz s?, hnlbo] 6]lg; v]n}n l;v h]j} .	3
5	dfnlsg v]n}}s k|of; s?, e hfot .	10
6	dfnlsg clxgf v]nfp . lw/] lw/] l;v hfoj .	2
7	klxn xd sf]gf v]n} l5o} ;] b]v', cf}/ cf]lxgf s v]nfp .	10
8	klxn j]/ e]nf s] afah'b cxf ax't al9of v]n}t 5L .	7

9	a'xt al9of k|of; . lw/] lw/] cjZo cfFxf l;v hfoj .	1
10	l:y/ ; k|of; s?, v]n ax't lgs cl5 .	3
11	v]n}t v]n}t l;v hfoj, v]n' .	2
12	Dof8d ;'? d] ;a clxgf /x}t 5} .	4

Note: TNF = 12 and TNR 60

S.N.	Q.N.2	TNO
1	g]kfnd] cfFxf s] nufgL j]sf/ g} x]t} .	4
2	cfFxf s] nufgL j]sf/ g} h]t} lsosfL O ljsf;f]Gd'v b]z l5o} .	5
3	cfFxf g]kfnd] sDkgL vf]n' cfFxf s] nufgL Joy{ g} h]t} .	3
4	cfFxf ;jxs nufgL s] plrt k|ltkmn cjZo e]6t .	6
5	cf}/ l]fq ; al9of nufgL s/ jfnf lf]q phf{ e]nf sf/0f] cfFxf s] nufgL j]sf/ g} h]t} .	1
6	P] lf]qd] ax't cj;/ e]nf sf/0f] Ps/ ;b'kof]u cjZos s}n hfo .	9
7	;/ g]kfn hn;|f]t d] bf];/ wgLs b]z l5o}, tfxL x]t' cxfx nufgL	7

	s? .	
8	g]kfn s] l:ylt klxn ; al9of e u]n 5}, lglZrt e s . nufgL s? .	10
9	cfFxf nufgL s?, jftfj/0f xd ;a agf b]j .	12
10	phf{ lf]qd] ax't ;Defjgf 5} . cxfx ;js} ax't gfkmf xf]ot .	3

Note: TNF = 10 and TNR 60

S.N.	Q.N.3	TNO
1	bf]:t cfF8f g} 3a/fp cO{ k|lotof]lutf d] cxfx lhTj] s/a .	1
2	cf}/ hf]/ ;, cf}/ hf]/ ; .	15
3	bf]:t cfFxf lrGtf g} lno Wofg ; 3f]8f bf}8fpm .	6
4	hNbL hNbL 3f]8f bf}8fp cxL lhTj} .	9
5	bf]:t cxfx g} lrGtf s? cO k|ltof]lutf d] h?/ k|yd x]j} <	7
6	ax't al9of Ū cf}/ hf]8 ; bf}8fp, cfFxf s] hLt lglZrt 5} .	8
7	bf]:t cf/f] hf]/ ; s'bfp, s'bfp .	10
8	slgo] cf}/ k|of; s? cfFxf lht nugf}}+ .	4

Note: TNF = 8 and TNR 60

S.N.	Q.N.4	TNO
1	cfFxf sljtf Inv', ax't lgs x]t}, ;/ .	1
2	cfFxf sljtf Inv} s sf]lz; s? t cxf ax't al9of sljtf Inv ;s}t 5L .	3
3	cf]t ax't lgs nfut cf}/ cf]t s=} ;'Gb/xf ax't lgs} 5} .	6
4	;/ Pxf al9of b[io 5}, sf]gf] sljtf Inv' g .	8
5	Pxf ;'Gb/ b[io b]lv cfFxf lglZrt Ps6f sljtf Invj .	5
6	;/ cfFxf olb Pp6f sljtf ;'gfOalto} t dh] s'5 cf}/ e hfOt} .	7
7	Pxf ;'Gb/ b[io cl5, Pp6f sljtf ;'g}}lgo} t ax't al9of xf]ot .	5
8	;/ cfFxf k|s[lts] uf]bfd] l5, Pp6f sljtf Invof} .	9
9	;xg al9of hux d] Pp6f sljtf ;'g}}lto t st]s al9of xf]Ogf} ;/ .	2
10	;/ cfFxf t slj l5 . cxf ; Pp6f sljtf ;'g} pm OR5f xf]Ot cl5 .	4
11	cfFxf ckg let/ dgs] ufp cf}/ Pp6f sljtf s] /rgf s? .	2
12	cfFxf ; Pp6f ;'Gb/ sljtf ;'Gtf}+ t xd ;a wGo d hfOtf} .	3
13	Pxf al9of b[io b]v Pp6f sljtf Invn Inv' .	1

14	;/ ;xg lgs b[io 5}g sf]gf] sljtf lnlvof} g .	3
15	Pxg ;'Gb/ b[io b]lv cfFxf kSsf Pp6f sljtf lnvj .	1

Note: TNF = 15 and TNR 60

S.N.	Q.N.5	TNO
1	Ps jj/ k]m/ sf]lz; s?, cjZo ;kmn x]]} .	9
2	cfFxf lxDdt g} xf? k]m/ ; ~ sf]lz; s? sfd e h]t} .	3
3	af/ af/ k|of; s}nf ; cjZo ;kmn x]]} .	10
4	c;kmntf d] xL ;kmntf l5kn /x}t 5} .	12
5	dGqLhL P] jj/ cjZos ;kmn e hfoj .	2
6	P] jj/ cfFxf s] k|of; al9of 5}, cg'dtL kq cjZos kfoj .	1
7	cfTd ljZjf; a9fp, cjZos ;kmn xf]oj .	14
8	cfj s] jfb lgs ; k|of; s/ k8t g} t s'5 v/fa e hfot .	2
9	P] jj]/s] d]xgt cxf s] ;kmntf s] lzv/ k/ kx'rfot .	4
10	;/ 3f]8f r9}jfnf cfbdl v;}t 5}, bf];/ jj/ cxf lglZrt ;kmn xf]o .	3
		60

Note: TNF = 10 and TNR 60

S.N.	Q.N.6	TNO
1	bf]:t cfFxf k]m/ sf]lz; s? P] j]/ cjZo kf; x]]} .	2
2	xf/ hLt t lhGbuLd] x]] s/t cfFxf lgs ; k9' .	3
3	bf]:t Ps j]/ cf}/ k|of; s? h?/ ;kmn x]]} .	6
4	x]/; g} vfpm . cfFxf lglZrt kf; s/a .	12
5	Ps j]/ k]mn e]n] ; k9fO g} 5f]8 k8}t 5} bf]:t .	3
6	bf]:t c;kmntf g} ;kmntf s] k|lts 5L, k]m/ k/Llff lbof} .	5
7	lrt g} b'vfp, cxfx s] d"Nof+sg tL 306f d] g} e ;s]]t 5} .	8
8	lrGtf g} s? ;a ; al9of cxL 5L .	2
9	bf];/ a]/ cfFxf k|yd >]0fL d] cjZo kf; s/a .	1
10	bf];/ a]/ al9of c+s cfot t} 9+u ; k9' .	2
11	lrGtf g} s? cfFxf ; e';sf]n ljBfyL{ Pt ax't 5} .	1
12	cfFxf ax't lgs l5 lrGtf g} s? .	1
13	Ps lbg cjZo ;kmn xf]oa, k9fO g} 5f]8' .	9
14	d]xgt s] kmn ld7 xf]Ot 5}, cf}/ d]xgt s? .	2
15	xd t tf]/f ; a];L j]/ k]mn e]n l5o} .	1

16	d'v{ gflxt sfd g} s/ .	2
----	------------------------	---

Note: TNF = 16 and TNR 60

S.N.	Q.N.7	TNO
1	t' cjZo v]n .	4
2	cfFxf clxgf nug ; v]n', cfFxf s] dx]gt a]sf/ g} h]t} .	13
3	a]6f cfFxf s] df/n u]Gb xd uf]n d] 9'sn b]v]n rfx]t 5L .	6
4	afa" cfFxf /fli6«o bn ; v]n of]Uo 5L .	7
5	af}jf tf]/f al9of ; v]ns] n]n cf}/ d]xgt s/ k/tf} .	7
6	a]6f v]n ; b]zs] lz/ pRr agf ;s}t 5L .	17
7	tf]/f d]xgt s] cg';f/ kSsf /fli6«o bn ; v]n] s] df}sf ldNtf} .	6

Note: TNF = 7 and TNR 60

S.N.	Q.N.8	TNO
1	cfFxf lrGtf g} s? kf; cjZo x]j}, eujfg\ k/ ljZjf; /fv' .	2
2	cfFxf lrGtf g} s? . k]m/ ; sf]lz; s? .	3
3	g} x/]z vfp, lgs ; k9', bf];/ j]/ k]yd h?/ s/a .	5

4	O cfFxf s] ;'w}| jfnf df}sf 5L .	6
5	slxof] sfn clxgf e hfot 5} lrGtf g} lno .	4
6	3f]8f r9}jfnf cfbdL o] g} lu/t} .	12
7	cfFxf g}lgs g}dfg' . h] k9\t}, t]s/] g k/Llff lju8t} .	2
8	g}lgs g}dfg' bf];/ j]/ cfFxf cjZo kf; s/a .	3
9	cfFxf s] ljifo j:t' ax't lgs 5}, slxof]sfn P]gf e hfot 5} .	1
10	cfFxf s] k9fO{ ax't al9of cl5, lrGtf g} lno cjZo kf; s/a .	4
11	slxof]sfn clxgf e hfOt 5} . b'Mv g} dfG' .	1
12	k|of; s? nlo k/ cjZo k'uL hfoj .	8
13	Pp6f lju}8 u]nf ; ls x]t} bf];/ lgs s? .	3
14	g}lgs g} a'em, bf];/ a]/ kf; e h]] .	2
15	es Pxgf] nf]s ;f]r}o .	4

Note: TNF = 15 and TNR 60

S.N.	Q.N.9	TNO
1	a]6L Ū cfbdL s] hLjg cd"no cl5 . hLjg ajf{b s/}jfnf rLh k||of]u g} s/L .	2

2	a]6L Ū cf] ;ad] nunf ; lhGbuL lju}8 hfot .	12
3	b]v O ;a z/L/s] a]kmfObf s/t cf]/ cuf18 lbgd] ax't /f]u nfut . tflxåf/ O ;a k|of]u g} s/L .	5
4	a]6L nu' lrh cfbdl, ;dfh cf]/ /fi6« ;js v/faL s/}t 5} .	9
5	b]v' a]6L nfu" rLhs] k|of]u ; ax't cfbdl s] csfn d[To' e /xn 5} .	4
6	a]6L nfu" rLh s] k|of]u g} s/jfs rfxL g} t OHht cf]/ dfg cfb/ d] sdL cfj}t 5} .	1
7	la;} /f] s Pxxg rLhs] k|of]u g}s/a .	11
8	b]v a]6L ;fyL ;js];Fu nfOu O j:t' ;js] k|of]u slxof] g} s/L .	4
9	hGbuL cgdf]n 5} k]m/ w'Ods] g} P]tf} .	3
10	nfu" kbfy{ ; b'/] /x k/}t 5} .	6
11	nfu" kbfy{ lhGbuL s] v/fa s b}t 5} .	3

Note: TNF = 11 and TNR 60

S.N.	Q.N.10	TNO
1	sf]lz; s? cjZo l;va .	5
2	cfFxf d]xgt ; sfd s? cf]/ l;v}s sf]lz; s? .	2

3	b]lvof} cfFxf d]xgtL l5 k|of; s/}t /x' ;kmn e h]j} .	4
4	d]xgt s] kmn ld7 xf]Ot 5}, dg nufs sfd s? .	2
5	Wofg b s sfd s? ;a 7Ls x]t} .	12
6	;'? ;'? d] ;js] lbSst a'emfOt 5}, du/ l:y/ l:y/ l;v hfoj .	8
7	sfOn ; cfO lgs k|utL cl5 .	9
8	;'? d] ;js] clxgf xf]]Ot 5} sfd s/}t u]nf k/ 7Ls e hfot .	2
9	sfd s/}t hfp, ! jif{ let/ d] cfFxf lgs sfdbf/ e hfoj .	1
10	b]v' afj" ;'?d] xdx' clxgf 5lno}, k|of; s}nf ; xd/f hf]sf e hfoa .	3
11	lbSst g} dfg', ;'? ;'?d] clxgf xf]Ot 5} .	4
12	w8km8 g} s/, l:y/ ; l;s h]j] .	2
13	hGd] ; sf]O l;s s g} cfon 5}, l;s h]a] .	1
14	Pg lgs ; b]v, sf]gf xd s/}t l5o} .	5

Note: TNF = 14 and TNR 60

S.N.	Q.N.11	TNO
1	cfFxf ;'? s? Jofkf/ cjZo cufl8 a9t .	2
2	hdfO hL sf]gf] lgs Jofkf/d] k};f nufs sfd s? .	8
3	hdfO ;fx]j cfa cfFxf ckg] bf]sfg s? .	10
4	hdfO hL gofF hf];s] ;Fu bf];/ Jofkf/ ;'? son hfo .	2
5	hdfO hL cfFxf s] n]n sk8f bf]sfg ax't al9of xf]ot .	3
6	cfFxf s] k|ult b]vnf ; gasf Jofkf/d] ;lfd 5L .	1
7	hdfO ;fx]s bf];/ s] rfs/L s} ; al9of ckg Jofkf/ s/] d] kmfObf 5} .	2
8	eljio pHHjn ag]jfs cl5 t Jofkf/ s? .	3
9	Jofkf/ ; k};f cf}/ OHht bf]gf] kfoj .	12
10	gjsf Jofkf/ ; ax't kmfObf n ;s}t 5L .	13
11	ckg hdfO hL s] O sfd ax't zf]ef b}g 5} .	1
12	cfFxf slg bf];/ 9+us] Jofkf/ s? .	3

Note: TNF = 12 and TNR 60

S.N.	Q.N.12	TNO
1	cfFxf ckg dgs] zfGt /fv' . lrGtf, cf}/ x8a8fOs] g} 5} .	6

2	cfFxf kfOg kL s] dg l:y/ s? cf}/ lgs ; uLt ufp .	6
3	cfFxf ;g ;+lut, Pt]slgs ufnf cf}/ ;'/ tfn e]nf e]nf sf/Of] cfFxf km:6 s/a] s/a .	14
4	lgs hf]sf ufp, cfFxf, ;jf}{Ts[i6 xf]oa .	10
5	cfFxf lsof lxDdt xf/}t 5L, cxf lgs ufos 5L .	9
6	al9of ; ufOj ;s}t 5L cfFxf .	2
7	cfFxf hfx}t ;+lutsf/ Pgf lrt b'v]t} .	7
8	uLt ufpF lglZrt e s uLt ufp .	6

Note: TNF = 8 and TNR 60

S.N.	Q.N.13	TNO
1	dflns cfFxf s] lrq ax't lgs agn cf}/ lgs lrq ag]jfs sf]lz; s? .	11
2	cfFxf uf5L of sf]gf] lgs, zfGt hux k/ a}9 s lrq agfp .	2
3	;/ cfFxf s] P]g] al9of lrq b]v}s cj;/ klxn a]/ ldnn .	3
4	x Û cfFxf s] cjZo ax't al9of lrq agj}n ca}t cl5 .	5
5	;/ cxf jf:tjd] ax't lgs lrqsf/ l5, bf];/f] lrq agfoa ls <	4

6	;/ cfFxf s] lrqsnfd] eljio ax't lgs cl5 .	1
7	ax't lgs lrq Ū xd/f jf:tjd] ax't al9of nfun .	13
8	;/ cfFxf s] Pxdg lrq agj} n ax't cfj} o .	2
9	;/ O t ax't al9of 5} . bf];/ Pxdg] agjLo} t .	10
10	cfFxf s] eljio lrqsnfd] ax't lgs 5}, cufl8 ax't a9j	9

Note: TNF = 10 and TNR 60

S.N.	Q.N.14	TNO
1	afa'hL dlġĒ jfs hfs] cfFxf Psbd] :j:y /xj} .	2
2	afa'hL dlġĒ jfs cfFxf s] ;]xb s n]n lgs x]t} .	14
3	afa'hL ef]/] ef]/] bf}8nf ; ~ cfFxf s] df]6fkg sd e hfot .	3
4	afa' cfFxf 10 lbg ef]/] ef]/] bf}8' cxf s] ;a ;d:of b"/ e hfot .	2
5	afa' ef]/] ef]/] bf}8' k]6 gdx/ e u]n cl5 .	7
6	ef]/] ef]/ bf}8nf ; xfO{ An8k];/, lrgL, h]xg /f]u lgs xf]ot .	5
7	ef]/] ef]/ bf}8nf ; z/L/ :j:y /xt .	6
8	cfFxf s] k]6 a}9 u]n cO5 cfj ; ef]/ s bf}8n s? .	5

9	ef]/] bf}8nf ; cxf ax't ;'Gb/ b]vd] nfuj .	16
---	--------------------------------------------	----

Note: TNF = 9 and TNR 60

S.N.	Q.N.15	TNO
1	Pt] ax't] kl/jf/ lgof]hg s ;fwg 5} cfFxf k|of]u s? lgs x]t} .	5
2	5f]6 kl/jf/ v'zxfn x} 5}, cfFxf kl/jf/ lgof]hg s/f lnof .	13
3	cfFxf hNbL ; kl/jf/ lgof]hg s/f lno .	2
4	kl/jf/ lgofhg s}nf ; ax't kmfObf xf]ot 5} .	3
5	ax't n]6 e u]n, cfa t kl/jf/ lgof]hg sf/f lno .	6
6	b]v' cfFxf kl/jf/ lgof]hg hNbL s/jf lno, k};f g} nfut pN6} ;/sf/ k};f b]t .	12
7	efOhL cfFxf kl/jf/ lgof]hg s/f lno .	1
8	k/f];L efOhL cfaf] ;f]r' ;d:of clxs xf]ot .	3
9	kl/jf/ cfFxf s] ckg] sdfO k/ kfn k/t .	5
10	ax't lwofk'tf hGdfs] dfq g} xf]Og 5} .	1
11	cfa ax't e u]n, kl/jf/ lgof]hg s/f lno .	4
12	lbSst cfFxf s] xf]ot, ;do d] ljrf/ s? .	5

Note: TNF = 12 and TNR 60

Total Responses given by Maithili Speakers for Warning

S.N.	Q.N.1	TNO
1	lgs ; rn}n g} x}5f}, lgrf b]vs rneL t} g} x]]t} .	8
2	cfFxf s cfOv g} ;'e}m o .	3
3	P] b]v}t l5o} stf} rn}t l5o} stf} .	4
4	xf]; d] rn' .	13
5	dfkm s/a, vfgf Pdx/ v; nfun .	2
6	Pdx/ cf]dx/ tfOs s rn' .	7
7	s[kof, sfd s/} avt xf]; d] /x' .	1
8	alxgL cfOv tfOs s rn' .	4
9	l;:6/ Pdx/ tfs' t .	9
10	P alxgL 7Ss/ nfun .	1
11	cfFOv d] ls e]nf} o lgs ; tfs .	8

Note: TNF = 11 and TNR 60

S.N.	Q.N.2	TNO
1	efu' Û efu' Û cfFxf s] gfs k/ df]wdf5L a};n .	12
2	cfFxf s] gfs k/ df}wdf5L a}7n .	4

3	b|v' df}wdf5L cfFxf s] cufl8 d] w'd /xn cl5, sf6t .	4
4	df}wdf5L s eufp g} t sf6t .	2
5	lk|o;L df}wdf5L cfFxf s] bf]:t ag}n] rfx}t cl5 .	5
6	xd/f lbzg ls tfs}t 5L df}wdf5L sf6ns .	3
7	b|v tf|x/ gfs k/ df}wdf5L sf6 nfun .	1
8	g} lh:sfp, df}wdf5L sfO6 n]t .	4
9	gfs k/ df}w df5L a}; nfun l:y/ ; p8fp .	5
10	P Ū df}wdf5L sf6 nfun .	9
11	P Ū df}wdf5L sf6t .	1
12	cf]t ; efu g} t df}wdf5L sf6tf} .	10

Note: TNF = 12 and TNR 60

S.N.	Q.N.3	TNO
1	25% sfdbf/ sf6a} t cfOo] ; x8\tn s/a .	1
2	cfFxf dhb'/ s ~ lhGbuL ; v]njf8 g} s ;s}t 5L	7
3	cfb/OfLo ;b:o Ho", Pgf sfdbf/ s6f}tL g} e ;s}t o .	3
4	k"}{ hfgsf/L a]u/ P]gf sfdbf/ g} sfO6 ;s}t 5L .	2
5	xd/ :ki6 ukm O cl5 h], sDkgL s] eljio ls xf]ot ;] sf]O g}	9

	hfgt .	
6	O lg0ff{o ; sDkgL s] l:ylt 8df8f]n e hfot .	3
7	b]v' O lg0ff{o ; sfd k/ k|Tolf c;/ k/t .	1
8	cvg s] l:ylt d] O lg0ff{o ax't vt/gfs xf]ot .	2
9	sfdbf/ s6f}tL tKsfn g} s ;s}t 5L ;/ .	8
10	Pxg cj:yf d]O sfd s/gfO c;Dej hf]sf 5f}	2
11	Pxg lsl;ds] lg0ff{o ; sfdbf/s] eljio k/ ulDe/ c;/ k}/ ;s}t 5} .	1
12	;as] enfO xf]o jfnf lg0ff{o s? .	2
13	sDkgL s] lgods] kfng s? .	2
14	O lg0ff{o sf]gf] le xfntd] :jLs[t g} e ;s}t 5} .	5
15	cfFxf sxlno} ;] x] x]t} ;] h?/L g} 5} .	5
16	O lg0ff{o hfoh g} cl5 .	2
17	;fjwfg P ; e|i6frf/s} lah/f]kg e ;s}t 5} .	1
18	va/bf/ Û w8km8d] lg0ff{o g} s? .	3
19	va/bf/ Û sfdbf/ lab|f]x s ;s}t o .	1

Note: TNF = 19 and TNR 60

S.N.	Q.N.4	TNO
1	hNbL d]g :jLr sf6' g} t cfFxf s] s/]G6 nfut .	7
2	of} Û cfFxf Pvg nfOg 7Ls g} s?, g} t df]/a .	5
3	nfOg sfO6 s] ^oh' 7Ls s? .	8
4	;fyL klxn :jLr ckm s lno g} t s/]G6 nfut .	5
5	ckg hfgs] Vofn s/ .	6
6	;fjwfg . bf]:t Pvg hf]lvdk"0f{ sfd g} s? .	9
7	klxn :jLr ckm s? .	2
8	xf];\ s? g} t s/]G6 nfut .	7
9	bf]:t cfFxf d[To' s] af]nf /xn 5L .	1
10	;fjwfg /x hf]lvd d] sfd g} s}s rfxL .	2
11	nfOg sfO6s sfd s? g} t :ju{ k'luhfofa .	2
12	df]/alxs /f} .	3
13	ckg hfg s Vofn s/ .	2
14	;fjwfg Û nfOg cfj jfnf ;do e u]n} .	1

Note: TNF = 14 and TNR 60

S.N.	Q.N.5	TNO
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1	bf]:t cfFxf s] rf]6 nfut .	8
2	of} bf]:t cf]g rOn hfp .	2
3	cf]t ; efOu hfp g} t 7Ss/ nfOu hfot .	5
4	cfFxf slgs b'/ r}n hfp, g} t cx' v;a xdx' .	3
5	P cf]t 5f]8' xd v; nfulno} .	2
6	;fyL xd t v; nugf} .	9
7	;ts{} e hfp, xd lk5}8 s] clx lb; cfOj /xn 5L .	1
8	efu /fd efu xd t tf]/] lb; v; nfulnof} .	3
9	x}6 hf] g} t rf]6 nfutf} .	7
10	xf]l|zof/ Û xd v;nf} .	11
11	arfp Û arfp Û	9

Note: TNF = 11 and TNR 60

S.N.	Q.N.6	TNO
1	a}rs] Û a}rs] Û	1
2	;O8 nfOu hfp g} t cfFxf s rf]6 nfOu ;s}t o .	3
3	sfsL Pgf ht} kfj} 5L tt} /f:tf g} sf6' .	7
4	dfF cx' a; k/ r9}n cfon 5L, l:y/ ; r9' .	2

5	bfbL Ū ?s' ?s' uf8L Pnf} .	6
6	rfrL Ū cufl8 g} a9' 9f]Ssf/ nfOut hfot .	5
7	efu' g} t wSsf nfOu hfot .	8
8	P cdf ?s' .	3
9	P rfrL Ū j; r9}n w8km8 g} s? .	1
10	a'9;'9 s Pgf s g} rn} s rfxL .	9
11	uf8L d] bathfoj, Pdx/ 3;}s hfp .	3
12	P dfO{ Ū /f:tf 5f]8 .	2
13	cO sfsL slgs Pdx/ cfp .	4
14	hNbL s? rfrL .	6

Note: TNF = 14 and TNR 60

S.N.	Q.N.7	TNO
1	cfFxf s}n] Pgf s/}t 5L .	8
2	cfFxf slyn Pt] slff 5f]8}t 5L, lgs ; g} k9}} t k]mn e h]}} .	5
3	b]v Pgf Snf; g} 5f]8 . Ps jif{s} nufgL a]sf/ e h]tf} .	7
4	;Ltf t' ;a lbg :s"n of .	3

5	k9fO{ k/ Wofg bxL g} t sfnlbf; e h]] .	5
6	k9fO hLjg s] cGwsf/ x6a}t 5}, lgs ; k9 .	6
7	k9fO g} 5f]8 hLjg cGwsf/ e h]tf} .	9
8	tf]/f O xd/ clGtd r]tgfjgL l5of} .	2
9	t' lgs hf]sf ;f]r O tf]x/ eljio ; h'6n aft l5of} .	1
10	Zofd t' ckg eljio ckg] ljufO8 /fxn 5L	7
11	t' g} k9jxL taf] x]t} .	1
12	Snfa; 5f]8j] t k]mn x]] .	3
13	tf]/f k]mn x} s] slgof] 8/ g} 5f} .	3

Note: TNF = 13 and TNR 60

S.N.	Q.N.8	TNO
1	Pg cf]g b]v s /f:tf sf6 g} t b'3{6gf x]tf} .	2
2	lgs ; /f:tf kf/ sf/, cufl8 k5fl8 b]v s] rn .	3
3	afa" bfofF lbzg ; uf8L cfj]t 5} ?s .	3
4	b]v uf8L cfj]t x}, /f:tf g} sf6 .	8
5	b]vL nnsf OG8Ls]6/ a]/ /xn 5} .	4
6	Wofg b s /f:tf sf6 .	3

7	dfkmL rfx}t 5L, uf8L cfj}t 5} .	7
8	Pgf w8km8d] /f:tf g} sf6 .	5
9	afa" cf]g ; uf8L cfOj /xn 5} .	7
10	b]v' xf]l;of/Lk"}s /f:tf sf6 k}/t 5} .	1
11	cf]g ; cfj}fnf uf8L ; 7f]Ss/ nfOu ;s}t cl5 .	2
12	afa" uf8L Ū b'3{6gf e ;s}t cl5 .	1
13	afa" Pg tfs' uf8L r}n Pn} .	3
14	uf8L cfj}t 5} .	1
15	Ps /lt ?s', uf8L cfOj /xn 5} .	2
16	uf8L ; lrkfoa .	4
17	afa" uf8L cfj}t g} b]vnf} <	1
18	lgs ; rn g} t :ju{ h]j} .	3

Note: TNF = 18 and TNR 60

S.N.	Q.N.9	TNO
1	n'v6];a Pt ; efOu hf] g} t ax't df/af} .	9
2	of} cxfx xd/f hfOnf lbo g} t cfFxf ;as] lk6fO nfut .	3
3	t' ;a xd/ k]mnfd] k8n hf]sf 5L .	4

4	t' ;a efOu hf] g} t xd/ kfj/ b]vfj k8t} .	5
5	xd/ /f:tf 5f]O8 b] g} t hfg vt/fd] 5f} .	8
6	tf]/f ;as] lxDdt 5f} t xd/f ; n8 .	1
7	ofb /fv Ū t' ;a xd/ /f:tf /f]Os /xn 5L .	3
8	xf]l;of/, tf]x/ ;js] v}/Lot g} 5f} .	2
9	xf]l;of/, tf]x/ ;as] bfFt tf]O8 b]j} .	5
10	xd/ /f:tf 5f]O8 b] g} t l/hN6 g} lgs x}tf} .	2
11	/] 5f}8f;a, t' ;a sL rfx}t 5L <	3
12	gfdb{ 5L, of lxDdt 5f} t <	4
13	;fjwfg Ū Ps Ps s dfO/ b]jf} .	1
14	tf]/f ;as] sfn l3/LofOt 5f} .	2
15	/f:tf 5f]8 g} t jfk s l]xf b]vf b]j} .	3
16	d/s] dg 5f} t /f:tf g} 5f]8 .	1
17	cfO t' ;a xd/ k]mnf d] k/n] .	4

Note: TNF = 17 and TNR 60

S.N.	Q.N.10	TNO
1	lfltk"lt{ lbof} g} t a; x8\tn s/a .	2

2	;a sf]O{ bf]sfg, uf8L aGb u/ .	4
3	lfltk"lt{ s] Joj:yf s/} k/t .	3
4	aRrfs] ;xLb 3f]if0ff s/} k/t .	1
5	b'3{6gf e]n c5L Ps/lt ?s' .	10
6	xd/f ;js] Gofo rfxL .	3
7	xd/f ;as] dfud] ;xdtL hgfj} k/t .	5
8	bf]ifLs b08 cf}/ kLI8t s] lfltk"lt{ g} e]nf ts x8\tn d] /xj .	7
9	xd;a O cGofo g} ;x ;sj .	6
10	xd;j ck/fwL s s7wf/fd] v8f sP s 5f]8\j} .	9
11	/f:tf aGb s/ g} t a8sf lflt e h]tf} .	3
12	h]gt]g uf8L rnfs] cfbdL df/}n g} ldnt} .	2
13	Pxg nfkf/jfxL sf]gf nf]s ;xt} .	5

Note: TNF = 13 and TNR 60

S.N.	Q.N.11	TNO
1	u/d xf]j} jfnf sk8f ;a n n] .	6
2	cf] clt ;Daj]bgzLn hux l5o}, lgs ; /lxox .	5

3	b]v a]6f cf]t s] ofqf ax't b'vbfoL 5}, tfxLåf/ ;j tof/L lgs hf]sf s ~ n] .	9
4	ax't hf8 e]nf sf/0f] t' ;x ;s]lx ls g} .	10
5	j/km ku}n s ls5f] e ;s}t x}, ;fjwfgL ckgfs] /lxox .	9
6	a]6f u/d sk8f cf}/ 8«fO k'm8 n}n g} lj;/ox .	1
7	ljrf/ s}/ s] Pgc]g 3'dlkm/ sl/ox .	2
8	afa' pmgL sk8f cf}/ Hofs]6 n}n g} lj;/ox .	5
9	/f:tf d] 708f nfOu a]xf];\ e ;s}t 5} t} åf/ bjfO n}n g} lj;/ox .	1
10	b]v j]6f cf]t s] ofqf si6s/ 5}, ;a tof/L lgs ; slnox .	3
11	pm lf]q ax't ;Dj]bgzLn 5}, lgs ; Vofn s/j .	2
12	cf]t ax't 708f xf]ot 5} tf]/f ;x} n ;d:of e ;s}t 5} .	4
13	;fjwfg /lxox, lxp ku}n s ls5 e ;s}t 5} .	3

Note: TNF = 13 and TNR 60

S.N.	Q.N.12	TNO
1	Pt xd/f ;as] ;jf:Yo k/ c;/ k/} 5} t} sf/0f cfFxf pBf]u aGw s? .	1
2	b]v' k|b'if0f x]t} t ;a lsof] ljdf/ k/j} .	2

3	b]v' cfFxf ;a g} ;sj} t O sf/vfgf aGb s/k/t .	1
4	O sf/vfgf ; xhf/f}+ cfbdL s] :jf:Yo k/ k|lts"n c;/ k}/ /xn cl5 .	9
5	hNbL ; sf/vfgf bf];/ hux k/ n s r}n hfp .	1
6	xd/f ;as] GoforfxL .	2
7	;sf/ s O aft s uDeL/ ?k ; lno} k/t} .	7
8	xd/f ;js] dfFud] cfFxf ;js] ;xdlt s/} k/t .	3
9	cfj bz lbgd] olb ;xdlt g} e]n t xd/f ;as] x8\tn ;/ e hfot .	7
10	xd ;a O cGofog} ;x ;sj .	2
11	O sDkgL s] dflns s'5 ;f]rf} g} t sDkgL aGb s/ k/t} .	3
12	;j ufd s cfbdL s dfu ;sf/ s ;'g} k8t} .	7
13	cfa xd ;a pBf]u aGb s b]j .	5
14	pBf]u ;+rfng s/} s] gfd k/ jftfj/0f k|b'if0f g} s ;s}t 5L .	4
15	va/bf/ Ū xd/f ;as] :jf:Yo ; v]njf8 g} s ;s}t 5L .	1
16	cfj olb pBf]u aGb g} x]t} t tf]8kmf]8 ;'? e h]t} .	2
17	Ps/f al9of hux k/ ;fOn hfp .	1
18	lst k|b'if0f /f]s', lst sf/vfgf aGb s? .	2

Note: TNF = 18 and TNR 60

S.N.	Q.N.13	TNO
1	k/Llff d] lgs ; Inv g} t al9of g} x]t} .	5
2	lgs ; Inv g} t k]mn e h]j] .	1
3	bf]:t lgw{Ss e s k/Llff lbof} .	2
4	P] a]/ sf}xgf s] kf; s/} s 5} .	4
5	tf]/f P] a]/ k/Llff d] s'x'gf s al9of l/hN6 nfj} k/tf} .	7
6	;fyL Vofn s/ /f}, O tf]x/ clGtd j]/ l5of} .	9
7	ljrf/ s k9' g} t lbSst e ;s}t o .	5
8	/fd lgs ; k/Llff blx g} t k]mn e h]j] .	8
9	a'emn] O tf]x/ clGtd df}sf l5of] .	6
10	x/ hf]t k/tf} ljrf/ s/ .	8
11	cx' j]/ k]mn e]n t k9fO{ ; ;Gof; lno k/tf} .	2
12	lgs ; k9 g} t ljb]z s] l6s s/fa k/tf} .	3

Note: TNF = 12 and TNR 60

S.N.	Q.N.14	TNO
1	hNbL l;s/]6 k]ms cfFxf s] afa'hL cfOj /xn cl5 .	6

2	afa'hL cfon l;s/]6 d'emfa' .	8
3	tf]x/ afa'hL Pnf}, l;s/]6 k]ms .	1
4	l;s/]6 k]ms tf]x/ afk Pnf} .	5
5	xl/ l;s/]6 k]ms bxL . p tf]x/ afa' Pnf} .	10
6	l;s/]6 k]ms g} t cfFxf s] afa' hL b]vt .	7
7	b]v' bf]:t cfFxf s] afa' hL cfOj /xn cl5 .	3
8	tf]/f 8/ g} xf]Ot 5f} . tf]x/ afa' Pnf} .	9
9	b]v tf]x/ s's[tL tf]x/ afa' b]vnsf}	6
10	cO pm k]ms k]ms . cf]t tf]x/ afa' Pnf} .	5

Note: TNF = 10 and TNR 60

S.N.	Q.N.15	TNO
1	hNbL efu' cfFxf s] k5fl8 d] afB cfoj .	1
2	of} af3 cfon efu' .	5
3	?Os hfp, g} lxn' .	18
4	efu, g} t af3 v]tf} .	6
5	af3 cfon, l:y/ ; g'sf hfp .	2
6	g} lxn', g} t af3 vfn]t .	20

7	af3 ; j}rs] . tf]/f kf5' d] af3 5f} .	3
8	efu, efu af3 Pnf} .	5

Note: TNF = 8 and TNR 60

Appendix - V

Symbol for Maithili Words

c	a
cf	a:
O	i
O{	i:
p	u
pm	u:
P	e
P]	ai
cf]	o
cf}	au
s	k
v	kha
u	ga
3	gh
<u>a</u>	na

r	ca
5	cha
h	ja
em	jha
`	na
6	ta
7	tha
8	da
9	dha
Of	na
t	ta
y	tha
b	da
w	dha
g	na
k	pa
km	pha

a	ba
e	bha
d	ma
o	ya
/	ra
n	la
j	va
z	sa
if	sa
;	sa
x	ha