

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 General Background**

This heading includes the Introduction to Translation, History of Translation in Nepal, Translation Evaluation, Linguistic Analysis: An Introduction, Translation Strategies and the Translated Textbook of Social Studies for Grade VIII.

#### **1.1.1 Introduction to Translation**

Translation has a long history and tradition. It has been influenced by the literary, historical and philosophical background of the period. Translation is a versatile means of communication in transferring knowledge, truth, cultures, ideas and such others from one community to another or from one nation to another. All the differences in human civilizations are shared, preserved, communicated and united only by means of translation. Any historical survey of the activity of translation should start from the views of both Cicero and Horace on translation. Scholars claim that translation begins from the classical period. Jewish translation includes bilingual inscriptions from Assyria and Mesopotamia (3000 B.C). In ancient Rome, translation was always done from Greek text as a rhetorical or creative task. Christian translation, from Greek into Latin began in the second century AD with the shepherd of Hermas and parts of Bible. In the twelfth century, the West came into contact with Islam in Moorish Spain. The situation favoured the two essential conditions for large - scale translation: a qualitative difference in culture and continuous contact between two languages. When the Moorish supremacy collapsed in Spain, the Toledo school of translators translated Arabic versions of Greek Scientific and Philosophical classics. Luther's

Bible translation in 1522 laid the foundations of Modern German, and King James's Bible (1611) had a seminal influence on English language and literature. Significant periods of translation preceded Shakespeare and his contemporaries, French classicism and Romantic movements. Whereas in the nineteenth century, translation was mainly one means of communication, the twentieth century employed translation extensively as a most powerful and indispensable vehicle for disseminating knowledge and information. So, it has been called the 'age of translation' (Jumpelt, 1961). Naturally, the translation in the twenty-first century is gaining a new ground, and a bulk of literary, scientific, technical and medical texts are being translated into multiple languages.

The systematic development and use of translation is quite old dating 3000 B.C. It was Andre Lefevere who for the first time proposed the designation. 'Translation Studies' in 1978 (Basnett MC Guire 1980 as quoted in Bhattarai 2000) to replace terms 'translation theory' used in general, 'Translatology' in Canada, 'Translatiologia' in Spain, etc. As a young discipline, it has constantly undergone many changes until the present time.

The term translation is primarily a linguistic activity which comprises the transfer of the meaning of a text in one language and the production of a new, equivalent text in another language. 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 called target language text (TLT). But translation is not only a linguistic activity but also a cultural activity and something more. A good translator must not only be at least a bilingual but also bicultural. Translation scholars have defined translation in different ways:

Translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form; whether the languages have established orthography or do not have such standardization, or whether one or both language is based on signs, as with sign languages of the deaf (Brislin, 1978:1).

Translation is a transformation of a text in a different language retaining, as far as possible, the content of the message and the formal features and functional roles of the original text (Bell, 1991).

Translation is the process of replacing the textual materials of language by equivalent materials in another (Catford, 1965:20).

Translation is 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 (Newmark, 1981:7).

Translation is a procedure which leads from a written SLT to an optionally equivalent TLT and requires the syntactic, semantic, stylistic and text-pragmatic comprehension by the translator of the original text (Wills, 1982:112).

To sum up, translation is defined variously depending upon the genre, the nature of the activity, the medium employed, the purpose, audience and current theories of language philosophy, etc. It can be defined as the process of rendering a text from one language into another language in such a way that the texts maintain the semantic and pragmatic equivalence.

### **1.1.2 History of Translation in Nepal**

A brief survey of translation in Nepal provides the evidence of heavy translation traffic flowing into Nepali, unidirectionally, particularly from Sanskrit and English. Savory's observation, "Translation is almost as old as original authorship and has a history as honorable and as complex as that of any branch of literature" (1957:37 in Bhattarai 1997) applies in case of Nepali too. Here original writing and translation have evolved simultaneously in such a way that history of one cannot be separated from the other. When analyzed from the angle of translation tradition Nepali writing can be distinguished into the following three periods. Following Bhattarai (1997:9), the rough time division is:

- i. The Beginning (1250 to 1866)
  - ii. The Formation Period (1867 to 1950)
  - iii. The present (1951 onwards)
- i. The Beginning (1250 to 1866)**

Almost six hundred years of translation practice in Nepal looks very thin - all its amounts to is some royal inscriptions, eulogies, description of battlefields, moral stories, records of donations and deeds and adaptations, mainly of religious works and classics from Sanskrit into the vernacular. One of the notable translation is the transcreation of *R m yana* in Nepali from Sanskrit by Bhanubhakta Acharya (1814-1868), who is often called the Chaucer of Nepali language. Translation in this age remained confined mainly to the Sanskrit-Nepali pair. It was a monodirectional, voluntarily practiced exercise and the labour of love (Bhattarai 1997:10). A few works on popular folk literature were also

translated from Awadi, Bhojpuri, Urdu etc. the vernacular languages of North India.

## **ii. The Formation Period (1867 to 1950)**

The formative period covers almost a whole century, starting roughly from the age of Moti Ram Bhatta (1866-1896) and culminates in the revolution and the political change of 1951. The rise of Jung Bahadur Rana, who happened to be the founder of a new dynasty of autocratic rulers, the versatility of the young visionary poet Moti Ram Bhatta, Raja Jaya Prithivi Bahadur Singh's (1878-1940) universalistic vision, and the Nepalese youths' enlisting in the British/Indian armies after the treaty of Sugauli were some of the important factors that helped exposing the Nepalese people to the outer world.

New spirit was reflected in the foundation of Gorkh Bhas prak sin Samit (Gorkha Language Publication Committee) in 1913. It changed into Nep li Bhas prak sini Samit in 1930. Madan Mani Acharya Dixit's Yuropiya S hityako Namun -1983 (Sample of European Literature) is one of the classics produced by the committee to introduce the samples of European literature in translation to the Nepalese readership. The book contains extracts of epic and lyrical poetry, drama and prose made from classical Greek, Shakespeare, the Romantics and the Victorians. It is during this period that the literature widened, more translations were produced, first from neighbouring literature and from Sanskrit as well as Perso-Arabic classics and then from English (Bhattarai 1997:11). In 1934 a sub-committee came into existence under the Nepal Bhas Prak sin Samit so as to materialize the historic resolution. The sub-committee drafted a 24- books project with a vision of deemed university in mind, with immense world literature behind.

In 1937 another institution called Nep l Bh s Anub d Parisad (Nepali Language Translation Committee) was established as complementary to the 24 year old Gorkha/Nepali Bh s Prak sin Samit .

### **iii. The present (1951 onwards)**

After the introduction of democracy in 1951, translation activities got a new height. Both the committees (Nep l Bh s Prak sin Samit and Nep l Bh s Anub d Parisad) became defunct and merged into the Sajh Prak shan (co-operative publication) in 1964. One of the milestones in the history of translation is the establishment of Nepal Academy in 1957. One of its objectives was to translate great works of world literature into Nepali. Apart from the attempts made in Nepal, some translation activities into the Nepali language were made from the valley of Darjeeling. Under William Carey (1761-1834) the first Nepali Bible (The New Testament) came as early as 1821. Another version was published by the British and Foreign Bible Society of India, Calcutta in 1902. Some prolific translators of Darjeeling are Okiuyama Gwynn, Bhaichand Pradhan Sukh Namphok, Prakash Kovid, Indra Sundas, etc.

At present, Nepal's diplomatic relations with other nations have gained broader ground. Different offices and associations like B rat Maitri Sangh, French Cultural Centre, Tokyo Japanese Literature Translation Committee, Russian Language and Literature Relation Association, etc. have all promoted the translation activity. A number of translators have been practising the translation. Some of them are Abhi Subedi, Kshetra Pratap Adhikari, Govinda Raj Bhattarai, Bhuwan Lal Pradhan, etc. Among 1059 Nepali writers introduced in Bhattarai (1994), 62 have contributed to more than 100 titles of translation, mostly from Sanskrit followed by other languages. Presently, Nepal Academy has

launched different programmes to carry out translational activities into and from Nepali. For more than a century different literary journals and periodicals from India and Nepal have been publishing translations from various sources. Translation is not confined to the transformation of literary and religious texts only, its scope has been broadened. A number of professionals are engaged in the task of translating a bulk of scientific, technical and other cultural text. Bhattarai (1997) observes that interest in and attitude towards horizontal translation is gaining more ground. The most notable fact is that the Tribhuvan University has introduced 'Translation Studies' as a separate subject in the Central Department of Linguistics and in the Department of English Education.

### **1.1.3 Translation Evaluation**

The translation has grown up as a fully - fledged discipline with translation history, translation criticism, translation techniques, translation process, translation product, translation evaluation, etc. One of such enduring problems in both translation theory and practice has been the question of how to tell whether the given translation is good or bad. The main goal of translation is to describe the negative and positive aspects of a given translation and to give the summative assessment of its worth. According to Bassnett - McGuire (1980:8-9 as quoted in Bhattarai 2000), 'there is no universal canon according to which texts can be assessed.' She says translation evaluation is "the great stumbling block". There is no such or principles which help us to distinguish a good translation from bad one and vice versa.

Evaluating translation is a relative activity. A good translation for one may be bad translation for another. Some say good translation is faithful to source language. Some say it should be natural and idiomatic

and so on. There is however, no universal canon according to which translation may be assessed. The assessors of translation quality are generally, professional critics of translators, general audience (readers), practitioners, students and informants.

House (in Asher 1994: 4700) has classified approaches to evaluating translation into three types : anecdotal, response - based and text - based. If the translation is viewed as an artistic and creative activity depending to a large extent upon non-quantifiable stylistic intuitions and interpretative skills on the part of the translator, then the approach is anecdotal. It will be response - based if translation is viewed as a purposeful activity designed to produce specific response to its readers. And finally, if translation is regarded as an attempt to construct a functionally equivalent textual product, then the approach is text- based one.

Similarly, Crystal (1987) presents three ways of testing the quality of translation: back translation, knowledge testing and performance testing. In back translation, one translates, the text from language A into language B then a different translator translates the B text back into A and the resulting A text is compared to the original A text. If there is higher degree of resemblance between two versions of the translated text then the translation is called good one. In knowledge testing, speakers of source text and target text are asked same questions about the content of the text; and if the results correspond, the translation is good. In performance testing, the speakers of both source text and target text are asked to carry out the actions based on the content and the results are compared.



None of the techniques discussed above is self-sufficient. Different variables such as texts distanced by time and place, their purpose and function are to be taken into consideration. The translator is then a bundle of unpredictable aptitude, ability, and experience. The reader is probably an indefinable reacting mass who prefer rendering evaluation criteria elusive and relative. The validity of translation itself has often been questioned mainly because it lacks standard criteria for evaluation.

#### **1.1.4 Linguistic Analysis : An Introduction**

Language, the vehicle of thought and meaning is shaped by where and how its users live and conversely their thought is also influenced accordingly. Translation is primarily a linguistic activity. Linguistic theories of translation are based on a comparison of the linguistic structures of source and receptor texts rather than a comparison of literary genres and stylistic features.

Every language is unique, no two languages are identical. So, they have their own structural pattern. The gaps because of difference between two languages are called linguistic gaps. Linguistic gaps are primary types of gap in translation. We can observe linguistic gaps in different levels viz. graphological, phonological, lexical, structure and function of a language. These gaps remain as problems of translation. Linguistic analysis is mainly concerned with the comparison of sentence structure used in the ST and the TT.

#### **1.1.5 Translation Strategies**

The twentieth century employed Translation extensively as a most powerful and indispensable vehicle for disseminating knowledge and information. Translation comprises the transfer of meaning of a text in

one language and the production of a new equivalent text in another language. Translation is not only a linguistic activity but also a cultural activity and something more. Translation as a cross-cultural transmission of skills forms a bridge between two speech groups and is judged by the degree of gratification/acceptance among the audience of the target group. While translating the text from one language into another the translator has to face the problems due to the gaps occur between the languages. Gaps occur if concept available in one language is not available in another language. It may be in the ST or in the TT. So, to make the translation good, bridging gaps between two languages or cultures is main concentration of the translator. The translator needs some strategies while translating the text and has to use them appropriately borrowing, definition, addition, substitution and omission etc. are the strategies used in translation.

#### **1.1.6 The Translated Textbook of Social Studies for Grade VIII**

Evaluating the work of translation is really a difficult task. Though the translation activity is as old as human civilization, the discipline 'Translation Studies' is young and translation evaluation is even younger. Every country now is in need of horizontal translation. From the last few decades Nepali texts are being translated into English to allow horizontal translation. Most of the works translated till present are of religious and literary in their kind.

After the recommendation specified in the reports of the National Education Commission 2049, and the High Level Education Commission 2055, some time relevant changes have been made in the school level curriculum. Accordingly, Social Studies for Grade VIII has been brought out in 2058 in course of updating curriculum and textbook to meet the

requirements of 21st century. After four years of the publication of the textbook in Nepali, the Curriculum Development Centre (CDC) and Janak Education Materials Centre (JEMC) have produced and distributed the English version of 'S m jik Shikshya' for Grade VIII to cater the growing need of private and English medium schools. Within the short span of time, JEMC and CDC have succeeded in translating a considerable number of textbooks into English from Nepali to catch the needs of English medium students. The translated version of the text was evaluated and edited by a body of experts, comprising Dinanath Gautam of CDC, Prof. Shreeram Prasad Upadhaya of T.U., Narayan Prasad Uprety of GEMS and Jagannath Awa of CDC.

Evaluating a textbook translation is purely a pedagogic venture. The Social Studies for Grade VIII comprises a number of topics and concepts from different fields. Geography, history, politics, civil sense, population, economics, etc. and employs a number of techniques and procedures to translate the structures and concepts. There may be the instances of mistranslation, addition, deletion, and substitution of concepts and structures. Hopefully, this study will provide some insights to the textbook producers and translators.

## **1.2 Literature Review**

A few numbers of researches have been conducted in translation in Department of English Language Education.

*Bhattarai* (1997), in his Ph.D. thesis entitled "In Other Words Sense versus Word as a unit of Literary Translation (with Reference to Nepali English Poetic Texts) has made an attempt to define translation in general, and to observe the translation process and product of translation

traffic between Nepali-English language pair in particular. He has found the growing interest of people in bi-directional, horizontal translation.

*Adhikari* (2003) conducted a research to find out the techniques and linguistic problems while translating scientific terms. He collected 200 English scientific terms and their Nepali translations from Physics, Chemistry, Biology, Zoology and Astronomy of Grade IX. He found that multiple affixations and compounding are mostly used in formation of scientific terms in both English and Nepali. The techniques used to translate are paraphrasing, transliteration, hybrid formation, loan creation and literal translation and the literal translation is the most widely used.

*Singh* (2003) carried out a research to find out the techniques and gaps in the translation of cultural terms of the English and Nepali versions of Social Studies of Grade VIII. He took 220 cultural terms and divided them into five categories. He found that borrowing, substitution, and paraphrasing are common, techniques some terms are nativised and coined and literal translation is most widely used technique. Omission, redundancy, lack of consistency, misprints are also seen there. In conclusion lack of cultural equivalent terms is responsible for difference.

*Wagle* (2004) conducted a research to evaluate techniques of translation of cultural words strengths and weaknesses of multiple translation of Muna Madan. In his anecdotal study he found the use of eighteen different techniques. Literal translation is most widely used. Every version has cultural loss and pragmatic meaning is emphasized. Contextual equivalence, footnotes are useful to transmit cultural messages. Although all lack the accurate meanings, Ananda's version is better. He concluded that it is possible to minimize cultural loss in translation by using effective and appropriate techniques.

*Sharma* (2004) carried out a research on linguistic analysis and translation evaluation of Social Studies of Grade – Ten. He studied the strategies employed by the translator to render the original text. He found that there is the increase and decrease in number of sentences in source and target text, in total the number is decreased by 2.22 percent. Lack of correspondence in negation and voice of the sentences in source and target text can be seen. Most noun classes are omitted and substituted and adverbs occupied the last. Mistranslation, correction of source text, structural and grammatical gaps are existed. Higher degree of omissions of concepts and loss of meaning are serious, which shows the lack of bilingual and bicultural translator to maintain pragmatic equivalence and lack of an evaluation by a body of translation experts may cause it.

*Chhetry* (2005) carried out a research of anecdotal evaluation to find out the techniques and linguistic problems of EPH terms from Nepali to English. He stated the commonly used techniques to translate are literal, paraphrasing, transliteration, hybrid formation, loan shift and addition. Transliteration is most widely used to translate the terms of abbreviations, acronyms, animals, plants and birds and terms of miscellaneous field and literal translation to the terms of health, anatomy, disease, environmental and science, The transliteration got the highest rank in translating technique which shows the lack of actual equivalent terms. He found some mistranslations due to different linguistic problems during translation.

*Karki* (2006) carried out research n the techniques and gaps in translation of cultural terms of "Our Social Studies" grade VII. In this anecdotal evaluation he collected 240 words from ecology, material culture, religions culture, social culture and conceptual terms and analyzed the techniques of translation. He found that eleven different

techniques are used to translate the cultural words, literal translation is most widely used in translating ecological and social cultural word, literal translation and claque are the most widely used technique in material culture and deletion least used technique in translation of cultural words. He found that there exist 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.

### **1.3 Objectives of the Study**

The objectives of the present study are as follows:

- a. To find out the basic features of sentence structures used in the Social Studies for Grade VIII.
- b. To evaluate translation of the text in terms of:
  - Sentence structure: Sentence types (simple, compound and complex sentences), negation, voice and tense.
  - Transfer of concepts and meaning:
    - \* Omission of concepts and meaning
    - \* Addition of concepts and meaning
    - \* Substitution concepts and meaning
    - \* Mistranslation
    - \* Source text correction
- c. To suggest some pedagogical implications.

### **1.4 Significance of the Study**

The present study is significant in the following ways:

- i. There are few researches on translation in the Department of English Education. Therefore, this attempt proves worth for the department itself.

- ii. This is a practical analysis and evaluation of English translation of the Nepali textbook. It provides some insights on strategies of translation for the translators. It also makes the translators aware of the consequences of mistranslation of the ST.
- iii. CDC and JEMC are responsible for the production and distribution of the textbooks in Nepal. This research evaluates the translated textbook and provides feedback for textbook producers and distributors.
- iv. The texts have been primarily analyzed in terms of linguistic criteria. Therefore, this research work is helpful for those researchers who are interested in linguistic analysis of textbooks.
- v. The research provides some insights on theoretical as well as practical aspects of translation. Therefore, it is helpful for those researchers who wish to carry out their research works on translation. Hopefully, this research has a global significance.

### 1.5 Definitions of the Specific Terms

**Addition** : It is a necessary procedure in the translation to make implicit information explicit. e.g.

SL (Nepali) : nrity gard sarir krasak bancha

TL (English): Dancing makes our body attractive

**Lexical negation** : A term used refer to negative sentences that result from the use of lexical items e.g. *Nobody was listening to the music.*

**Omission** : The act of not including all the words while translating the text to make communication efficient e.g.

SL (Nepali) : h t mukh jodn kathin cha.

TL (English) : It is difficult to live.

**Source text**: The text from which the original message is rendered.

**Source text correction:** while translating a text from one language to another the translator sometimes corrects the text to make the target language better and effective than source language e.g.

ST (Nepali) : am j n besi jy dai garmi ra osilo cha.

TL (English) : Amazon region is hot and dry.

**Structural gap :** The gap between the ST and TT that results from the structural differences between the two languages in question. Structural gaps can be observed in such areas as voice, tense aspect, mood, etc.

**Substitution :** It is a procedure that is available to the translator in cases in which the two cultures display a partial overlap rather than a clear - cut presence vs. absence of a particular element. e.g.

SL (English)	TL (Nepali)
Shirt	daur
Cap	top etc.

**Target text :** The text into which the original message is rendered.

**Transliteration:** The process of conversion of an SL term into the TL script maintaining the SL pronunciation.



## **CHAPTER TWO**

### **METHODOLOGY**

The following methodology was adopted to carry out the study.

#### **2.1 Sources of Data**

The researcher made use of only secondary sources of data.

##### **2.1.1 Secondary Sources of Data**

The main secondary sources of data were the Nepali and English versions of the Social Studies textbooks for Grade VIII designed and published by CDC and JEMC. Apart from this, the researcher consulted and studied the books, theses, articles, journals, etc. related to the research work in order to facilitate the study. Some of them were Bhattarai (1997), Bhattarai (2000), Catford (1965), and Newmark (1988).

#### **2.2 Process of Data Collection**

First of all, the researcher collected Nepali and English versions of Social Studies textbooks for Grade VIII, produced and published by CDC and JEMC. Then, the researcher listed different types of sentence structures in the source text and their respective translations in the target text. He examined whether the source text structures were translated in the target language in the identical structures or in different structures. Then he listed a number of negative, active and passive sentences and their corresponding translation in the target language. He observed if there were any cases of tense change, and if he found, he listed the translated sentences.

Then, he collected the data in terms of the transfer of concepts and meaning of the text. After the intensive exploration of the text, the

researcher cited the examples of source text correction, omission, addition substitution and mistranslation. He also observed and listed the examples of structural gaps caused by the structural differences between Nepali and English Languages. The structure gaps were observed in terms of some grammatical criteria: voice, auxiliary, preposition, article, etc.

### **2.3 Limitations of the Study**

The study is limited in the following ways:

- i. This research work does not evaluate the translation in terms of cultural criteria.
- ii. It does not analyze the strategies of translation in terms of semantic and pragmatic criteria.
- iii. This work does not examine the phonetic, lexical and pragmatic gaps of the text.
- iv. This study does not include the maps, tables and activities of both the source text and the target text.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

The present chapter deals with the analysis and evaluation of the collected data. Analysis and evaluation of the data has been done in accordance with the order specified in the objectives of the study.

#### 3.1 Basic Features of Sentence Structures

Nepali version of the Social Studies textbook for Grade VIII is the source text (ST) of the study, and the English version of the given text is the target text (TT). The researcher has found out the structural features of the ST and the TT from different criteria.

##### 3.1.1 Formal Structure of Sentences

The table given below shows the formal structure of sentences used in the ST and the TT.

**Table 1: Comparison of ST and TT in terms of number and types of formal structures of sentences**

Types of Sentences	No. of Sentences		Difference	Percentage
	ST	TT		
Simple Sentences	705	790	+85	12.05
Compound Sentences	280	240	-40	16.66
Complex Sentences	274	253	-21	8.30
Total	1259	1283	+24	1.90

The above figure shows the formal structure of sentences used in both ST and TT, and also the difference of texts by the number and percentage of sentences. If the number of sentences is greater in the TT than in the ST, it is marked with a positive sign (+), and if the number of sentences is fewer in the TT, it is marked with a negative sign (-). This

table reveals the fact that the number of simple sentences is greater by 12.05 percent in the TT than in the ST. But the number of compound sentences in the ST is greater by 16.66 percent than in the TT. Similarly, the number of complex sentences exceeds in the ST by 8.30 percent. The overall figure gives us the impression that the TT exceeds the ST in total number of sentences by 1.90 percent. One example of the translation of each type of sentence is given below. But detailed interpretations of the sentences are given in 3.2.1, 3.2.2 and 3.2.3.

ST<sub>1</sub> : nepal ek sh antipriya r sta ho. (p. 122)

TT<sub>1</sub> : Nepal is a peace loving country. (p.123)

ST<sub>2</sub> : bik s nirmank k ryaharub ta janat l bhanwit hunchan ra uniharuko jibanstar badhdai jancha. (p. 10)

TT<sub>2</sub> : People are benefited from the development and construction activities and their living standard goes up. (p. 10)

ST<sub>3</sub> : uttartarphako him li khandam b di p talo cha bhane dakshin tarphako kail li ra kanchanpurn b di b klo cha. (p. 76)

TT<sub>3</sub> : In the mountain region of the north the population density is even lower whereas it is higher in Kailali and Kanchanpur area of the south. (p. 77)

The researcher believes that the difference in total number of sentences between the ST and the TT by 24 sentences, i.e. 1.90 percent is not surprising, and it cannot be taken as an instance of undertranslation. The fact that the difference between the language pair in question in terms of sentence structure firstly, and the use of non-corresponding components of sentence structure secondly, bring difference in the number and type of sentences. Due to the complexity of the ST structures

and for the natural flow of translation, the translator at times has broken a single sentence into two or more sentences and vice versa.

Though the instances of breaking up and joining of sentence structures are remarkably high in translation, the translator has not sacrificed the formal equivalence of the ST for the sake of semantic equivalence. To a great extent, the TT formal features resemble the ST formal features.

### 3.1.2 Functional Structure of Sentences

**Table 2: Comparison of ST and TT in terms of number and types of functional structure of sentences.**

Types of Sentences	No. of Sentences		Difference	Percentage
	ST	TT		
Assertive Sentences	1203	1226	+23	1.91
Imperative Sentences	10	10	0	0
Interrogative Sentences	33	37	+4	12.12
Exclamatory Sentences	13	10	-3	30

The above given table shows that both the ST and the TT make use of assertive sentences to a remarkably great extent. The number of imperative sentences is equal in both the ST and the TT. The number of interrogative sentences in the TT is greater than in the ST whereas the number of exclamatory sentences in the ST is greater than in the TT.

The figure above makes it clear to us that the translator has tried his best to achieve formal correspondence. The difference in the functional structures in the ST and the TT is not so great that it loses the entire features of the ST. At the same time the slight difference in the

sentence types between the two texts gives some flavor of the natural flow of the translated text. For example,

ST<sub>4</sub>: majhul ra thula udhyog bhaneko ke ho, yas sambandhm pani j nk ri p ya r mro hunthiyo ki ! (p. 110)

TT<sub>4</sub>: What about medium scale and large scale industries ? May I get some knowledge about them also ? (p. 112)

In the above example, the TT has two questions whereas the ST has two assertive sentences. The illustration provides the evidence that the translator has exercised some degree of naturalness in translation.

### 3.1.3 Structure of Sentences in terms of some Grammatical Aspects

The following table shows the structure of sentences in terms of some grammatical aspects.

**Table 3: Comparison of ST and TT structures in terms of some grammatical aspects**

Sentence Types	ST	TT	Difference	Percentage
Active Sentences	1104	1102	-2	0.18
Passive Sentences	155	181	+26	16.77
Affirmative Sentences	1176	1186	+10	0.85
Negative Sentences	83	97	+14	16.86

Lack of correspondence of active sentences and passive sentences between the ST and the TT is partly due to the difference in voice system of the language pair in question and partly due to the exercise of some degree of freedom by the translator while rendering the text.

Nepali has three voice systems. They are: kartib chya (agent is dominant), karmab chya (patient is dominant) and bh bb chya (meaning is dominant). Examples are given below.

- kartib chya: harile sarpa m ryo. (Hari killed a snake)
- karmab chya: mantrib ta purask r b diyo. (prize was distributed by minister)
- bhabb chya: phule ta sapan dekhiyo. (I dreamt)

If we observe voice system of English, we find only two types of voice: active voice and passive voice. Due to this structural gap between Nepali and English, the English rendering of the Nepali text cannot have exact correspondence in the number and type of active and passive sentences. Similarly, the amount exercised by the translator also affects the translation product.

Mainly, there are two ways of producing negative sentences: grammatical negation and lexical negation. In grammatical negation, negative particles like 'no' or 'not' can be used, while in lexical negation we use lexical items (e.g. lack of, absence of, without, never etc), prefixes (e.g. un-, dis-, im-, etc) or suffixes (e.g. -less, etc). For example,

ST<sub>5</sub>: h mr dheraijaso ch dparbaharu chandram sm dh rit tithianus r man ine bhae pani saurm sm dh rit gateanus r man ine chadharu pani nabhyaka hoinan (p. 34)

TT<sub>5</sub>: Despite the fact that most of our festivals are celebrated on the basis of lunar calendar there are some festivals which are based on solar calendar also. (p. 35)

Here, the TT has no negative structure: nevertheless, the sense of the ST can be achieved in the TT.

## 3.2 Analysis of Translation in terms of Sentence Structures and Grammatical Aspects

This sub-unit analyses and evaluates the translation of different types of sentences viz simple, compound, complex and negative and some grammatical aspects viz voice and tense.

### 3.2.1 Simple Sentences in Translation

Total number of simple sentences used in the ST amounts 705 out of 1,259 sentences. The TT, on the other hand, contains 790 simple sentences, which is greater by 12.05 percent than the ST. The superficial implication we can draw from the fact that the TT prepared in English for the non-native speakers tends to be relatively simple because it has used more simple sentences.

Translation of simple sentences of the ST can be shown in the following table.

**Table 4: Translation of simple sentences of the ST**

Rendering	No. of instances	Percentage
Into one simple sentence	684	97.02
Into two simple sentences	1	0.14
Into one compound sentence	8	1.13
Into one complex sentence	12	1.70

The largest number of simple sentences, that is 97.02 percent of the simple sentences in the ST, have been translated into corresponding simple sentences in the TT. This feature has direct bearing on pedagogy; both the texts are comprehensible and simple for the students to cope with. One example of each rendering has been given below:

ST<sub>5</sub>: nep l krishi Pradh n des ho. (p. 102)



TT<sub>5</sub>: Nepal is an agricultural country. (p. 103)  
(a simple sentence into a simple sentence.)

ST<sub>6</sub>: yehi mihinetle gard j p nle thulo pargati gareko cha. (p. 117)

ST<sub>6</sub>: Thanks to the labouriousness of the Japanese people.  
Japan has made great progress. (p. 118)  
(a simple sentence into two simple sentences.)

ST<sub>7</sub>: yasb ta dherai s m nko bikri bitaran huncha. (p. 108)

TT<sub>7</sub>: ultimately, more goods can be sold and distributed. (p. 109)  
(a simple sentence into a compound sentence)

ST<sub>8</sub>: swora barsako umerm unle highskul p ss garin. (p. 40)

ST<sub>8</sub>: She passed her high school when she was sixteen years. (p. 41)  
(a simple sentence into a complex one)

The researcher believes that the translation of the simple sentences in the ST into the TT is very effective and useful technique, but translating a simple sentence into a compound and a complex sentence creates problems of comprehension for the students. Therefore, simple sentences, as far as possible, should be rendered into the corresponding simple sentences.

### **3.2.2 Compound Sentences in Translation**

The total number of compound sentences used in the ST is 280, whereas the number of compound sentences used in the TT amounts 240. The fact is that the TT uses fewer compound sentences by 16.66 percent than the ST. Obviously, the compound sentences of the ST have been simplified in the TT.

A survey of the translation of the ST compound sentences into the TT has been given in the following Table

**Table 5: Translation of compound sentences of the ST**

Rendering	No. of instances	Percentage
Into a compound sentence	265	94.65
Into two simple sentences	3	1.07
Into a complex Sentence	12	4.28

The above data reveals us the fact that the TT shows 94.64 percent formal correspondence with the ST in case of compound sentences. Relatively, very small number of compound sentences have been transformed into simple sentences. Some examples are given below, APPENDIX III provides the detailed illustrations of the translation of the compound sentences.

ST<sub>9</sub>: nep lle test sikhar sammelanm bh g lincha ra phn  
bhan iharu rakhdacha.(p. 122)

TT<sub>9</sub>: Nepal takes part in those summits and puts forward its views. (p. 123)

Here, TT structure reflects the ST structure and also maintains the semantic equivalence of the ST. We can observe another example, which shows how a single compound sentence has been translated into two simple sentences.

ST<sub>10</sub>: yeh k b sind dheraijaso gor chan ra yiniharu krischian hun. (p. 80)

TT<sub>10</sub>: The settlers here are basically white in colour. They are Christians. (p. 81)

Here, a compound sentence has been rendered into two simple sentences for the sake of simplicity and intelligibility for the readers. Though it lacks formal correspondence, it has perfect semantic equivalence, which is the natural process of translation.

ST<sub>11</sub>: asi sanga swez nahar ra yuropesanga jibr It r jalsamyojakle yo mah diplai chutt uchan. (p. 82)

TT<sub>11</sub>: Suez Canal separates it form Asia whereas the strait of Gibraltar separates it from Europe (p 83)

In the above example, the compound sentence has been rendered into the complex sentence. Translating a compound sentence into a complex one is rather an activity which is not suggested for pedagogic purpose because it makes comprehension more difficult.

### 3.2.3 Complex Sentences in Translation

The total number of complex sentences used in the TT is 253 whereas the number of complex sentences used in the ST amounts 274. The fact is that the ST uses more complex sentences than the TT by 8.30 percent. The translation of complex sentences can be shown in the following table.

**Table 6: Translation of complex sentences of the ST**

Rendering	No. of instances	Percentage
Into a complex Sentence	261	95.25
Into a compound sentence	8	2.67
Into a simple sentence	5	1.82

The table above shows that of the total 274 complex sentences used in the ST, 95.25 percent of the sentences have been translated into corresponding TT complex sentences. The highest degree of resemblance

between the ST structures and the TT structures provides us the evidence that the TT has strong formal correspondence with the ST in case of complex sentences. One example of each type is given below.

ST<sub>12</sub>: amerik l i s myukta r jya bhaninch kinaki yo des pach sot  
r jyaharu milera baneko cha. (p. 120)

TT<sub>12</sub> : America is called the United States of America because this  
country is composed of fifty states (p. 121)

The above example shows that a complex sentence in the ST has been translated into a corresponding complex sentence into the TT. It has perfect formal and semantic equivalence.

ST<sub>13</sub> : des bik s garna kun park rko jansakti kati wasyak pardacha  
bhanne kur r stale nirdh ran garnupardacha. (p. 26)

TT<sub>13</sub> : The nation should assess the type and quality of manpower it needs  
for its development. (p. 27)

In the above example, the complex sentence in the ST has been translated into a compound sentence in the TT. Though the rendering of the ST into the corresponding TT has brought slight change in sentence structure, it has a perfect semantic correspondence of the ST. Of the total 274 complex sentences used in the ST, 2.67 percent of those sentences have been rendered into the compound sentences. Of the total complex sentences used in the ST, only 5 sentences have been translated into a single simple sentence. We can see an example.

ST<sub>14</sub> : ma nep lm n riparti kunai bhedbh b nagariyos bhanne pakchem  
thiya. (p. 90)

TT<sub>14</sub> : I was against any discrimination against women in Nepal (p. 91)

Simplification of a complex structure into a simple one is very effective technique for pedagogic purpose Detailed illustrations of the translation of the complex sentences are given in APPENDIX IV.

### 3.2.4 Negation in Translation

There are 83 negative sentences in the ST, but the TT has 97 negative structures. The observation is obvious that the TT has used greater number of negative structures, i.e. by 16.86 percent more than the ST. This difference is partly due to the fact that Nepali and English have different ways of making negative structures, and partly due to the fact that each language can make negative sentences both grammatically and lexically. While making the English sentences grammatically negative, the sentences can be marked either by using 'not' or 'no' for example.

ST<sub>15</sub> : r m m ster hoina

TT<sub>15</sub> : Ram is not a teacher.

ST<sub>16</sub> : masanga kit b chaina.

TT<sub>16</sub> : I have no book.

There are different ways of making a sentence lexically negative in English. We can use lexical items like 'lack of', 'absence of', 'never', 'without', etc. for lexical negation. Similarly, we can also use words with prefixes (dis -, un-, im-, etc.), and suffixes (-less, etc.). Nepali, however mostly uses 'na' before verbs for negation. For example:

chint nagara (don't worry)

The particle 'na' can be used after verbs also. For example,

ma kh nna (I don't eat)

Similarly, 'na' particle can be used with adjectives also. For example:

u nar mro cha (He is not handsome)

The researcher has explored only the grammatically negative sentences of the ST, and their translation in the TT. Of the total 83 grammatically negative sentences used in the ST, the techniques of translation seems as follows:

**Table 7: Negation in Translation of the ST**

Techniques	No. of Sentences	Percentage
Use of 'not'	50	60.24
Use of 'no'	19	22.89
Lexical negation	14	16.86
Total	83	

The above given table shows that use of 'not' for negative structure from the ST into the TT amounts 60.24 percent. Similarly, use of 'no' occupies 22.89 percent of the total negative sentences. One of the remarkable facts is that only 14 grammatically negative sentences of the ST have been translated into lexically negative sentences into the TT. Such lexically negative sentences, however, are affirmative from grammatical point of view.

One example of each type is given below.

ST<sub>17</sub>: bik sk k mharu sark rle m trai garera s dya hudaina (p.10)

TT<sub>17</sub>: Government alone is not enough for development to happen. (p. 10)

ST<sub>18</sub>: surusurum shikshy dinak l gi aupac rik sansth haru thiyanan. (p 14).

TT<sub>18</sub>: In the beginning there were no formal institutions to educate people. (p. 15)

ST<sub>19</sub>: jasle gard sam jm unl i kasaile pani man par udainathe. (p. 48)

TT<sub>19</sub>: Therefore, nobody liked him in the society. (p. 49)

If we observe the above first two negative sentences the translator has used 'not' and 'no' respectively to make the sentence negative. But the last example is the lexically negative sentence.

The ST and the TT lack correspondence in the number of negative sentences: the TT exceeds the ST by 14 sentences. This is due to the fact that even grammatically affirmative ST sentences have been translated into grammatically negative sentences in the TT.

For example,

ST<sub>20</sub>: desko nabbe partiatbhad badhi chetra sanch r samparka bhad bahira raheko (p. 20)

TT<sub>20</sub>: More than 90 percent of the area of the country was not connected to communication facilities. (p. 21)

The above given example is obvious that the ST sentence is grammatically affirmative whereas the TT sentence is grammatically negative. This is, nonetheless, a natural process of translation.

Translation of negation is given in APPENDIX V.

### **3.2.5 Voice in Translation**

Due to the structural gap between Nepali and English, there is a lack of correspondence in the exact number of active sentences and passive sentences between the ST and the TT. There are 1104 active

sentences in the ST whereas TT has 1102 active sentences . Similarly, the number of passive sentences amounts 155 in the ST and 181 in the TT.

The following table shows the translation of ST active sentences

**Table 8 : Translation of ST active sentences**

Rendering	No. of Sentences	Percentage
Into active sentences	1080	97.82
Into passive sentences	24	2.18

The above table vividly presents that 97.82 percent of the total active sentences of the ST have been translated into the corresponding active sentences in the TT. For example:

ST<sub>21</sub>: nep lle asanlagna parar sta niti ang leko cha. (p. 122)

TT<sub>21</sub>: Nepal has adopted the non-aligned foreign policy. (p. 123)

But not all active sentences of the ST have been translated into all active sentences in the TT. Some active sentences have been translated into passive sentences. For example,

ST<sub>22</sub>: bhol pras d b t m behos bhai ladek thiya. (p. 47)

TT<sub>22</sub>: Bholasprasad was found unconscious on the road. (p. 48)

Though, there is a lack of formal correspondence between the ST structure and the TT structure, there is perfect semantic correspondence.

The following table shows the translation of passive structures of the ST into TT.

**Table 9: Translation of ST passive sentences**

Rendering	No. of Sentences	Percentage
Into active sentences	12	7.75
into passive sentences	143	92.25



Only the 7.75 percent of the total passive sentences have been translated into the active ones, but the largest amount, that is 92.25 percent passive sentences have been translated into corresponding passive sentences in the TT. This table reveals the fact that the translated text has highest degree of formal equivalence with the ST. One of the most notable facts is that the ST and the TT have no equal number of sentences because there are many instances of joining and breaking up of sentences.

Following two examples show how the passive structures have been rendered into passive and active structures respectively.

ST<sub>23</sub> : ghargharka mandirm debdebiko murti tath photoharu saz iyeko huncha. (p. 32)

TT<sub>23</sub>: The temples of each house are decorated with the idols and photos of Gods and Goddesses. (p. 33)

ST<sub>24</sub>: jesus christ is i dharmak parbatak m ninchan. (p. 33)

TT<sub>24</sub>: Jesus Christ is the founder of Christianity. (p. 34)

Translation of active and passive sentences is given in APPENDIX VI.

### **3.2.6 Tense in Translation**

The textbooks have used all three tenses viz. past, present and future. The textbooks contain units like 'We, Our community and Nation', 'Our Infrastructures of Development', 'Our Traditions, Social norms and Values', 'Citizen Responsibility', 'Our Earth' 'Human Civilization and Our Past', 'Our International Relationship and Cooperation', etc. Most of the units deal with the present events and conditions so that the number of sentences with the present tense amounts the highest.

The ratio of tenses used in the translated textbook seems as follows:

**Table 10 : Ratio of tenses used in the TT**

Tense	No. of Sentences	Percentage
Present	1004	78.25
Past	240	18.70
Future	39	3.03

Of the 1283 sentences used in the TT, 78.25 percent are in the present tense. Past and future tenses occupy 18.70 percent and 3.03 percent of the total number of sentences respectively.

But the translation of a number of sentences shows the evidence that there is no correspondence between the tenses used in the ST and the TT though both refer to the same concepts. For example

ST<sub>25</sub>: paryatan bebas ya ra udhoygdhand le pani desko rthik bik sm sahyog pur yak chan. (p. 8)

TT<sub>25</sub>: Tourism and industries also are supporting the economic development of the country. (p. 8)

Here, the ST sentence is in present perfect tense, but TT sentence is in present progressive. Though there is slight change in the tense used, the semantic equivalence is maintained. The readers have no problem in reading, and also they perceive the same sense from both the sentences.

### **3.3 Evaluation of the Transfer of Concepts and Meaning**

The translated text has been analyzed and evaluated in terms of the following criteria.:

- Omission of concepts and meaning

- Addition of concepts and meaning
- Substitution of concepts and meaning
- Mistranslation
- Source text correction

### 3.3.1 Omission of Concepts and Meaning in Translation

After the intensive exploration of the textbooks, a number of instances of omission of concepts from the source text were found. The ratio of the omission of the concepts was found in the following way.

**Table 11: Omission of concepts and meaning from the ST**

Word Class	No. of Instances	Percentage
Noun	12	35.29
Adjective	3	8.82
Preposition	2	5.82
Verb	3	8.82
Adverb	4	11.76
Conjunction	1	2.94
Pronoun	1	2.94
Clause	8	23.52
Total	34	

The table above clearly shows that 35.29 percent of the concepts omitted in the TT from the ST belong to the noun. The omission of pronoun and conjunction amounts only 2.94 percent of each. The detailed illustrations of the omission of the concept are given in APPENDIX VII. Here, one example of each omitted category is presented. The omitted concepts and meanings are underlined in the ST and their versions of translation and their corrected versions are given below.

ST<sub>26</sub>: yas b ta nai biswom<sup>1</sup> nep liharu shantipremi chan bhanne kur  
spasta huncha (p. 122) (omission of noun and preposition)

TT<sub>26</sub> : This proves that Nepalese are peace loving people Δ<sup>2</sup>Δ. (p. 123)

CT<sub>26</sub> : This proves that Nepalese are peace loving people in the World.

ST<sub>27</sub>: kamm uneharu pr ya bih na das baje dekhi s njha p c baje  
samma khatek chan. (p.11) (omission of an adverb)

TT<sub>27</sub> : They Δ work from 10 0' clock in the morning to 5 0'clock in the  
evening. (p. 11)

CT<sub>27</sub>: They often work from 10 0'clock in the morning to 5 o'clock in the  
evening.

ST<sub>28</sub> : ahile h mro desm bidesi nakkal garne k rya badhdai gayako cha  
(p. 52)

TT<sub>28</sub>: Now a days, the way of blindly imitating the foreigners is  
increasing. Δ Δ Δ (p. 53)

CT<sub>28</sub>: Now a days, the way of blindly imitating the foreigners is  
increasing in our country.

ST<sub>29</sub>: savya sam j nirm n garna yast bektil i hat unu pardacha. (p. 54)

TT<sub>29</sub>: To create a civilized society such evils Δ. (p. 55)

CT<sub>29</sub>: To create a civilized society such evils should be dismissed.

ST<sub>30</sub>: yiniharu girj gharm gayi jesus christko pr than garchan. (p.33)

TT<sub>30</sub>: They worship Jesus Christ Δ at church. (p. 34)

CT<sub>30</sub>: Going at Church they pray Jesus Christ.

Omission of concepts and meanings of the ST is a very serious  
mistake in translation. If there are cases of omission of the ST concepts

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<sup>1</sup> — Indicates the word(s) that has/have been deleted.

<sup>2</sup> Δ marks the trace for the omitted category.

and meaning, the readers of the TT do not get the same level and amount of comprehension as the ST readers do. Both the versions of the text books are being used in the same grade to achieve the same pedagogical goals. Only the difference is that they address the problems of the students who want the textbooks in different languages viz. Nepali and English.

Such omissions of the ST concepts occur either due to the lack of adequate knowledge of the translator to render the text or due to the lack of consciousness and seriousness of the translator while rendering the text. The researcher believes that this is due to the lack of seriousness and consciousness of the translator while translating the text because the rest of the text proves that the translator has good linguistic and pragmatic knowledge.

### 3.3.2 Addition of Concepts and Meaning in Translation

The survey of the two versions of the textbooks shows the following cases of addition of concepts and meanings in the TT.

**Table 12: Addition of concepts and meaning in the TT**

Word Class	No. of Instances	Percentage
Noun	7	35
Pronoun	3	15
Adjective	4	20
Adverb	3	15
Number	1	5
Clause	2	10
Total	20	

The above table shows that the nouns added in the TT amount 35 percent of the total cases of addition. The fewest case of addition is of

number, which occurs in only one sentence of the total cases of addition.  
The examples of addition of each type are as follows:

ST<sub>31</sub>: k mm ket ketidekhi budh budhi s mma jutek chan. (p.11)

TT<sub>31</sub>: From children to people<sup>3</sup> old people are involved on it. (p. 11)  
(Addition of a noun)

**Comment :** Here, the translator has added the noun 'people'. In this sentence the word 'people' has no meaning rather it creates confusion to the readers of the TT. This addition is a case of mistranslation.

ST<sub>32</sub>: yas s mbandham pani ma bataidinchu (p. 110)

TT<sub>32</sub>: I will tell you about them also. (p. 111) (Addition of a pronoun)

**Comment :** In the example above, the TT sentence has expressed the same meaning as the ST. There is semantic equivalence between the two structures. So, it is not a case of mistranslation.

ST<sub>33</sub> : sri p c prithivin r yan sh hko yekikaran aviy n. (p. 86)

TT<sub>33</sub> : The unification campaign of late king Prithi Narayan Shah. (p. 87)  
(Addition of an adjective.)

**Comment :** The TT structure has the addition of the word 'late' which the ST lacks. The equivalent ST word would be 'sworgiya'. The addition of the word 'late' clarifies the meaning of the sentence so that it cannot be taken as an instance of mistranslation.

ST<sub>34</sub>: yiniharuko jibanstar ucca cha (p. 80)

TT<sub>34</sub>: Their living standard is very high. (p. 81) (Addition of an adverb)

**Comment :** The addition of concept 'very' in the TT has the equivalent term 'dherai' in the ST. This provides us the evidence that the translator

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<sup>3</sup> — indicates the word(s) that has/have been added.

has exercised some degree of freedom while rendering the text so that it cannot be taken as an instance of mistranslation.

ST<sub>35</sub>: yas pariyozan ko k ryakaram sanch lanm pacahattar pratisat lag ni sth niya sangsansth , samud ya, g un bik s samitib ta jut une ra b ki pariyozan phaile behorne cha. (p. 59)

TT<sub>35</sub> : For the project 75 percent of the cost is shared by the local organizations, communities and Village Development Committees and the remaining 25 percent is covered by the project itself. (p. 60) (Addition of number)

**Comment:** In the example above, the translator has exercised the freedom of translation by adding number i.e. 25 percent in the TT. This addition of number clarifies the meaning of the sentence so that it cannot be taken as an instance of mistranslation.

ST<sub>36</sub>: yehi mihinetle gard j p nle thulo pargati gareko cha. (p. 117)

TT<sub>36</sub>: Japanese are very labourous. Thanks to the labouriouness of the Japanese people: Japan has made great progress. (p. 118) Addition of a clause)

**Comment:** It is obvious that the translator has added the second sentence in the above example. Though it may not have serious effect for the pedagogic purpose, this instance of text rendering seriously violates the norm of translation practice. The suggestion is that the translator had better not add the extra sentence.

### 3.3.3 Substitution of Concepts and Meaning in Translation

There are a number of instances of the substitution of the concepts of the ST in the TT. The following table presents the summary of the substitution of concepts in translation.

**Table 13: Substitution of concepts and meaning in the TT**

Word class	No of instances	Percentage
Noun	15	71.42
Pronoun	4	19.04
Adjective	2	9.52
Total	21	

Of the total 21 cases of substitution of concepts of the ST in the TT, 71.42 percent are the nouns. The other cases of substitution are those of pronoun and adjective, each of which occurs 19.04 percent and 9.52 percent of the total cases of substitution respectively. The examples of each type are given below.

ST<sub>37</sub>: cinle nep llai dherai kur m sahayog pur yako cha (p 116)

TT<sub>37</sub>: Japan has helped Nepal in many ways. (p. 117) (Substitution of a noun)

**Comment:** This case of substitution is obviously an example of mistranslation. Therefore, the word 'Japan' in the TT should be replaced with the word 'China'. The correct version is:

China has helped Nepal in many ways.

ST<sub>38</sub>: sri p c prat psingh sh hki bhitrini r ni p tanki maijur ni thiin. (p. 90)

TT<sub>38</sub>: He had his mistress Maijurani of Patan. (p. 91) (Substitution of Pronoun)

**Comment:** In this example of translation, the translator has used 'he' in the TT for 'sri p c prat psingh sh h' of the ST. Here, the substitution of pronoun doesn't affect the translation so, it is not an instance of mistranslation.



ST<sub>39</sub>: pr kritik banaspati ra jangali jibjantum pani dherai bibidht cha  
(p. 74)

TT<sub>39</sub>: There is a remarkable diversity in the natural vegetation and wild animals. (p. 75) (Substitution of an adjective)

**Comment:** The translator has used the word 'remarkable' in the TT for 'dherai'. Hence, the substituted word does not create confusion in the sentence and this is due to the freedom exercised by the translator while rendering the text.

### 3.3.4 Mistranslation of the ST concepts

Translation theory and practice has certain principles and norms. Translating the text in a way that is not allowed is a serious mistake that a translator commits. There are many instances of mistranslation of the ST concepts. Some examples of mistranslation and their suggested versions are given below.

ST<sub>40</sub>: franseliharu gharl i bisr m kendrak rupm mandach n. (p. 118)

TT<sub>40</sub>: French people take their homes as places for rest (p. 119)

CT<sub>40</sub>: French people take their homes as places for rest.

ST<sub>41</sub>: yo pah d dherai aglo chaina. (p. 80)

TT<sub>41</sub>: These mountains are not very high. (p. 81)

CT<sub>41</sub>: This mountain is not very high.

ST<sub>42</sub>: lion rdo d vinchi, mikalangelo, r felo s nzio punarjagarank lin  
it lian prasiddha chitrak rharu thiya. (p. 98)

TT<sub>42</sub>: Leonardo da Vinchi, Michelangelo, Raffaello Janzio were the famous Italian artists during Renaissance (p. 99).

CT<sub>42</sub>: Leonardo da Vinchi, Michelangelo, Raffaello Sanzio were the famous Italian artists during Renaissance.

A few examples of mistranslation cited above show that the translator is not serious and careful while rendering the text. A common problem found in the examples of mistranslation is the lack of translator's careful reading of the ST, practice of replacing the ST concepts with any lexical equivalent available in the bilingual dictionary regardless of context, lack of sensitivity to meaning they share in collocation and appropriateness.

### **3.3.5 Source Text Correction**

Translation is often known as transcreation. While rendering a text from one language to another language, the translator injects his own lifeblood or his own poetic juice. The theory of semantic equivalence says that the translator of the text attempts to create a text in the target language that is better and more effective than the source text.

There are only few cases of ST correction in translation. Some examples are given below:

ST<sub>43</sub>: yas chetram bibhinna jangali jan war jan warharu pani p yinchan  
(p. 72)

TT<sub>43</sub> : Several wild animals are available here. (p. 73)

Here, the author of ST has added the word, 'janawar' which is unnecessary in the sentence so, the translator has rightly omitted that word.

ST<sub>44</sub> : egh ra barsako umerm m ko mritu bhayo. (p. 40)

TT<sub>44</sub>: Her mother died when she was eleven years. (p. 41)

Here, the ST sentence has not clarified the concept of the meaning. Whether the mother was died at the age of eleven or whose mother ? so, the TT author rightly corrects the ST sentence because no one can be mother at the age of eleven.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This chapter deals with the findings, recommendations and pedagogical implications of the study.

#### **4.1 Findings**

This research study, as a whole, analyses and evaluates the process of translation of Social Studies for Grade VIII from linguistic criteria. On the basis of analysis and interpretation, the findings of the study can be stated as follows:

- i. Structurally 3 types and functionally 4 types of sentences are found in both the ST and the TT.
- ii. Both the ST and TT use more simple sentences in comparison to compound and complex sentences.
- iii. Both the versions of the textbooks use the greater number of assertive sentences in comparison to imperative, interrogative and exclamatory sentences.
- iv. There are more affirmative sentences than negative ones in both the texts. The TT has more sentences than the ST in both the cases.
- v. Maximum number of the simple sentences of the ST has been translated into corresponding simple sentences in the TT.
- vi. There are cases of translation of a simple sentence into two simple sentences, into a compound sentence and into a complex sentence.

- vii. Compound sentences of the ST have been translated into corresponding compound sentences, simple sentences and complex sentences in the TT.
- viii. Of the total 274 complex sentences used in the ST, 95.25 percent of them have been translated into corresponding complex sentences in the TT. They have also been translated into compound and simple sentences.
- ix. There is a lack of correspondence in negative sentences between the ST and the TT. There are instances of translation of affirmative sentences into negative sentences and vice versa.
- x. Active sentences in the ST have been translated into passive sentence in the TT and vice versa.
- xi. There are cases of omissions of the concepts and meaning in translation. Most of the words that have been omitted are nouns.
- xii. There are 21 instances of substitution of concepts in translation of the text. Most of the words substituted belong to the class of nouns.
- xiii. There are cases of mistranslation of the ST. This is due to the carelessness of translator.
- xiv. There are only two cases in which the translator has corrected the ST author.

#### **4.2 Recommendations and Pedagogical Implications**

On the basis of the findings from the analysis and interpretation, the researcher has made the following recommendations and pedagogical implications.

- i. There should not be any cases of omission of the ST concepts and meaning in translation. If the TT lacks the ST concepts, the TT readers are deprived of knowing the factual details.
- ii. Addition of concepts and meaning in translation violates the norms and principles of translation. The translator should not add any concepts subjectively.
- iii. The translator must not mistranslate the ST concepts and words. He/she should very carefully go through the text before starting the translation.
- iv. Where there are cases of errors in the content of the ST, the translator should correct the ST by appropriate translation in the TT.
- v. The translator should consult a standard bilingual dictionary. He/She should not use any equivalent term that is available in the dictionary. He/she should check its content and appropriateness.

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**APPENDIX I**  
**TRANSLITERATION**

The researcher used the following transliteration system (Based on  
Turner's (1931). Nepali Alphabet and Diacritic Marks)

अ	a	क्	k	द्	d
आ	ā	ख्	kh	ध्	dh
इ	i	ग्	g	न्	n
ई	ī	घ्	gh	प्	p
उ	u	ङ्	n	फ्	ph
ऊ	ū	च्	c	ब्	b
ए	e	छ्	ch	भ्	bh
ऐ	ai	ज्	j	म्	m
ओ	o	झ्	jh	य्	y
औ	au/ou	ञ्	ñ	र्	r
अ	an, am	ट्	ṭ	ल्	l
अं	ã	ठ्	ṭḥ	व्	w/v
अ	a	ड्	ḍ	श्	s
:	ḥ	ढ्	ḍḥ	ष्	ṣ
◌	~	ण्	ṇ	स्	s
		त्	t	ह्	h
		थ्	th		

Note: The traditional letters क्ष्, त्र्, and ञ् are treated as conjunct letter,  
e.g. क्ष् = ks, ksh, kch; त्र् = tr; and ञ् = gn, gy.

## APPENDIX II

### EXAMPLES OF SIMPLE SENTENCES IN TRANSLATION

ST<sub>1</sub> : franseko rajdh ni paris ho. (p. 118)

TT<sub>1</sub> : Paris is the capital of France. (p. 119)

ST<sub>2</sub> : ma nep lm n riparti kunai bhedbh b nagarios bhanne pakchem  
thiya. (P. 90)

TT<sub>2</sub> : I was against any discrimination against women in Nepal (p. 91)

ST<sub>3</sub> : nep l ek sh ntipriya r sta ho. (p. 122)

TT<sub>3</sub> : Nepal is a peace loving country. (p. 123)

ST<sub>4</sub> : yeh k b sind dheraijaso gor chan ra yinihura kriscian hun.(p. 80)

TT<sub>4</sub> : The settlers here are basically white in colour. They are Christians.  
(p. 81)

ST<sub>5</sub> : nep lm sanch lit dherai udyogharu krishim dh rit chan. (p. 106)

TT<sub>5</sub> : Many industries running in Nepal are based on agriculture (p. 107)

ST<sub>6</sub> : yo sano des nep l bhaugolik bibidht le bharipurna cha. (p. 4)

ST<sub>6</sub> : This small country of Nepal is full of geographical diversity (p. 4)

ST<sub>7</sub> : yehi mihinetle garda j p nle thulo pargati gareko cha. (p. 117)

TT<sub>7</sub> : Thanks to the labouriouness of the Japanese people. Japan has made  
great progress. (p. 118)

ST<sub>8</sub> : bidhyut cuh wat rokinu pardacha. (p. 22)

TT<sub>8</sub> : Electricity leakage should be stopped. (p. 23)

ST<sub>9</sub> : rojg rka absarharu pharak pharak chan. (p. 4)

TT<sub>9</sub> : Employment oppotunities vary a lot. (p. 4)

ST<sub>10</sub> : dhunik yug audhogikaranko yug ho. (p. 108)

TT<sub>10</sub> : Modern age is the age of industrilization. (p. 109)

### APPENDIX III

#### EXAMPLES OF COMPOUND SENTENCES IN TRANSLATION

ST<sub>1</sub> : p ni lina anta j nupardaina tara pani unlai bibhinna samasy bhane bhairahancha. (p. 24)

TT<sub>1</sub> : He does not need to go anywhere else to fetch water but he has to face many problems. (p. 25)

ST<sub>2</sub> : bik s nirm nk k ryaharub ta janat labh nwit hunchan ra uniharuko jibanstar badhdai jancha. (p. 10)

TT<sub>2</sub> : People are benefited from the development and construction activities and their living standard goes up. (p. 10)

ST<sub>3</sub> : nep lle test sikhar sammelanm bh g lincha ra aphn bhan iharu rakhdacha. (p. 122)

TT<sub>3</sub> : Nepal takes part in those summits and puts forward its views. (p. 123).

ST<sub>4</sub> : asi sanga swez nahar ra yuropesanga jibr lt r jalsamyojakle yo mah dipl i chutt uchan. (p. 82)

TT<sub>4</sub> : Suez canal separates it from Asia whereas the strait of Gibraltar seperates it from Europe. (p. 83)

ST<sub>5</sub> : pautrisianharu dhani thiya tara plabianharu garib thiya. (p. 96)

TT<sub>5</sub> : Particians were rich but plebeians were poor. (p. 97)

ST<sub>6</sub> : telephone sew desko atenta uccabargak bektiharule kebal sokhk rupm m tra paryogm layune gareko. (p. 20)

TT<sub>6</sub> : Very rich people of the country used telephone service, but it was only for luxury. (p. 21)

ST<sub>7</sub> : cureko banjangall i samrachan garna ra pah di chetrak  
gaunharum basobas garne m nisharul i sw balambi banauna pani  
sahayog gareko cha. (p. 119)

TT<sub>7</sub> : It has further helped to protect the forest of chria hills and to make  
the people living in the villages of hilly region independent. (p.  
120)

## APPENDIX IV

### EXAMPLES OF COMPLEX SENTENCES IN TRANSLATION

ST<sub>1</sub> : uttartarphako him li khandam b di p talo cha bhane dakshin tarphako kail li ra kanchanpurn b di b klo cha. (p. 76)

TT<sub>1</sub> : In the mountain region of the north the population density is even lower whereas it is higher in Kailaii and Kanchanpur area of the south. (p. 77)

ST<sub>2</sub> : swora barsako umerm unle highskul p ss garin. (p. 40)

TT<sub>2</sub> : She passed her high school when she was sixteen years. (p. 41)

ST<sub>3</sub> : maile itali niw si silba n mki mahil l i solukhubu chetram parbat rohan gardai raheko abasth m bhete. (p. 96)

TT<sub>3</sub> : I met an Italian lady named Silva when she was involved in mountaineering in the Solukhumbu area. (p. 97)

ST<sub>4</sub> : amerik l i samyukta r jya bhanincha kinaki yo des pac sot r jyaharu milera baneko cha. (p. 120).

TT<sub>4</sub> : America is called the United States of America because this country is composed of fifty states. (p. 121).

ST<sub>5</sub> : yasle gard bik sko partiphal sabaile p una sakchan bhane bikasko nimti chetragat swastha partispardh hud desko bik sko gati tibra huna maddat pugcha. (p. 6)

TT<sub>5</sub> : Therefore, all people can receive the benefits of development, Moreover, due to healthy competition among regions for development the pace of development will be accelerated. (p. 6)

ST<sub>6</sub> : des bik s garna kun parkarko jansakti kati wasyak pardacha bhanne kura r stale nirdharan garnupardhacha. (p. 26)

TT<sub>6</sub> : The nation should assess the type and quality of manpower it needs for its development. (p. 27)

ST<sub>7</sub> : jaba bastuharu bidesm path incha taba desl i bidesi mudr rjan huncha (p. 108)

TT<sub>7</sub> : Once become able to export our goods, we can earn foreign currency. (p. 109)

ST<sub>8</sub>: bel yat ra nep lko sambandha pur nai bhaya t pani aupac rikrupm san 1934 m m tra dautya sambandha kay m bhayako ho. (p. 121)

TT<sub>8</sub> : In spite of the fact that Nepal-UK relationship is very old the friendly relationship was formally established in 1934. (p. 122)

**APPENDIX V**  
**EXAMPLES OF NEGATION IN TRANSLATION**

ST<sub>1</sub> : bik sk k mharu sark rle m trai garera s dya hud ina. (p. 10)

TT<sub>1</sub> : Government alone is not enough for development to happen. (p. 10)

ST<sub>2</sub> : unko ghar najikai kh nep niko srot chaina. (p. 24)

TT<sub>2</sub> : Around his house there is no source of drinking water. (p. 25)

ST<sub>3</sub> : jasle gard sam jm unlai kasaile pani man par udainathe. (p. 48)

TT<sub>3</sub> : Therefore, nobody liked him in the society. (p. 49)

ST<sub>4</sub> : ket ketile tubell cal una sakdainan. (p. 24)

TT<sub>4</sub> : Children can't run the tubewell. (p. 25)

ST<sub>5</sub> : nep lk sabai th uharum udhyog sanc lank l gi purb dh r  
pugeko chaina. (p. 104)

TT<sub>5</sub> : The infrastructures for running industries are not available in all  
places of Nepal. (p. 105)

ST<sub>6</sub> : desko nabbe partisatbhand badhi chetra sanc r samparka bhad  
b hira raheko. (p. 20)

TT<sub>6</sub> : More than 90% of the area of the country was not connected to  
communication facilities. (p. 21)

ST<sub>7</sub> : yasb ta bidesm nep li rupiy jadaina. (p. 108)

TT<sub>7</sub> : As a result, our currency does not go aboard. (p. 109)

ST<sub>8</sub> : prithiviko b hiri sataha ekn sko chaina. (p. 70)

TT<sub>8</sub> : The outer surface of the earth is not regular. (p. 71)

ST<sub>9</sub> : b hiri sanskritiko prabh bm parera phno maulik sailil i chadha  
hudaina. (p. 53)

TT<sub>9</sub> : Being influenced by the foreign culture we should not forget our own original style. (p. 54)

ST<sub>10</sub>: surusurum shikshy dinak l gi aupac rik sansth haru thiyanan. (p.14)

TT<sub>10</sub> : In the beginning there were no formal institutions to educate people. (p. 15)



**APPENDIX VI**  
**EXAMPLES OF VOICE CHANGE IN TRANSLATION**

ST<sub>1</sub> : jesus christ is i dharmak parbatak maninch n. (p. 33)

TT<sub>1</sub> : Jesus Christ is the founder of Christianity. (p. 34)

ST<sub>2</sub> : sw sthya sew bhaneko ke ho ? (p. 16)

TT<sub>2</sub> : what is meant by health service ? (p. 17)

ST<sub>3</sub> : bhol pras d b t m behos bhai ladek thiya. (p. 47)

TT<sub>3</sub> : Bhol Prasad was found unconcious on the road. (p. 48)

ST<sub>4</sub> : yo kad catt nle baneko cha. (p. 82)

TT<sub>4</sub> : It is made up of hard rocks too. (p. 83)

ST<sub>5</sub> : B.S. 2004 s lm yo sansth khuleko ho. (p. 42)

TT<sub>5</sub> : This institution was established in the year 2004. (p. 43)

ST<sub>6</sub> : yasaidin mary d pursottam r mko janma bhayako ho. (p. 34)

TT<sub>6</sub>: The ideal superman Ram was born on this day. (p. 35)

ST<sub>7</sub>: timil i ukta bisayam abagat garauna p ud khusi l geko cha. (p. 35)

TT<sub>7</sub> : I'm very pleased to inform you about them (p.36).

ST<sub>8</sub> : yo kur itih sm ullekh cha. (p. 118)

TT<sub>8</sub> : This matter is mentioned in history. (p. 119)

ST<sub>9</sub> : b lb lik l i nisulka shikhy prad n garne bebasth karmasa gardai  
g ne. (p. 58)

TT<sub>9</sub> : Arrangements for providing free education to the children shall be  
made. (p. 59)

## APPENDIX VII

### EXAMPLES OF TENSE CHANGE IN TRANSLATION

ST<sub>1</sub> : prayatan bebas ya ra udhoygdhand le pani desko rthik bik sm  
sahayog pur yak chan. (p. 8)

TT<sub>1</sub> : Tourism and industries also are supporting the economic  
development of the country. (p. 8)

ST<sub>2</sub> : unk b bu birsamser hun. (p. 40)

TT<sub>2</sub> : His father was Bior shamsher. (p. 41)

ST<sub>3</sub> : ahile h mro desm bidesi nakkal garne karya baddai gayeko cha. (p.  
52)

TT<sub>3</sub> : Now a days, the way of blindly imitating the foreigners is  
increasing. (p. 53)

ST<sub>4</sub> : h rmo sanskritiko nirm nm yasle bisista khale yogd n diyako cha.  
(p. 34)

TT<sub>4</sub> : This festival has a special contribution to the construction of our  
culture. (p. 35)

ST<sub>5</sub> : timile path yako patram sam jm rahek bikriti sambandhi j nk ri  
mageka rahechau. (p. 52)

TT<sub>5</sub> : In your last letter you had asked for information about the evils and  
anomalies prevailing in the society. (p. 53)

## APPENDIX VIII

### EXAMPLES OF OMISSION OF CONCEPTS IN TRANSLATION

ST<sub>1</sub> : yas b ta nai biswom nep liharu sh ntipremi chhan bhanne kur spasta hunch. (p. 122)

TT<sub>1</sub> : This proves that Nepalese are peace loving people Δ (p. 123)

ST<sub>2</sub> : pr chink lm jako jasto aspat l, d ctar ra ausadiharu thiyanan. (p. 16)

TT<sub>2</sub> : In ancient time there were no hospitals, doctors and medicine Δ Δ (p. 17)

ST<sub>3</sub>: k mm uneharu pr ya bih na das baje dekhi s njha p c baje samma khateka chan. (p. 11)

TT<sub>3</sub>: They Δ work from 10 0' clock in the morning to 5 0' clock in the evening. (p. 11)

ST<sub>5</sub> : savya sam j nirm n garnay sta bektil i hat unu pardacha (p. 54)

TT<sub>5</sub> : To create a civilized society such evils. Δ Δ.

ST<sub>6</sub>: leon rdo d vinchi kal , bigy n, nirm n, ganit tath g yan chetram nipun thiya. (p. 98)

TT<sub>6</sub> : Leonardo da Vinchi was good at art, science, Δ, mathematics and singing.

ST<sub>7</sub>: yiniharu girj gharm gayi jesas christko pr than garchan. (p. 33)

TT<sub>7</sub>: They workship Jesus Christ Δ at Church. (p. 34).

ST<sub>8</sub> : ahile h mro desm bidesi nakkal garne k m baddai gayako cha (p. 52)

TT<sub>8</sub>: Now a days, the way of blindly imitating the foreigners in increasing Δ Δ Δ (p. 53)

## APPENDIX IX

### EXAMPLES OF ADDITION OF CONCEPTS IN TRANSLATION

ST<sub>1</sub> : bh i bahiniharu ! (p. 2)

TT<sub>1</sub> : Dear little brothers and sisters ! (p. 2)

ST<sub>2</sub> : yas sambandham pani ma bat idinchu. (p. 110)

TT<sub>2</sub> : I will tell you about them also. (p. 111)

ST<sub>3</sub> : yiniharuko jibanstar ucca cha. (p. 80)

TT<sub>3</sub> : Their living standard is very high. (p. 81)

ST<sub>4</sub> : unle darb r skulko sth pan gari angraji shikshy ko suruw t gareko dekhincha. (p. 14)

TT<sub>4</sub> : He began English education by establishing the Durbar High School in Kathmandu (p. 15)

ST<sub>5</sub> : hindu parampar anus r gurukul shikshy parnalim dh rit shikshy diinthyo. (p. 14)

TT<sub>5</sub> : According to Hindu tradition, people were given education based on Gurukul system. (p. 15)

ST<sub>6</sub> : timri didi. (p. 37)

TT<sub>6</sub> : your loving sister. (p. 38)

ST<sub>7</sub> : sri p c prithivin r yan sh hko yekikaran aviy n. (p. 86)

TT<sub>7</sub> : The unification campaign of late king Prithivi Narayan Shah. (p. 87)

ST<sub>8</sub> : dhaul giri ra annapurna mukya him srinkhal hun. (p. 72)

TT<sub>8</sub> : Dhaulagiri and Annapurna are the main mountain ranges here. (p. 73)

ST<sub>9</sub> : yas chetrako sadarmuk m dip yal ho. (p. 76)

TT<sub>9</sub> : The headquarter of this region is in Dipayal, Doti. (p. 77)

**APPENDIX X**  
**EXAMPLES OF SUBSTITUTION OF CONCEPTS IN**  
**TRANSLATION**

ST<sub>1</sub> : misra ra oriparik musalm n j tiharu basne desharum bhane rahan sahan pharak cha. (p. 82)

TT<sub>1</sub> : The life style is different in Egypt and its surrounding areas where Muslims live. (p. 83)

ST<sub>2</sub> : cinle nep ll i dherai kur m sahayog pur yako cha. (p. 116)

TT<sub>2</sub> : Japan has helped Nepal in many ways. (p. 117)

ST<sub>3</sub> : sri p c pr tapingh sh hki bhitrini r ni p tanki maijur ni thiin. (p. 90)

TT<sub>3</sub> : He had his mistress Maijurani of Patan (p. 91)

ST<sub>4</sub> : k ji amar singh th p le k skim rahek parbatko fuzl i dhap i r j siddin r yan sh hl i pheri k skiko gaddim r khe. (p. 90)

TT<sub>4</sub> : Minister Amar Singh Thapa chased the troops of Prabat stationed in Kaski and made Siddhi Narayan Shah the king of Kaski again. (p.91)

ST<sub>5</sub> : prakritik banaspati jangali jibjantum pani dherai bibidht cha. (p. 74)

TT<sub>5</sub> : There is a remarkable diversity in the natural vegetation and wild animals. (p. 75)

ST<sub>6</sub> : durgam bhegko ekm tra pr thamik sw sthya kendra samma motarb to pur una dakshin rasuw k janat kammar kasera l gek chan. (p. 10)

TT<sub>6</sub> : People from south Rasuwa are participating whole heartedly to build a motorable road upto the only primary health centre that lies in the remote area. (p. 10)

**APPENDIX XI**  
**EXAMPLES OF MISTRANSLATION OF THE SOURCE TEXT**  
**CONCEPTS**

ST<sub>1</sub> : sudurpaschimm bik sk purb dh rk abhable bikask k rya  
tulan tmak rupm kam bhayako p incha. (p. 8)

TT<sub>1</sub> : In Far Eastern Development Region development works are  
comparatively less in number due to the lack of infrastructure  
facilities. (p. 8)

ST<sub>2</sub> : cinle nep l i dherai kur m sahayog pur yako cha. (p. 116).

TT<sub>2</sub> : Japan has helped Nepal in many ways. (p. 117)

ST<sub>4</sub> : franseliharu gharl i bisr m kendrak rupm mandachan. (p. 118)

TT<sub>4</sub> : French people take their gomes as palces for rest. (p. 119)

ST<sub>5</sub> : yojan badda rupm sabai bik s chetraharum s dhan ra srotle bh ye  
samma sark rle bik s k ryaharu ag di badh iraheko cha. (p. 8)

TT<sub>5</sub> : The government is promoting developmental works in Planned  
manner in all development religions as far as the resources and  
means allow. (p.8)

ST<sub>6</sub> : yinl i yo citra ban una sade c r barsa lageko thiyo. (p. 99)

TT<sub>6</sub> : He spent needed four year and a half to complete this picture. (p.  
99)

ST<sub>7</sub> : leon rdo d vinchi, mikalangelo, r felo sanzio punarj garan k lin  
it lian parsidda citrak rharu thiya.(p. 99)

TT<sub>7</sub> : Leonardo da Vinchi, Michelangelo, Raffaello Janzio were the  
famous Italian artists during Renaissanse. (p. 99)