



Odisha State Open University, Sambalpur

**ଓଡ଼ିଶା ରାଜ୍ୟ ମୁକ୍ତ ବିଶ୍ୱବିଦ୍ୟାଳୟ,
ସମ୍ବଲପୁର**

ASSIGNMENTS

Course – 1 to 4

SESSION: Jan - June 2018

**CERTIFICATE IN TRANSLATION
(CIT)**

Please read the instructions carefully before attempting assignment questions.

INSTRUCTIONS

Dear Learner,

Welcome to the Certificate Programme in Translation (CIT) offered by Odisha State Open University, Sambalpur.

You are required to submit one assignment per course within the stipulated time in order to become eligible to appear in the term-end examination. The assignments will be evaluated by the counselors at your Study Centre. Please submit your assignment response to the Coordinator of the Study Centre. Before you attempt the assignments, please go through the course materials carefully. Please read the instructions pertaining to an assignment before you start writing your answer. Do not copy from the course material or from any other source. You are advised to read the material carefully, understand the same and write answers in your own language and style so that you can get good marks/grades.

Purpose of Assignments:

1. Assignments are part of the continuous evaluation process in Open and Distance Learning (ODL) system. Due weightage is given to the marks/grades you obtain in the assignments. This will help you for better performance in the term-end examination. If you secure good grades/marks in assignments, your overall performance will improve.
2. Assignments are also a part of the teaching-learning process in ODL. Your assignment, after evaluation, will be returned back to you with specific and general comments by the evaluator. This will help you to know your strength as well as your weakness. Thus, it will establish a two-way communication between the learner and evaluator.

How to write assignments:

1. Write your name, programme code, course title, enrolment no. and study centre code in the top sheet of the assignment answer booklet.
2. Write the answers in your handwriting. Give sufficient margin on the left side of each page so that the evaluator can give comments on each paragraph/page. Do not cross the word limit given in each question.
3. Your handwriting should be neat and readable.

Weightage for each assignment:

1. Each assignment will carry 25% weightage and term-end examination will carry 75% weightage.
2. Each assignment will be of 100 marks. But it will carry 25% weightage.
3. You have to score minimum pass mark i.e. 40% in each assignment. In case you do not submit assignment or get fail marks in the assignment you have to re-submit it during the next year.

SUBMISSION DATES FOR ASSIGNMENTS

Sl.No.	Course Name	Course Code	Date of Submission	Day As Per the Calendar
1.	Nature and Scope of Translation	CIT-01	1 st April 2018	Sunday
2.	Functional Translation	CIT-02	1 st April 2018	Sunday
3.	Translation of Official Documents	CIT-03	8 th April 2018	Sunday
4.	Literary Translation	CIT-04	8 th April 2018	Sunday

ASSIGNMENTS

NATURE AND SCOPE OF TRANSLATION

Coverage: CIT-01, Blocks 1 & 2

Full Marks: 100

[Answer all questions as directed. Figures on the right hand margin indicate Marks]

1. Answer the following questions within 500-600 Words:

[10x5=50]

- (a) A translator should have good command over both the languages that s/he desires to work in ; Discuss.
- (b) In an age of globalization the world cannot keep going without translation. Justify.
- (c) Discuss the role of translation in the field of education, science and technology.
- (d) Differentiate Metaphrase and Paraphrase with suitable examples.
- (e) What are the various skills desirable to be inherited by a translator.

2. Write Short –notes on :

[5x6=30]

- (a) Translation in Tourism
- (b) Literal and Literary Translation
- (c) CAT : Computer Assisted Translation
- (d) Equivalence
- (e) Difficulties in English to Odia Translation
- (f) DTP/Typing as one of the important skills for a Translator

3. Translate the following sentences into odia:

[2x10=20]

- (a) Renowned film actress Sridevi, 54, left for her heavenly abode in Dubai on 24th February 2018.
- (b) She was drowned in the bath-tub in the wash-room of Emirates Towers Hotel, the sources said.
- (c) The veteran film actress was in Dubai to attend the marriage ceremony of her nephew along with husband Boney Kapoor and younger daughter Khushi.
- (d) Her sad demise has Plunged the entire country into a pall of gloom; everyone expressing a sigh of grief, shock and disbelief.
- (e) As a matter of fact, Sridevi was the heart-throb of every Indian youth during the eighties and nineties of twentieth Century.
- (f) She was the first female Superstar in Indian Cinema who was honoured with the prestigious ‘Padmashree’ award by President of India in 2013.
- (g) Her emotional gestures, artistry and skill were par-excellence and adorable.
- (h) Indian film industry may not be able get such an artist in the years to come.
- (i) The Padmashree awardees worked in cinema across languages such as Tamil, Telugu, Hindi, Malayalam and Kannada in her career spanning almost five decades.
- (j) Besides others, the Prime Minister and President of India have expressed their deep condolences and prayed for eternal peace to her soul.

ASSIGNMENTS**Functional Translation****Coverage: CIT-02, Blocks 1, 2 & 3****Full Marks: 100***[Answer all questions as directed. Figures on the right hand margin indicate Marks]***1. Answer the following questions within 500-600 Words: [10x5=50]**

- (a) What are the salient features of a dictionary. How does it help the translator.
- (b) Lay down the structural differences of Odia and English languages with suitable examples.
- (c) What is baby talk? Discuss the principles of its translation with examples.
- (d) What do you mean by registers? Classify 'register' with examples in the formality scale.
- (e) Lay down the principles for translating non-literary texts.

2. Write Short –notes on: [5x6=30]

- (a) Diglossia
- (b) Honorifics
- (c) Frozen Register
- (d) Speech levels in literary language
- (e) Tools and Resources for translation
- (f) Difference between Dictionary and Thesaurus

3. Translate the following sentences into odia: [10x2=20]

- (a) The historical Buddha, also known as Gotama Buddha, Siddhartha and Buddha Úâkyamuni, was born in Lumbini, in the Nepalese region of Terai, near the Indian border. He is one of the most important Asian thinkers and spiritual masters of all time, and he contributed to many areas of philosophy, including epistemology, metaphysics and ethics. The Buddha's teachings formed the foundation for Buddhist philosophy, initially developed in South Asia, then later in the rest of Asia. Buddhism and Buddhist philosophy now have a global following.

In epistemology, the Buddha seeks a middle way between the extremes of dogmatism and skepticism, emphasizing personal experience, a pragmatic attitude, and the use of critical thinking toward all types of knowledge. In ethics, the Buddha proposes a threefold understanding of action: mental, verbal, and Physical. In metaphysics, the Buddha argues that there are no self-entities, and that everything dependently arises from or upon something else. This allows the Buddha to provide a criticism of souls and that criticism forms the foundation for his views about the reality of rebirth and an ultimate liberated state called 'Nirvana.' Nirvana is not primarily an absolute reality beyond or behind the universe but rather a special state of mind in which all the causes and conditions responsible for rebirth and suffering have been eliminated. In philosophical anthropology, the Buddha explains human identity without a permanent and substantial self. The doctrine of none however, does not imply the absolute inexistence of any type of self whatsoever, but is compatible with a conventional psycho-physical aggregates, although all of them are unsubstantial and impermanent. Selves are thus conceived as evolving processes causally constrained by their past.

(b) Dr. Shyama Prasad Mukherjee : Lion of the parliament

[Excerpts from his speech in Banaras Hindu University, 1940]

“If I have understood the history of my country aright, a pacifism that refuses to take up arms against injustice and makes one a passive spectator of oppression and aggression, does not represent the real teaching of India. Let us not forget that valour was greatly esteemed by the sages and free rulers of India in olden times. When valour languished, the entire polity weakened. When the sword and the book of knowledge kept together, justice, equity and liberty ruled the affairs of the state. We want to see the reappearance of the ancient spirit of valour tempered with a spiritual wisdom consistent with our genius and present needs, which alone can recover civilization out of the chaotic condition of the modern age.

We live in an age when the need of ‘Parakrama’, ceaseless exertion, courage and valour, in all spheres of activity affecting the public weal, is more imperative than ever. The menace of invasion is within the bounds of possibility. Disruptive forces are at work within the country itself. A nation can only save itself by its own energy : but energy and strength hardly come to a people that do not enjoy the blessings of unity and freedom. Unity need not imply uniformity is not to be encouraged. India is traditionally a land of village republics, and local autonomy has had many noble champions whose patriotism and public spirit are beyond question. But accentuation of differences cannot make for strength. A divided India was always a prey to the foreign invader from the days of Alexander and Mahmud of Ghazni to those of Vasco-daGama, Dupleix and Clive. There is much disharmony and disunity in India today. Communal differences have taken such an acute turn that fanatic claims for the vivisection of our Motherland are widely asserted, backed by tacit encouragement of the powers that rule the destinies of India today.”

Translation of Official Document**Coverage: CIT-03, Blocks 1 & 2****Full Marks: 100***[Answer all questions as directed. Figures on the right hand margin indicate Marks]***1. Answer the following questions within 500-600 Words:****[10x5=50]**

- (a) Define Official Document. What are the various types of official documents?
- (b) Discuss the method that should be adopted while translating official documents.
- (c) What is Official Language? What do you know about the provision and status of Official Language in Odisha?
- (d) What do you mean by Administrative Terminology? What is the need for Standardization of Administrative Terminology?
- (e) What is a 'report'? Describe various components of a report.

2. Write Short –notes on:**[5x6=30]**

- (a) Importance of reports
- (b) White paper
- (c) Advantages and Disadvantages of machine Translation
- (d) Scope of official documents translation
- (e) Directives of Government of Odisha on noting-drafting
- (f) Tools and Resources for translation of Administrative Terminology

3. Translate the following texts into odia :**[20]****DEPARTMENT FOR INTERNATIONAL DEVELOPMENT****Annual Report and Accounts 2015–16 (Excerpts only)****DFID's purpose, performance and activities in 2015–16**

DFID leads the UK's work to end extreme poverty, deliver the Global Goals for Sustainable Development (the Global Goals), and tackle global challenges in line with the first ever government-wide UK Aid Strategy², published in November 2015.

Ending extreme poverty means tackling the great global challenges – from the root causes of mass migration and disease, to insecurity, conflict and global climate change. These issues hit the poor hardest and directly undermine Britain's national interest. The government has made clear its commitment to meet its promises to the world's poor and put international development at the heart of national security and foreign policy, using the UK's international influence to help make the world a safer place for all its people. The government is committed to the Global Goal of achieving zero extreme poverty by 2030.

DFID works with other UK government departments, bilateral and multilateral development partners, civil society and business to help countries lift themselves out of extreme poverty and end the need for aid, by building peaceful and stable societies, creating jobs, fighting corruption, unlocking the potential of girls and women, tackling climate change and helping to save lives when humanitarian emergencies occur. This report provides an overview of DFID's work. Other Official Development Assistance (ODA) spending departments and funds will set out details in their own annual report and accounts as appropriate.

How we deliver

DFID supports countries to achieve a timely self-financed and secure exit from poverty, working in a wide range of sectors consistent with our strategic objectives and the UK Aid Strategy. DFID's SDP includes a mix of input and output measures we use to track progress, reflecting the fact that programme-spend often contributes to more than one strategic priority and that the strategic objectives themselves are mutually supportive and cross-cutting. For example, improving health outcomes means more people can contribute to economic growth through productive jobs.

Key priorities include:

- **targeting the world's poorest and most vulnerable** by spending at least 50% of our budget in fragile states and regions in every year of the current Parliament.
- **meeting DFID's commitment to spend £3.6 billion on climate adaptation and mitigation** over the five years until 2020–21, as part of the government's £5.8 billion International Climate Fund.
- **developing and expanding our portfolio of Development Capital investments**, to harness the private sector in delivering inclusive economic growth and creating jobs, especially for women
- **scaling up funding for Syria and the region** to respond to the refugee crisis in the Middle East, providing education, jobs and basic services for displaced people.
- **establishing a £500 million crisis reserve** to enable rapid and effective response to emergencies
- **increasing spending on tackling corruption** and promoting accountable and effective governance (the 'golden thread' of development), including through our support to improving tax systems in poor countries
- **continuing to invest in health, education and other basic needs**, including tackling malaria and neglected tropical diseases
- **increasing the UK public's engagement in the development programme**, by meeting commitments to double Aid Match and triple the size of the International Citizen Service
- **ensuring that all of DFID's financial aid to partner governments is earmarked**, helping us move towards an end to traditional general budget support
- **evolving our development relationship with countries that are increasingly able to fund their own development**; for example, all traditional aid programmes to India ended in December 2015

Department for International Development: Annual Report and Accounts 2015– Financial summary

DFID's total expenditure was £9,886 million. As in previous years, the majority of this was spent on programme expenditure. Of total programme expenditure, 62% was spent on bilateral programmes and 38% on multilateral. £242 million (2014–15 £248 million) was spent on operating costs, holding down the proportion of total operating costs to total budget at 2.4%, in spite of a growing proportion of work in higher risk environments, requiring monitoring and evaluation

Tackling extreme poverty and helping the world's most vulnerable

- In 2015, it is estimated that DFID support immunised approximately 20 million children, saving 250,000 lives (On track to meet DFID's commitment of immunising 76 million and saving 1.4 million lives)

- Reached 13.3 million children under 5, women of childbearing age and adolescent girls through our nutrition-relevant programmes (On track to meet DFID's commitment of 50 million)
- Enabled 5.9 million women from 2012 to 2015, and 1 million women in 2015–16, to use modern methods of family planning. This gives a total of 6.9 million for the period 2012–16 (On track to meet DFID's commitment of 24 million between 2012 and 2020)
- Supported 3.1 million children to gain a decent education (On track to meet DFID's commitment of 11 million)
- Supported 11.3 million people to access clean water and/or better sanitation (On track to meet DFID's commitment of 60 million)

Literary Translation**Coverage: All blocks****Full Marks: 100***[Answer all questions as directed. Figures on the right hand margin indicate Marks]***1. Answer the following questions within 500-600 Words:****[10x5=50]**

- (a) What do you mean by culture specific terms? Describe how you will translate such terms with suitable examples.
- (b) What is standardisation? Why is it necessary?
- (c) Discuss the need for standardisation of administrative Terminology in Odia.
- (d) What is a literary text? What are the various types of literary texts ?
- (e) Discuss the various elements of a Drama.

2. Write Short –notes on:**[5x6=30]**

- (a) Standardisation in banking , law & judiciary
- (b) Translation of memoirs
- (c) Autobiography & Biography
- (d) Translation of Poetry
- (e) Articles and its various types
- (f) Method of translating literary texts.

3. Translate the following sentences into odia:**[10x2=20]****(i) Friends : Companions for ever**

Many years ago, after I got married I was sitting on a couch on a hot, humid day, sipping frozen juice during a visit to my father.

As I talked about adult life, marriage, responsibilities, and obligations, my father thoughtfully stirred the ice cubes in his glass and cast a clear, sober look at me.

“Never forget your friends,” he advised , “they will become more important as you get older.”

“Regardless of how much you love your family and the children you happen to have, you will always need friends. Remember to go out with them occasionally, do activities with them, call them ...”

“What strange advice!” I Thought. “ I just entered the married world, I am an adult and surely my wife and the family that we will start will be everything I need to make sense of my life.”

Yet I obeyed him; kept in touch with my friends and annually increased their number. Over the years, I became aware that my father knew what he was talking about.

In as much as time and nature carry out their designs and mysteries on a man, friends were the bulwarks of his life.

After 50 years of life, here is what I learned:

Time passes. Life goes on. The distance separates. Children grow up. Children cease to be children and become independent. And to the parents it breaks the heart but the children are separated of the parents. Jobs come and go. Illusions, desires, attraction, sex ... weaken. People do not do what they should do.

The heart breaks. The parents die. Colleagues forget the favors. The races are over. But, true friends are always there, no matter how long or how many miles they are. A friend is never more distant than the reach of a need, barring you, intervening in your favor, waiting for you with open arms or blessing your life.

When we started this adventure called LIFE, we did not know of the incredible joys or sorrows that were ahead. We did not know how much we would need from each other. Love your parents, take care of your children, but keep a group of good friends. Dialogue with them but do not impose your criteria.

(ii) Translate the following idioms into Odia:

- (a) To carry coal to New-Castle
- (b) To rain cats and dogs
- (c) Kick the bucket
- (d) Too many-a-cook spoil the broth
- (e) Money is the root of all evil
- (f) Let the past bury its dead
- (g) Set a thief to catch a thief
- (h) Ill got ill spent
- (i) Something is better than nothing
- (j) A prophet is not honoured in his own community