

CHAPTER–ONE

INTRODUCTION

1.1 General Background

Language is a means of human communication which developed along with the development of the human civilization.

People exchange their ideas, messages, feelings and intentions by means of certain code i.e. language. Languages are different from community to community. Translation has been a prime means to transfer message from speech community to another speech community. In a laymans's sense translation means transfer of the message from one language to another language. Today the entire world is like a single family due to the development of science and technology. Therefore, the vast world has shrunk into a small village as global village by means of translation. In this sense, translation has been a unique property for us. So we must accept the existence of translation in every community, country, continent and in every form of communication.

According to Jakobson (1966) translation can take place within a language (intralingual translation), between two languages (interlingual translation), and between different forms or media of communication (intersemiotic translation).

Intralingual translation is an interpretation of linguistic message in a language signs by means of linguistic signs of the same language. Such transfer could be regional, historical, sociological all within the same language.

Interlingual translation, for which Jakobson has called 'translation proper', comprises the interpretation of message encoded in one language by means of words of another language. In interlingual translation or communication, the translator has the role of a mediator between SL text and TL group. The message encoded in the source language arrives at the translator, he analyses it and segments the message on the basis of his/her interlingual communicative competence and reconstruct the message in the TL to convey it to the TL group. While doing such work the translator finds so many problems at different levels and ranks, since languages are not identical at all levels and ranks. Therefore some aspects can certainly be over translated and some under translated that results gaps due to non-identical features of language.

No language is free from its culture since language is culture specific phenomenon. By the study of language one can find the structure of society, and its norms, values and institutional structures which are not found in every society in the same way and, therefore, they are not practised in linguistic behaviour. Such elements in translation give trouble to every translator.

Translation Studies is a new discipline. Translation in the past was limited and was basically available in the spoken form. Translation became popular in written works of religious books, classical authors' translated classical literary books and ushered the translation into new era. Translation of great literary works of great literary figures became integral parts of the Renaissance Movement (It is one of the popular official activities of UNO too). English men put their great efforts in translating Greek and Roman literary and philosophical texts to revive the spirit of classical age. Even today translation has become a part of literary studies. Similarly, tension

between different countries can be minimized and even solved by means of the translated documents of different political ideologies in many languages. In this sense translation can be a true means of world peace, progress and prosperity of entire human beings. So, translation is purely an academic work which can only be done by the expert who knows two different languages as well as two different cultures of these languages. In this way translation is a source of learning for all human beings regarding a variety of things. It wouldn't be exaggerate to say that the history of human civilization would be lost in the dark womb of time without translation. We could not have learnt about Socrates, Plato, Aristotle, Newton, Shakespeare, Balmiki, Vedbyas etc. in the absence of the auspicious contribution of translation.

National and international conferences, meetings and seminars are being conducted in English as it is an international language that has mostly send as the language of lingua Franca. Therefore, translation has been parts parcel of the modern world. Translation into and from English is the most common activity although it is possible between or among many languages. Business catalogues, scientific books for their new discoveries, international agreement, treaty are basically found in English. In this way, English language is being the common language on this planet. So, translation into and from English almost all the countries is unavoidable.

Considering the importance of English, the government of Nepal has also started giving English education from the beginning of school life to the end of higher education. Some of the technical fields like medicine, science, computer, engineering etc. are being taught in English. To go into the history, the English education was first started by the first Rana prime minister Jang Bahadur Rana immediately after his first visit to Europe. He established Durbar school for Rana children and for the children of high-

ranking non-Rana officials in 1910 BS. Since then school education in English entered in Nepal to be the true servant of the then English rulers. The education system of Nepal moved its path at a tortoise pace because of the negative attitude of Rana regarding education in Nepal. The systematic development of education became possible only after the establishment of democracy in 2007 B.S. Since then the English language was made as the compulsory subject of school and territory level. The students who went abroad felt the need of the English language continually. The private institutions received the permission of educating the Nepalese children through English medium. After the reestablishment of democracy in Nepal in 2046 B.S. opening private boarding schools up to secondary and higher secondary school became a fashion and a profitable business, too. Thus, the English medium Nepali text books for school level became very much essential. So translation practice became very popular during this period to supply the need of private sector boarding school in Nepal.

English education at Master's level, one optional paper as "Translation Theory and Practice" came into existence with the invaluable effort of honorable Govinda Raj Bhattarai who is, now, Assistant Dean at Faculty of Education, T.U., Kirtipur, Kathmandu. The research works have been started by the students of Master's level on translation and contributed a little to this field in Nepal since 2058. The researcher, here, has also tried his best to evaluate the translated text books of Social Studies for grade 6 by JEMC and attempted to find structural gaps and lexical gaps in the translated text book of social studies for grade 6.

National works on any discipline become the property of the world when they are translated in English. In such works some of the scholars like Dr. Govinda Raj Bhattarai, Abhi Subedi, Taranath Sharma, Manjushree

Thapa, Tika Ram Sharma etc. are the significant translators who have contributed a lot in the translation of a number of such Nepalese works into English and English works into Nepali and other languages. All the NGOs, INGOs prepare their annual plans and reports in the English language to share such works to the member of global family.

Some of the Christian missionaries are found giving sermons, speeches on different topics including religion, politics, social services consequently translating into a number of languages of different communities. Translation has been one of the most fertile land for translators interpreters.

The representatives of different governments also communicate in their languages with the equivalent translation in English enthusiastically. This justifies the popularity and need of English language and use of translation in day to day life.

Therefore, English medium text books are being ever popular in the mass of students which is also supporting to produce better results. The researcher has found a number of difficulties, gaps and problems faced by translators while rendering source language text (SLT hereafter) into Target Language Text (TLT hereafter). Comparing any two different languages at all levels is quite difficult since grammar, lexicon and pragmatic relations are not always the same between them. So, it is quite natural to have over translation, under translation, addition, omission, tense change, voice change and even artificial use of language. A number of lexical gaps are also found such as in kinship terms, cultural terms, use of verbs, pronouns, idiosyncratic terms, etc. The translated text book of Social Studies for grade-6 is based on communicative translation which focuses on content. Translation of poems

is found to be the most complicated and highly communicative method has been used and technical type of translation is more natural and letter writing is more deviated form in English since the style of letter writing doesn't match identically in SLT and TLT.

While translating the text book the translators have broadly followed two approaches: literal translation and communicative translation. However, there are many cases of the wrong and mistranslation because of lack of theoretical insights in the translation.

These all points prove that theoretical knowledge of it is crucial for all professional translators. However, some of highly experienced translators have accumulated required knowledge to some extent by their own efforts on translation.

1.1.1 Definitions of Translation

Translation is such a human activity that serves the purpose of rendering messages and/or ideas from one language to another as the speakers of two different languages do not understand to each other. So, every translator becomes a bridge which connects the gap between them and establishes better relationship.

The translator is such an agent that helps us to identify an unknown author to his/her unknown works. So, the translation should always have the following components:

- a. A translation must give the words of the original.
- b. A translation must give the ideas of the original.
- c. A translation should read like an original work.
- d. A translation should read like a translation.

- e. A translation should reflect the style of the original.
- f. A translation should possess the style of the original.
- g. A translation should read as a contemporary of the original.
- h. A translation should read as a contemporary of the translator.

Savory (1957: 50) cited

Some of the crucial definitions are given follows:

1. In the words of Brislin (1976:1) "Translation is the general term referring to the transfer of the thoughts and ideas from one language (SL) to another (TL) whether the languages are in written or oral form, whether they have established orthographies or not, or whether one or both languages is based on signs as with sign language of the deaf."
2. Newmark (1981: 7) defines translation as "a means of communication, translation is used for multi-lingual notices, which have at last appeared increasingly conspicuously in public places; for instructions issued by exporting companies; for tourists publicity, where it is too often produced from the native into the 'foreign' language by natives as a matter national pride; for official documents, such as treaties and contracts; for reports, papers, articles, correspondence, text books to convey information, advice and recommendations for every branch of knowledge."
3. Catford (1965: 20) defines translation as "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)."
4. In the words of Bhattarai (2000: 2) translating "is primarily an act of transforming message from one language to another or into some other dialects of the same that are distanced by time or space; the

activity interfaces variegated factors - at least ten- each capable of influencing the other ... it becomes obvious that they are the mouth pieces of the current theories of language, literature, philosophy, culture, business and politics."

The above definitions of translation reveal the fact that it is an art via science which connects different cultures, religions, languages to share the world of one community to another.

So, the duty of a translator is ever challenging that is a translator has to have a flair and a feel for his/her own language which should be compounded with intelligence, sensitivity and intuition, as well as of knowledge. Translation has its own excitement, its own interest.

Peter Newmark (1998: 4) has diagrammatically presented the dynamics of translation as:

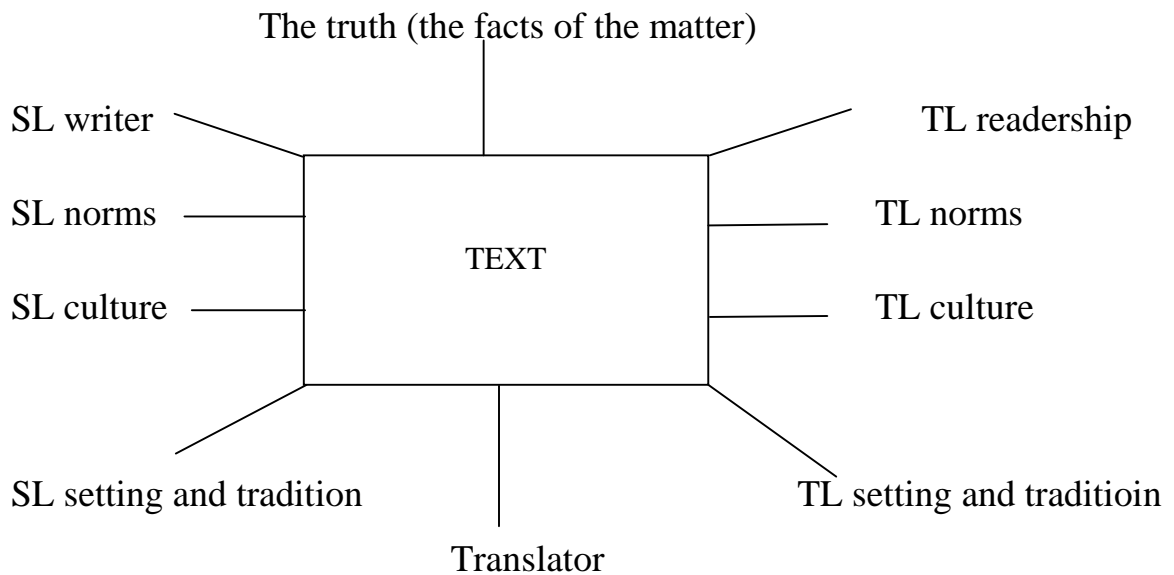


Figure No. 1: The dynamics of the translation

1.1.2 Rationale of Translation Studies

- a. Translation is only such a discipline which provides basic guidelines to a good professional translator.
- b. The country like Nepal which is rich in culture, languages and unique civilization requires translation to expose our uniqueness to the rest of the world.
- c. It is important to identify others' progress, prosperity and latest achievement in scientific, technological fields.

1.1.3 The Translated Textbook of Social Studies for Grade Six

Evaluation of any task is really a serious job which requires an expertise knowledge and academic skills. Formal evaluation of such textbooks is very limited. For example, the evaluation of the translated text book of 'Social Studies for Grade - X' was done by Sharma (2004). Such kind of evaluation certainly checks the authenticity of the parallel textbooks on the one hand and on the other hand, this attempts to compare the structures and the concepts of the two languages, and to find out cultural gaps, lexical gaps in the translated textbooks. This work also helps the translators to find the problems faced by those who are involved in such works.

House (Asher, 1994: 4700) has classified approaches to evaluating translation into three types: anecdotal, response based and text based. If translation is viewed as an artistic and creative activity depending to a large extent upon non-quantifiable stylistic intuitions and interpretive skills on the part of the translator, then the approach is anecdotal. It will be response based approach if translation is viewed as a purposeful activity designed to

produce a specific response in its readers. And finally, if translation is regarded as an attempt to construct a functionally equivalent textual product, then the approach is the 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, a different translator then turns the B text back into A. If the text shows the highest degree of resemblance, it is strong evidence that the original translation is of high quality. 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 of better quality. In performance testing, the speakers of both source text and target text are asked to carry out the actions based on the same content and the results are compared.

Evaluation criteria can be selected as the topic of the study. For example, linguistic load should be parallel in both types of text books of the same level. Literary genre should be maintained in the same way. Mistranslation, overtranslation and undertranslation must be strictly forbidden according to the theory of translation but it has not been fully maintained in practice yet.

The textbook of 'Social Studies for Grade Six' was originally written by Biswambhar Ghimire, Dr. Raja Ram Subedi and Laxmi Khatri in 2051B.S., the present double-spread textbook was revised by Prof. Dr. Shriramprasad Upadhaya, Mukti Prasad. Gyawali, Naresh Chandra Sharma, Bhupamani Niroula, Dinanath Gautam and Gulsan Pradhan. It was further revised by the subject committee members comprising of Lokendra Man

Pradhan, Shiva Prasad Satyal, Jaganath Awa, Dik Bahadur Rai, Sunil Kumar Adhikari, Naticaji Maharjan, Madalasa Singh and Chandrakala Maskey. Language editing was done by Ganesh Prasad Bhattarai, cover design by Tarjan Rai, illustration by Santaman Bajracharya and typing and layout by Suma Shrestha and Anita Mishra.

After nine years of publication of the SL text, the Curriculum Development Centre (CDC) and Janak Education Materials Centre (JEMC) have produced the translations and distributed the English version of 'Samajik Shikshya' for grade six to meet the growing need of private English medium schools. Such kind of praiseworthy work of JEMC has made the difficult task of private and boarding schools easier and lighter on the one hand and on the other hand it has enriched the practice of translation, too.

It is fully academic and pedagogic efforts to evaluate translated works mainly on Social Studies since it concludes about family, society and its intuitions, and its social cultures, norms, values, history, geography, politics and recent achievements of science and technologies, too. This will certainly give an insight regarding revision editing translation of similar topics. As a result textbook translators will have a lot of practical benefits.

1.2 Review of the Related Literature

The translation of Nepali textbooks doesn't have a long history and evaluation of these textbooks are very much limited. The convention of translating Nepali literary works into English started only after the 1970's but school level Nepali textbooks have been translated into parallel English version textbooks since 2000 A.D. Therefore, systematic study on the evaluation of such translated textbook is very new. Only very few

researchers have carried out the study regarding the evaluation of the translated textbooks.

Bhattarai (1997 in his Ph.D. dissertation entitled *'In Other Words: Sense versus Words as Unit of Literary Translation (with reference of 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 growing interest of people in bio-directional, horizontal translation. He remarks that the literary translation has attracted the attention of translators. Language pair related studies are extremely important so that translation problems can be minimized. Similarly, most imperfect translations result due to misreading or misinterpreting of the source text.

Adhikari (2003) carried out a research to find out the techniques and linguistic problems of translation of technical terms used in science textbook for Grade 9 translated by JEMC. He collected 200 English scientific terms, fifty terms each from physics, chemistry, biology, geology and astronomy and their Nepali translations. He found the use of a number of techniques: literal, hybrid-formation, paraphrasing, borrowing and loan creation. He concludes that the problem lies in translation when a target language text lacks an equivalent term that is present in the source language text.

Singh (2004) carried out a research to find out the techniques and gaps in translation of cultural terms. He collected 220 lexical terms from Nepali and English versions of 'Our Social Studies for Grade 8' 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

procedure of translation of the technical and non-technical terms. 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 etc.

Sharma (2004) carried out the research to find out the structural gaps in translation of 'Our Social Studies for Grade Ten' and he found that SLT and TLT have commonly used assertive sentences rather than imperative, interrogative and exclamatory sentences. Most of the simple sentences of the ST have been translated into corresponding simple sentences in the TT. However, there is the use of compound and complex sentences, too. He found the cases of addition, substitution, omission due to peculiar grammatical system and lack of cultural and lexical equivalence. He also found that the mistranslation of the ST concepts indicates the translator's lack of seriousness while rendering the original text.

Wagle (2004) carried out a research to study multiple translations of Muna Madan from cultural point of view. He collected and studied cultural words in the original and translation versions. He analyzed the translation of each cultural word in terms of meaning, faithfulness to the original transfer of message etc. He found eighteen different techniques used in the translations of Muna-Madan as literal, couplet-triplet-quadruplet, elaboration, functional equivalence, componential analysis, transference, contextual equivalence, cultural equivalence, compensation, reduction, deletion, synonymy, naturalization, definition, blending, gloss notes, descriptive equivalence and full-form. His finding shows that literal translation, most widely used, transference the most faithful technique, deletion the bad one and the elaboration is helpful.

Chhetry (2005) carried out a research on *Translation of Technical Terms: A Case of Textbook for Health Population and Environment Education for Grade -X*, and found six translation techniques that have been used to translate EPH terms. They are literal translation, paraphrasing, transliteration, hybrid - formation, loan shift and deletion. He also found that transliteration is the most widely used to translate the terms for abbreviations and acronyms, terms of animals, plants, birds and terms of miscellaneous field. Similarly literal translation is most widely used to translate terms of health and diseases, terms of anatomy, terms of environment and terms of science. Literal translation is the most frequently used to translate EHP terms while hybrid formation is the least used technique.

1.3. Objectives of the Study

The objectives of the study are:

- a. To find out the basic features of sentence structures used in Social Studies for grade six.
- b. To evaluate translation of the text in terms of sentence structure: sentence types (simple, compound and complex sentences), negation voice and tense.
- c. To evaluate the translation in terms of transfer of concepts and meaning.
 - Substitution of concepts and meaning
 - Mistranslation
 - Errors in the TL text
 - Loss in Translation
- d. To find out the lexical gaps between the SL text and TL text.
- e. To suggest some pedagogical implications.

1.4. Significance of the Study

This study is hopefully expected to provide some insights to the translators of such textbooks. This textbook has been primarily analyzed in terms of linguistic criteria. As a result, any related researchers can take some benefits in such analytical work. CDC and JEMC are responsible for the production and distribution of the textbooks in Nepal. This research work evaluates the translated textbooks and provides some feedback for textbook writers, producers and even distributors. It may awaken the all concern authorities regarding mistranslation, over and under translation.

1.5. Definition of the Terms

Abbreviation: A form of a word, phrase, etc. that is shorter than the full form such as M.ED, for Master's Degree in Education.

Aspect: The manner in which a verbal form is experienced (e.g. whether is considered completed or in progress).

Assertive sentence: A sentence which is in the form of a statement. As in S. +V. + (O.) structure.

Auxiliary: A verb which is used with another verb in a sentence and which shows grammatical functions such as aspects voice, mood, tense and person.

Borrowing: The transfer of an SL term into the TL text, as a translation technique.

Complex sentence: A sentence in which one or more subordinate clauses along with a main clause.

Compound sentence: A sentence in which two or more sentences (called conjoins) have been co-ordinated. Each of the conjoins is independent, since there is no question of embedding.

Free morpheme: A morpheme that can be used independently, such as live, town, mother etc.

Gender specific terms: The terms that denotes particular gender.

Honorific terms: the terms which show the respect and admiration for some body.

Imperative sentences: A sentence which is usually in the form of a command.

Interrogative sentence: A sentence which is usually in the form of a question.

Kinship terms: The terms which refer to the fact of being related in a family.

Lexical gap: Any term which is present in SL that refers to an entity or concept but absent in TL.

Lexical negation: A term used to refer to negation in sentences that result from the use of lexical items.

Literal translation: Translation of an SL term item by item reflecting its primary senses.

Mistranslation: The kind of translation which is not accepted as perfect translation due to the mistakes of translators.

Paraphrase: An explanation of meaning of a SL term into the TL, as a translation technique.

Polymorphemic terms: A term more than one morpheme.

Reduplicated terms: the two identical terms which usually focuses on the meaning of the first word i.e. commonly used in Nepali language. mājal, melāpāt

Root: The irreducible core of a word, with absolutely nothing else attached to it (Katamba 1993:41)

Simple sentence: An independent sentence without any clauses and conjunctions in it.

Source language: The language of the text that is to be or has been translated (New Mark: 1998:285)

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

Structural gap: The absence of similarities in the sentences between the ST and the TT while translating them from the ST and the TT in terms of sentence types (e.g. simple, compound, complex, assertive, interrogative etc) and grammatical categories (e.g. tense, voice, negation, etc.)

Stylistic error: An error which is connected with the style in a particular piece of writing.

Target language: The language of the translated text. (New Mark 1998:285)

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

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 did not make the use of primary sources of data but he used only the secondary sources of data.

2.1.1 Secondary Sources of Data

The secondary sources of data were Nepali and English versions of 'Social Studies' textbooks for 'Grade Six' designed and published by CDC and JEMC. The researcher also consulted the books, theses, articles, journals etc. related to the research work in order to complete the study. Some of them were:

1. Adhikari, B.R. 2003, Technical and cultural Translation: pitfalls, problems and procedures, Kshitiz.
2. Bhattarai, G.R., 2000, An Introduction to Translation Studies, Ratna Pustak Bhandar.
3. Catford, J.C., 1965, A Linguistic Theory and Translation.
4. Newmark, 1988, A Textbook of Translation.
5. Nida, E.P., 1964, Towards a Science of Translation.

2.2. Process of Data Collection

First of all, the researcher collected Nepali and English versions of "Social Studies Textbooks for Grade VI" produced and published by CDC and JEMC. Then, the researcher listed different types of sentence structures from the source text and their respective translations in the target text. He

studied the types of sentences in SLT and TLT to find out whether they had identical structures or not. Then he listed the number of sentences in terms of grammatical categories, functional categories, negation, active and passive voices. He also studied lexical gaps between SLT into TLT. Then, he identified and listed unique lexical terms found in STL which were not translated normally.

Then, the researcher prepared suitable tables and their corresponding sentences to verify the concept of structural gaps in case of addition, substitution, omission, source text correction. The lexical items were further analyzed to find out the areas to find out actual gaps.

2.3 Limitations of the Study

The study is limited in the following way:

- (i) This study does not evaluate the structural gap in the part of textbook in each lesson like 'Activities', 'In Your Community', 'Word Meaning', 'Summary' and 'Poems'.
- (ii) The researcher doesn't analyze the strategies of translation in terms of pragmatic criteria.
- (iii) The study is confined to the lexical gaps and the areas of their occurrence which also includes the poetic text.

CHAPTER–THREE

ANALYSIS AND INTERPRETATION

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

3.1. Basic Features of Sentence Structures

Nepali version Social Studies for grade six is the source language text (SLT) of the study and the English version of the given text is the target text (TLT). The researcher used different criteria to find the structural features of the SLT and the TLT.

3.1.1 Formal Structures of Sentences

The table given below shows the formal structure of sentences used in the SLT and TLT.

Table No. 1: Number and types of formal structures of sentences in SLT

S.N.	Types of Sentences	Number of Sentences	Percentage
1.	Simple	638	78.19%
2.	Compound	132	16.18%
3.	Complex	46	5.63%
	Total	816	100%

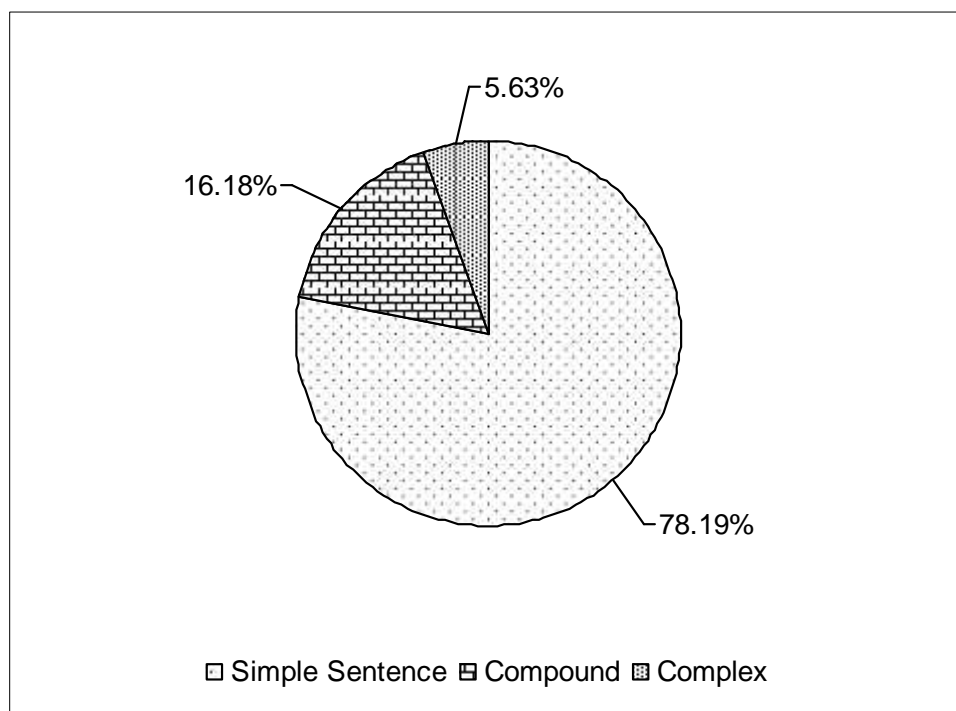


Figure No. 2: Number and types of formal structures of sentences in SLT

The above figure shows the formal structure sentences used in SLT. As the table shows 78.19% sentences are simple sentences and compound sentences are 132 consisting 16.18% and finally 5.63% sentences belong to complex sentences of SLT.

Table No. 2: Number and types of formal structures of sentences in TLT

S.N.	Types of Sentences	Number of Sentences	Percentage
1.	Simple	563	66.08%
2.	Compound	110	12.91%
3.	Complex	179	21.01%
	Total	852	100%

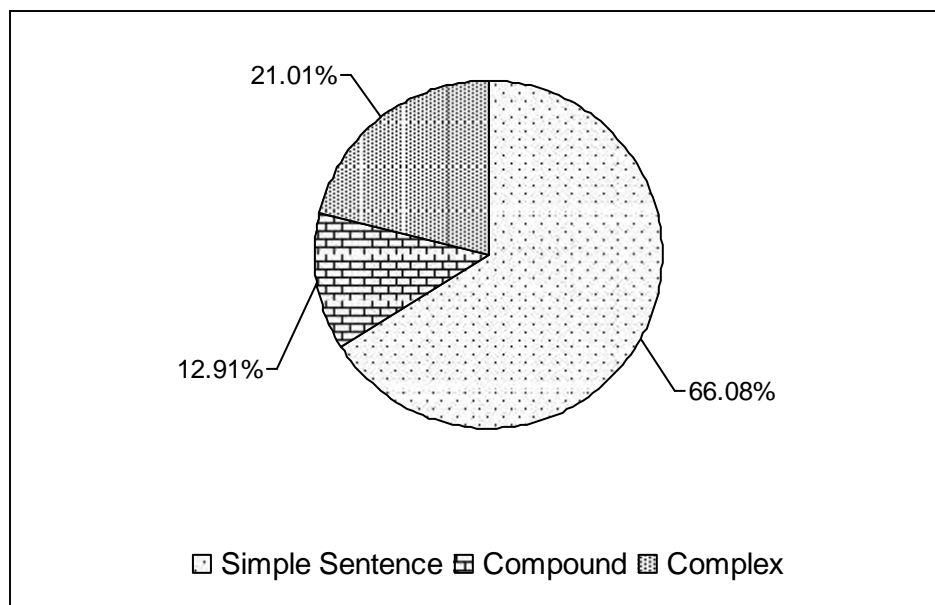


Figure No. 3: Number and types of formal structures of sentences in TLT

The above table shows the structure of sentences in their formal types according to which 66.08% sentences are simple sentences, compound sentences reduced from 16.18% to 12.91% and complex sentences, surprisingly increased from 5.63% to 21.01%.

One example of each type of formal structure of sentences is given below:

TLN₁ : sabai n garik niw s huna pani sakchan tara sabai niw s n garik huna saktainan.

TT₁ : All the citizens can be residents but not all residents can be citizens.

TLN₂ : gharam bast pariwrko sahayog c hie jha sam jm bast chimekko sahayog c hinchha.

TT₂ : As you need support from family at homes, similarly, you used to support your neighbour while living in a society.

In the comparison of simple, compound and complex sentences in SLT and TLT, the researcher found that 75 sentences (i.e. 11.75%) have been reduced in simple sentences. Compound sentences have also been reduced by 4.14%. But surprisingly, complex sentences have been increased by 15.37%. The difference in the total number of sentences between SLT and TLT by 36 sentences, i.e. 4.22% is not the instance of vast difference in its structure but the difference in complex sentences is quite remarkable.

TLN₃ : yas b ta bacna nasake jindagibhar pachut unu parcha.

TT₃ : One has to repent for life, if he does not abstain from this.

TLN₄ : rāju kakṣā cha mā padā hne eutā jehend r vidy rthi thiyo.

TT₄ : Raju was an intelligent student of class-six.

TLN₅ : wiswako sarbocca sikhar sagarm th (8848 m.) nep lko him l prade m pardacha.

TT₅ : The highest peak Sagarmatha (Mt. Everest) lies in this region. It is 8848 m. high.

TLN₆ : pariw rle ta dukha p yo p yo tara sam jl i pani kulatko prabh v pareko cha.

TT₆ : His family is definitely facing the problem, but the community too, has the impact on it.

TLN₇ : sabai n garik niw s huna pani sakchan tara sabai niw s n garik huna saktainan.

TT₇ : All the citizens can be residents but not all residents can be citizens.

TLN₈ : timīlāi nepāl sambandhi biśesā jānkārī rākhnu cha bhane imel env@stak.wlink.com.np kholera hera sabai kur bujhne chau.

- TT₈ : If you are interested to know more especially about Nepal, then, you can go thoroughly in e-mail env@stak.wlink.com.np for further information.
- TLN₉ : yo bhūmī hera, jahā sabhyatāko prārambha bhayo.
- TT₉ : This is the land where civilization began.
- TLN₁₀ : p rw bh gbhand pa cim bh bh g keh phukeko cha bhane madhya bh gm alik khumcieko cha.
- TT₁₁ : Western part is broader than central and eastern part of Nepal.

This shows that it is difficult to find one to one formal correspondence in sentence structures while translating the text from Nepali to English. This does not mean untranslatability, however, one simple sentence has been translated into two simple sentences or sometimes simple into compound and complex sentences too. This shows that the Nepali and English languages do not have formal equivalence regarding formal sentence structures.

3.1.2 Functional Structure of Sentences

Table No. 3: Number and types of functional structures of sentences in SLT

S.N.	Types of Sentences	Number of Sentences	Percentage
1.	Assertive	744	91.18%
2.	Imperative	11	1.35%
3.	Interrogative	52	6.37%
4.	Exclamatory	3	0.36%
5.	Optative	6	0.74%
	Total	816	100%

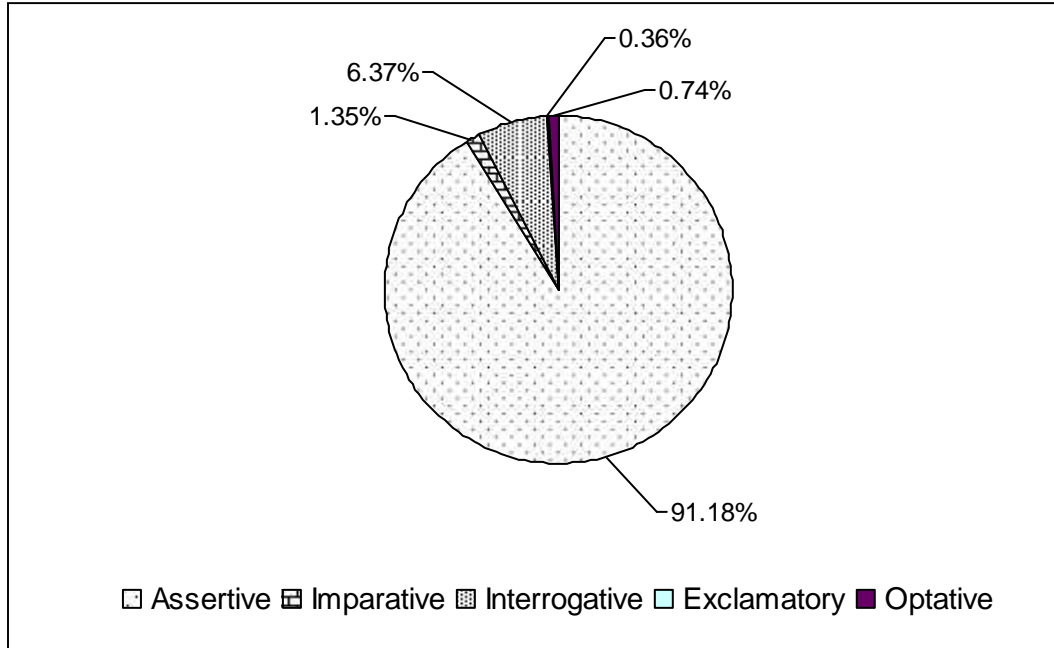


Figure No. 4: Number and types of functional structures of sentences in SLT

TLN₁₁ : sy mk k k k hm ndaum basnuhuncha. (Assertive)

TT₁₁ : Shyam's uncle lives in Kathmandu. (Assertive)

TLN₁₂ : phak iphuly im nal ga. (Imperative)

TT₁₂ : Do not get allured. (Imperative)

TLN₁₃ : yo kahile baneko thiyohol ? (Interrogative)

TT₁₃ : Probably, when was it formed? (Interrogative)

TLN₁₄ : kina c hiyo tim l i bhana na ta!

TT₁₄ : Why do you need to know? Tell me first. (Interrogative)

SL₁₅ : kalyān□ hos (Optative)

WTL₁₅ : God bless! (.....)

Table No. 4: Number and types of functional structures of sentences in TLT

S.N.	Types of Sentences	Number of Sentences	Percentage
1.	Assertive	785	92.13%
2.	Imperative	5	0.58%
3.	Interrogative	55	6.45%
4.	Exclamatory	-	-
5.	Optative	7	0.82%
	Total	852	100%

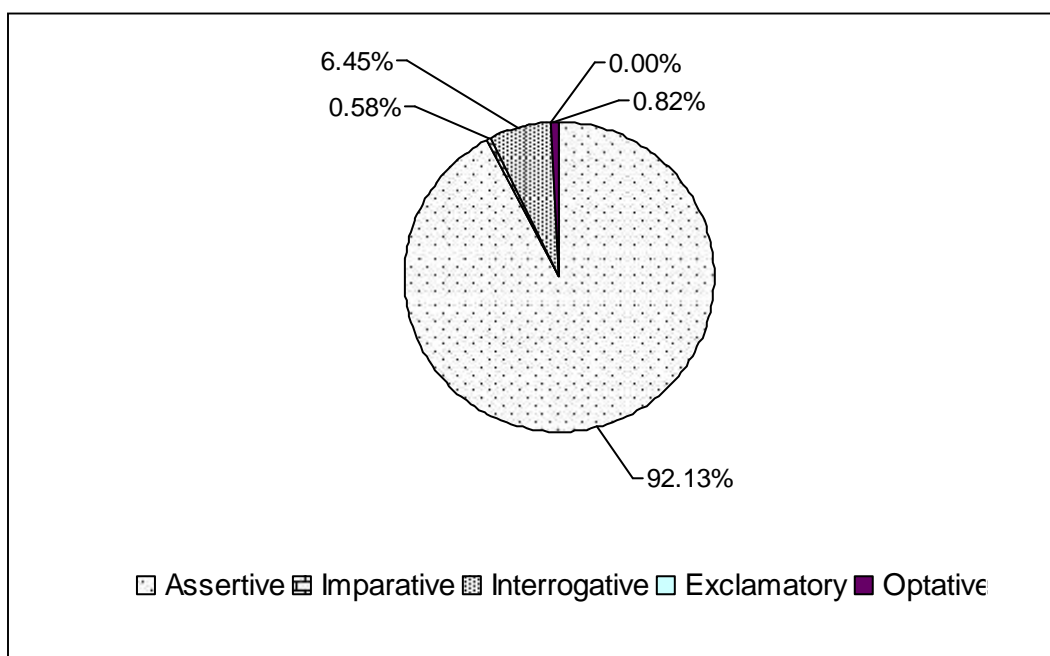


Figure No. 5: Number and types of functional structures of sentences in TLT

The analytical study regarding functional structure of sentences in SLT and TLT shows both languages have maximally used assertive sentences i.e. 91.18% in SLT and 92.13% in TLT where the difference is less than 1% i.e. 0.96%. The imperative sentences in SLT is 1.35% which

has been reduced by 0.76% i.e. just 0.58%. The corresponding equivalence is found in the interrogative where the difference is +0.08% i.e. only three sentences have been added. Surprisingly, three exclamatory sentences have not been found in TLT there is gap on it, optative sentences are also quite similar i.e. SLT 0.73% into 0.82% in TLT.

The above illustration shows equivalence of functional structure is higher in the translated textbooks of social studies for grade 6. Again the assertive and interrogative have high correspondence.

3.2. Analysis of Translation in Terms of Sentence Structures and Grammatical Aspects

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

3.2.1 Voice in Translation

There is a lack of correspondence in the exact number of active sentences and passive sentences between the ST and TT. There are 775 active sentences in the ST whereas there are 759 active sentences in the TT. Similarly the number of passive sentences amounts 41 in the ST, whereas 93 in the TT. This shows there is a structural gap between Nepali and English.

Table No. 5: Number of sentences in terms of voice in SLT

S.N.	Types of Sentences	Number of Sentences	Percentage
1.	Active sentences	775	94.97%
2.	Passive sentences	41	5.02%
	Total	816	100%

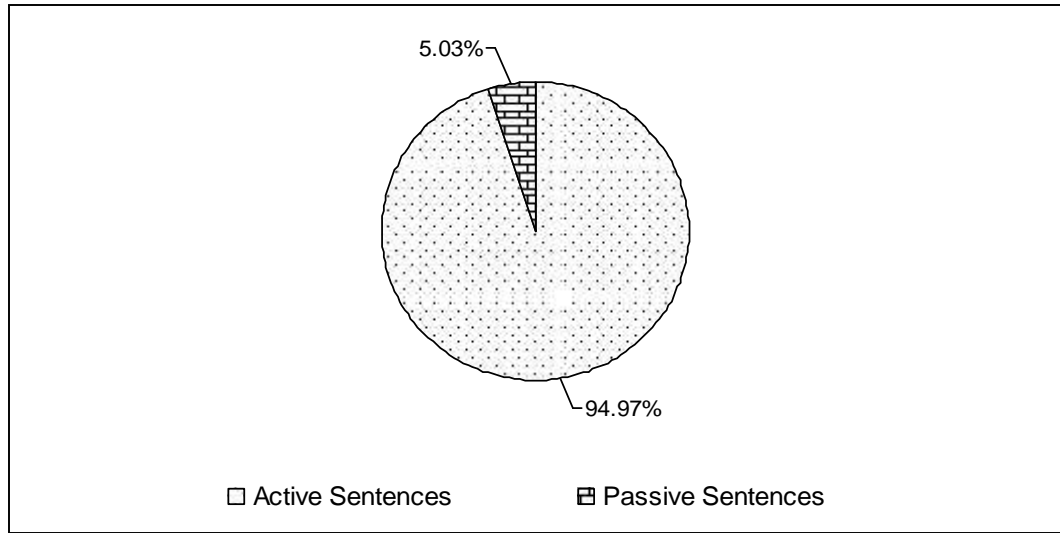


Figure No. 6: Number of sentences in terms of voice in SLT

Table No. 6: Number of sentences in terms of voice in TLT

S.N.	Types of Sentences	Number of Sentences	Percentage
1.	Active sentences	759	89.08%
2.	Passive sentences	93	10.92%
Total		852	100%

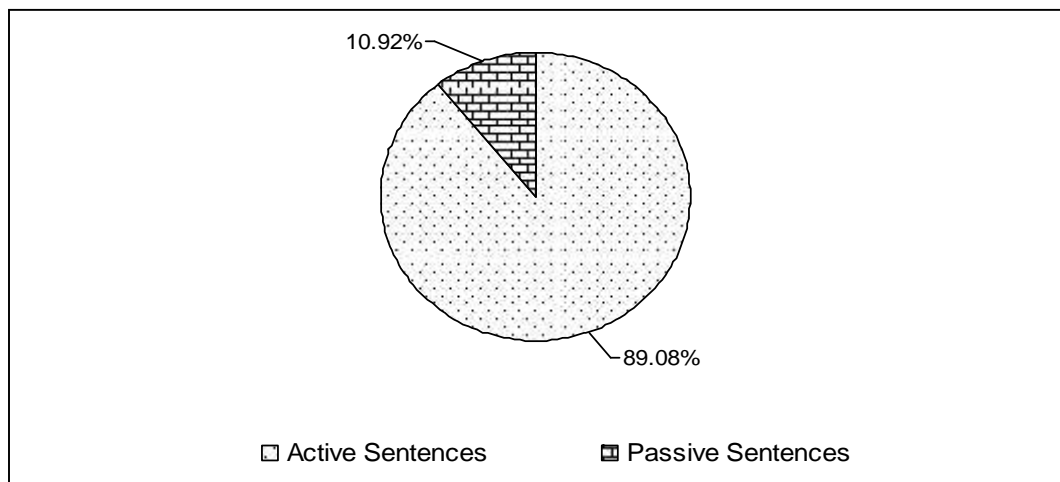


Figure No. 7: Number of sentences in terms of voice in TLT

The researcher found the more use of active sentences in both Nepali and English version textbooks. Active sentences are 94.97% in SLT whereas

89.08% in TLT which shows slight reduction in the number of active sentences in TLT i.e. by 5.89%

It shows that translation of sentences regarding voice, there is no one to one correspondence in SLT and TLT because Nepali language has three types of voice whereas English has just two types:

3.2.1.1 Types of Voice in SLT

- i. kartr v cya – the sentence which focuses on the subject.
- ii. karma v cya – the sentence which focuses on the object.
- iii. bh v v cya – the sentence which focuses on the ‘bhav’ or ‘theme’.

3.2.1.2 Types of Voice in TLT

- i. Active voice – the sentence which focuses on the subject.
- ii. Passive voice – the sentence which focuses on the object.

The difference between the types of sentences in SLT and TLT possesses difficulty in comparing the structure of voice in two languages. This shows there is a structural as well as semantic gap in the structure of English and Nepali language in case of voice types.

TLN₁₆ : r mro ik dik a dinu parcha. (Active)

TT₁₆ : Good education should be given. (Passive)

TLN₁₇ : samaya-samayam samud yam anek prak rk bisangatiharu dekh parna sakchan. (Active)

TT₁₇ : Different types of social evils can be seen from time to time in the community. (Passive)

TLN₁₈ : hāmīlāi cāhine sāmānhāru ābasyak t□hā m pury una sakidaina.

TT₁₈ : We can not carry heavy loads by ourselves.

TLN₁₉ : tyaskāran □□ yātāyātlāi pani hāmro vikāsmā pūrwādhārko rupmā
liincha.

TT₁₉ : Our life becomes very difficult without transport.

TLN₂₀ : unko janma bi. sam. 1814 s lm bhaeko thiyo.

TT₂₀ : He was born in 1814 B.S.

The researcher faced slight difficulty in this case. The passive sentences were studied in relation to other sentences. Due to this structural gap between Nepali and English, the translated sentences in English of the SLT cannot have exact correspondence in the number and type of active and passive sentences in TLT.

3.2.2 Negation in Translation

There are 36 negative sentences in the ST but TT has 60 negative sentences. The following table shows there is not equal number of negative sentences in the ST and TT.

**Table No. 7: Structure of sentences in terms of negation/affirmation in
SLT**

S.N.	Types of Sentences	Number of Sentences	Percentage
1.	Negative	36	4.4%
2.	Positive	780	95.58%
	Total	816	100%

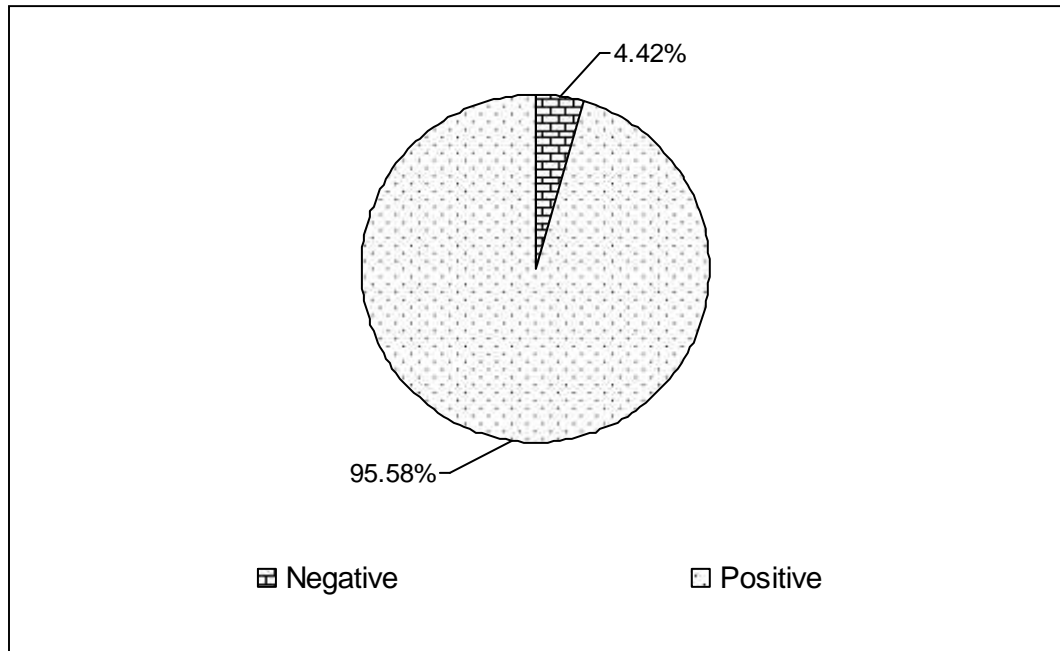


Figure No. 8: Structure of sentences in terms of negation/affirmation in SLT

The above table shows that a large number of positive sentences have been used in TLT i.e. 95.58% whereas the use of negative sentence is just 4.42% which is below than 5%.

Table No. 8: Structure of sentences in terms of negation/ affirmation in TLT

S.N.	Types of Sentences	Number of Sentences	Percentage
1.	Negative	60	7.05%
2.	Positive	792	92.95%
Total		852	100%

As the above table shows that the number of positive sentences is higher than to negative sentences i.e. 7.05%. The negative sentences in TLT increased whereas positive in TLT reduced almost by 3%.

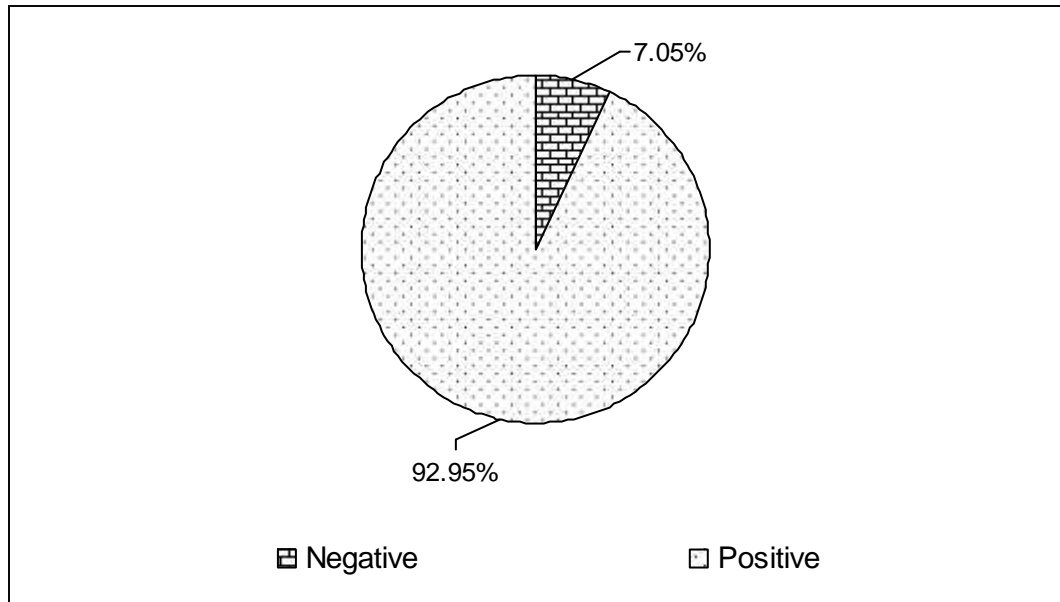


Figure No. 9: Structure of sentences in terms of negation/ affirmation in TLT

TLN₂₁ : phak iphuly im nal ga.

TT₂₁ : Do not get allured.

TLN₂₂ : bir m pare jac una aspat l pani chaina.

TT₂₂ : We don't have a hospital.

TLN₂₃ : napad h j cm p s huna sakidaina.

TT₂₃ : We can not pass our test if we are not healthy.

The above table shows that both texts have used a small number of negative sentences but a large number of positive sentences. SLT has used 95.58% positive sentences and 4.42% negative sentences whereas TLT has used 92.95% positive sentences and 7.05% negative sentences. Here, the study shows that the negative sentences in TLT have been added by 2.64%.

Of the collected data, the researcher found 36 negative sentences in SLT whereas the number of negative sentences was 60 in TLT. The study shows that TLT has used grater number of negative sentences than SLT. The

negation in the TLT has increased by 2.53%. The common negative markers found in TLT are ‘not’, ‘no’, however. Similarly the use of lexical negation was also found.

Table No. 9: Negation in translation of the TLT

S.N.	Types of Sentences	Number of Sentences	Percentage
1.	Use of 'not'	49	81.66%
2.	Use of 'no'	5	8.33%
3.	Lexical Negation	6	10%
	Total	60	100%

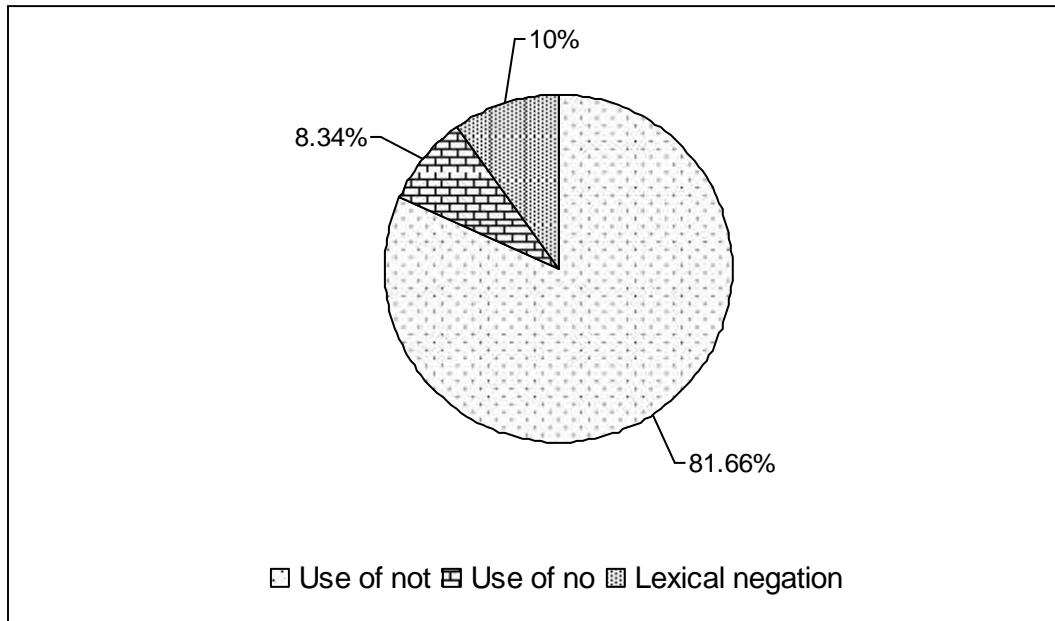


Figure No. 10: Negation in translation of the TLT

TLN₂₄ : phak iphuly im nal ga.

TT₂₄ : Do not get allured.

TLN₂₅ : tara h mro t h m ta sudda kh nep n nai chaina.

TT₂₅ : But our village has no clean drinking water.

TLN₂₆ : prithv bhitrako t to taral pad rtha ra gy sle gard khanna sakidaina.

TT₂₆ : It is impossible due to the presence of hot molten rocks and gaseous in the Earth surface.

TLN₂₇ : mi ram una kunai ni cit mahin hudaina.

TT₂₇ : There is not any fixed month to travel to Egypt.

The researcher found the use of 'not' is the most common in the TLT while translating negative sentences. However, the use of 'no' was also found but it was not as common as that of 'not'. Similarly, lexical negation was also found in the translation of SLT into TLT.

3.2.3 Tense in Translation

Tense is another important grammatical fact of the language. The researcher tried his best to find out the structural gap between SLT and TLT in terms of tense. The researcher found the use of three types of tenses (1) Present tense, (2) Past tense (3) Future tense. However, there is no one to one correspondence in the translation of the sentences in any type of tense.

Table No. 10: The structure of tense in the SLT

S.N.	Types of Tense	Number of Sentences	Percentage
1.	Present	705	86.4%
2.	Past	97	11.89%
3.	Future	14	1.71%
Total		816	100%

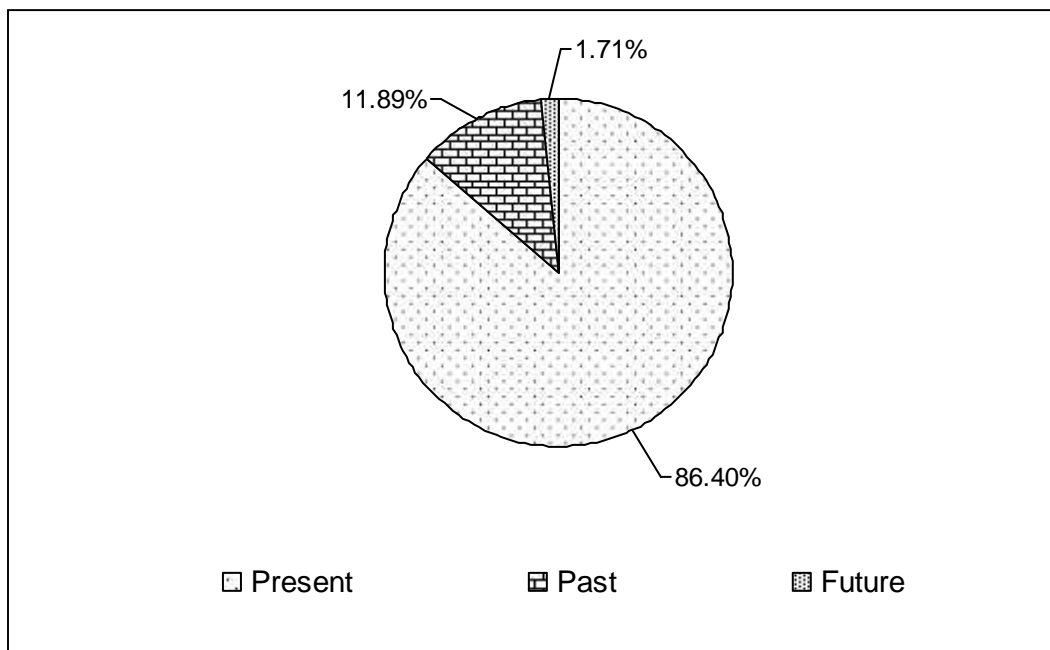


Figure No. 11: The structure of tense in the SLT

The above table shows that the SLT has used 86.4% of present tense sentences whereas 11.89% sentences are in past tense and surprisingly 1.71% in future tense.

Table No. 11: The structure of tense in TLT

S.N.	Types of Tenses	Number of Sentences	Percentage
1.	Present	753	88.38%
2.	Past	88	10.32%
3.	Future	11	1.30%
	Total	852	100%

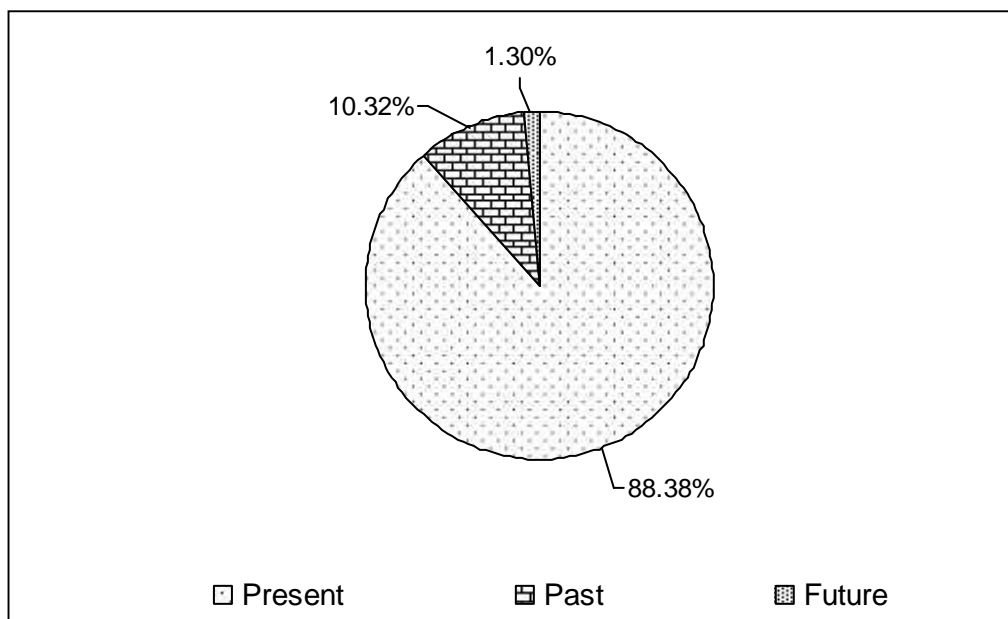


Figure No. 12: The structure of tense in TLT

- TLN₂₈ : aba jal i samaya pani sakiyo. (Past)
 TT₂₈ : Time is up now. (Present)
 TLN₂₉ : ja tim le kina yasto kur sodhyeu bahin ? (Past)
 TT₂₉ : Why are you asking such things today, sister? (Present)
 TLN₃₀ : kina c hiyo tim l i bhana na ta! (Present)
 TT₃₀ : Why do you need to know? Tell me first. (Present)
 TLN₃₁ : ma pani kabit lekhna kosis garnechu. (Future)
 TT₃₁ : I will also try to write a poem. (Future)
 TLN₃₂ : tim le r mro pra na garyeu. (Past)
 TT₃₂ : You have raised a good question. (Present)

The table in SLT shows that there is the maximum use of present tense that is 86.4%. Similarly the use of past tense is 11.89% and the use of future tense is just 1.71%. On the other hand, the structure of tense in TLT is slightly different from SLT. The use of present tense in TLT is 88.38%, the use of past tense is 10.32% and the use of future tense is just 1.30%. This is not the remarkable difference in the structure of tense in both texts. In case

of translation of the information of SLT to TLT, the use of present tense has increased by 1.98%, whereas the number of past tense and future tense has been decreased in TLT.

3.3. Evaluation of the Transfer of Concepts and Meaning

The researcher studied both the SLT and TLT in detail and found the evidence of omission, addition, substitution of the concepts, mistranslation and linguistic errors in the TL text.

3.3.1. Substitution in Translation

The following examples show the cases of substitution while translating SLT into TLT:

TLN₃₃ : py ro bh i r mu.

TT₃₃ : Dear rabin.

TLN₃₄ : pānī vinā sansārmā kunai pani prānī bācna saktainan.

TT₃₄ : Without water we cannot think of our life.

TLN₃₅ : pānī eutā mahatwapūrṇā vastu ho.

TT₃₅ : Water is very important natural resource.

TLN₃₆ : priy bahin obh .

TT₃₆ : Dear sister jyoti

TLN₃₇ : uhi timro d jyu dipe

TT₃₇ : Your brother Rabin.

TLN₃₈ : ch tr - gur am

TT₂₈ : student - Teacher

TLN₃₉ : him l

TT₃₉ : Hill

TLN₄₀ : pah d

TT₄₀ : Mountain

TLN₄₁ : h m ek rk l i sagh una sakcha .

TT₄₁ : Nepal and Pakistan can help each other.

The above examples show that there are the cases of substitution in proper nouns like 'Jyoti' for 'Sobha' and 'Robin' for 'Dipesh', substitution of pronouns by nouns like 'h m' in SLT by 'Nepal and Pakistan' in TLT. There is also a case of wrong substitution as in 'hill' for 'him l' and 'mountain' for 'pah d'. Such substitutions should not be used in the translation of any particular textbooks.

3.3.2. Cases of Mistranslation

The following examples of mistranslation reveal that the book has not been studied deeply enough to transfer the SL concepts accurately.

TLN₄₂: yo kur sth niya sw yatta san ain 2055 m byavasth garieko cha.

TT₄₂ : It has been stated in the Local Development Act, 2005

TLN₄₃ : mero es.el. s . j cko rijalt patrik m prak sit huncha.

TT₄₃ : your S.L.C. result will be published in the newspaper.

TLN₄₄ : mero pra nako uttar ke ho ta?

TT₄₄ : What is my answer?

TLN₄₅ : sam jm m nism tra hoina anek prānīharu pani milera baschan.

TT₄₅ : Not only human beings but also animals live together in a society.

TLN₄₆ : e! h mr m nyajanharu ta dherai rahechan.

TT₄₆ : Oh! Our respectable persons are so many!

TLN₄₇ : unko n yab k l pug napug nau varsāa rahyo ra vi. sum. 1842 m mirtyu bhayo.

TT₄₇ : She ruled about nine years and died in 1942 B.S.

TLN₄₈: camait , il m.

TT₄₈ : Chaimata, Ilam

The above examples show the weaknesses in translation because 'sth n ya sw yatta san ain 2055' has been wrongly translated as 'Local Development Act, 2005'. Similarly, 'vi. sum. 1842 ma mirtyu bhayo' in SLT has been wrongly translated as 'died in 1942 B.S' in TLT. The researcher found 'cam it il m' as 'Chaimata Ilam'. The TLT should always be free from such mistakes otherwise; the students of the same level will certainly learn false information that will certainly raise the question in the responsibility of JEMC. The evaluation committee of the TLT must have worm's eye view to study the book.

3.3.3. Linguistic Errors in TLT

The TLT is not free from its linguistic errors. The following examples show that every translator must be sincere to TL norms and TL culture. That is why it is said that a translator must be bilingual and bicultural at the same time.

WTL₄₉ : Introduction of SAARC.

CTL₄₉ : Introduction to SAARC.

SL₅₀ : kalyān□ hos

WTL₅₀ : God bless!

CTL₅₀ : (May) God bless you!

WTL₅₁ : It's where you always want to go.

CTL₅₁ : It's the place where you always want to go.

WTL₅₂ : Post number.

CTL₅₂ : Number of posts.

WTL₅₃ : Would you explain what is moral duty?

CTL₅₃ : Could you explain what moral duty is?

WTL₅₄ : Does any foreign lady get Nepali citizenship if she gets married with a Nepali man?

CTL₅₄ : Does any foreign lady get Nepali citizenship if she gets married to a Nepali man?

WTL₅₅ : That man is religious who sacrifices for others.

CTL₅₅ : The man who sacrifices for others is religious.

WTL₅₆ : So, from now, our society will be free from such problems, isn't brother?

CTL₅₆ : So, from now, our society will be free from such problems, won't it?

WTL₅₇ : Dear daughter,

Lots of love and remembrance.

CTL₅₇ : Dear Daughter

Dear(name)

WTL₅₈ : Don't you know who the respectable people are.

CTL₅₈ : Don't you know who the respectable people are?

WTL₅₉ : Oh! our respectable persons are so many.

CTL₅₉ : Oh! It seems there are so many respectable persons to us.

WTL₆₀ : Dear brother Ajaya

Blessings.

CTL₆₀ : Dear Ajaya .

Dear brother.

The above listed examples reveal the fact that the translator must have the mastery over the target language. Otherwise, the errors like 'Introduction of SAARC' instead of 'Introduction to SAARC', 'It's where you always want to go' instead of 'It's the place where you always want to go',

'Would you explain what is moral duty?' instead of 'Could you explain what moral duty is?' can not be avoided. As a result, the learners of TLT learn the wrong rules of language and language structures. The underlined parts of the above given sentences in the TL text are the examples of linguistic errors in the TL. There should be perfect translation without any errors. This is also a duty of an ideal translator.

3.3.4. Loss in Translation

Loss is inevitable though not desirable in Translation. A particular text is embedded in its culture resulting in a cultural gap in translation. The striking gap is evident in honorific forms in Nepali. Unlike in English, honorificity is lexicalised in verbs in Nepali. Let us observe the following examples:

ST₆₀ : śyāmkā kākā kāt hmāndumā basnuhuncha.

TT₆₀ : Shyam's uncle lives in Kathmandu.

ST₆₂ : bub k rkh n m k m garnu hunthyo.

TT₆₂ : His father used to work in a factory.

ST₆₃ : u pariw r sanga sam jm bastathyo.

TT₆₃ : He used to live with his parents in a community.

There are as many as 6 forms in Nepali for the second person pronoun 'you'. The choice on of one form rather than another is determined by the relationship between the addresser and the addressee. Such variety is absent from the English pronominal system. This results in a gap between the SL and the TL

ST₆₄ : timro cit h p .

TT₆₄ : I got your letter.

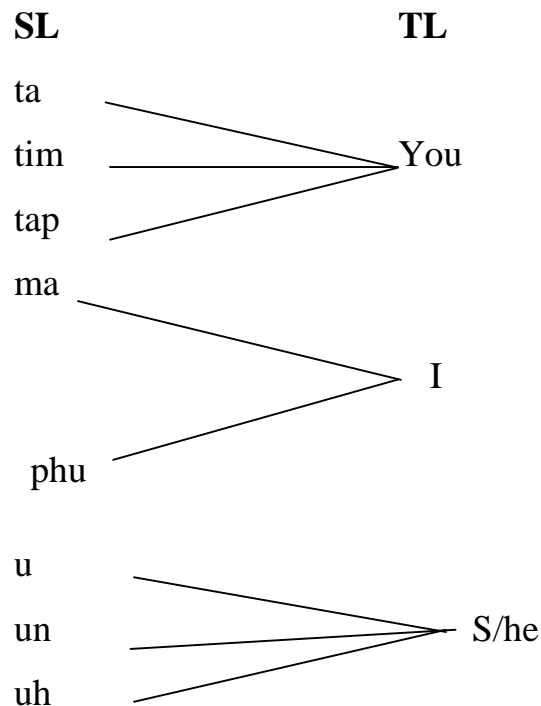
ST₆₅ : tap ko kur ta bujh .

TT₆₅: I have understood you.

ST₆₆: tim le r mro pra na garyeu ?

TT₆₆: you have raised a good question.

The above examples show that it is almost all impossible to maintain the equal balance regarding the use of pronouns. The SLT honorificity has not been maintained in the TLT. 'tim', 'tap', 'hajur' in Nepali are replaced by 'you' in English. The researcher found such gaps while translating Nepali language into English.



Note: t , tim , tap , haj r, yahã, mausuph , _____ you

The use of verb is gender specific in the Nepali language but that is absent from the English language. It also shows a slight gap in the use of verb forms. The following example clarifies this concept:

ST₆₇: tim le patāhāeko patramā nāgarik bhaneko ke ho ra rāsāra nirmānā mā nāgarikko upayogkā bāre sodheki rahichau.

TT₆₇: In your letter you had asked what a citizen is, and its importance in nation building.

ST₆₈: r jendra laksm r j prat p sing hk r n thiin.

TT₆₈: Rajendra Laxmi was the queen of king Pratap Sing Shah.

'sodhek rahichau' in SL and 'had asked' in TL have slight difference in meaning because the addresser and addressee are distinct in gender in SL whereas it is neutral in TL. 'sodhek' is gender specific (feminine) whereas 'asked' is gender free in its use in TL. This shows a slight gap in lexicon between Nepali and English verb.

3.3.5. Stylistic Errors

Mainly stylistic errors are common in dialogues and letter writing. Opening-ending dialogue whereas writing dates, address, the salutation, subscription or complimentary close are unique in English, while translating such matters, the translator must preserve norms and the culture of the TT not the ST. such norms have not been maintained in the following examples.

WT₆₉ : Chaimata, Ilam

2059/2/1

CTL₆₉ : Chamaita, Ilam

Or, 01/02/2059

Or, 01.02.2059

Or, 1st Jestha 2059

WTL₇₀ : Dear daughter,

Lots of love and rememberance.

CTL₇₀ : Dear Daughter

Dear(name)

WTL₇₁ : Dear brother Ajaya

Blessings.

CTL₇₁ : Dear Ajaya .

Dear brother.

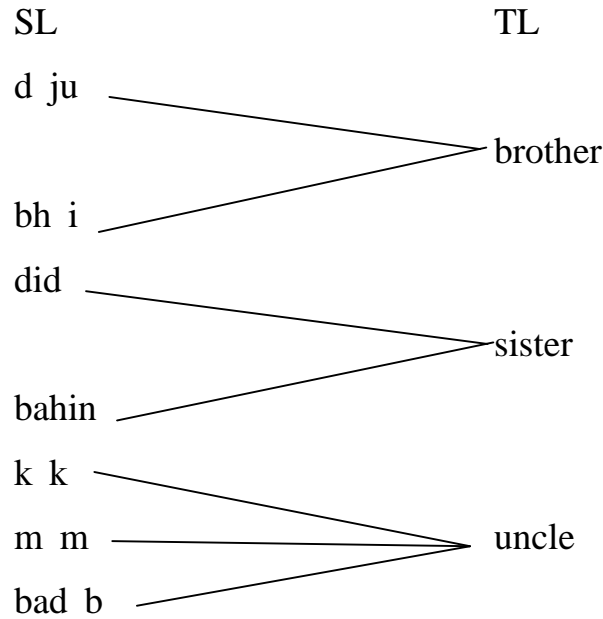
Therefore, a translation should always be sincere and careful and systematic in such cases, too.

3.3.6. Lexical Gaps in Translation

Translation and lexical gaps are the burning issues in translation since no two languages use similar phonological symbols in identical semantic, syntactic and pragmatic relations. Semantics stands for the meaning aspects of the language in which certain lexemes convey the information of kinship terms, idiosyncratic terms, reduplicated terms and or pronouns of social structure, foods, dress, dance, songs etc. Honorific terms cannot be found exactly the same way in all languages. So in case of translation any message from SL to TL, the translator must evaluate them critically, consciously and clearly to convey the message according from SL to TL.

3.3.6.1 Gaps in Kinship Terms

A remarkable gap is found in kinship terms. There is high ambiguity in the use of such terms in English. Interestingly, Nepali language has large numbers of specific terms to address the specific kinship relation. The researcher found a number of ambiguous terms while translating kinship terms from Nepali to English such as:



The above table shows a lexical gap in translation. The concept is in both languages but it has not been lexicalized in different forms in the TL as it is unique in TL. This shows that Nepali language is richer in case of kinship terms than the English Language. To avoid such confusion, the translator should use footnotes to clarify the concept to avoid the ambiguities as such:

SL	TL	CT
d ju	brother	elder brother
bh i	brother	younger brother
did	sister	elder sister
bahin	sister	younger sister
k k	uncle	father's younger brother
m m	uncle	mother's brother
bad □ b	uncle	father's elder brother

3.3.6.2 Gaps in Particles

Particles terms are common in the source text which are not found in target text. The use of particles makes SLT more natural and impressive but they are deleted in the TL resulting in a gap.

SL	TL
lai bar lai lai	–
ky re	–
la ta	–
hawasta	–
jyu	–
hagi	–
la	–
ta	–
ni	–
po	–

The above given examples show the complete gap between the SL text and the TL text since they are not found in TL. The translator cannot carry the proper use of such items in TL perfectly. This shows the serious problem in translation from Nepali to English. It seems omission is the best techniques as there is not any other option available to compensate such gap.

3.3.6.3 Gaps in the Translation of Reduplicated Terms

Surprisingly, the translator found a large number of reduplicated terms in SL but they are almost absent in TL except very few terms like 'samaya-samayam 'time to time ' – phno'- each-other, etc. Most of the terms have not been translated using the similar terms as in SL.

SL	TL
mal jal	-
biu bijan	-
gh mp ni	-
wat j wat	-
bāt□o ghāt□o	-
j t p t	-
khol n l	-

Pertaining these words the translator finds no way out to transfer their meaning in the TL. The only technique s/he is bound to resort is deletion that ultimately results in undesirable lexical gap between SLT and TLT. It seems the translator has used the neutral terms to grasp the similar meaning in TL as in SL to compensate such a gap.

3.3.6.4 Gaps in the Translation of Honorific Terms

A sort of problems were found while translating honorific terms 'basnuhuncha- (lives), hernuhos- (look) etc. Honoroficity seems more problematic at lexical level since it is maintained by sentencial structure in TL or sometimes honorific terms of SL have been replaced by neutral terms in TL as given below:

SL	TL
bat idinosna	could you tell?
bhanidinosna	could you tell?
sik idinubhayo	taught
sall ha dinubhayo	Suggested

The above table shows a gap in case of honorific terms. The first two take the help of modal verbs to maintain honorificity whereas the last two have been translated into neutral terms. This is also a kind of problems faced by the translator.

3.3.6.5 Gaps in the Translation of Pronouns

In course of study, the researcher found the gaps in case of pronouns while translating pronouns in Nepali them into English. The number of pronouns is limited in the TL whereas they are extended in the SL as given below:

SL	TL
tim le	you
tap ko	you
ma	I
mal i	I
phu	-

The above table shows that 'tim ' and 'tap ' have been replaced by 'you' which is not complete to convey the meaning of these two terms. The SL has two different terms for honorific and non-honorific concept whereas TL has used neutral term which cannot preserve this meaning. Sometimes interjection word 'please' also used to maintain honorificity.

3.3.6.6 Gaps in the Translation of Gender Specific Terms

Gander specific terms in translation have been treated differently in SLT than TLT. Gender specific terms are available in the SLT but absent from the TLT.

SLT	TLT
py r jen far	dear Jenifer
timro d ju	your brother
sodheki rahichau	you had asked
thiin	was
thie	was
th lin	took
san sanc lan garnath le	started to rule
timr did	your sister

The SL text has specific terms for masculine gender and/or feminine gender whereas in the TL the same neutral terms have been used as 'was' for 'thiin' (feminine gender) and 'thie' (masculine gender). The use of suffix to refer to masculine gender and feminine gender is quite different from masculine one in the SL but neutral and common term in TL. This is the case of lexical gap which cannot be compensated easily in the TL term. There is always a case of loss while translating Nepali gender specific terms into English.

3.3.6.7 Verbs in Translation

The cases of verbs are also not identical. The SL text has used a number of compound verbs which are not found in the TL text.

SL	TL
bat i dinu hos	could you tell...?
sik i dinu bhayo	taught

The researcher found that the verbs in the SL give more information regarding gender, degree of politeness which is absent from the TL. This difference in verb forms also creates problems for a translator in preserving the complete meaning used in SL. This is an evident of a lexical gap faced by the translator while translating Nepali verbs into English.

CHAPTER–FOUR

FINDINGS AND RECOMMENDATIONS

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

4.1 Findings

- a) Both the SLT and TLT use more simple sentences in comparison to compound and complex sentences; however, the number of simple sentences in the SLT is greater than that in TLT.
- b) Surprisingly, the number of complex sentences in the TLT has been increased by 15.38% whereas that of compound sentences in TLT has been decreased.
- c) Both the textbooks use greater number of assertive sentences in comparison to imperative, interrogative and exclamatory sentences. Exclamatory sentences have not been found in TLT.
- d) The degree of similarity is more in functional structure of sentences than formal structures of sentences as the difference is not so significant.
- e) Exclamatory sentences in the SLT have not been found in TLT in the same form.
- f) Most of simple sentences of the SLT have been translated into identical simple sentences in the TLT.
- g) There are cases of translation of a simple sentence into two simple sentences, into a compound sentence and into a complex sentence.
- h) Compound sentences of the SLT have been translated into corresponding compound sentences, simple sentence and complex sentences in the TLT.

- i) Complex sentences of SLT have been translated into corresponding complex sentences. However, they have also been translated into simple and compound sentences.
- j) Most of the sentences in the SLT and the TLT have correspondent relation in case of its voice, however, there are also cases active into passive and vice versa
- k) There are instances of substitution of concepts in translation of the text. Most of the words that have been omitted are nouns.
- l) There exists a structural gap between the SLT and the TLT in different areas of grammar, article, voice.
- m) There are cases of mistranslation, over translation and under translation. Regarding the structure of tense, both textbooks have used past, present and future tenses but there is not one- to - one correspondence in all sentences because some sentences in present tense have been found in past and future or, the sentences in past and/or future have also been found in non-corresponding tenses.
- n) There are the cases of lexical gaps while translating the SLT text into the TLT.
- o) There are the cases of gaps in reduplicated terms of the SLT into the TLT.
- p) Lexical gaps are also found in the verbs of SLT connected with honorific forms which have been resulted in neutral terms.
- q) There exists a gap in translating kinship terms of SLT into TLT.
- r) There is a complete gap incase of translation of particles of SLT since there is no equivalence of them in TLT
- s) Generally reduplicated terms from SLT have been under translated or deleted in TLT.

- t) There exists a gap in case of honorific terms since SLT has a large number of such terms than TLT.
- u) There is no one to one equivalence in case of translation of pronouns from SLT to TLT.
- v) The gender specific words of the SLT have not been translated in TLT in the same way.
- w) There exists also a gap while translating verbs from SLT to TLT.

The above presented findings show that equivalence (both lexical and structural) is prime concern of translation. Both lexical and structural gaps are evident throughout the texts. These gaps have resulted in the loss of meaning. However, the translator has used various techniques to compensate that loss. In translation some sort of meaning loss is almost sure and certain.

Lexical gaps are also found in TLT especially in the kinship terms, reduplicated terms, gender specific terms, honorific terms and in particles. The researcher found that SLT is much richer in case of lexemes of kinship terms, honorific forms, gender-specific forms, particles than TLT.

4.2. Recommendations and Pedagogical Implications

The act of translation in such text, the translator must pay his/her deep attention while rendering the message from SLT to TLT, otherwise, mistranslation, under translation will be the result. The theoretical knowledge of translation is also equally important for a translator as enough work experience is essential for him/her.

The study also provides some benefits for the producers and distributors of the translated textbooks. In our contexts, CDC and JEMC are responsible for the translation of the text. These authoritative institutions should think that only the trained and professional translators should translate the textbooks, and the translated textbooks should be evaluated by a unit of translation experts.

- a. Both the SLT and the TLT have been designed to fulfil the needs of the students who belong to the same grade so that the translation should have formal and semantic equivalence as far as possible.
- b. The TLT should use more simple sentences than the compound and complex sentences because, here, TLT is a foreign language for Nepalese students.
- c. There should not be any cases of omission of the SLT concepts and meaning in translation; otherwise, the learners of TLT are deprived of the omitted concepts.
- d. Addition of the concepts or information cannot make any translation ideal translation. So, there should always be balance regarding concepts and information of the parallel textbooks of the same level.
- e. Substitution as a technique of translation can be used but it shouldn't be over used resulting in the mistranslation of the SL terms.
- f. The translator should not mistranslate the message or information at any cost. S/he should go through the text carefully before starting the translation.
- g. Where there are cases of errors in SLT, the translator should correct it appropriately.
- h. The translator must be a (perfect) bilingual and bicultural who knows the both languages linguistically, culturally and pragmatically.

- i. There should not be tense change in translation until and unless required by the context. Otherwise, it affects the meaning of the sentence.
- j. Stylistic errors are found in TLT. Correction must be made according to the TL culture and TL style.
- k. The translator should consult standard bilingual dictionaries and monolingual dictionaries for the accuracy of the words.
- l. Most of the lexical gaps are found in kinship terms in which roman translation should also be used along with indirect terms in TLT.
- m. The terms with cultural gaps should be borrowed from the SLT and their meanings and pronunciations in the TLT should be written at the foot of the page.
- n. There are the cases of number of misprints which create confusion or teachers may teach wrong information/facts to the readers. The book should be corrected on time.

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APPENDIX - I

Simple Sentences in Translation

- ST₁ : कामको आधारमा जातपात, उचनिच, ठूलो सानो छुट्टयाउन हुँदैन ।
TLN₁ : k mko dh rm j tp t, ucnic, t hulo s no chuty una hudaina.
TT₁ : People should not be differentiated on the basis of their work as a high caste or a low caste.
- ST₂ : यसबाट बच्न नसके जिन्दगीभर पछुताउनु पर्छ ।
TLN₂ : yasb t a bacna nasake jindag bhar pachut unu parcha.
TT₂ : One has to repent for life, if he does not abstain from this.
- ST₃ : यसलाई राम्ररी ख्याल गर ।
TLN₃ : yasl i r mrar khy l gara.
TT₃ : Keep this in mind.
- ST₄ : राजु कक्षा ६ मा पढ्ने एउटा जेहेन्दार विद्यार्थी थियो ।
TLN₄ : r ju kak cha m padhne eut jehend r vidy rth thiyo.
TT₄ : Raju was an intelligent student of class-six.
- ST₅ : श्यामका काका काठमाडौंमा बस्नुहुन्छ ।
TLN₅ : y mk k k k t hm ndaum basnuhuncha.
TT₅ : Shyam's uncle lives in Kathmandu.
- ST₆ : विश्वको सर्वोच्च शिखर सगरमाथा (८८४८ मिटर) नेपालको हिमाली प्रदेशमा पर्दछ । (पे. ८०)
TLN₆ : wi wako sarbecca sikhar sagarm th (8848 m.) nep lko him l prade m pardacha.
TT₆ : The highest peak Sagarmatha (Mt. Everest) lies in this region. It is 8848 m. high.

- ST₇ : हामीले यस समस्याको समाधानको निम्ति हाम्रा गुरुसँग सल्लाह माग्यौं ।
- TLN₇ : ham le yas samasy ko sam dh nko nimti h mr gurusanga sall ha m gyeu.
- TT₇ : We have requested our teacher for the solution of our problem.
(Tense Change)
- ST₈ : यसको स्रोत लिच्छवीकालदेखि नै चलिआएको कुरामा सन्देह छैन ।
- TLN₈ : yasako srot licchaw k ldekhi nai cali eko kur m sandeha chaina.
- TT₈ : The origin on these works was the Lichchavi period.
(Present to past tense)
- ST₉ : हामी एक अर्कालाई सघाउन सक्छौं ।
- TLN₉ : h m eka ark l sagh una sakcha .
- TT₉ : Nepal and Pakistan can help each other.

APPENDIX - II

Compound Sentences in Translation

- ST₁ : उसको जीवन सामान्य थियो तर आजभोलि उसको बुबाको कुलतले गर्दा उसको परिवारमा एउटा ठूलो समस्या खडा भएको छ ।
- TLN₁ : usako j wan s m nya thiyo tara jabholi usko bub ko kulatle gard usako pariwr m eut t hulo samasy khad bhaeko cha.
- TT₁ : His life was simple but now a days a big problem has arisen in his family due to his father's bad habit
- ST₂ : परिवारले त दुःख पायो पायो तर समाजलाई पनि कुलतको प्रभाव परेको छ ।
- TLN₂ : pariwr le ta dukha p yo p yo tara sam jl i pani kulatko prabh v pareko cha.
- TT₂ : His family is definitely facing the problem, but the community too, has the impact on it.
- ST₃ : एशिया महाद्विपमा विश्वका दुई तिहाई जनसंख्या बसोबास गर्छन् तर यस महाद्विपमा जनसंख्याको वितरण समान किसिमले भएको पाइदैन ।
- TLN₃ : e iy mah dipm wi wak duitiha janasankhy basob s garchan tara yas mah dipm janasankhy ko bitaran sam n kisimle bhaeko p idaina.
- TT₃ :
- ST₄ : तिमिले पठाएको पत्रमा नागरिक भनेको के हो र राष्ट्र निर्माणमा नागरिकको उपयोगका बारे सोधेकी रहिछौं ।
- TLN₄ : Tim le pat h eko patram n garik bhaneko ke ho ra r stra nirw n m n garikko upayogk bare sadhek rahichau.
- TT₄ : In your letter you had asked what a citizen is and its importance in nation buildings.
- ST₅ : निवासी भन्नाले वैयक्तिक नभइकन ब्यक्तिको भौगोलिक पहिचानसँग सम्बन्धित हुन्छ र यो अस्थायी प्रकृतिको हुन्छ ।

- TLN₅ : niw s bhann le baiyaktik nabhaikana byaktiko bhaugolik pahic nsanga sambandhit huncha ra yo asthai prakritiko huncha.
- TT₅ : A citizen is an individual who has a legal document called citizenship but a resident cannot be termed as a citizen and is of a temporary nature. He/She is identified on the basis of geographical region.
- ST₆ : सबै नागरिक निवासी हुन पनि सक्छन् तर सबै निवासी नागरिक हुन सक्दैनन् ।
- TLN₆ : sabai n garik niw s huna pani sakchan tara sabai niw s nagarik huna saktainan.
- TT₆ : All the citizens can be residents but not all residents can be citizens.
- ST₇ : उचित शिक्षा प्राप्त हुनुपर्छ र आफूलाई समाज सेवामा तल्लिन राख्नुपर्छ ।
- TLN₇ : ucit iks pr pta hunuparcha ra ph l i sam j sew m tallin r khnu parcha.
- TT₇ : One needs to purport higher education and should be dedicated to social works.
- ST₈ : केही मानिसले असहयोग गर्दा काम रोकियो तर सबै मिलेर सम्झाएपछि स्कूलमा धारा बन्थो ।
- TLN₈ : Keh m nisle asahayog gard k m rokiyo tara sabai milera samjh epachi sk lm dh r banyo.
- TT₈ : The work stopped as some people were uncooperative, but after convincing them the tap was installed in the school.
- ST₉ : हाम्रो देशमा उत्पादन हुन नसकेका वस्तुहरु विदेशबाट पनि ल्याइन्छन् र बिक्री वितरण गरिन्छन् ।
- TLN₉ : h mro de ma utp dan huna nasakek bastuharu bide b ta pani ly inchan ra bikri bitaran garinchan.
- TT₉ : The goods, which are not produced in our country but bought from other countries to fulfill the needs of the country, is called external trade.

APPENDIX III

Complex Sentences in Translation

- ST₁ : जसरी एउटा सडेको फलले सम्पूर्ण फललाई सडाइदिन्छ, त्यस्तै खराब सङ्गतले सजन ब्यक्तिलाई पनि दुर्जन गराइदिन्छ ।
- TLN₁ : jasar eut□ sadeko phalle samp r□a phall i sad idincha, tyastai khar b sangatle sajan byaktil pani durjan gar idincha.
- TT₁ : As one rotten fruit will spoil the whole lot, in the same way, bad companions will turn a gentle person into a wicked one.
- ST₂ : तिमीलाई नेपाल सम्बन्धी विशेष जानकारी राख्नु छ भने इमेल env@stak.wlink.com.np खोलेर हेरे सबैकुरा बुझ्नेछौ ।
- TLN₂ : tim l nep l sambandh bi es□ j nk r r khnu cha bhane imel env@stak.wlink.com.np kholera hera sabai kure bujhne chau.
- TT₂ : If you are interested to know more especially about Nepal, then, you can go thoroughly in e-mail env@stak.wlink.com.np for further information.
- ST₃ : जब वैसालीका प्रख्यात लिच्छिवी राजवंशको प्रवेश भयो, तब नेपालको परिस्थितिमा क्रान्तिकारी परिवर्तन भएको देखिन्छ ।
- TLN₃ : jaba bais l k prakhy t licchiw r jban ako prabe bhayo, taba nep lko paristhitim krantik r paribartan bhaeko dekhincha.
- TT₃ : The advent of Lichchavi from "Vaishali" brought great changes in Nepal.
- ST₄ : यो त्यो ठाउँ हो जहाँ तिमी सधैं जान चाहन्छौ ।
- TLN₄ : yo tyo t□h ho jahã tim sadhaij na c hanchau.
- TT₄ : It's where you always want to go.
- ST₅ : यो भूमि हेर, जहाँ सभ्यताको प्रारम्भ भयो ।
- TLN₅ : yo bh mi hera, jahã sabhyat ko pr rambha bhayo.
- TT₅ : This is the land where civilization began.

- ST₆ : ती सामानहरु कतिपय त स्थानीय स्तरमै उत्पादन भएका छन् भने कतिपय देशकै अन्य भागबाट ल्याइएका हुन्छन् ।
- TLN₆ : t s m nharu katipaya ta sth n ya starmai utp dan bhaek chan bhane katipaya deskai anya bh gb t lyaiek hunchan.
- TT₆ : Some goods are produced locally and some are brought from the other part of the country.
- ST₇ : घरमा बस्ता परिवारको सहयोग चाहिए भैं समाजमा बस्ता छिमेकको सहयोग चाहिन्छ ।
- TLN₇ : gharam bast pariwrko sahayog chie jha sam jm bast chimekko sahayog chinch.
- TT₇ : As you need support from family at homes, similarly, you need to support your neighbour while living in a society.
- ST₈ : पूर्वी भागभन्दा पश्चिमी भू-भाग केही फुकेको छ भने मध्य भागमा अलिक खुम्चिएको छ ।
- TLN₈ : p rw bhagbh nd pa cim bhuhb g kehi phukeko cha bhane madhya bh gm alik khumcieko cha.
- TT₈ : Western part is broader than central and eastern part of Nepal.
- ST₉ : सूर्य र चन्द्रको मतलब जबसम्म ब्रह्माण्डमा सूर्य र चन्द्र रही रहन्छन् तबसम्म नेपालको अस्तित्व रहिरहने छ ।
- TLN₉ : s rya ra chandrako matalab jabasamma brahm ndam s rya ra chandra rah rahanchan tabasamma nep lko astitwa rahirahane cha.
- TT₉ : The sun and the moon signify that Nepal will exist until the moon and sun remain in the universe.
- ST₁₀ : शैव, वैष्णव, प्रणामी जे सुकै नामाकरण गरे तापनि तिनीहरु हिन्दु धर्मावलम्बी नै हुन् ।
- TLN₁₀ : aiva, vaisnar, pran m je sukai n m karan gare t pani tin haru hindu dharm balamb nai hun.

TT₁₀ : 'Shaiva', 'Baishnava' or 'pranami' whatever they are named, they are all Hindus.

APPENDIX -IV

Negation in Translation

- ST₁ : कामको आधारमा जातपात, उचनिच ठूलोसानो छुट्टयाउनु हुँदैन ।
TLN₁ : k mko dh rm j tp t, ucnic, t h los no chut t y unu h daina.
TT₁ : People should not be differentiated on the basis of their work as a high caste or a low caste.
- ST₂ : फकाइफुल्याईमा नलाग ।
TLN₂ : phak iphuly ima nal ga.
TT₂ : Do not get allured.
- ST₃ : समयमा नै मल पाइदैन ।
TLN₃ : smayam nai mal p idaina.
TT₃ : We don't get fertilizer in time.
- ST₄ : हामीलाई चाहिने सरसामानहरु आवश्यक ठाउँमा पुऱ्याउन सकिदैन ।
TLN₄ : h m l c hine sars m nharu wasyak t ha m pury una sakidaina.
TT₄ : We cannot carry heavy load by ourselves.
- ST₅ : अस्पताल नभए नजिकको स्वास्थ्य केन्द्रमा गएर जँचाउनु पर्छ ।
TLN₅ : aspat l nabhae najikko sw sthya kendram gaera jac nuparcha.
TT₅ : If we don't have a hospital, we can go to the nearest health centre for check up.
- ST₆ : तर हाम्रो ठाउँमा त शुद्ध खानेपानी नै छैन ।
TLN₆ : tara h mro t h m ta udda kh nep ni nai chaina.
TT₆ : But our village has no clean drinking water.
- ST₇ : विरामी परे जँचाउन अस्पताल पनि छैन ।
TLN₇ : bir m pare jac una aspat l pani chaina.

- TT₇ : We don't have a hospital.
- ST₈ : पृथ्वी भित्रको तातो तरल पदार्थ र ग्यासले गर्दा खन्न सकिदैन ।
- TLN₈ : prithv bhitrako t to taral pad rtha ra gy sle gard khanna sakidaina.
- TT₈ : It is impossible due to the presence of hot molten rocks and gaseous in the Earth surface.
- ST₉ : उत्तरदेखि दक्षिणको चौडाई भने एकनासको छैन ।
- TLN₉ : uttar dekhi dak inko caud i bhane ekn sko chaina.
- TT₉ : Its width from north to south is not equal everywhere.
- ST₁₀ : मिश्रमा आउन कुनै निश्चित महिना हुँदैन ।
- TLN₁₀ : mi ram una kunai ni cit mahin h daina.
- TT₁₀ : There is not any fixed month to travel to Egypt.
- ST₁₁ : सबै देशहरू आफूलाई आवश्यक पर्ने वस्तुहरू उत्पादन गर्न सक्षम हुँदैनन् ।
- TLN₁₁ : sabai de haru ph l basyak parne bastuharu utp dan garna sak am hudainan.
- TT₁₁ : Not all the countries are capable of producing all the essential things they need.
- ST₁₂ : मानिस जन्मदा नै खराब हुँदैन ।
- TLN₁₂ : m nis janmad nai kharab h daina.
- TT₁₂ :

APPENDIX - V

Voice Change in Translation

- ST₁ : नपढी जाँचमा पास हुन सकिदैन ।
- TLN₁ : napadhi j cm p s huna sakidaina.
- TT₁ : We can not pass our test if we are not healthy.

- ST₂ : हामीलाई चाहिने सामानहरु आवश्यक ठाउँमा पुऱ्याउन सकिदैन ।
- TLN₂ : h m l c hine s m nharu basyak t h m pury una sakidaina.
- TT₂ : We can not carry heavy loads by ourselves.
- ST₃ : त्यसकारण यातायातलाई पनि हाम्रो विकासमा पूर्वाधारको रूपमा लिइन्छ ।
- TLN₃ : tyask ran y t y tl i pani h mro vik sm purw dh rko rupm liincha.
- TT₃ : Our life becomes very difficult without transport.
- ST₄ : उनको जन्म वि.सं. १८ १४ सालमा भएको थियो ।
- TLN₄ : unko janma bi. sam. 1814 s lm bhaeko thiyo.
- TT₄ : He was born in 1814 B.S.
- ST₅ : यस्ता अपराधहरुद्वारा विचरा चेलीहरु देहव्यापार गर्न बाध्य हुन्छन् ।
- TLN₅ : yast apar dharudw r bicar cel haru d h vy p r garna badhya hunchan.
- TT₅ : Poor girls are compelled to engaged in prostitution due to such crime.
- ST₆ : राम्रो शिक्षा दिक्षा दिनुपर्छ ।
- TLN₆ : r mro ik dik dinu parcha.
- TT₆ : Good education should be given.
- ST₇ : यसको लागि सरकारबाट के के प्रयासहरु गरिन्छ ।
- TLN₇ : yasko l gi sark rb ta keke pray sharu garincha.
- TT₇ : What efforts are being made by the government to address such problem.
- ST₈ : एक किसिमका सदस्यलाई नागरिक भनिन्छ भने अर्को किसिमका सदस्यलाई निवासी भनिन्छ ।
- TLN₈ : ek kisimk sadasyal n garik bhanincha bhane arko kisimk sadasyal niw s bhanincha.
- TT₈ : One kind of member is a citizen and the other kind is known as a resident.

- ST₉ : समय-समयमा समुदायमा अनेक प्रकारका विसङ्गतिहरु देखा पर्न सक्छन् ।
- TLN₉ : samaya-samayam samud yam anek prak rk bisangatiharu dekh parna sakchan.
- TT₉ : Different types of social evils can be seen from time to time in the community.
- ST₁₀ : यो कहिले बनेको थियो होला ?
- TLN₁₀ : yo kahile baneko thiyohol ?
- TT₁₀ : Probably, when was it formed?
- ST₁₁ : यस महाद्विपले पृथ्वीको कूल जमिनको एक तिहाई भाग ओगटेको छ ।
- TLN₁₁ : yas mah dipale prithv ko kul jaminko ek tih bh g ogateko cha.
- TT₁₁ : One third of the total earth surface is covered by this continent.
- ST₁₂ : साथै जीवजन्तुहरुमा पनि विविधता पाइन्छ ।
- TLN₁₂ : s thai j vjantuharum pani vividhat p incha.
- TT₁₂ : Various types of animal are also found in Asia.
- ST₁₃ : नेपालको उत्तरतर्फ जनवादी गणतन्त्र चीनको स्वसाशित क्षेत्र तिब्बत र पूर्व पश्चिम तथा दक्षिणमा भारतको बंगाल, विहार, उत्तर प्रदेश तथा उत्तराञ्चल राज्यहरु पर्दछन् ।
- TLN₁₃ : nep lko uttartarpha janaw d ganatantra cinko swa sit ksetra tibbat rap rba pascim tath daksinm bh ratko bang l, bih r, uttar prade tath uttr nchal r jyaharu pardachan.
- TT₁₃ : Nepal is bordered on the north by the Tibetan Autonomous Region of Republic of China and east, west and south by the Indian states: West Bengal, Bihar, Uttar Pradesh and Uttaranchal respectively.
- ST₁₄ : मानदेव प्रथमको मानगृह, चाँगुनारायण र पशुपति मन्दिरको निर्माण र अशोकका चैत्यहरु वस्तुकलामा विकासोन्मुख अवस्थामा रहेको पाइन्छ ।

- TLN₁₄ : m ndev prathamko m ngriha, c ngun r yan ra pa upati mandirko nirm n ra asokk caityaharu vastukal m vik sonmukh avasth m raheko p incha.
- TT₁₄ : Mangriha of Mandev I, Changunarayan, the temple of Pashupati, Buddhist's monasteries, and Chaityas of Ashoka developed during this period.
- ST₁₅ : हाम्रो सामुहिक जीवनमा सुधार आउन सक्छ ।
- TLN₁₅ : h mro s muhik j wanm sudh r una sakcha.
- TT₁₅ : The standard of living will be improved.
- ST₁₆ : हामी नेपालीको गौरव र प्रतिष्ठा अघि बढ्न सक्छ ।
- TLN₁₆ : h m nep l ko gaurav ra pratist h aghi badhna sakcha.
- TT₁₆ : The dignity and prestige of Nepalese will be enhanced.
- ST₁₇ : यो त बुझियो ।
- TLN₁₇ : yo ta bujhiyo.
- TT₁₇ : I understand this.

APPNDIX -VI

Tense in Translation

- ST₁ : मानिस समूहमा मिलेर बस्छन् ।
- TLN₁ : m nis samuham milera baschan.
- TT₁ : People live in communities.
- ST₂ : अब आजलाई समय पनि सकियो ।
- TLN₂ : aba jal samaya pani sakiyo.
- TT₂ : Time is up now.
- ST₃ : उक्त वनमा अहिले चितुवा, चित्तल, खरायो, कालिज, वन कुखुरा र विभिन्न किसिमका चराचुरुङ्गी रहेको कुरा समूहका कार्यालय सचिव भीमसेन पौडेलले बताउनुभयो ।

- TLN₃ : ukta banm ahile cituw , cittal, khar yo, k lij, ban kukhur ra bibhinna kisimk car curung raheko kur samuhak k ry laya saciv bhimsen paudelle bat unubhayo.
- TT₃ : Now, there are several animals like leopards, spotted deer, rabbits, grouses (danfe) wild fowls as well as different kinds of birds. It has been stated by the secretary of the office of the consumers' group, Bhimsen Paudel.
- ST₄ : आजकाल त यहाँ चिठी लेखे भैं सवैकुरा पठाउन मिल्ने फ्याक्स, इमेल र इन्टरनेटको पनि सुविधा भइसक्यो ।
- TLN₄ : jk l ta yahã citih lekhe jha sabai kur patih una milne phy ks, imel ra intarnetko pani subidh bhaisakyo.
- TT₄ : In many places fax, e-mail, and internet provide facilities of sending the message and receiving it very quickly.
- ST₅ : आज तिमीले किन यस्तो कुरा सोध्यौ बहिनी ?
- TLN₅ : ja tim le kina yasto kur sodhyeu bahin ?
- TT₅ : Why are you asking such things today, sister?
- ST₆ : किन चाहियो तिमीलाई भन न त !
- TLN₆ : kina c hiyo tim l i bhana na ta!
- TT₆ : Why do you need to know? Tell me first.
- ST₇ : तपाईंको कुरा त बुभैं । मेरो प्रश्नको उत्तर के हो त ?
- TLN₇ : tap ko kur ta bujh ! mero pra nako utar ko ho ta?
- TT₇ : I have understood you, but what is my answer?
- ST₈ : कविता पनि सिकाई दिनुभयो ।
- TLN₈ : kabit pani sik dinubhayo.
- TT₈ : You taught me a poem, too.

- ST₉ : म पनि कविता लेख्न कोसिस गर्नेछु ।
- TLN₉ : ma pani kabit lekhna kosis garnechu.
- TT₉ : I will also try to write a poem.
- ST₁₀ : तिमिले २०५८/३/१९ मा लेखेको पत्र पाएँ ।
- TLN₁₀ : tim le 2058/03/19 m lekheko patra p .
- TT₁₀ : I have received your letter dated 2058/03/19.
- ST₁₁ : राजेन्द्रलक्ष्मी राजा प्रताप सिंह शाहकी रानी थिइन् ।
- TLN₁₁ : r jendra laksm r j prat p si h k r n thiin.
- TT₁₁ : Rajendra Laxmi was the queen of king Pratap Sing Shah.
-
- ST₁₂ : जसरी एउटा सडेको फलले सम्पूर्ण फललाई सडाईदिन्छ, त्यस्तै खराब संगतले सज्जन ब्यक्तिलाई पनि दुर्जन बनाईदिन्छ ।
- TLN₁₂ : jasar eut sadeko phalle samp rna phall i sad i dincha tyastai khar b sangatle sajjan byaktil i pani durjan ban idincha.
- TT₁₂ : As one rotten fruit will spoil the whole lot, in the same way, bad companions will turn a gentle person into wicked one.
- ST₁₃ : उ परिवारसँग समाजमा बस्दथ्यो ।
- TLN₁₃ : u pariw r sanga sam jm basdathyo.
- TT₁₃ : He used to live with his parents in a community.
- ST₁₄ : तिमिले पठाएको पत्रमा नागरिक भनेको के हो र राष्ट्र निर्माणमा नागरिकको उपयोगका बारे सोधेकी रहिछौ ।
- TLN₁₄ : tim le pat h eko patram n garik bhaneko ke ho ra r stra nirm n m n garikko upayogk b re sodhek rahichau.
- TT₁₄ : In your letter you had asked what a citizen is, and it's importance in nation building.
- ST₁₅ : तिमिले राम्रो प्रश्न गर्नुभयो ।
- TLN₁₅ : tim le r mro pra na garyeu.
- TT₁₅ : You have raised a good question
- ST₁₆ : कल्याण होस् ।

- TLN₁₆ : kaly n□ hos.
 TT₁₆ : God bless!
 ST₁₇ : यो त बुझियो ।
 TLN₁₇ : yo to bujhiyo.
 TT₁₇ : I understand this.
 ST₁₈ : यो त बुझेँ मिस ।
 TLN₁₈ : yo ta bujh mis.
 TT₁₈ : I understand this.

APPENDIX VII

OMISSION OF CONCEPTS IN TRANSLATON

- ST₁ : मानिस समुहमा मिलेर बस्छन् ।
 TLN₁ : m nis sanuham milera baschan.
 TT₁ : People live in communities.
- ST₂ : त्यसो भए गाउँविकास समितिमा कति जना सदस्य रहने व्यवस्था छ ।
 TLN₂ : tyasobhae g vik s samitim katijan sadasya rahane byabasth
 cha?
 TT₂ : How many members are there in a VDC?
- ST₃ : मैले गाउँ विकास समिति र गाउँ परिषद्को गठन सम्बन्धी कुराहरु बुझेँ ।
 TLN₃ : maile g vik s samiti ra g paris□adk gat□han sambndh kur haru
 bujh
 TT₃ : I've got a lot of information now.
- ST₄ : अब आजलाई समय पनि सकियो ।
 TLN₄ : aba jal i samaya pani sakiyo.
 TT₄ : Time is up now.
- ST₅ : धेरै दिनपछि घरको हाल खबर सुन्न पाउँदा ज्यादै खुशी लाग्यो ।

TLN₅ : dherai dinpachi gharko h l khabar sunna p d jy dai khu l gyo.
TT₅ : I am very happy to read about home.

TLN₆ : टाढाटाढाका मानिसहरूसँग तुरुन्त फोनबाट सम्पर्क गर्न सकिन्छ
ST₆ : t d h t d h k m nisharu sanga turunta phonb t a samparka garna
sakincha.

TT₆ : We can make a call to contact a person living aboard.

ST₇ : म कक्षा ६ मा अध्ययनरत छात्रा शिवा हुँ ।

TLN₇ : ma k k cha m adhyayanrat ch tr iv h .

TT₇ : I am a student of class VI.

ST₈ : थ्याम्मै थाहा नभएको त कहाँ हो र !

TLN₈ : thy mmai th h nabhaeko ta kah ho ra.

TT₈ : I don't mean I am totally ignorant about it.

ST₉ : श्यामका काका काठमाण्डौमा बस्नुहुन्छ ।

TLN₉ : yamk k k k t hm ndaum basnuhuncha.

TT₉ : Shyam's uncle lives in Kathmandu.

ST₁₀ : यसको स्वरूप कस्तो छ, सर ।

TLN₁₀: yasko swarup kasto cha, sar.

TT₁₀ :

ST₁₁: यो तलमाथि थिच्निएको गोलाकार सुन्तला जस्तो छ । यसको अक्ष कक्षको सतहमा ६६.५” को कोण बनाई ढल्केको छ । यो सधैं वायव्य कोण (उत्तरपश्चिम दिशा) तर्फ ढल्केको छ ।

TLN₁₁: yo talam thi thepcieko gol k r suntal jasto cha. yasko aksa kaksako sataham 66.5 ko kon a ban i dhalkeko cha. yo sadhai b yabya kon (uttar pa cim di) tarpha dhalkeko cha.

TT₁₁ :

APPENDIX - VIII

ADDITION OF THE CONCEPTS

- ST₁ : पानी एउटा महत्वपूर्ण वस्तु हो ।
- TLN₁ : p n eut□ mahatwap rna vastu ho.
- TT₁ : Water is very important natural reasource.
-
- ST₂ : यसलाई चार जात छत्तीस वर्णको फूलवारी पनि भनिन्छ ।
- TLN₂ : yasl i c r j t chattis varn□ako phulb r pani bhanincha.
- TT₂ : It is called a common garden of four castes and thirty -six sub- castes.
-
- ST₃ : राजेन्द्रलक्ष्मीको नायबी कालमा देवरभाउजु बीच अनमेल हुँदा बहादुर शाह बेतिया गई वसेका थिए ।
- TLN₃ : r jendra laksm ko n yabik lm dewarbh uju bic anmel h d bah dur ha betiy gai basek thie.
- TT₃ : he went and stayed in Betai (a place in India) at the time of Rajendralaxmi as they didn't have good relation between them.

APPENDIX -IX

Substitution in Translation

- ST₁ : प्यारो भाई रामु ।
TLN₁ : py ro bh r mu.
TT₁ : Dear rabin.
- ST₂ : पानी विना संसारमा कुनैपनि प्राणी बाँच्न सक्दैनन् ।
TLN₂ : p n vin sans rm kunai pani pr ni b cna sakdainan.
TT₂ : Without water we cannot think of our life.
- ST₃ : पानी एउटा महत्वपूर्ण वस्तु हो ।
TLN₃ : p n eut mahatwap rna vastu ho.
TT₃ : Water is very important natural resource.
- ST₄ : प्रिय बहिनी शोभा ।
TLN₄ : priya bahin obh .
TT₄ : Dear sister jyoti
- ST₅ : उही तिम्रो दाज्यु दीपेश ।
TLN₅ : uh timro d jyu dipe
TT₅ : Your brother Rabin.
- ST₆ : छात्रा गुरुआमा
TLN₆ : ch tr guru m
TT₆ : student Teacher
- ST₇ : हिमाली
TLN₇ : him l
TT₇ : Hill

- ST₈ : पहाडी
TLN₈ : p h d
TT₈ : Mountain
ST₉ : मिश्र सभ्यताको विज्ञापन ।
TLN₉ : misra sabhyat ko vigy pan.
TT₉ : Advertisement of Egyptian Civilization.

APPENDIX - X

Cases of Mistranslation

- ST : यो कुरा स्थानिय स्वायत्त शासन ऐन २०५५ मा व्यवस्था गरिएको छ ।
TLN₁ : yo kur sth niya sw yatta asan ain 2055 m byavasth garieko cha.
TT₁ : It has been stated in the local Development Act, 2005
- ST₂ : मेरो एस.एल.सी. जाँचको रिजल्ट पत्रिकामा प्रकाशित हुन्छ ।
TLN₂ : mero es.el. s . j cko rijalt patrik m prak it huncha.
TT₂ : your S.L.C. result will be published in the news paper.
- ST₃ : मेरो प्रश्नको उत्तर के हो त ?
TLN₃ : mero pra nako uttar ke ho ta?
TT₃ : What is my answer?
- ST₄ : समाजमा मानिसमात्र होइन अनेक प्राणीहरु पनि मिलेर बस्छन् ।
TLN₄ : sam jm m nism tra hoina anek pr n iharu p ni milera aschan.
TT₄ : Not only human beings but also animals live together in a society.
- ST₅ : ए ! हाम्रा मान्यजनहरु त धेरै रहेछन् ।
TLN₅ : e! h mr m nyajanharu ta dherai rahechan.
TT₅ : Oh! Our respectable persons are so many!
- ST₆ : उनको नायबीकालमा पुग नपुग ९ वर्ष रह्यो र वि.सं. १८४२ मा मृत्यु भयो ।
TLN₆ : unko n yab k l pug napug nau vars a rahyo ra vi. sum. 1842 m mrityu bhayo.
TT₆ : She rulled about nine years and died in 1942 B.S.
- ST₇ : चमैता, इलाम ।
TLN₇ : camait , il m.
TT₇ : Chaimata, Ilam

APPENDIX -XI

Linguistic Errors in TL

- SL₁ : s rkko paricaya.
- WTL₁: Introduction of SAARC.
- CTL₁ : Introduction to SAARC.
- SL₂ : kaly n□ hos
- WTL₂ : God bless!
- CTL₂ : May god bless you!
- WTL₃: as a result of art and craft, culture and religion developed well.
- CTL₃: As a result of art and craft, culture and religion were well developed.
- WTL₄ : Art flourished during the Lichhivi period.
- CTL₄ : Art was flourished during the Lichhivi period.
- WTL₅: It's where you always want to go.
- CTL₅ : It's the place where you always want to go.
- WTL₆ : Public Service Commission
Date and Publication Branch.
- CTL₆ : Public Service Commission
Statistical and Publication section.
- WTL₇ : Post number.
- CTL₇ : Number of post.
- WTL₈: Would you explain what is moral duty?
- CTL₈ : Could you explain what moral duty is?
- WTL₉ : At present, there are lots of things for a citizen to do.
- CTL₉ : At present, there are lots of things for a citizen to be done.
- WTL₁₀: Does any foreign lady get Nepali citizenship if she gets married with a Nepali man?

- CTL₁₀: Does any foreign lady get Nepali citizenship if she gets married to a Nepali man?
- WTL₁₁: That man is religious who sacrifices for others.
- CTL₁₁ : The man who sacrifices for others is religious.
- WTL₁₂: So, from now, our society will be free from such problems, isn't brother?
- CTL₁₂: So, from now, our society will be free from such problems, won't it?
- WT₁₃ : Chaimata, Ilam
2059/2/1 (p. 47)
- CTL₁₃ : Chaimata, Ilam

Or, 01/02/2059
Or, 01.02.2059
Or, 1st Jestha 2059
- WTL₁₄: Dear daughter,
Lots of love and remembrance.
- CTL₁₄ : Dear Daughter
Dear(name)
- WTL₁₅: Don't you know who the respectable persons are.
- CTL₁₅ : Don't you know who the respectable persons are?
- WTL₁₆: Oh! our respectable persons are so many.
- CTL₁₆ : Oh! It seems there are so many respectable persons to us.
- WTL₁₇: Dear brother Ajaya
Blessings.
- CTL₁₇ : Dear Ajaya .

Dear brother.