

CHALLENGES ASSOCIATED WITH URDU LANGUAGE OF OFFICIAL DOCUMENTS

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Abstract:

The status of Urdu language has been vulnerable to critique for the last many decades. Pakistan as a developing country promotes the use of English language for official purposes to meet the international requirements. On the contrary, there is a constant constitutional obligation to implement Urdu as an official language. This bifurcation in the system has created confusions and multiple hindrances in developing communication at various levels in the context of prevailing supremacy of English language. The present research aims at finding the level of public understanding of Urdu language used in official documents. Furthermore, an analysis was done to gauge the translatability of the selected official Urdu words into easy Urdu words by general public. The analysis of the reception and replacement of the selected Urdu words by the public paved the way for the need of intralingual translation in the light of Skopos theory which gives pivotal status to the aim of translation. In this research, suggested aim of intralingual translation is to deliver the meaning of an official document to the receiver i.e, general public in this case.

Key Words: Translatability, intralingual translation, Skopos theory, official status of Urdu.

1. Introduction

There have always been confusions regarding the use of Urdu language in Pakistan despite its declared official status. A critical glance at history reveals that Sir Syed Ahmed Khan's vision of Muslims' learning of English was severely criticized by many known figures of the time because it was deemed to be a betrayal of their language Urdu. Urdu is the national language of Pakistan, yet English has the status of official language since 1947. According to the Constitution of 1973, Urdu was considered for being used in institutions as an official language and relevant measures were to be taken during the time allocated for the objective, that was fifteen years, which completed in 1988. 7th September 2015 brought momentum to the implementation of Urdu as an official language without further delay after the verdict of the Supreme Court. The entire trail of decisions and journey of Urdu promotion has direct connection with language policy in Pakistan. The present research will address this perspective of language need, promotion, public response and language policy. A statement by then Minister of Information and Broadcasting Pervaiz Rashid made for the promotion of English language, "the government is committed to the enforcement of the Urdu language and will take steps to remove all hurdles on its way" is significant in this connection. (Nov 17, 2015)

The present research has probed into the understanding and response of the users of the official documents which are written in Urdu. The Urdu language of these documents is analyzed with reference to its comprehension by the public, and a need for translation into easy Urdu has also been evaluated.

1.2. Research Objectives

The research has focused on the following objectives:

- To assess the understanding of Urdu language used in official documents by general public

- To evaluate the intralingual translating capacity of the users of Urdu official language for simplifying the meanings in the documents
- To suggest practical measures for the improvement of language policy

1.3 Research Questions

- Do general public find difficulty in understanding Urdu language of official documents?
- Are people capable of translating difficult words of Urdu in simple Urdu for easily understanding the content?
- What suggestions can be given to improve the language policy in promoting Urdu language with reference to use of general public?

2. Literature Review

The Constitution of Pakistan states with reference to the status of Urdu language:

- (1) “The national language of Pakistan is Urdu, and arrangements shall be made for it being used for official and other purposes within fifteen years from the commencing day.
- (2) Subject to clause (1), the English language may be used for official purposes until arrangements are made for its replacement by Urdu.” (Constitution of Pakistan, 2010)

It was made evident in 1973 that after fifteen years Pakistan would have Urdu as its official language, provided constructive measures are taken seriously. A Constitution Amendment Bill titled “Instant Bill” (2014) was submitted afterwards in assembly for Substitution of Article 251 of Constitution of 1973 to reinforce that official language of Pakistan will be English until the arrangements are made for replacing it with Urdu within a lapse of fifteen years. (Bill, 2014)

In the history of Pakistan decisions, regarding the promotion of Urdu language, were made, reinforced and publicized, but unfortunately, the up-gradation of Urdu language is constantly subject to dismay. Urdu language has been researched in various perspectives by various linguists. Tariq Rehman (1996) contributed much by writing about the origin and development of Urdu language in the Sub Continent. He finds Urdu to have been derived out of Sanskrit, which is the base of Hindi as well. Maldonado (2001) also evaluates genealogical affiliation, history, reforms and evolutionary process of Urdu language in Pakistan. Maldonado (2004) analyzes Urdu etymologically and concludes that it has originated from Sanskrit and Parakrit, and was further influenced by Persian, Arabic and English languages. There is a lack of scholarly work regarding both policy making and functionality of Urdu language in Pakistani society to make it a language of practical use in documents.

3. Methodology

Corpus based quantitative analysis has been done to examine the prevailing status of Urdu and its reception (understanding) by the users in the context of official institutional interaction.

3.1 Theoretical Framework

The study has been conducted on Jacobson’s intralingual level of translation. Theoretical framework of Skopos theory has been used to analyze the understanding of the general public of official Urdu language and their capacity of translating difficult Urdu words into simple Urdu words. Skopos theory of translation was first introduced in 1930s, but it developed during 1960s, and further in 1970s by Hans J. Vermeer, with a growing inclination to a functionalist approach. The theory critically evaluates the use of Target Text (TT) from one culture to the target culture. In the present study, the shift in language policy of Pakistan has been evaluated to see how language translation within the same system can bring the desired results. Skopos theory is targeted

upon the utility and benefit of translation, therefore the respondents were asked to provide the translation of the words from difficult to easy Urdu language, so that the need for such translation may be commented upon in relevance with the data analyzed.

Christiane Nord (2001) in her *Translating as a Purposeful Activity-Functionalist Approaches Explained*, referred to intentionality as a significant element in Skopos theory. TT must have some adequacy with the demand of translation and Vermeer called it *translatum*. Therefore, a translator, while applying Skopos theory, must know what the function of TT is and why he is translating.

3.2 Procedure

3.2.1 Corpus

The research is based upon analyzing the understanding of Urdu language used in official documents by the general public. There was a need to develop corpus before collecting the data from respondents. Corpus was based upon comprehension of the users. The users of these documents were categorized as general public of the age range 15-65 years. At the first level of building corpus, the sample of five official documents was given to 50 respondents. They were instructed to underline the words in the documents which were difficult for them in terms of meaning making. The sample collected from these 50 respondents was taken as the corpus of the research.

3.2.2. Population

General public of Lahore from the age group of 15-65 years is the population of research.

3.2.3. Sample (Respondents)

45 respondents were selected from various fields of life, such as students, administrative staff, people from public places, shopkeepers and businessman at small scale, by keeping in mind the possibility of their interaction with Government institutes at various levels. Their educational background varied from matriculation to M.Phil. Sample was further divided into three groups for data analysis, based upon their general aptitudes, with a lapse of fifteen years in between two successive groups.

Group 1: 15 - 30 yrs.

Group 2: 31 - 45 yrs.

Group 3: 46 - 65 yrs.

3.2.4. Sample (Documents)

There were multiple official documents, practiced in Urdu in various Government institutes, available for the analysis. Documents were selected on the following basis:

- All documents have legal authenticity.
 - Applications to be submitted in Government institutes
 - Documents to be signed by general public as contracts between them (due to their legal authenticity)
 - Documents comprising of information/instruction from government to general public
- Documents supported with English translation have been excluded.

Documents were selected through purposive sampling to target the difficulty of comprehension of Urdu as official language. The selection of five documents from different departments, which are of public interaction, was made and is given as follows:

Table1: Selected documents

	Document	Parties involved
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1	Karaya Nama (Rental House contract)	Contract between two persons
2	Nikah Nama (Marriage Certificate)	Contract between spouses
3	Waqalat Nama Deewani (Power of Attorney)	Submitted by defendant and plaintiff to Court
4	Summon Banam Gawah (Court Summon)	Summon from Court to Witness
5	Ibtadai Police Report (FIR)	Reported by public to the Police Department

3.2.5. Corpus: (List of words)

After the selection of official documents, fifty respondents underlined those words of Urdu which were difficult for them in terms of meaning. Sixty five words were selected for data collection from general public, and were given in the form of a questionnaire.

3.3. Tool

Data was collected through a questionnaire , comprising of sixty five words of corpus, and three responses in column 2, 3 and 4 respectively.

- 2: Do not know the meaning of the word
- 3: Word is difficult but understandable
- 4: Translation of the given word in easy Urdu

4. Findings and Analysis

The data was collected from the respondents and statistical analysis was done for deriving percentages to evaluate patterns of understanding of Urdu in official documents by the laymen. Analysis was done according to three groups of sample. The analysis was first done to identify the word percentage of Urdu in official documents which are not understandable or translatable by the general public. The percentage of total number of words which the respondent identified as understandable is given in Table 2.

Table 2: Percentage of understanding of Urdu words (collective)

Understanding of Urdu Words (Total)	
No	Yes
57.3	42.7

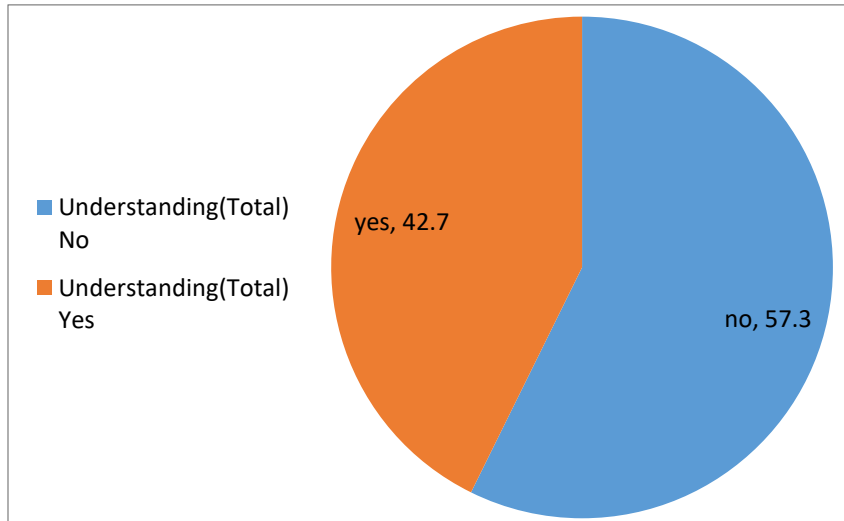


Fig: 1 Understanding of Urdu words (collective)

4.1 Group A (15-30 yrs.)

It has been analyzed that group A has less capacity of understanding Urdu words and very less capacity of translating the same. They used simple English words for translation which indicates their lack of simple Urdu vocabulary. When they were asked to fill column No. 4 (translation), they shared the following responses;

- Meaning of the word was guessed
- Meaning could be understood by placing the word in the sentence
- They did not find suitable Urdu words because they were short of synonyms
- They were out of practice in using Urdu as a functional language

In an overall review of the group A, 33% words from the corpus were above 50% understanding of the respondents. Similarly, 46 % translations were correct, while 53 % translations were wrong. The tendency of the group reveals that although it is the national language of Pakistan, Urdu is neither promoted in educational institutes nor in government departments. The research is focused upon the requirement of system development and language planning to consolidate the Urdu promotion program. An increasing tendency of the use of English language can be an intervening factor in this regard. Group response to each word is given in Appendix A.

4.2 Group B: (31-45 yrs.)

Their responses show that 45 % did not understand the meaning of Urdu words. 52% respondents knew the correct translation according to standardized dictionary, and 47% gave wrong translation. The analysis of Group B reveals that people in the age group of 31-45 years graduated some 15 years back and the years increase with increasing age range. This reflects the objectives of the education system designed specially at school level during this phase.

4.3 Group C: (46-65 yrs.)

The overall analysis of group C shows stark difference in responses. 44% of the respondents could not understand the words, while 55 % gave positive response of understanding the difficult words in Urdu. Similarly the correct translation is 80% while 19 % is incorrect. Comparative analysis of translation and correctness is given in Appendix B and C.

The above given analysis of the groups show that there can be seen a pattern of tendency in understanding Urdu language of official documents. The early age group responded with very low understanding of Urdu language of official documents. They cannot even translate the words which they think they know. Some of the respondents tried to make a guess of understanding the word. On further questioning, they gave wrong translation. The comparative emerging patterns of Urdu word understanding according to various age groups is given in Fig. 2 of data given in Table 3.

Table 3: Group wise percentage of understanding Urdu words

Understanding of Urdu words		
Age group	No	Yes
15-30	60.37	39.63
31-45	54.87	45.13
46-60	44.62	55.38

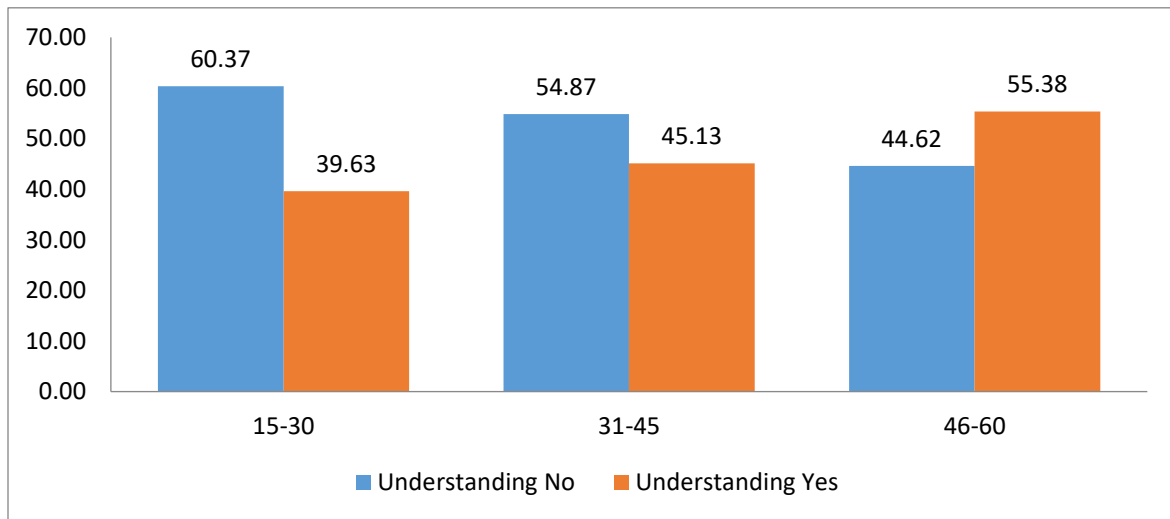


Fig. 2: Age group wise comparison of understanding Urdu words of official documents. The respondents were also asked about their choice of making Urdu language easier in official documents. Findings show that 97.8% people agreed to the proposal of providing simple Urdu in documents, while 2.2% disagreed, as shown in Fig. 3.

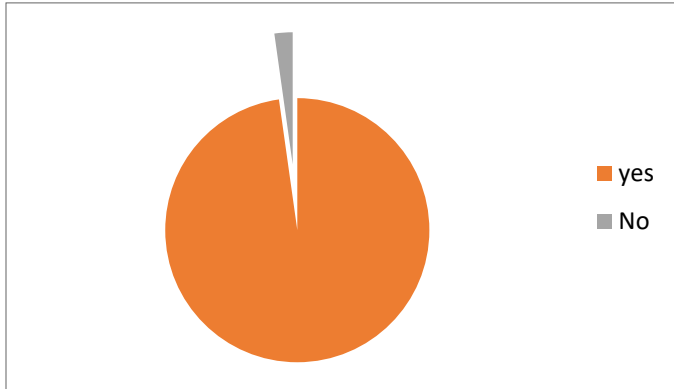


Fig. 3: Respondents' consent of making Urdu language easy in official documents

5. Discussion

The discussion of the data will be divided into two segments. First, the researcher tried to analyze the problems of general public in understanding of Urdu language used in official documents. The results show that since 1973 Constitution, no measures have been taken in the policy making for the promotion of Urdu as an official language. Furthermore, the absence of any sound policy for educational institutions gave rise to private schools. Such schools focused on promotion of English as an official and functional language. The stark differences between group A and group C shows that the current generation, which is either admitted to graduation program or has attained graduation or post graduation degree, has serious issues with the use of Urdu language in official documents. A pattern of incapacity has been seen among highly qualified and professional respondents as compared to Matriculated or graduate respondents. The present research is the initial step towards language planning and policy for Urdu. Group B shows a different tendency by opting column 3 (option for Yes that translation can be done) but they did not provide a reasonable percentage of the translation. This also reflects less use of Urdu language in routine life. Moreover, their social interaction, and practical and professional exposure of various Government offices have made them guess meanings of a document in Urdu rather than developing language competence in them. Different tendencies of translation among groups are given in Table 4 and Fig:3

Table 4: Translation tendency of the age groups

Translation Tendency		
Age group	Yes	No
15-30	60	40
31-45	64	36
46-60	94	6

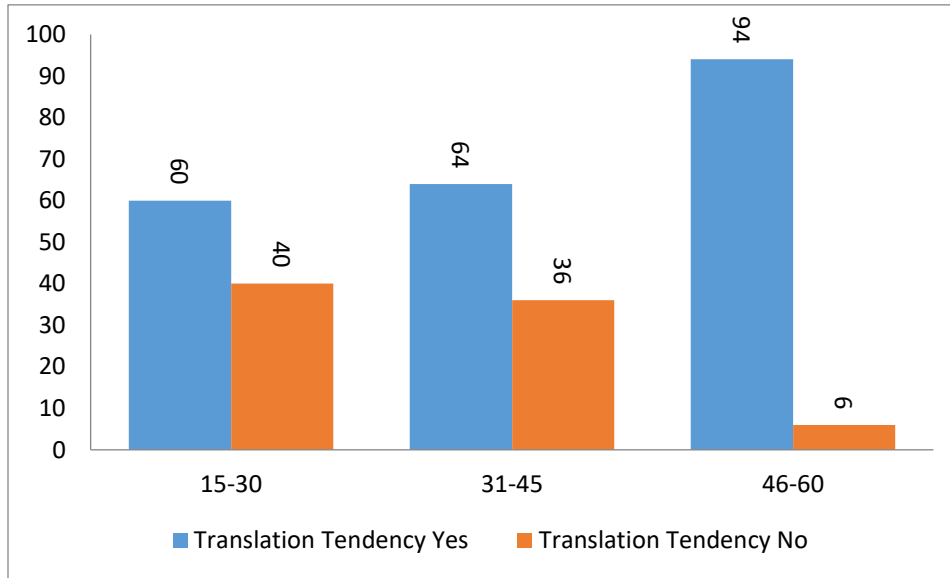


Fig 3: Translation tendency of the age groups

In the light of Skopos theory the translations made by respondents were analyzed. Skopos theory is based upon following points in hierarchical order.

1. A *translatum* (or TT) is determined by its Skopos.
2. A TT is an offer of information (informationsangebot) in a target culture and TL (Target Language) concerning an offer of information in a source culture and SL (Source Language).
3. A TT does not initiate an offer of information in a clearly reversible way.
4. A TT must be internally coherent.
5. A TT must be coherent with the source text.
6. The five rules above stand in hierarchical order with the Skopos rule predominating. (Munday,79)

5.1. A *translatum* (or TT) is determined by its Skopos.

Skopos means “aim” or “purpose” with reference to the function of translation. (Munday, 2001) Translation patterns of respondents in terms of percentages reflect that general public cannot exactly know the meaning of the difficult words in Urdu and they try to make sense by guessing. The analysis creates a need for intralingual translation in the light of Skopos theory which focuses upon the aim to target the receiver of TT, which is general public in this case. The purpose of translation is reflected through percentages of right and wrong translation given in Table 5. Fig. 4.

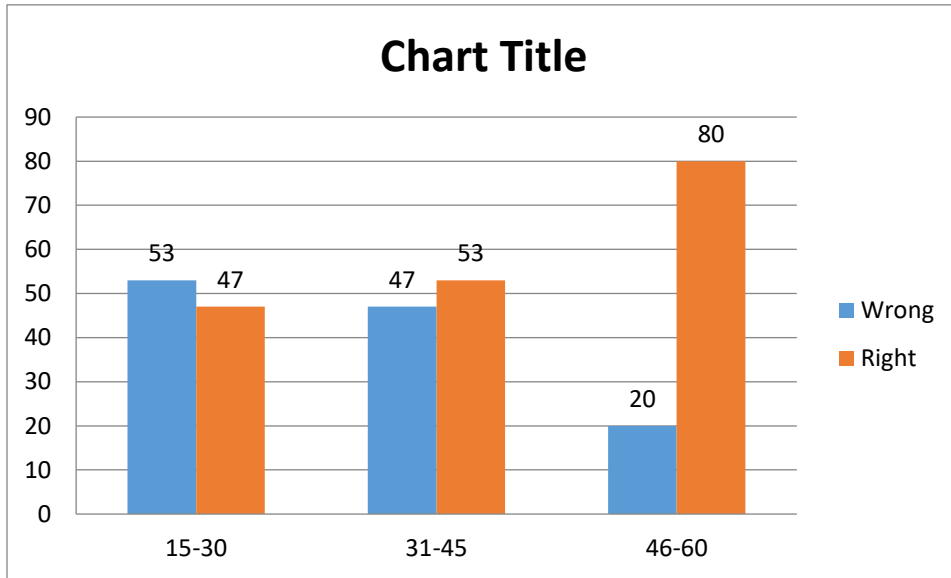


Fig. 4: Patterns of correct and incorrect translation according to age groups

Table 5: Percentage of correct and incorrect translation according to age group

Translation Tendency		
Age group	Wrong	Right
15-30	53	47
31-45	47	53
46-60	20	80

5.2. A TT is an offer of information (informationsangebot) in a target culture and TL concerning an offer of information in a source culture and SL.

In the present research, the target culture will be the new language policy with reference to official status of Urdu. The suggested intralingual translation of the official documents will offer the information to the general public according to new language policy. The findings also allude to the confusions regarding meaning of the given information, for instance; “Hukme imtanai” which means *stay order* but respondents misunderstood it as *last order, final order*. “Sanad rahay” is translated as *beautiful*, while it means to *certify*, because of the impact of hindi dubbed media content culture.

5.3. A TT does not initiate an offer of information in a clearly reversible way.

A country like Pakistan has to go through confusions or double choices in language policy. Both Urdu and English are used simultaneously in different contexts for different purposes. Under the Skopos, the targeted receiver’s understanding will be given pivotal position in translation. Intralingual translation in this case will not be clearly reversible because of the language usage and practicability kept in consideration.

5.4. A TT must be internally coherent.

The documents under analysis are addressed at lexical level with consideration of meaning transferred to the consumer. A change at lexical level will enhance the understanding of the user

of official documents. Therefore, there is no chance of losing coherence in providing easier words in Urdu official documents to the general public.

5.5. A TT must be coherent with the source text.

This is the main objective of Skopos theory. Similar is the case with coherence of TT with ST. the research shows that people often misunderstand the ST because of difficult Urdu language. Replacement of difficult Urdu words by easier Urdu words is suggested in this research to ensure the transfer of the official message to the receiver.

5.6. The five rules above stand in hierarchical order with the Skopos rule predominating. (Munday,79) 2001

The discussion has been done in a hierarchical order.

6. Conclusion

There is a lack of planning in the first place, and then insufficient measures of implementation regarding language policy. After forty five years of the Constitution of 1973, the government has realized that Urdu language needs to be implemented everywhere. The research has shown that there is certain influence of the age grouping on this learning of language. The phenomenon is deeply associated with learning of Urdu language at school level. Students in private sector study only Urdu and Islamic studies in Urdu, which is the cause of their language incompetence. The research suggests that a translation of difficult Urdu words should be done for official documents, so that the users may get maximum meaning of it. Another suggestion can be a code switched language that may have English and Urdu words in one document to make the meaning easy, as most of government advertisements follow it these days. Importance of English has been commented upon by many critics and educationists in Pakistan, reason being; “Furthermore, in science, technology and higher education the success of English is massive, mainly due to computer sophistication and the worldwide use of the internet. The overwhelming need of learning English the world is experimenting is not matched by any other language.” (Maldonado, 2015, 35) Therefore, a code switching in documents will not affect the perceptions of the readers. For the promotion of Urdu language, literary works are suggested to be incorporated in syllabus till higher secondary level.

The present research has identified the gap between constitutional verdict about status of Urdu, and prior policy making, along with systematization for implementation. Government has taken no substantial measures to promote Urdu in public sector schools, which proves such ruling as a whimsical wish.

Recommendation

There are certain other factors which should be studied in the upcoming researches such as impact of education, social interaction, profession and residents of rural verses urban areas, on understanding of Urdu language in official documents.

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Appendix A

		Group wise data of Understanding of Urdu Words					
		No			Yes		
		15-30	31-45	46-65	15-30	31-45	46-65
1	بحق	23.8	33.3	33.3	76.2	66.7	66.7
2	مسمات	66.7	41.7	33.3	33.3	58.3	66.7
3	ساکن	38.1	33.3	33.3	61.9	66.7	66.7
4	منکہ	90.5	91.7	83.3	9.5	8.3	16.7
5	موصوفہ	52.4	58.3	33.3	47.6	41.7	66.7
6	بابت	47.6	58.3	33.3	52.4	41.7	66.7
7	مذکورہ بالا	38.1	25.0	25.0	61.9	75.0	75.0
8	حساب بیباک کر کے	47.6	25.0	16.7	52.4	75.0	83.3
9	شکمی	95.2	83.3	75.0	4.8	16.7	25.0
10	ازگرہ خود	76.2	75.0	50.0	23.8	25.0	50.0
11	مزکورہ	85.7	41.7	66.7	14.3	58.3	33.3
12	صوابدید	81.0	25.0	16.7	19.0	75.0	83.3
13	نصب	23.8	50.0	41.7	76.2	50.0	58.3
14	قفل شکنی	95.2	66.7	33.3	4.8	33.3	66.7
15	مجاز	42.9	25.0	33.3	57.1	75.0	66.7
16	حکم امتناعی	76.2	58.3	33.3	23.8	41.7	66.7
17	بدا	57.1	33.3	41.7	42.9	66.7	58.3
18	بہر کیف	66.7	58.3	66.7	33.3	41.7	33.3
19	وضع کیے ہوئے	42.9	8.3	16.7	57.1	91.7	83.3
20	مجوزہ	81.0	66.7	50.0	19.0	33.3	50.0
21	بالترتیب	19.0	0.0	0.0	81.0	100.0	100.0
22	مطلقہ	33.3	33.3	0.0	66.7	66.7	100.0
23	تقرر	38.1	33.3	58.3	61.9	66.7	41.7
24	معجل	71.4	66.7	25.0	28.6	33.3	75.0
25	غیر معجل	71.4	66.7	25.0	28.6	33.3	75.0
26	تفویض	100.0	91.7	66.7	0.0	8.3	33.3
27	مندرجات	47.6	50.0	66.7	52.4	50.0	33.3
28	مراسلہ	66.7	41.7	66.7	33.3	58.3	33.3
29	ثالثی کونسل	71.4	58.3	58.3	28.6	41.7	41.7
30	نان نفقہ	52.4	41.7	0.0	47.6	58.3	100.0
31	آنکہ	81.0	91.7	83.3	19.0	8.3	16.7
32	جوابدہی	23.8	8.3	50.0	76.2	91.7	50.0
33	تصفیہ	95.2	75.0	41.7	4.8	25.0	58.3
34	بمقام	9.5	25.0	16.7	90.5	75.0	83.3
35	مختار خاص	57.1	58.3	58.3	42.9	41.7	41.7

36	مظہر	38.1	66.7	75.0	61.9	33.3	25.0
37	روبرو	14.3	8.3	8.3	85.7	91.7	91.7
38	ساختم برداختہ	95.2	100.0	91.7	4.8	0.0	8.3
39	مثل کردہ ذات	76.2	83.3	83.3	23.8	16.7	16.7
40	برحلف	61.9	58.3	33.3	38.1	41.7	66.7
41	قرق	95.2	83.3	50.0	4.8	16.7	50.0
42	التوا	47.6	50.0	33.3	52.4	50.0	66.7
43	برجانہ	19.0	8.3	8.3	81.0	91.7	91.7
44	سند رے	61.9	41.7	41.7	38.1	58.3	58.3
45	موصوف	28.6	50.0	33.3	71.4	50.0	66.7
46	متذکرہ	57.1	58.3	41.7	42.9	41.7	58.3
47	ارتکاب	57.1	41.7	58.3	42.9	58.3	41.7
48	نالش	95.2	100.0	83.3	4.8	0.0	16.7
49	تنبیہ	57.1	25.0	16.7	42.9	75.0	83.3
50	مذکور	52.4	50.0	41.7	47.6	50.0	58.3
51	بالجبر	52.4	75.0	16.7	47.6	25.0	83.3
52	قابل دست اندازی	61.9	83.3	75.0	38.1	16.7	25.0
53	امروز	90.5	83.3	75.0	9.5	16.7	25.0
54	اطلاع دہندہ	47.6	50.0	16.7	52.4	50.0	83.3
55	معہ	81.0	66.7	33.3	19.0	33.3	66.7
56	توقف	71.4	75.0	25.0	28.6	25.0	75.0
57	حسب آمد	57.1	75.0	83.3	42.9	25.0	16.7
58	مسمی	52.4	58.3	25.0	47.6	41.7	75.0
59	سردست	76.2	83.3	50.0	23.8	16.7	50.0
60	سکونت	33.3	33.3	16.7	66.7	66.7	83.3
61	مستغیث	100.0	91.7	83.3	0.0	8.3	16.7
62	بدا بجرم	85.7	83.3	83.3	14.3	16.7	16.7
63	جابجا	38.1	33.3	16.7	61.9	66.7	83.3
64	فوجداری	61.9	66.7	83.3	38.1	33.3	16.7
65	بسلسلہ گشت و دیگر کار سرکار	90.5	83.3	83.3	9.5	16.7	16.7

Appendix B

		Group wise Translation Tendency					
		Translated			Untranslated		
	Age group →	15-30	31-45	46-65	15-30	31-45	46-65
1	بحق	75	100	75.0	25.0	0.0	25.0
2	مسمات	57.1	71.4	100.0	42.9	28.6	0.0
3	ساکن	61.5	37.5	100.0	38.5	62.5	0.0
4	منکہ	100.0	0.0	100.0	0.0	100.0	0.0
5	موصوفہ	70.0	80.0	100.0	30.0	20.0	0.0
6	بابت	63.6	60.0	100.0	36.4	40.0	0.0
7	مذکورہ بالا	84.6	55.6	100.0	15.4	44.4	0.0
8	حساب بیباک کر کے	81.8	77.8	100.0	18.2	22.2	0.0
9	شکمی	0.0	50.0	100.0	100.0	50.0	0.0
10	ازگرہ خود	60.0	33.3	100.0	40.0	66.7	0.0
11	مزکورہ	33.3	71.4	100.0	66.7	28.6	0.0
12	صوابدید	50.0	88.9	100.0	50.0	11.1	0.0
13	نصب	68.8	50.0	100.0	31.3	50.0	0.0
14	فقل شکنی	0.0	75.0	87.5	100.0	25.0	12.5
15	مجاز	50.0	66.7	100.0	50.0	33.3	0.0
16	حکم امتناعی	20.0	60.0	87.5	80.0	40.0	12.5
17	ہذا	55.6	50.0	100.0	44.4	50.0	0.0
18	بہر کیف	71.4	60.0	75.0	28.6	40.0	25.0
19	وضع کیے ہوئے	66.7	63.6	100.0	33.3	36.4	0.0
20	مجوزہ	0.0	50.0	100.0	100.0	50.0	0.0
21	بالترتیب	76.5	83.3	91.7	23.5	16.7	8.3
22	مطلقہ	64.3	50.0	100.0	35.7	50.0	0.0
23	تقرر	53.8	87.5	60.0	46.2	12.5	40.0
24	معجل	50.0	50.0	88.9	50.0	50.0	11.1
25	غیر معجل	66.7	50.0	88.9	33.3	50.0	11.1
26	تفویض	0.0	0.0	100.0	0.0	100.0	0.0
27	مندرجات	45.5	50.0	75.0	54.5	50.0	25.0
28	مراسلہ	42.9	71.4	75.0	57.1	28.6	25.0
29	ثالثی کونسل	16.7	80.0	80.0	83.3	20.0	20.0
30	نان نفقہ	90.0	100.0	100.0	10.0	0.0	0.0
31	آنکہ	25.0	100.0	100.0	75.0	0.0	0.0
32	جوابدہی	62.5	72.7	83.3	37.5	27.3	16.7

33	تصفیہ	0.0	66.7	100.0	100.0	33.3	0.0
34	بمقام	68.4	66.7	100.0	31.6	33.3	0.0
35	مختار خاص	33.3	60.0	60.0	66.7	40.0	40.0
36	مظہر	61.5	50.0	100.0	38.5	50.0	0.0
37	روبرو	66.7	72.7	100.0	33.3	27.3	0.0
38	ساختم برداختہ	0.0	0.0	100.0	100.0	0.0	0.0
39	مئل کردہ ذات	60.0	100.0	100.0	40.0	0.0	0.0
40	برحلف	62.5	60.0	87.5	37.5	40.0	12.5
41	قرق	100.0	50.0	100.0	0.0	50.0	0.0
42	التوا	54.5	66.7	87.5	45.5	33.3	12.5
43	برجانہ	64.7	63.6	90.9	35.3	36.4	9.1
44	سند ربے	87.5	71.4	100.0	12.5	28.6	0.0
45	موصوف	73.3	50.0	100.0	26.7	50.0	0.0
46	مئذکرہ	66.7	60.0	85.7	33.3	40.0	14.3
47	ارتکاب	22.2	71.4	100.0	77.8	28.6	0.0
48	نالش	0.0	0.0	100.0	100.0	0.0	0.0
49	تنبیہ	55.6	77.8	90.0	44.4	22.2	10.0
50	مذکور	70.0	66.7	100.0	30.0	33.3	0.0
51	بالجبر	60.0	33.3	100.0	40.0	66.7	0.0
52	قابل دست اندازی	75.0	50.0	66.7	25.0	50.0	33.3
53	امروز	100.0	50.0	100.0	0.0	50.0	0.0
54	اطلاع دہندہ	54.5	50.0	90.0	45.5	50.0	10.0
55	معہ	100.0	50.0	100.0	0.0	50.0	0.0
56	توقف	33.3	66.7	100.0	66.7	33.3	0.0
57	حسب آمد	44.4	33.3	100.0	55.6	66.7	0.0
58	مسمی	60.0	60.0	88.9	40.0	40.0	11.1
59	سردست	40.0	50.0	100.0	60.0	50.0	0.0
60	سکونت	64.3	62.5	100.0	35.7	37.5	0.0
61	مستغیث	0.0	100.0	100.0	0.0	0.0	0.0
62	بذا بجرم	33.3	50.0	100.0	66.7	50.0	0.0
63	جابجا	53.8	50.0	100.0	46.2	50.0	0.0
64	فوجداری	37.5	50.0	100.0	62.5	50.0	0.0
65	بسلسلہ گشت و دیگر کار سرکار	100.0	0.0	50.0	0.0	100.0	50.0

Appendix C

		Translation correctness					
		Incorrect			Correct		
	Age group →	15-30	31-45	46-65	15-30	31-45	46-65
1	بحق	75.0	62.5	0.0	25.0	37.5	100.0
2	مسمات	75.0	60.0	12.5	25.0	40.0	87.5
3	ساکن	62.5	66.7	37.5	37.5	33.3	62.5
4	منکہ	50.0	0.0	0.0	50.0	0.0	100.0
5	موصوفہ	57.1	50.0	12.5	42.9	50.0	87.5
6	بابت	85.7	66.7	12.5	14.3	33.3	87.5
7	مذکورہ بالا	63.6	60.0	11.1	36.4	40.0	88.9
8	حساب بیباک کر کے	11.1	42.9	10.0	88.9	57.1	90.0
9	شکمی	0.0	100.0	33.3	0.0	0.0	66.7
10	ازگرہ خود	66.7	0.0	0.0	33.3	100.0	100.0
11	مزکورہ	0.0	40.0	25.0	100.0	60.0	75.0
12	صوابدید	50.0	37.5	10.0	50.0	62.5	90.0
13	نصب	54.5	66.7	0.0	45.5	33.3	100.0
14	فقل شکنی	0.0	33.3	0.0	0.0	66.7	100.0
15	مجاز	100.0	33.3	25.0	0.0	66.7	75.0
16	حکم امتناعی	100.0	66.7	28.6	0.0	33.3	71.4
17	بدا	60.0	75.0	28.6	40.0	25.0	71.4
18	بہر کیف	20.0	33.3	0.0	80.0	66.7	100.0
19	وضع کیے ہوئے	62.5	28.6	10.0	37.5	71.4	90.0
20	مجوزہ	0.0	0.0	33.3	0.0	100.0	66.7
21	بالترتیب	30.8	70.0	0.0	69.2	30.0	100.0
22	مطلقہ	77.8	50.0	25.0	22.2	50.0	75.0
23	تقرر	42.9	42.9	33.3	57.1	57.1	66.7
24	معجل	66.7	0.0	12.5	33.3	100.0	87.5
25	غیر معجل	75.0	0.0	12.5	25.0	100.0	87.5
26	تفویض	0.0	0.0	50.0	0.0	0.0	50.0
27	مندرجات	80.0	66.7	0.0	20.0	33.3	100.0
28	مراسلہ	100.0	40.0	66.7	0.0	60.0	33.3
29	ثالثی کونسل	0.0	50.0	25.0	100.0	50.0	75.0

30	نان نفقہ	55.6	14.3	33.3	44.4	85.7	66.7
31	آنکھ	100.0	100.0	50.0	0.0	0.0	50.0
32	جوابدہی	0.0	50.0	20.0	100.0	50.0	80.0
33	تصفیہ	0.0	50.0	71.4	0.0	50.0	28.6
34	بمقام	38.5	50.0	30.0	61.5	50.0	70.0
35	مختار خاص	100.0	66.7	0.0	0.0	33.3	100.0
36	مظہر	87.5	50.0	0.0	12.5	50.0	100.0
37	روبرو	0.0	37.5	18.2	100.0	62.5	81.8
38	ساختہ برداختہ	0.0	0.0	0.0	0.0	0.0	100.0
39	مثل کردہ ذات	100.0	50.0	50.0	0.0	50.0	50.0
40	برحلف	20.0	66.7	28.6	80.0	33.3	71.4
41	قرق	100.0	100.0	16.7	0.0	0.0	83.3
42	التوا	66.7	50.0	28.6	33.3	50.0	71.4
43	ہرجانہ	27.3	28.6	0.0	72.7	71.4	100.0
44	سند رے	57.1	80.0	0.0	42.9	20.0	100.0
45	موصوف	72.7	33.3	50.0	27.3	66.7	50.0
46	متذکرہ	16.7	0.0	16.7	83.3	100.0	83.3
47	ارتکاب	50.0	40.0	0.0	50.0	60.0	100.0
48	نالش	0.0	0.0	50.0	0.0	0.0	50.0
49	تنبیہ	40.0	42.9	22.2	60.0	57.1	77.8
50	مذکور	71.4	50.0	42.9	28.6	50.0	57.1
51	بالجبر	33.3	0.0	0.0	66.7	100.0	100.0
52	قابل دست اندازی	100.0	100.0	50.0	0.0	0.0	50.0
53	امروز	50.0	0.0	33.3	50.0	100.0	66.7
54	اطلاع دہندہ	16.7	66.7	44.4	83.3	33.3	55.6
55	معہ	50.0	0.0	0.0	50.0	100.0	100.0
56	توقف	0.0	50.0	11.1	100.0	50.0	88.9
57	حسب آمد	75.0	100.0	50.0	25.0	0.0	50.0
58	مسمی	83.3	66.7	37.5	16.7	33.3	62.5
59	سردست	50.0	100.0	0.0	50.0	0.0	100.0
60	سکونت	55.6	80.0	30.0	44.4	20.0	70.0
61	مستغیث	0.0	0.0	50.0	0.0	100.0	50.0
62	بڈا بجرم	100.0	100.0	50.0	0.0	0.0	50.0
63	جابجا	57.1	0.0	10.0	42.9	100.0	90.0
64	فوجداری	33.3	50.0	0.0	66.7	50.0	100.0
65	بسلسلہ گشت و دیگر کار سرکار	50.0	0.0	0.0	50.0	0.0	100.0