

CHAPTER ONE

INTRODUCTION

1.1 General Background

Translation has a long history and tradition but translation study is a recently introduced new discipline. Etymologically, 'trans' is an anglicized form of a Latin word in which 'trans' means 'across' and 'lactum' means 'to carry'. In other words, it is an art of 'carrying across the matter of one language into another.' The concept of translation varies from age to age and country to country. In the past, translation was just as a means of communication among the people from different linguistic communities but today it is presented as a problem solving discipline.

There are so many languages in the world that it is insurmountable for a single person to learn all of them, which creates problem in communication and as a conscious being no one can remain totally ignorant of what is happening beyond his time and space. Hence, there exists the need of translation. Without translation one country will not be able to understand the language of another and no one can taste the great storage of knowledge stored in one language. Translation assumes a crucial role in promoting human understanding, therefore, better translation for better communication.

In the broadest sense, a single language also involves the translation of the non-verbal world so that people are involved in translating all the time. Translation in general is defined as an act of rendering sense or meaning of a word, an expression, etc. from one language into another and translation as the product of this. The text of the language to be translated is called source language text (SLT) and the text of the language in which it is translated is target language text (TLT). Different terms such as replacement, interpretation, transfer, rendering, etc. are also used to define translation. It is a bilingual as well as bicultural activity therefore a translator must be bilingual as well as bicultural.

It is an operation performed on two languages and can be defined as the process of changing something written or spoken in one language into another. Translation is an art promoting to peep into the diversified lingual, cultural and literary content of a source language and thus highlighting/appreciating the essence and niceties of the literature of the particular translated language. It is both a substitution and transference of meaning from one language to another.

Generally, translation is done across the language but it may also be within the same language. Such as; old Nepali version into modern Nepali version, or from old English into modern English. Translation can be done whether the language have standard and established orthography or not.

It is a very difficult task to define translation objectively because of the linguistic theory, philosophical tenets, literary convention, types of texts, medium involved in translation, etc. Even thousands of translators and experts cannot define what translation exactly is. It has been described variously by various scholars in different places at different points of time.

Newmark (1981, p.7) defines the term translation as "a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language." Similarly, Brislin (1976) defines translation as:

the general term referring to the transfer of thought and ideas from one language (Source) to another (target); whether the languages are in oral form or written; whether the languages have such standardization, or whether one or both languages are based on signs as with sign language of the deaf. (p. 1)

For him translation is a linguistic activity. Similar view is presented by Catford (1965, p. 20) as he defines translation "as the replacement of textual materials in one language (SL) by equivalent textual material in another language (TL)".

He defines translation as a linguistic activity and the theory of translation must, therefore, draw upon a theory of language. According to Wilss (1982, p. 3) "Translation is a transfer process which aims at the transformation of a written SL text into an optimally equivalent TL text and which requires the syntactic, the semantic and the pragmatic understanding and analytical processing of the SL." For him the term 'translation' stands both for process and result. In the same way Richards, et al. (1999, p. 389) define translation as "the process of changing speech or writing from one language (the source language) into another (the target language), or the target language version that results from this process." Lefevere (1992, p. 1) defines translation as "a text written in a well-known language which refers to and represents a text in a language which is not as well-known." According to Bell (1991, p.20) the phenomenon translation means "replacement of a representation of a text in one language by a representation of an equivalent in a second language." Translation is less linguistic and more or even exclusively: as a cultural procedure. This view states that one does not translate language but culture and in translation we transfer culture not language. Similarly, Crystal (1987, p.36) says " Translation is the neutral term used for all tasks where the meaning of one language (the source language) is turned into the meaning of another (the target language), whether the medium is spoken, written or signed." From this definition we can say that the translation is a bilingual activity, it is the product of rendering or transferring the meaning may also be from one dialect, register to another dialect, register, etc.

Some define translation as a linguistic activity; some define it as a cultural activity, some as an art, some as a skill and craft, some as a means of communication and so on. In fact, translation is more than all these art, craft, science. It is a process of analysis, interpretation and creation which leads to a replacement of one set of linguistic resources and values for another. It is an act of adjustment and a compromising exercise.

1.1.1 Importance and Scope of Translation

This 21st century is the century of translation and its wings are extending day by day. Newmark (1981, p. 3) says "the twentieth century has been called the age of translation." The age of translation is practicing to employ the translation extensively as the most powerful and indispensable vehicle for disseminating knowledge and information. It has been the key to the world knowledge. It has grown up as a fully fledged discipline with translation history, translation criticism, translation technique, translation process, translation product, translation evaluation, etc. Translation is a real-life, natural activity and increasingly necessary in a global environment.

It is an activity of enormous importance in the present world. The importance of translation in this century has been increased because of its multipurpose utility. Translation is to a large extent the most efficient way of breaking the linguistic barriers, promoting better communication and bringing together what lies beyond time and space. The relevance of translation as multifaceted and a multidimensional activity and its international importance as a socio-cultural bridge between countries has grown over the years. Newmark (1988, p. 7) defines the scope of translation "as an activity that serves as a means of communication, a transmitter of culture, a technique of language learning and a source of personal pleasure." In the present day circumstances when things are fast moving ahead globally not only countries and societies need to interact with each other closely, but individuals too need to have contact with members of other communities/societies that are spread over different parts of the country/world.

The main purpose of translation is to create spiritual and devotional unity across the various dialects, societies and individuals in both national and international level. Translation, on national level, weaves the various dialectal societies and people into one maxim to promote firm national unity, whereas, on international level, translation helps to establish unity among the people for

peace and harmony. The greatest contribution of translation is regarded as "Civilizing cosmopolitanism" (Wilss 1982, p.18). All the differences, in human civilization are shared, preserved, communicated and united only by means of translation. It has helped to bring cohesion in our multilingual and multicultural society. It crosses and blurs the geographical boundaries as well as breaks the linguistic barrier.

In the past, the aim of translation was to spread the religious thought, opinions, feelings and ideas but slowly it has been used in the creative writing as well as in the exchange of amusing literature. According to Bhattarai (2000, p.14) "From linguistic point of view, translation is very effective way of growing, it enriches one's young language and literature..." It is a subject of interest not only to linguist, professional and amateur translators and language teachers but also to electronic engineers and mathematicians. Its volume has increased with the rise of international trade, increased migration, globalization, the recognition of linguistic minorities and the expansion of the mass media and technology. It also helps to transcribe the new genres into the target language and helps to coin new word for the increment of vocabularies in developing one's own language. It grows the texts significance, introduces with the readers from various cultures, etc. Translated materials of world literature, Newmark (1981, p.3) says, "immediately sell more widely in translation than in original." We need translation in every step directly or indirectly. Translation meets the demands of different fields of knowledge and it is fast enrichment of its treasure because creation is slow and time consuming.

Translation is a versatile means of communication in transferring knowledge, truth, cultures, ideas and so on. The value of translation is beyond description for the dissemination of knowledge. Moreover, its contribution to language education cannot be underestimated. It is a technique of learning a foreign language, which allows an exercise for learner's intelligence to develop his competence. In the past, grammar translation method was used as a sole procedure of language teaching and learning. Because it had disadvantages,

translation was forbidden and seen as the derogatory technique in subsequent-direct method and audio-lingual method. With the advent of communicative approach a new interest in the use of translation in classroom has appeared. Regarding the failure of grammar translation method, Catford (1965, p.95) remarks “The chief defect of the now almost universally condemned grammar translation method was that it used bad grammar and bad translation. Translation is not a dangerous technique in itself provided its nature is understood.” It is through translation we know about all the developments in communication and technology and keep abreast of the latest discoveries in the various fields of knowledge, and also have access through translation to the literature of several languages and to the different events happening in the world.

According to the Engle and Engle (1985, p. 2, as cited in Bhattarai 2000, p. 13) this is the age of "Translate or Die". Emphasizing the value of translation Bhattarai (2000) says:

man, the only *homo loquens* known in this planet, possesses a unique capacity to use (speak, read and write) more than one languages. He is not only endowed to use different languages even at home, he can use different communication packages and systems. As a conscious being possessed with a vast treasure of knowledge accumulated through historical experience and stored in memory, he cannot simply remain ignorant of what lies beyond his space and time. Translation is the only key to this otherwise forbidden treasure-house (p.10).

Translation is produced as a matter of national pride, for official document, for reports, papers, articles, correspondence, text books, to convey information, advice and recommendation for every branch of knowledge. Translation helps to understand and support the various experiences of life prevalent in the

various countries of the world. It has become a global subject of study, teaching, enquiry, research, practice and profession. The importance of translation lies in the fact that it brings all areas of development of one nation with contact with those of others. It is an important tool for transmission of knowledge across geographical and linguistic boundaries. Therefore, translation today has become the necessity for every individual, society and nation and helps in the case of nation building.

1.1.2 Types of Translation

As translation is defined variously, it is also classified variously by various linguists. Therefore, to classify the translation work is a very difficult job. There are different types of translation which exist on the basis of different factors such as: agent, medium, register, system and orientations. The types of translation are determined by the type of the text, purpose and techniques of translation that the translator applies while translating the text.

Catford (1965, p. 21) classifies translation in terms of the extent, level and rank

a) In Terms of Extent

Translation can be classified into full and partial translation in terms of extent. In full translation, the whole text undergoes a translation process, in which each and every part of the SL text is replaced by TL text materials either be a whole library of books, a single volume, a chapter, a paragraph, a clause, etc. On the contrary, in a partial translation some part or parts of the SL text are left untranslated.

b) In Terms of Level

Translation can also be classified as total and restricted translation in terms of level. It is related to the level of language involved in translation. In total translation all levels of SL text are replaced by TL materials or the replacement of SL grammar and lexis by equivalent TL grammar and lexis. Catford (ibid)

further says that "Total translation is the replacement of SL grammar and lexis by equivalent of SL phonology/graphology by (non-equivalent) TL phonology/graphology"(p. 22). On the contrary, Catford (ibid) says restricted translation is the "replacement of SL textual materials by equivalent TL textual material at only one level." This translation takes place either at phonological, graphological or at grammar and lexical levels.

c) In Terms of Rank

Translation can also be classified into bound and unbound in term of rank. In rank bound translation, the selection of TL equivalent is deliberately confined to one rank/same rank, usually at word or morpheme rank. It means, they set up word-to-word or morpheme-to-morpheme equivalences, but not equivalences between high rank units such as the group, clause or sentence. In contrast, unbounded translation is a translation in which TL equivalents is not confined and shifts freely up and down the rank scale. It tends to be at the higher ranks, sometimes between larger units than the sentence. This may make it a group-group or clause-clause translation.

In rank-bound translation, as we have said, an attempt is always made to select TL equivalents at the same rank, e.g., word. A word-rank-bound translation is useful for certain purposes, for instance, for illustrating in a crude way differences between the SL and the TL in the structure of higher-rank units- as in some kinds of interlinear translation of texts 'exotic' languages.

The popular terms free, literal and word-for-word translation though loosely used, partly correlate with the distinctions dealt with here. A free translation is always unbounded-equivalences shunt up and down the rank scale, but tends to be at the higher ranks-sometimes between larger units than the sentence. Word-for-word translation generally means what it says: that is, essentially rank-bound at word-rank. Literal translation lies between these extremes: it may start, as it were, from a word-for-word translation, but make changes in conformity with TL grammar (e.g. inserting additional words, changing

structures at any rank etc); these may make it a group-group or clause-clause translation.

Similarly, Jakobson (1959) gives three –way classification of translation which captures the shades of meaning with respect to some aspects of translation (as cited in Krishnaswamy and Verma 1992, p. 139).

a) Intralingual Translation

Intralingual, the name itself implies that it is a process of translation in which SL and TL are the same or within the same language. According to Jakobson (ibid) intralingual translation refers to the "interpretation of verbal signs by means of other signs in the same language." It takes place from one dialect to another dialect or from one register to another, from restricted code to elaborated code, from written language to spoken language, etc. of the same language. Intralingual translation also takes place in terms of time. It is a translation 'within a language'. It is also called reordering, rewording/paraphrasing as the verbal signs of a language are translated within the same language.

b) Interlingual Translation

Interlingual translation is also called "translation proper". According, to Jakobson (ibid) interlingual translation refers to "an interpretation of the verbal signs of one language by means of the sign of the another language." In this type of translation meanings, ideas, thoughts, etc are rendered from SL text into TL text. Interlingual translation possesses a bilingual activity. The general definition of translation is in fact, related to this type of translation. It is translation "outside a language".

c) Intersemiotic Translation

The term 'inter' means between two different things, objects, symbol, etc. and 'semiotic' means the subject that deals with symbolic system. So, intersemiotic translation implies to the transference of a message from one kind of symbolic system to another. According to Jakobson (ibid. 135) intersemiotic translation is "an interpretation of verbal sign by means of signs in non-verbal sign system." Intersemiotic translation is also called 'transmutation'. It is a translation "outside a sign system."

According to Brislin (1976, p.3), there are four types of translation:

- a) Pragmatic translation
- b) Aesthetic-poetic translation
- c) Ethnographic translation
- d) Linguistic translation

Apart from the above mentioned types of translation, there are other types of translation which are most widely used. They are:

a) Literary Translation

Literary translation is the first alternation in translation. It is the oldest, the most difficult and the highest form of translation. Literary translation refers to the translation of different literary texts such as: translation of poetry, short story, essay, novel and drama. According to Newmark (1981,p.27), "The translation of poetry is often more difficult than any other kind of translation only because poetry is the only literary form that uses all the resource of language and therefore there are more levels of language to be accounted for." Literary texts always seem to be expressive in nature where authors express their ideas, emotions, thoughts, feelings and leave flavor of their culture.

According to Gachechiladze (1967, p.89, as cited in Phyak 2005,p.31)), "Literary translation is the reflection of artistic reality of the original. There can be no absolute reflection, it is always reflection, it is always approximate." Translation of literary texts includes transformation of different cultural specific terms of SL. Sometimes, some specific terms of one language do not exist in another language since language and culture are inseparable to each other which may create the problem in translation. According to Hornby (1998,p.113) "A literary text does not exist in a vacuum; while it is not bounded to a single, specified situation as is a road sign or a legal contract, it has its own situational relationship to reality." So, literary texts are translated, on the one hand, through the dynamics of the individual act of reading and, on the other hand, by virtue of the literary work of art being absorbed to its cultural heritage.

b) Technical Translation

Technical translation stands for non-literary translation. Technical translation is one part of specialized translation. It is potentially non-cultural, therefore, universal. In comparison with literary text, the technical text is easier to translate because it consists of technical vocabulary and it is not ambiguous. Technical writing is straightforward and direct. The purpose of such writing is to provide with clear cut information rather than double meanings. Such writings involve no humor, no satire or double play of words. So, one of the most important features of technical text that distinguishes it from literary text is selection of vocabulary. The technical translation gives emphasis on meaning rather than on form and the culture of the source language.

c) Academic translation

Academic translation is also called pedagogic translation. In this type of translation, the translators render the knowledge of teaching/learning activities from one language to another. Unlike other types of translation, academic translation takes place in the students' native language as well as the second

language. It imparts knowledge in teaching learning activities. The translators reduce the original ST to a small version in TT for the academic purpose. The main purpose of this type of translation is to enrich the students' vocabulary, to familiarize them with the TL structure and to enable them to contextualize the meanings of the words. Translation broadens our mind and view. So, broadly speaking it can be inferred that all translation activities are academic.

The above mentioned types of translation are most widely used and classified by the various linguists. Besides them, there can be found other types of translation as well, they are: word for word, literal, free, intrasemiotic, overt, covert, etc. Anyway, the classification made above will be useful inputs to the readers and other prospective researchers in the field of translation studies.

1.1.3 Technical Translation

Technical translation is also called scientific translation. By technical translation, we mean translation of empirical/descriptive texts written in the context of scientific or technological discipline. It is the translation of technical writing such as brochures, manuals, instructions, leaflets, etc or more specifically, texts that contain a high amount of terminology, that is, words or phrases that are virtually used only within a specific profession or describe that profession in great detail.

Translation is both art and science but when we come to the technical translation, it tends to be more science and less art. Every field of knowledge has its own technical jargon, its own genre marking characteristics. Technical jargon/terms are those lexical items which are defined and used for specific purpose only. Technical terms are fixed in a particular cognitive field and used by a set of specialized users who share the common conceptual and pragmatic ranges. Terms are finite in number in a technical lexicon or system and are fixed by their definitions. Technical terms differ from non-technical term structurally, semantically and functionally. The purpose of such writing is to provide the readers with clear cut information rather than double meaning. It is

straightforward, freer from alternative and comprehensible for its reader. In this scientific/technological world technical text is used to inform and instruct about product, business and so on. Technical terms are claimed to be less ambiguous, more efficient from the point of view of precision in expression. The ultimate aim of technical translation is to impart SL information to the TL users.

Bhattari (1997, p. 13) says that "Translation in general and technical translation in particular is an important tool for translation of scientific and technical knowledge across geographical and linguistic boundaries." Technical translation stands for non-literary translation. It is more content-oriented, depersonalized and objective than literary translation. It is a universal translation as it is potentially a non-cultural exercise. Its style is informative therefore it is usually free from emotive language, connotation, involve no humor and no satire. Technical translation rejects all the amplifications and smelling styles and focuses on close naked natural way of communication. The benefits of science and technology are not confined to one speech community so technical translation is must. Technical terminology has the highest probability of one to one equivalence in translation and there is no tension between form and content. It gives emphasis on meaning rather than form while in technical translation the content becomes the primary focus of the translator.

Technical translation is primarily distinguished from other forms of translation by terminology, although terminology usually only makes up above 5-10% of a text. Its characteristics and its grammatical features (for English, passives, nominalization, third persons, empty verbs, present tense) merge with other varieties of language. Its characteristic format is the technical report, but it also includes instructions, manuals, notices, publicity, which put more emphasis on forms of address and use of the second person (Newmark 1988, p. 151).

In contrast to literary translation, technical translation faces less problem of conflict between form and content and subjectivity and objectivity. One of the most important features of technical text that distinguishes it from literary text is selection of vocabulary. In technical translation accuracy combined with acceptable readability is an important criterion.

A translator transcreates something new in the literary translation but in technical translation s/he does not transcreate rather thinks how to provide information intended to translate. In comparison with literary text, the technical translation is easier to translate because it consists of technical vocabulary and it is not ambiguous. Technical language by its nature is clearly determined by content and the translator, in many cases, can take care of at least the semantic level (i.e. denotative meaning) of the text to be translated by using standardized substitution procedures. According to Newmark (1988, p.154)" A technical term (standardized language) is always more precise (narrower in semantic range) than a descriptive term (non-standardized language)."Technical translation with its specific syntactic, semantic and pragmatic features represents an important national and international tool of communication.

1.1.4 Procedures for Translating Technical Terms

Translation procedures are the technical strategies adopted by the translator to achieve the closest possible equivalence between the translation units of source language and target language. There are different procedures for translating technical terms. Some of them are as follows:

- a) Literal translation
- b) Loan shift
- c) Borrowing
- d) Paraphrasing
- e) Hybrid formation
- f) Loan creation

Brief descriptions of the above mentioned procedures are given as follows:

a) Literal Translation

Literal translation is the basic procedure of translation from which translation begins. It is a SL oriented translation. It preserves linguistic meaning of SL text. It focuses on semantic content of SL but neglects pragmatic meaning. It is form-oriented translation and makes no sense in most of the cases specifically in translating idiomatic and phatic expressions. The target language translates the source language terms by reflecting its primary sense only. According to Newmark (1998, p. 46) in literal translation the "SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly out of context." He says, literal translation is correct and must not be avoided; it secures referential and pragmatic equivalence to the original. Literal translation is often loosely equated with a word-for-word translation but it goes beyond one-to-one translation. It is the basic procedure of translation from which translation begins. According to Catford (1965, p. 25), "Literal translation lies between word-for-word and free translation; it may start, as it were, from a word-for-word translation, but make changes in conformity with TL grammar (e.g.: inserting additional words, changing structures at any rank etc); this may make it a group-group or clause-clause translation." It ranges from word-to-word level to sentence-to-sentence level. If the primary meaning is different, it does not work.

Literal translation occurs whenever word-for-word replacement is possible without breaking rules in the target language. In this translation, the translator neither omits a word nor a line nor adds to them. The best way to bridge structural gap is to translate literally in which SL grammar structure is changed into equivalent TL structure. It is the easiest and simplest form of translation.

e.g.: SL (Nepali): Yo r had ni b hak Nep l n garik h n h ncha.

TL (English): The bearer is the citizen of Nepal.

SL (Nepali): kh l cekm kahilai pani dastakhat nagarn hol .

TL (English): Never sign in blank cheque.

b) Loan Shift (Semantic Extension of the Target Language Words)

The target language translator translates the source language term by extending the semantic range of the existing word in the target language to convey the technical concept. This strategy is used to adapt the meaning of indigenous words of which meanings were not originally within the semantic range of such words to match the SL expressions. When the source language terms are translated through this procedure, new meaning components are added to the general words in the target language to reflect the technical concepts conveyed by the source language terms. It is the process of making something covers a wider area.

e.g.: SL terms (English)	TL terms (Nepali)
service	sew
authorized	adhikrit
mass	pi a

c) Borrowing

Borrowing is also known as transliteration and transference. Borrowing is the process of transferring an SL word to the TL script maintaining the SL pronunciation with some type of adjustment. Borrowing is probably the most frequently adopted procedure for the translation of technical terms as well as international terms (i.e. terms which have been adopted by the most advanced languages of the world). It is often regarded as a safer practice than coining terms with indigenous lexical components in TL. If there is no words/expressions available in the TL and when coining the terms in the TL is also not advisable then there exists 'borrowing'. Borrowing is a widely used translational procedure adopted in translating terms based on proper names, terms for unit, elements and compounds, symbols in science and technology.

When an SL expression is converted into TL script, the readers who do not know the SL can read the SL expression in the TL script although without understanding it. Borrowing should be occasional but not simultaneous because a lot of borrowing hinders communication.

e.g.: SL terms (English)	TL terms (Nepali)
bank	bank
cheque	cek
telephone	elifon
bill	bil

d) Paraphrasing

In paraphrasing, target language explains the meaning of the source language term using different words in order to make it easier to understand. The semantic content which is realized in the source language in a single term is syntactically distributed in the TL. It helps to make the text linguistically transparent. Paraphrase is an extended synonym and inevitably an expansion and diffusion of SL terms. While paraphrasing the SL term, in the TL the translator's attempt is to give descriptive and /or functional equivalence the SL terms. When the translator is unable to find an accurate or near equivalent terms in TL, he adopts this procedure to clarify the concepts of the SL expression. It helps in comprehending the SL concepts which is blocked by literal translation or borrowing alone. Paraphrasing is the last resort of translator i.e. when no other procedure functions, paraphrasing are useful. It is a feature of free translation.

e.g.: SL terms (English)	TL terms (Nepali)
payee	bhukt ni p une by kti
taste bud	masin sw dk tus
vertical quake	talam thi hallaune

e) Hybrid Formation

Hybrid formation is also called loan blending. The target language translator translates the source language terms, borrowing one constituent from the source language and translating the other constituent of the source language construction. Hybrid form is a normal linguistic phenomenon in technical terminology of any developing language. Therefore, such terms are and can be formed keeping in view of the requirement.

From the above points it can be said that in hybrid formulation there is the complete or partial fusion of two terms (i.e. one term from the SL and another term from the TL) into one term.

e.g.:	SL terms (English)	TL terms (Nepali)
	banking system	banking prath
	inert gas	niskriya gy s
	vector quantity	bhektar r si

f) Loan Creation

Terms in the target language are coined by using available concepts to match the source language concepts. Coinage of technical terms has been one of the most important resorts when the source language technical concepts have to be precisely expressed for which no existing words or expressions in the target language are found suitable and when the retention of the source language terms also are not advisable. Coining new terms in the TL to match the SL terms has to be avoided in case there exist certain words in the TL which could be adapted to reflect the meaning of SL terms.

e.g.:	SL terms (English)	coined term in TL (Nepali)	existing words TL (Nepali)
	acceleration	prabeg	beg
	antibody	pratipi a	pi a
	intersection	praticchedan	bicchedan

1.1.5. Problems of Technical Translation

Translation has never been a smooth activity because no language and culture are same and alike. Especially, the indispensable relation between language and culture creates problem in translation. It is not merely lexical equivalent of words of one language that of another, but much more. It is a mind bending exercise which faces some of the toughest problems that the phenomenon of language provides. Translation difficulties and constraints are too many to analyze. There is always the problem of meaning, its transferability, its inseparability and many more. Wilss (1982, p.161) elaborates translation problems into four types:

- a) Transfer- specific
- b) Translator-specific
- c) Text-type specific and
- d) Single-text specific.

Since translation is a bilingual as well as bicultural endeavor the translator faces many problems both at the linguistic and extra-linguistic levels while rendering one text from one language into another.

It is very difficult to get full equivalent terms, whereas there are some words which have nil equivalence especially, of technical terms. According to Hervey and Higgings (1992, p.166), there are two type of problem in technical translation:

- a) Lexical problem and
- b) Conceptual problem

a) Lexical Problem

There are three sorts of lexical problem arising from the specialized use of technical terms.

- i) There is the obvious problem of terms not used in everyday, ordinary language, and which are, therefore, totally unfamiliar to the lay translator.
- ii) Terms whose ordinary, everyday uses are familiar to the translator, but which are manifestly used in some other, technically specialized, way in the ST.
- iii) A term may have an ordinary, everyday sense that is not obviously wrong in the context.

b) Conceptual Problem

There are two sorts of conceptual problem.

- i) It is caused by failure to understand underlying suppositions and knowledge. It is not understood by non-specialists and it is not explicit in the ST.
- ii) The most intractable problem in technical translation arises in translating the development of new ideas.

Technical translation creates lots of problems therefore; the technical translator must acquire as soon as possible some degree of technical expertise in the field in which they intend to work.

There is a difference here between literary translation and technical translation. It is not that literary translators are not held responsible for their published TTs, but the implications of mistranslation are generally

less serious for them than for technical translators, whose one mistake could cause financial damage or loss of life and limb (Hervey and Higgings 1992, p.169).

A combination of an academic degree in science and qualification in a foreign language is an ideal background for a technical translator.

1.1.6. Transliteration

Transliteration is a word loaning procedure as it maintains orthographic correspondence between ST and TT. In the process of actually transliterating a text, the transliterator replaces each SL letter or other graphological unit by a TL letter or other unit on the basis of a conventionally established set of the rules. Transliteration is a tool useful in the situation in which translation fails to transfer the message. It is a solution to a problem where there exist gaps. This process is used only if the equivalent term is absent in the target language. Crystal (1985, p.384) says that, “Transliteration is a process in which each character of the source language is converted into character of the target language.” When an SL expression is converted into TL script the TL reader, who do not know the SL can read the SL expression in TL script although without understanding it. Catford (1965, p.66) mentions that, “In the process of actually transliterating a text, the transliterator replaces each SL letter or graphological unit by a TL letter, or other unit, on the basis of a conventionally established set of rules.” The transliteration rules specify transliteration equivalent which differ from translation equivalents. SL graphological units are replaced by TL graphological units but they are not related on the basis of relationship to the same graphic substance. The process of transliteration system involves three steps (ibid):

- I) SL letters are replaced by SL phonological units; this is the normal literate process of converting from the written to the spoken medium.

- II) The SL phonological units are translated into TL phonological units.
- III) The TL phonological units are converted into TL letters, or other graphological units.

For example:

SL: यो राहदानी बाहक नेपाली नागरिक हुनुहुन्छ ।

Tra

nsliteration: Yo r had ni b hak Nep l n garik h n h ncha.

TL: The bearer is the citizen of Nepal.

Roman script is usually used for transliteration. It includes all Nepali alphabets in Roman script with diacritic marks. Its purpose is to help the TL reader by giving equivalent sound system of the SL.

1.2 Review of Related Literature

No doubt, translation has earned a wider scope with history, philosophy, techniques, criticism, evaluation and as an independent discipline. Its scope has been extended day by day through different research studies and criticisms on it. Many research studies have been carried out on translation from different perspectives such as gaps in translation, techniques, evaluation and so on. Now, I would like to summarize some of them.

Adhikari (2003) carried out a research entitled "A Study on the Translation of Technical Terms: A Case of Textbook for Science – X" to find out the techniques and linguistic problems of translation of technical terms used in science textbook for grade IX. He collected 200 English scientific terms and their Nepali translation. He found that the use of literal translation, hybrid-formation, paraphrasing, borrowing, loan shift and loan creation were the

techniques used in the translation of technical terms. He found that literal translation was widely used technique. He concluded that the problem lied in translation when a target language text lacked an equivalent term that was present in the source language text.

Sharma (2004) submitted an M.Ed. thesis entitled “A linguistic Analysis of the Strategies Employed in the English Translation of a Text Book: A Case of Social Studies for Grade X” to the Department of English Education, T.U. He studied the strategies employed by the translator to render the original text. He found that translated text did not necessarily have an absolute formal correspondence with the source text. He further noted that the mistranslation of source text indicated the lack of knowledge while rendering the original text. He also found lack of correspondence in negation and voice in source and target text.

Wagle (2004) conducted a research entitled "A Study on Multiple Translation of Muna-Madan from Cultural Perspective." In this anecdotal study he found the use of eighteen different techniques and fluctuation in the number of words. Literal translation was most widely used. Every version had cultural loss and pragmatic meaning was emphasized. Contextual equivalence, footnotes were used to transmit cultural messages. Although all versions lacked the accurate meanings, Ananda's version was better. He concluded that it was possible to minimize cultural loss in translation by using effective and appropriate techniques.

Singh (2004) carried out a research entitled "Techniques in the Translation of Cultural Terms: A Study of Translation of Social Studies Textbook". He collected 220 lexical terms from Nepali and English version of our social studies for Grade VIII and classified them into five categories ecology, material culture/artifacts, mythic pattern, social culture and institutional and conceptual terms. He found a number of techniques of translation, literal translation being the most widely adopted procedures of translation of the technical and non

technical terms. He found that there existed a number of gaps in translation of cultural terms due to various reasons: lack of conceptual accuracy, lack of cultural equivalence, lack of lexical items etc.

Chhetry (2005) carried out research entitled "Translation of Technical Terms: A Case of Textbook of Health, Population and Environment Education for Grade X" to find out the techniques and linguistic problems of HPE terms from Nepali to English. He collected 200 Nepali terms used in health, population and environment and their translation in English. He found six techniques used to translate health, population and environment (HPE) terms. He concluded that there was possibility of literal translation, paraphrasing or other technique in translating technical terms, but majority of the terms were transliterated. He also found that both the Nepali and English languages were used as source of technical terms in the field of (HPE).

Khanal (2005) in his thesis entitled "The Translation of Science Text: A Case Study of Translated Text Book of Science for Grade X", tried to find out the sentence structure and to observe the semantic gap in translation. He found that the numbers and types of sentences did not match between ST and TT. He found the ST had more number of sentences than the TT and both the ST and TT had more affirmative sentences than the negative sentences. He also found structural gap between the ST and TT in different areas of grammar: voice, preposition, articles, word order and tense.

Rijal (2005) conducted a research entitled "Translation of Technical Terms: A Case of Science Textbook for Grade VIII." He aimed to find out the techniques employed in translation of technical terms and linguistic problems of translation of technical terms used in the science textbook for Grade VIII. He found six different techniques used in translating technical terms such as: literal translation, loan translation, hybrid formation, loan shift, borrowing and paraphrasing. Literal translation was found to be used widely that is 93 (37.88%) out of 246 terms. He further found some problems of translation of

technical terms that, when the given SL term had more than one possible translation in the TL, the translator faced the problems of selection of a particular term in a particular context and the translator did not give preference to the already existed lexical terms in Nepali.

Sapkota (2007) carried out a research entitled "Techniques in the Translation of Technical Terms Used in Accountancy: A Case Study of Translation of Textbook of Grade X". He aimed to find out techniques involved in translation of technical terms from English to Nepali. He found six different techniques in translating OPA (Office Practice and Accountancy) terms, four techniques in translating the terms of bank, two for translating the terms of insurance, five for translating the terms of journal and five for translating the terms of voucher and budget. He found that literal translation was the most frequently used technique.

Rimal (2008) carried out a research entitled "Analysis of Translational shift and strategies used in translating culture in the Drama 'Masan'" to analyze translational shift and strategies from cultural perspective: To accomplish the objectives of the study, he extracted the data from a Nepali translated version of the drama 'Masan' and its English version (cremation ground). The study showed that eighteen different techniques were employed in translating cultural words of the drama. This study also concluded that among the procedures, the best translation method was to be the one which allows translator to utilize 'notes'.

Thapa (2008) carried out a research entitled "A Case Study of Translation of 'Pallo Gharko Jhyal'", to find out the Nepali cultural terms in the translated text, the techniques and to identify the semantic gap in translated text. She found hundred cultural words and nine translation techniques. Among them, literal translation was the most widely used technique while translating the Nepali culture-bound terms into English. She also found the number gaps due to the notion of positionality, equivalent words in the target culture and

language, cultural remoteness or difference between traditional and modern/scientific cultures.

Bajagain (2008) carried out a research entitled "Translation of Technical Text." She collected 80 Nepali technical terms using non-random judgemental sampling procedure. She analyzed the procedures employed in the translation of technical text and structural shifts in translating the technical text. She found seven different procedures used in translating technical terms where literary translation is mostly used and borrowing is the least used procedure. She found there were many stances of the use of non-corresponding structures which lead the structural shift between the SL text and TL text.

In terms of translation, various research studies were found to have been carried on techniques, linguistic and cultural gaps. But no research study has yet been conducted to find out the translating ability of master level students in technical translation. So, my present study is completely different from the rest.

1.3 Objectives of the Study

The study had the following objectives:

- a. to find out the translating ability of master level students in technical translation.
- b. to compare the translating ability in technical translation in terms of word and sentence level between the students taking translation and SLA as elective subjects.
- c. to suggest some pedagogical implications.

1.4 Significance of the Study

As we all know translation is an activity of enormous importance in the present world. It has become a global subject of study, teaching, enquiry, research, practice and profession. Therefore, the study is significant as it displays the

ability of Master level students in technical translation in translating their native language into the international language. The study will be beneficial to the students, teachers and all those who are interested in teaching and learning of language and translation. This study will be also beneficial for curriculum and syllabus designers, language trainers and over new researchers.

CHAPTER TWO

METHODOLOGY

The term 'methodology' in research, according to Richards and Rodgers (1986, p. 229) refers to "the procedures used in carrying out an investigation, including the methods used to collect and analyze data." Methodology refers to all the activities used for the collection of data which includes the selection of population and process of data collection. To fulfill the objectives as mentioned above I adopted the following methodology:

2.1 Sources of Data

Both primary and secondary sources of data were used to meet the objectives of this study.

2.1.1 Primary Sources of Data

The primary sources of data for this study were Master level students.

2.1.2 Secondary Sources of Data

Various books, especially Nida (1964), Catford (1965), Brislin (1976), Newmark (1981), Wilss (1982), Crystal (1987), Duff (1987), Bell (1991), Lefevere (1992), Hervey and Higgins (1992), Krishnaswamy (1992), Bhattarai (2000), and reports, articles, research studies, journals and internet related to the topic were used as secondary sources of data.

2.2 Sampling Procedure

It is impossible and impracticable to study the whole population to arrive at generalization because it takes a long time to study and the expected characteristics of the population cannot be measured in totality. Therefore, sampling is the only process that makes possible to draw the valid inferences and generalizations. The small number we select is the sample. Thus, sampling

procedure is the process of selecting a few from a bigger group to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group.

I purposively selected 'The Department of English Education' as a research area of my study. The sample population for the study was only sixty where thirty students were from translation and thirty from SLA. I selected them by following non-random judgmental sampling procedure.

2.3 Tools for Data Collection

The only tool for data collection was a set of test items consisting of Nepali technical texts, which the informants had to translate into English. The text items were derived from brochures, menus, and leaflets. The full marks of the test were 50 only.

2.4 Process of Data Collection

To collect the primary data, the following procedures were followed:

- a. I went to English Department of Education where I visited those students who were undertaking thesis (either individually or in a group).
- b. Then, I built up rapport with them and made them clear of the purpose.
- c. I selected the students non-randomly and gave clear instruction about the test and distributed test items to them.
- d. After they finished the test, I collected their answer sheets and thanked them.

2.5 Limitations of the Study

The limitations of the study were as follows:

- a. The study was limited to Central Department of English Education.
- b. It was limited to Master level students who had completed the course of M.Ed.
- c. There were only sixty students in the sample.
- d. Only test was a tool for data collection.
- e. The test consisted of Nepali technical texts.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data. A set of test items was prepared to collect data. The set consisted of three text items i.e., Nepali texts, which the students had to translate into English. The marks varied according to the text. After collecting the answer sheets, the responses of the students were marked systematically and scores were analyzed. The analysis and interpretation were carried out as effectively and accurately as possible using simple statistical tool of percentage.

The analysis and interpretation of data was carried out under the following sub headings.

3.1 Translating ability of the students

3.1.1 Overall translating ability

3.1.2 Subject-wise translating ability

3.2 Ability of the students in translating words

3.2.1 Overall translating ability in terms of word level

3.2.2 Subject-wise translating ability in terms of word level

3.3 Techniques used in translating Nepali technical text into English

3.3.1 Overall analysis of techniques

3.3.2 Subject-wise analysis of techniques

3.1 Translating Ability of the Students

This sub-heading deals with the translating ability of the students of Department of English Education. In this study, altogether sixty students were included and their translating ability is shown on the basis of a scale in which the students who scored 80-100% were considered excellent, 60-79 good, 40-59 satisfactory and below forty poor.

3.1.1 Overall Translating Ability

The table given below presents the overall translating ability of the students.

Table No. 1

Overall Translating Ability

Total Sample	Full Marks	Obtained Marks	Percentage
60	3000	1593	53.1

The table above shows that the students got 53.1% in average in translating technical text. Therefore, the translating ability of Master level students was found to be satisfactory. Examples of translation of technical texts from SL (Nepali) to TL (English) are given below:

SLT: Yo r had ni b hak Nep l n garik h n h ncha.

TLT: The bearer is the citizen of Nepal.

The bearer is the Nepalese citizen.

The bearer of this passport is a Nepali citizen.

SLT: R had ni j r gariek miti dekhi Da bar a vand Ba h my d huna saktaina.

TLT: The validity of this passport can't be more than ten years from the date of issue.

The passport is not valid more than ten years from the date of issue.

The validity will not be more than ten years from the date of the passport issued.

SLT: R had ni gairk nun tabarle prayog garem radda garna sakinecha.

TLT: Passport can be cancelled if it is misused.

Passport will be cancelled if it is used illegally.

If passport is used illegally, it can be cancelled.

(The detailed data illustrating the overall translating ability of the students from SLT to TLT are given in **Appendix-6**).

3.1.2 Subject-wise Translating Ability

The table below presents the translating ability of the students taking translation and SLA as elective subjects.

Table No. 2

Subject-wise Translating Ability

Variable	Sample Size	Full Marks	Obtained Marks	Percentage
Translation	30	1500	884	58.93
SLA	30	1500	709	47.26

The students taking translation got 58.93% in average and the students taking SLA got 47.26% in average in translating technical text. For example,

SLT: kh l cekm kahilai pani dastakhat nagarn hol .

Translation: Never sign in blank cheque.

Never do signature in blank cheque.

SLA: We shouldn't sign in blank cheque.

Don't sign in blank cheque.

Never sign if the cheque is blank.

SLT: Cek har ema w cor vaem t r ntai bainkl sucana din hola.

Translation: Inform the bank, if the cheque is lost or stolen as soon as possible.

Immediately inform the bank if the cheque is lost or stolen.

Inform the bank if the cheque is lost.

SLA: We should inform the bank if the cheque is lost.

Inform the bank immediately if the cheque is lost or stolen.

If the cheque is lost or theft, inform the bank immediately.

Give notice to the bank if cheque is stolen.

(The detailed data illustrating the subject-wise translating ability are given in **Appendix-6**).

The overall analysis helps to conclude that the translating ability of both the groups was satisfactory. Comparatively, the students of translation have higher translating ability than the students of SLA.

3.2 Ability of the Students in Translating Words

This sub-heading deals with the ability of the students in translating words.

3.2.1 Overall Translating Ability in Terms of Word Level

The table given below presents the translating ability of the students in terms of word level.

Table No. 3

Overall Translating Ability in Terms of Word Level

Sample words	Respondents	Total words	Correct words		Incorrect words	
			No. of words	Percentage (%)	No. of words	Percentage (%)
95	60	5700	5396	94.66	304	5.33

The above table shows that the students got 94.66% in average in translating words. Therefore, the translating ability of the students at word level was found to be excellent. For example:

SLT: J nk r

TLT: information

SLT: r had ni

TLT: passport

SLT: b hak

TLT: bearer

SLT: cek

TLT: cheque

(The detailed data illustrating the overall translating ability of the students in terms of word level are given in **Appendix-4**).

3.2.2 Subject-wise Translating Ability in Terms of Word Level

The table below shows translating ability of the students taking translation and SLA.

Table No. 4

Subject-wise Translating Ability in Terms of Word Level

Sample words	Respondents	Total Words	Correct words				Incorrect words			
			No. of words		Percentage		No. of words		Percentage	
			Trans	SLA	Trans	SLA	Trans	SLA	Trans	SLA
			2722	2674	95.50	93.82	128	176	4.49	6.17
95	60	5700	5396		94.66		304		10.66	

The table above shows that 95.50% of the words were translated correctly by the students taking translation. Similarly, 93.82% of the words were translated correctly by the students of SLA. For example:

SLT: an dhikrit

Translation: unauthorized

illegal

SLA: illegal

unnecessary*

SLT: chal

Translation: fraud

cheater

theft*

SLA: fraud

trick

theft*

(The detailed data illustrating the subject-wise translating ability in terms of word level are given in **Appendix-4**).

The overall analysis helps to conclude that there is no significant difference in translating words between the students taking translation and SLA as elective subjects.

3.3 Techniques Used in Translating Nepali Technical Text into English

This sub-heading deals with the techniques that were used to translate Nepali technical text into English.

3.3.1 Overall Analysis of Techniques

The table given below presents the types of techniques used in translating Nepali technical texts into English at sentence level.

Table No. 5

Overall Analysis of Techniques

Sample sentence	Respondents	Total sentence	Word for word translation		Literal translation		Free translation	
			No. of sentence	%	No. of sentence	%	No. of sentence	%
15	60	900	0	0	646	71.77	254	28.22

The above table shows that the most of the sentences (71.77%) were translated literally whereas 28.22% were translated freely. There was not a single sentence which was translated word for word. For example:

SLT: Cek buk lid th n gint gar lin hol .

TLT (literal): Count the cheques when you receive it.

Count the pages while taking the cheque book.

Count cheque book while receiving it.

SLT: R had ni gairk nun tabarle prayog garem radda garna sakinecha.

TLT (literal): Passport can be cancelled if it is misused.

Passport will be cancelled if it is used illegally.

If passport is used illegally, it can be cancelled.

SLT: Cek buk s rakhs k sath r khn parcha.

TLT (literal): The cheque book should be kept safely.

TLT (free): Keep it safely.

Keep it in a secure place.

(The detailed data illustrating the overall analysis of techniques are given in **Appendix-5 & 6**).

The overall analysis helps to conclude that literal translation was most frequently used technique in translating technical texts.

3.3.2 Subject-wise Analysis of Techniques

The table given below presents the types of techniques used in translating Nepali technical texts into English at sentence level between the students taking translation and SLA.

Table No. 6
Subject-wise Analysis of Techniques

Sample sentence	Resp onde nts	Total Sentence	Literal translation				Free translation			
			No. of sentence		Percentage		No. of sentence		Percentage	
			Trans	SLA	Trans	SLA	Trans	SLA	Trans	SLA
			342	304	76	67.55	108	146	24	32.44
15	60	900	646		71.77		254		28.22	

The table above shows a high majority of the sentences i.e. 76%, 67.55% were translated literally by the students taking translation and SLA respectively. For example:

SLT: elifonko an dhikrit prayog huna nadina laki g ko ko prayog garn hol .

Translation (literal): Use locking code to avoid misuse of telephone.

Use locking code to avoid unauthorized use of telephone.

Translation (free): To prevent unauthorized use, use locking code.

SLA (literal): Use locking code to avoid misuse of telephone.

Use locking code to avoid unauthorized use of telephone.

SLA (free): For legal use of telephone use the locking code.

Please, use locking code to discourage illegal use of telephone.

Lock the number to prevent from misuse of phone.

To prevent unauthorized use, use locking code.

SLT: elifonko l n l d chal b ta s bdh n rahan hol .

Translation (literal): Be aware from cheater while taking the telephone line.

Be aware of frauds while leasing telephone line.

SLA (literal): Be aware from cheater while taking the telephone line.

Be aware of frauds while leasing telephone line.

SLA (free): We should be aware from cheaters.

While taking telephone line, be aware.

(The detailed data illustrating the subject-wise analysis of techniques are given in **Appendix-5 & 6**).

The overall analysis helps to conclude that majority of the students from both the groups translated the sentence literally.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the findings and recommendations.

4.1 Findings

On the basis of presentation, analysis and interpretation of data, the major findings of the study have been summarized as follows;

1. a) The translating ability of the master level students of T.U. in technical translation was found to be satisfactory that is 53.1%.
b) The students of translation have higher translating ability than the students of SLA by 11.67%.
2. a) In terms of word level translation, 94.66% words were translated correctly by the students. This is substantially an excellent result.
b) Although there is no significant difference between the students taking translation and SLA in translating words, the students of SLA were found to be a little bit weak in using technical words in comparison to the students of translation.
3. a) Literal translation was the most frequently used technique in technical field.
b) There was not a single sentence which was translated word for word.

4.2 Recommendations

On the basis of the findings, some recommendations are presented as follows:

- 1) There was not so much difference between the students taking translation and SLA. So, the students must be provided with more

opportunities to translate from their native language to other languages and vice-versa.

- 2) Technical translation is straightforward, depersonalized and direct so the translator must reject all the amplification and be very careful in the selection of vocabulary.
- 3) Technical translation has its own technical jargon so the translator must be familiar with the terminology to get good translation.
- 4) Access to technical dictionaries and up-to-date databanks is indispensable for translators of technical texts.
- 5) Technical translators must acquire some degree of technical expertise in the field in which they intend to work.
- 6) Students should be made familiar with the translation procedure so that they can handle their bilingual educational activities in a better way.
- 7) A translator should give priority to literal translation unless it distorts meaning or is very unnatural.
- 8) This is the age of “translate or die” therefore, translation should be included in the syllabus as a compulsory subject as it is an elective course for English education.

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Appendix- 1
Questionnaire for Informants

Name:

Sex:

Elective Subject

Text 'A'

Translate the following text into English.

15

जानकारी

- यो राहदानी बाहक नेपाली नागरिक हुनुहुन्छ ।
- राहदानी जारी गरिएका मितिदेखि १० वर्षभन्दा बढी म्याद हुन सक्तैन ।
- विदेशमा गएका नेपालीहरूले कुटनीतिक नियोगमा गई आफ्नो नाम-ठेगाना दर्ता गराउन आवश्यक छ ।
- राहदानी हराएको स्थितिमा पूरा जाँचबुझ गरेर मात्र अर्को राहदानी जारी गरिनेछ ।
- राहदानी गैरकानूनी तवरले प्रयोग गरेमा रद्द गर्न सकिनेछ ।

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Text 'B'

Translate the following text into English.

15

सूचना

- चेक बूक लिंदा थान गिन्ती गरी लिनुहोला ।
- चेक बूक सुरक्षामा साथ राख्नुपर्छ ।
- चेक खिच्दा पछि थपघट गर्न नमिल्ने गरी अङ्क र अक्षर प्रष्टसँग लेख्नुपर्दछ ।
- खाली चेकमा कहिल्यै पनि दस्तखत नगर्नु होला ।
- चेक हराएमा वा चोरी भएमा तुरुन्तै बैकलाई सूचना दिनु होला ।

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Text 'C'

Translate the following text into English.

20

नेपाल टेलिकम

ग्राहक सेवा निर्देशनालय

ग्राहकलाई जानकारी

- टेलिफोनको अनाधिकृत प्रयोग हुन नदिन लकिङ्ग कोडको गर्नुहोला ।
- टेलिफोन लाईन लिँदा छलीबाट सावधान रहनुहोला ।
- एस.टी.डी./आई.एस.डी. सुविधाको प्रयोग गरी पैसाको बचत गर्नुहोस् । यो सुविधा चाँडो र सस्तो छ ।
- बीलको रकम टेलिफोन कार्डमा उल्लेखित मिति भित्र भुक्तानी गरिसक्नु पर्नेछ ।
- टेलिफोन सेवा शुल्कको हिसाब पछि मात्र भ्याट (मुल्य अभिवृद्धि कर) गणना गरिनेछ ।

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Appendix- 2

Marks obtained by the students of translation

S.N	Students in code number	F.M(50) Marks obtain
1	Respondent 1	39
2	Respondent 2	29
3	Respondent 3	23
4	Respondent 4	41
5	Respondent 5	33
6	Respondent 6	18
7	Respondent 7	28
8	Respondent 8	28
9	Respondent 9	14
10	Respondent 10	27
11	Respondent 11	32
12	Respondent 12	31
13	Respondent 13	21
14	Respondent 14	22
15	Respondent 15	38
16	Respondent 16	33
17	Respondent 17	40
18	Respondent 18	25
19	Respondent 19	38
20	Respondent 20	24
21	Respondent 21	26
22	Respondent 22	45

23	Respondent 23	37
24	Respondent 24	26
25	Respondent 25	32
26	Respondent 26	30
27	Respondent 27	16
28	Respondent 28	29
29	Respondent 29	38
30	Respondent 30	21
	Total	884
	Percent	58.93

Appendix- 3

Marks obtained by the students of SLA

S.N	Students in code number	F.M(50) Marks obtain
1	Respondent 1	29
2	Respondent 2	37
3	Respondent 3	18
4	Respondent 4	23
5	Respondent 5	35

6	Respondent 6	24
7	Respondent 7	33
8	Respondent 8	17
9	Respondent 9	24
10	Respondent 10	22
11	Respondent 11	24
12	Respondent 12	16
13	Respondent 13	15
14	Respondent 14	10
15	Respondent 15	23
16	Respondent 16	38
17	Respondent 17	22
18	Respondent 18	27
19	Respondent 19	11
20	Respondent 20	18
21	Respondent 21	34
22	Respondent 22	26
23	Respondent 23	13
24	Respondent 24	15

25	Respondent 25	25
26	Respondent 26	12
27	Respondent 27	35
28	Respondent 28	19
29	Respondent 29	38
30	Respondent 30	26
	Total	709
	percent	47.26

Appendix-4

Comparison of Ability in Terms of Word Level

S.N	SLT	TLT	Translation	No.of students	SLA	No. of students
1	J nk r	information	information	28	information	27
			notice*	2	notice*	3
2	r had ni	passport	passport	30	passport	28
					rahadani*	2
3	b hak	bearer	bearer	24	bearer	19
			holder	6	holder	5
					owner	2
					possessor	4
4	nep l	Nepali	Nepali	30	Nepali	30
5	n garik	citizen	citizen	26	citizen	27
			civilian*	4	civilian*	2
					national*	1
6	H n h ncha	is	is	28	is	25
			should*	2	should*	2
					must*	1
					becomes*	2
7	j r	issue	issue	29	issue	25
			given*	1	dissemination*	2
					given*	2
					provided*	1
8	miti	date	date	30	date	29
					period*	1
9	dekhi	from	from	28	from	27
			since*	2	since*	3
10	Da	ten	ten	30	ten	30

11	bar a	years	Years	30	years	30
12	vand	than	Than	30	than	30
13	Ba h	more	More	30	more	30
14	my d	validity	Valid	30	Valid	30
15	saktaina	not	not can't	26 4	not can't won't*	25 2 3
16	bide	abroad	abroad foreign country	24 6	abroad outside out of country foreign country	19 3 2 6
17	gaek	gone	Gone	30	Gone	30
18	Ku n ik	diplomatic	diplomatic concerned*	27 3	diplomatic consular* concerned*	24 2 4
19	niyog	embassy	embassy agency* office* centre*	23 2 3 2	embassy agency* centre* commission* office* niyog*	19 3 2 3 1 2
20	n mtheg n	name and address	address name and address details	6 19 5	name and address details address identity*	18 7 4 1
21	dart	register	register enlist	26 4	register enlist contact*	27 2 1

22	ba yak	necessary	necessary important essential	17 6 7	necessary important essential required should* must*	15 7 5 1 1 1
23	har eko	lost	lost	30	lost	30
24	sthitima	in case of	in case of	30	in case of	30
25	pur	exhaustive	exhaustive complete full thorough certain*	19 4 2 3 2	exhaustive complete full thorough heavy* strict* certain*	14 6 4 1 1 1 3
26	j cb jh	investigation	investigation inquiry legal process* verification*	15 6 3 4 2	investigation checking enquiry legal process* verification*	18 4 2 4 2
27	m tra	only	only	30	Only	30
28	arko	another	another next again* new*	17 6 3 4	another next again* second time* new*	16 6 3 2 3
29	kahilai	never	never	30	never	30
30	gairk nun	illegal	illegal unlawful misused*	18 9 3	unlawful illegal misused*	12 14 2

					abused*	2
31	prayog	use	use	30	use	30
32	radda	impound	impound	17	impound	18
			seize	3	cancel	3
			dismissed*	3	stripped off*	1
			disqualified*	4	collapse*	1
			hold*	3	dismissed*	1
					disqualified*	3
					hold*	3
33	sakinecha	can	can	30	can	30
34	sucan	notice	notice	27	notice	28
			information*	3	information*	2
35	cek	cheque	cheque	30	cheque	30
36	buk	book	book	30	book	30
37	lin	receive	receive	28	receive	27
			take	2	take	1
					accept	2
38	th n	pile	number of		number of	
			pages	17	pages	18
			pile	5	pile	5
			pages	3	pages	3
			pieces*	2	pieces*	1
			paper*	3	paper*	1
					than*	2
39	gint	count	count	30	count	30
40	s rakhs	secure	safe	28	safe	26
			secure	2	secure	3
					protect	1
41	r khn	keep	keep	30	keep	30
42	khicda	withdrawing	issuing	18	issuing	15

			withdrawing preparing*	8 4	withdrawing preparing*	10 5
43	pachi	later	later	30	later	30
44	Thapga	amendment	add* modification* add and subtract alteration* editing* amendment	3 6 6 7 5 3	add* no alter* no option* modification* flutter* add and subtract alteration* editing* amendment	2 2 1 4 1 8 3 7 2
45	A ka	number	number figure	16 14	number figure	20 10
46	ra	and	and	30	and	30
47	akshar	word	letter word	5 25	letter word	3 27
48	Pra ta	clearly	clearly correctly properly	21 4 5	clearly correctly properly	22 5 3
49	lekhn	write	write draw*	28 2	write draw*	26 4
50	kh l	blank	blank empty	22 8	blank empty	21 9
51	nagarn	don't	don't	30	don't	30
52	dastakhat	signature	signature sign	2 28	signature sign assign*	4 24 2
53	har ema	if lost	lost	30	lost	29

					loose*	1
54	w	or	or	30	or	30
55	cor	stolen	stolen theft	24 6	stolen theft	23 7
56	vaem	if	if	30	If	30
57	t r ntai	immediately	immediately as soon as possible	14 16	immediately as soon as possible promptly soon	10 15 3 2
58	baink	bank	bank	30	bank	30
59	Nepal	Nepal	Nepal	30	Nepal	30
60	elikam	telecom	telecom	30	telecom	30
61	gr hak	customer	customer	30	customer	30
62	sew	sevice	service	30	service care*	28 2
63	nirde n laya	directorate	directorate centre* office* desk*	25 3 1 1	directorate directory* centre* office* desk*	21 1 3 2 3
64	elifon	telephone	phone telephone	12 18	phone telephone	10 20
65	an dhikrit	unauthorized	unauthorized illegal unnecessary*	19 9 2	unauthorized illegal unnecessary* misuse*	16 12 1 1
66	prayog	use	use utilize	28 2	use utilize service*	23 4 2

					work*	1
67	nadina	to avoid	avoid	18	avoid	22
			stop	2	stop	1
			avert	1	avert	1
			discourage*	2	discourage*	4
			prevent*	2	prevent*	2
			control*	5		
68	laki g	locking	locking	30	locking	30
69	ko	code	code	30	code	30
70	l n	line	line	30	line	30
71	l d	connecting	leasing	5	leasing	5
			connecting	13	connecting	7
			joining	9	joining	10
			keeping*	3	keeping*	5
					taking*	1
					using*	2
72	chal	cheat	fraud	6	fraud	10
			trick	6	trick	4
			cheater	9	cheater	10
			theft*	2	theft*	1
			forgery	5	forgery	2
			misuse*	2	misuse*	3
73	s bdh n	Be aware of	Be aware	19	Be aware	18
			Be careful	8	Be careful	10
			Be cautious	3	Be cautious	2
74	ES. . / .ES.	S.T.D/I.S.D	S.T.D/I.S.D	30	S.T.D/I.S.D	30
75	subidh	facility	facility	25	facility	23
			service	5	service	7
76	pais	money	money	30	money	30

77	bacat	save	save	30	save	30
78	C do	fast	Fast	14	fast	13
			quick	9	quick	7
			instant	7	instant	10
79	sasto	cheap	cheap	20	cheap	17
			accessible*	3	cost effective	3
			affordable	7	accessible*	2
					affordable	8
80	bil	bill	bill	30	bill	30
81	rakam	amount	amount	27	amount	22
			account	3	account	5
					premium	3
82	Kar	card	card	30	card	30
83	ullekhit	mentioned	mentioned	18	mentioned	12
			specified	5	specified	7
			given	2	given	1
			written	3	written	2
			according*	1	according*	1
			indicate	1	certain*	1
					stipulated	1
					deadline*	3
		limited*	2			
84	vitra	within	within	30	within	30
85	vukt n	payment	payment	30	payment	30
86	parnecha	must	must	30	must	28
					have	1
					should	1
87	lkko	charge	charge	9	charge	6
			payment*	8	payment*	10
			fee	2	fee	3

			cost amount*	5 6	cost amount*	6 5
88	his b	calculation	calculation bill	14 16	calculation bill	12 18
89	pachi	after	after	30	after	30
90	m tra	only	only	30	only	30
91	vya	VAT	VAT	30	VAT	30
92	mulya	value	value	30	value	30
93	avibriddi	added	added	30	added	30
94	kar	tax	tax	30	tax	30
95	ga an	count	counted included* calculated	6 2 22	counted included* calculated	3 2 25

Appendix- 5

Subject-wise Comparison at Sentence Level

Translation:

Respon dents	S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8	S-9	S-10	S-11	S-12	S-13	S-14	S-15
1	L	L	L	L	L	L	F	F	L	L	L	L	L	L	L
2	L	L	L	L	L	F	F	F	F	L	L	F	L	L	L
3	L	F	F	L	L	L	F	F	F	L	L	L	L	F	L
4	L	L	L	F	L	L	F	F	L	L	F	L	L	L	F
5	L	L	L	L	L	L	F	F	L	F	L	F	L	F	F
6	L	L	L	F	L	F	F	F	L	L	L	L	L	L	F
7	L	L	L	L	L	L	F	F	F	L	F	F	F	L	L
8	L	F	F	L	L	L	F	F	L	L	L	F	L	L	L
9	L	F	L	F	L	F	F	F	L	L	L	L	L	F	L
10	L	L	L	F	L	L	F	F	L	L	L	L	L	L	F
11	L	L	L	L	L	L	F	F	L	F	L	L	F	L	F
12	L	L	L	L	L	L	F	F	L	F	L	L	F	F	L
13	L	L	L	L	L	L	L	F	L	L	F	L	F	L	L
14	L	F	F	L	L	L	F	F	L	L	F	L	L	L	L
15	L	L	L	F	L	F	F	F	L	L	L	L	L	L	L
16	L	L	L	L	L	L	L	F	L	L	L	L	L	L	L
17	L	L	L	L	L	L	F	F	L	L	L	L	L	F	L
18	L	F	L	F	L	L	F	F	L	L	F	L	L	F	L
19	L	F	L	L	L	L	L	F	L	L	L	L	L	L	L
20	L	F	L	L	L	L	F	F	L	L	F	L	L	L	L
21	L	L	L	F	L	L	F	F	L	L	L	L	L	L	L
22	L	L	L	L	L	L	F	F	L	L	L	L	L	F	L
23	L	L	L	L	L	L	L	F	L	L	L	L	L	L	L
24	L	L	L	L	L	L	F	F	L	L	L	L	L	F	L
25	L	L	L	L	L	L	F	F	L	L	L	L	L	L	L
26	L	L	L	L	L	L	L	F	L	L	L	L	L	L	L
27	L	L	L	L	L	L	F	F	L	L	L	L	L	L	L
28	L	L	L	L	L	L	F	F	L	L	L	L	L	L	L
29	L	L	L	L	L	L	L	F	L	L	L	L	L	L	L
30	L	L	L	L	L	L	L	F	L	L	L	L	L	L	L

SLA:

Respondents	S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8	S-9	S-10	S-11	S-12	S-13	S-14	S-15
1	L	L	L	L	L	L	F	F	F	F	L	F	F	F	F
2	L	L	L	L	L	F	F	F	F	L	L	F	F	L	F
3	L	F	L	L	L	L	F	F	F	L	L	L	L	L	L
4	L	L	L	F	L	L	F	F	L	F	L	L	L	L	L
5	L	L	F	F	L	L	F	F	L	L	L	F	L	F	L
6	L	L	F	F	L	F	F	F	L	L	L	L	L	L	F
7	L	L	L	L	L	L	F	F	F	L	F	F	F	L	L
8	L	F	L	L	L	L	F	F	L	L	F	F	L	F	F
9	L	F	L	F	L	F	F	F	L	L	L	L	L	F	L
10	L	L	L	L	L	L	F	F	L	L	L	L	L	L	L
11	L	L	F	F	L	L	F	F	L	F	L	L	F	F	F
12	L	L	L	F	L	L	F	F	L	F	F	L	L	F	F
13	L	L	L	L	L	L	F	F	L	L	F	L	L	L	F
14	L	F	F	L	L	L	F	F	L	L	F	F	L	L	L
15	L	L	L	F	L	F	F	F	L	L	L	L	L	L	L
16	L	L	L	L	L	L	L	F	L	L	L	F	L	L	F
17	L	L	F	L	L	L	F	F	L	L	L	L	L	L	F
18	L	F	L	F	L	L	F	F	L	L	F	L	L	L	L
19	L	F	L	L	L	L	L	F	L	L	L	F	L	F	L
20	L	F	F	L	L	L	F	F	L	L	F	L	L	F	L
21	L	L	F	F	L	L	F	F	L	L	L	F	L	L	L
22	L	L	F	L	L	L	F	F	L	L	L	F	L	F	F
23	L	L	L	L	L	L	L	F	L	L	L	L	L	L	L
24	L	F	L	L	L	L	F	F	L	L	L	F	L	F	L
25	L	L	L	L	L	L	F	F	L	L	L	L	L	L	L
26	L	L	L	L	L	L	L	F	L	L	L	L	L	L	L
27	L	F	L	L	L	L	F	F	L	L	L	F	L	L	F
28	L	F	L	L	L	L	F	F	L	L	L	L	L	L	F
29	L	L	L	F	L	L	F	F	L	L	F	L	L	L	L
30	L	L	L	F	L	F	L	F	L	L	F	L	L	F	F

Note: L= literal translation

F= free translation

Appendix- 6

Analysis of Types of Translation at Sentence Level

Sentence-1

SLT: Yo r had ni b hak Nep l n garik h n h ncha.

TLT (literal): The bearer is the citizen of Nepal.

The bearer is the Nepalese citizen.

The bearer of this passport is a Nepali citizen.

Sentence-2

SLT: R had ni j r gariek miti dekhi Da bar a vand Ba h my d huna
saktaina.

TLT (literal): The validity of this passport can't be more than ten years from
the date of issue.

The passport is not valid more than ten years from the date of
issue.

The validity will not be more than ten years from the date of the
passport issued.

. **TLT (free):** The passport is valid only for ten years.

Passport can't be revalidated beyond ten years from the original
date of issue.

The passport will be issued only for ten years.

Passport expires after ten years from issued date.

Passport will be issued only till ten years.

Sentence-3

SLT: Bide ma gaek Nep l harule ku n ik niyogm ga fno n mtheg n
dart gar una ba yak cha.

TLT (literal): The Nepalese who have gone abroad must register their
name and address in diplomatic centre.

It is important that Nepalese who have gone abroad should
register their name and address at the Nepalese diplomatic
agency.

Nepali people who have gone to foreign country should register
their name and address in diplomatic embassy.

TLT (free): Register your name at embassy if you are in foreign country.

The overseas Nepalese should contact the Nepalese diplomatic
agency.

Register your name at foreign embassy.

Sentence-4

SLT: R had ni har eko sthitima pur j cb jh garera m tra arko r had ni j r
garinecha.

TLT (literal): Incase of the loss of the passport, another passport will be

issued only after full inquiry.

Another passport can be issued only after the exhaustive investigation, if the passport is lost.

If the passport is lost, another passport will be given only after complete investigation.

Incase of passport lost, another passport will be issued after thorough checking.

TLT (free): Passport can be issued if it is lost.

New passport can be issued after investigation.

New passport can be issued if the passport is lost.

After certain inquiry only, the passport will be re-given.

Sentence-5

SLT: R had ni gairk nun tabarle prayog garem radda garna sakinecha.

TLT (literal): Passport can be cancelled if it is misused.

Passport will be cancelled if it is used illegally.

If passport is used illegally, it can be cancelled.

. Sentence-6

SLT: Cek buk lid th n gint gar lin hol .

TLT (literal): Count the cheques when you receive it.

Count the pages while taking the cheque book.

Count cheque book while receiving it.

TLT (free): Don't receive the cheque without counting.

At first, count the cheque.

Only after counting we should take cheque.

Sentence-7

SLT: Cek buk s rakhs k sath r khn parcha.

TLT (literal): The cheque book should be kept safely.

TLT (free): Keep the cheque book safely.

Keep your cheque safely.

Keep it safely.

Keep it in a secure place.

Sentence-8

SLT: Cek khicda pachi thapga garna namile gar a ka ra akshar pra ta sanga lekhn pardacha.

TLT (free): Number and letters should be written clearly.

Clearly write the letter and number in the cheque.

Write the numbers and words on a cheque correctly.

While issuing cheque, write amount in figures and words properly.

Write number of letters in cheque book clearly without leaving space.

Sentence-9

SLT: kh 1 cekm kahilai pani dastakhat nagarn hol .

TLT (literal): Never sign in blank cheque.

Never do signature in blank cheque.

Don't sign in blank cheque.

Never sign if the cheque is blank.

TLT (free): We shouldn't sign in blank cheque.

Sentence-10

SLT: Cek har ema w cor vaem t r ntai bainkl sucana din hola.

TLT (literal): Inform the bank, if the cheque is lost or stolen as soon as possible.

Immediately inform the bank if the cheque is lost or stolen.

Inform the bank immediately if the cheque is lost or stolen.

If the cheque is lost or theft, inform the bank immediately.

TLT (free): We should inform the bank if the cheque is lost.

Inform the bank if the cheque is lost.

Give notice to the bank if cheque is stolen

Sentence-11

SLT: elifonko an dhikrit prayog huna nadina laki g ko ko prayog garn hol .

TLT (literal): Use locking code to avoid misuse of telephone.

Use locking code to avoid unauthorized use of telephone.

TLT (free): For legal use of telephone use the locking code.

Please, use locking code to discourage illegal use of telephone.

Lock the number to prevent from misuse of phone.

To prevent unauthorized use, use locking code.

Sentence-12

SLT: elifonko l n l d chal b ta s bdh n rahan hol .

TLT (literal): Be aware from cheater while taking the telephone line.

Be aware of frauds while leasing telephone line.

TLT (free): We should be aware from cheaters.

While taking telephone line, be aware.

Be careful! From duplicate line of telephone when received.

Sentence-13

SLT: ES. . / .ES. subidh ko prayog gar pais ko bacat garn hos. Yo subidh C do ra sasto cha.

TLT (literal): Save the money by using STD/ISD service. This service is cheap and fast.

Use STD/ISD service and save the money. This service is quick and cheap.

TLT (free): Utilize the STD/ISD facilities, it is quick and cheap.

Save money-use STD/ISD facility. STD/ISD is faster and cost

effective than operator assisted call.

Sentence-14

SLT: Bilko rakam elifonko Kar m ullekhit miti vitra vukt n garisaknu parnecha.

TLT (literal): Bill must be paid within specified time coded in the telephone card.

Bill must be paid within the period as specified in the telephone card.

The amount of the bills must be paid within specified time in the telephone card.

TLT (free): We must pay the bill on time.

Payment should be made within the deadline mentioned on the card.

Pay the premium on time.

Sentence-15

SLT: elifon sew lkko his b pachi m tra vya (mulya avibriddi kar) ga an garinecha.

TLT (literal): VAT (value added tax) is added after calculating telephone service charge.

VAT (value added tax) will be counted only after calculating telephone service charge.

TLT (free): After telephone fee, vat will be added.

Vat will be added to the total amount.

Vat will be counted only after paying the telephone bill.

Appendix-7

Nepali Alphabets with their Roman Transliteration

Roman Transliteration of Devanagari Script Based on Turner's (1931). Nepali
Alphabet and Diacritic Marks.

Phonetic Symbols used in the Thesis:

a	अ		k	क	क
	आ	।	kh	ख	ख
Í	इ	ी	g	ग	ग
	ई	ु	gh	घ	घ
U	उ	ू		ड	
	उ	े	c	च	च
	ऋ	ँ	ch	छ	
e	ए	ै	j	ज	ज
ai	ऐ	ो	ñ	ञ	
o	औ	ौ		ट	
au	औ		h	ठ	
-	ं	ण		ड	
	ण	त	h	ढ	
t	त	र	bh	भ	भ
th	थ		m	म	म
d	द	ड	y	य	
dh	ध	न	r	र	र
n	न	प	l	ल	ल
p	प	फ	w	व	व
ph	फ	ब		श	श
b	ब			ष	ष
			s	स	स
			h	ह	

Note: The traditional letters क्ष, त्र and ज्ञ are treated as conjunct letters

e.g. क्ष = ks, ksh, kch

 ज्ञ = gy

 त्र = tr