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Highlights

A Reading of Sharankumar Limbales

Implementation of Campus Journalism

Dynamics of Upper Caste Paramountcy

Academic Performance in Mathematics

Discovering Thoughts, Inventing Future

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Dynamics of Upper Caste Paramountcy as Expressed in Dalit Literature: A Reading of Sharankumar Limbale's *Akkarmashi*

By Muhamed Shehin TV

Abstract- Dalit literature is a kind of writing that evolved after independence. The beginning of Dalit literature has significant historical relevance. Similar writings exploring the lives and the pathetic existence of the marginalized and downtrodden sections feature in many other countries also, cutting across borders.

Arjun Dangle has defined Dalit literature as one which familiarises the readers with the age-old caste system and untouchability in India. As we know, the caste system in India has always relegated Dalits to the marginalized 'other' side of Indian society; in other words, they were fully excluded from the social mainstream. So when they began protesting after centuries of silence, a new kind of literature came to the fore that depicted an assertion of human rights, self-esteem, revolt against social oppression, stories of personal and collective suffering, and put forth a vision of a new society sans any discrimination. The word Dalit is not new; it was in use in the 1930s as the Hindi and Marathi translation of 'Depressed classes,' a term the British used for the present-day Scheduled Castes.

Keywords: dalit literature, untouchability, depressed classes, scheduled castes, resistance literature.

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The main aim of Dalit literature is the emancipation of the Dalit community. Sharan Kumar Limbale has said: "Dalit literature is exactly that literature which aesthetically captures the trauma, sorrow, embarrassment, humiliation, ridicule, and sufferings confronted by the Dalits." Some of the accomplished Dalit writers whose writings will find a place in the resistance literature the world over are: Mahasweta Devi, Namdeo Dhasal, Daya Pawar, Arjun Dangle, Perumal Murugan, D.Gopi, Neerave Patel, Poomani, Basudev Sunni, Sachi Rautray, and Mangal Rathod.

Keywords: dalit literature, untouchability, depressed classes, scheduled castes, resistance literature.

I. Dalit Literature: Definition, Scope, Politics

Dalit literature is conspicuous for its condemnation of the caste system and all sorts of discrimination and by its emphasis on the elimination of social hierarchies. It is the literature of a commitment towards an egalitarian society. It questions the marginalization and exclusion of the Dalit community from the social mainstream. It is a mode of literature that upholds equality, self-esteem, and human dignity. The Dalit writers are of the view that the central purpose of creating pieces of writing is to bring about a change in the social milieu rather than amusement or display of literary scholarship. According to Baburao Bagul: "Dalit literature is not a literature of revenge and hatred. It primarily upholds man's dignity and freedom and, because of this very reason, it is a historic necessity. Frustration, anguish, and disappointment alone do not characterize Dalit Literature. We need literature full of life and energy for the building of a new society". All Dalit literature can be said to be more realistic rather than romantic and stands unified in their mode of the depiction of oppression and exploitation. Dalit writers are severely condemning of the reticence of the mainstream literature about the harsh social realities and their romanticization of the Indian society. Even though upper caste writers have produced literature voicing concern for the Dalits, they are usually viewed as condescending and targeted at making the Dalit resistance less powerful. As such, the writers like Mulkraj Anand or Arundhati Roy, who authored several works illustrating the trauma of the Dalits, are not representative of genuine Dalit sensibilities and mindscape. Dalit writers have employed such language, slang, and vernacular expressions, which are, by usual standards of evaluation, unacceptable and vernacular by the connoisseurs of mainstream literature. Dalit writers have also started to evolve theories of literary criticism from Dalit viewpoints. Dalit writing has an inclination towards the Marxist and Ambedkarite ideologies about its thematic content.

Even though Dalit literature as a new mode of expression could make an identity for itself only in the 19th century, it doesn't mean Dalit characters were absent in Indian literature; of course, they also found a vast depiction in our writings. *Gitanjali,* authored by Rabindranath Tagore deals with how the untouchable communities are humiliated in our society. Yet another work *Sadgati* (1931) by Premchand focused on the oppression, exploitation, and slavery confronted by the Dalits through its protagonist Dukhi, a lower caste man. There are numerous other instances of well-known writings depicting the Dalit population and their mindscape; however, the problem was that most of these writers belonged to upper caste communities. In other words, even before the arrival of Dalit literature as a distinct genre in India, the Dalit characters were represented in literary texts, but by upper-caste writers. Here is precisely where the debate of sympathy and

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empathy gains relevance. A majority of the Dalit activists believe that only a person born as Dalit can realistically portray the plight of the community; according to Ramnika Gupta, "only ash is aware of the sensation of burning."

It is worthwhile to say that Dalit literature in India has grown both in quality and quantity, capable enough to pose a significant challenge to the so-called mainstream literature. It has successfully tackled the Brahmanical hegemony in our social landscape and literature and enabled the Dalits to assert their rights and give vent to their long-suppressed anguish; in fact, it has given the Dalits an identity of their own.

II. Narrativising Hegemony

Akkarmashi is Sharankumar Limbale's autobiography, which sheds light on the story of his childhood and growth as a half-caste, and in its power to evoke empathy, it is often talked about in the same breath as Sterne's *Tristram-shandy*, and Jean Genet's *A Thief's journal*. The miseries of being a single-parent child, the life of severe poverty, caste-based discrimination, and separation find expression in work.

Akkarmashi, written when Limbale was 25 years old, portrays the meta-realistic vignettes of his life as a Dalit in particular and which is applicable to any individual born into the Mahar community in general. While conceptualizing 'self' through his narrative, he delves into the grassroots of the Indian caste hierarchy, repudiating its very foundations that thrive on religious dogmas. In the text, the writer oscillates between the individual 'I' and the collective 'we.' The experiences of oppression and boycott of both the self and the community are the critical sources used to create 'testimonies of caste-based exploitation, anti-caste uprising, and resistance movements'.

The introductory chapter of Limbale's *Akkarmashi* describes his life during his primary school days when he takes cognizance of the grim reality that he was an untouchable since he belonged to the Mahar community. Here, he unconsciously comes to accept the disparity between the higher caste students and him because of imposed segregation and differences in eating habits, dressing, and even in the games. Limbale writes:

> "The Wani and Brahmin students amused themselves playing Kabbadi. Being branded as untouchables, we were not supposed to play alongwith them. So Mallya, Umbrya, Parshya, all belonging to my caste, started playing touch and go. We played one sort of game, whereas the upper caste boys indulged in another. The two games were played separately like two separate whirlwinds."

Dalits have been boycotted and branded as impure. A Dalit is tagged 'untouchable' on account of his birth in the low caste, and all kinds of harassments become the legacy that he inherits from his predecessors. Limbal narrates instances where people from his community are not allowed entry into temples; also, they were not supposed to touch the public well or take water from it in spite of the fact that they themselves dug the well. Limbal writes: "The spade and the ax of our community was made use of while digging the well. We sweated it out day and night for it. It is because of the Mahars that there is adequate water inside the well. But presently, the same Mahars are not supposed to take water from the well, not even to quench their thirst". There are some customs and tradition which the Dalits have to compulsorily follow and against which they can't express their resentment within the framework of a caste-based society. In his autobiography, Limbale depicts the treatment meted out to a Dalit Rambaap by an upper-caste man named Shivram in a scene of the latter's tea shop. He writes:

> Rambaab used to drink tea from Shivram's shop. After having tea, he had to wash the glass and put it back to the shelf.. He had to place the money for the tea on the table or drop it into the hands of the owner from a height because as far as a Mahar was concerned, handing money directly to anyone was considered a sin. Rambaap would notice me watching him do all this, and he would say that we belonged to the lower castes, and what I had seen was a long tradition that we had inherited from our predecessors. He would rue the fact that it was not possible to do anything about it since we were not supposed to go against the village customs.

The most remarkable aspect in Limbale's autobiography is his attitude towards women. There are many women characters who go through some serious complications in their lives; in the narrative, we come across widows, childless women, abandoned women, and concubines. While Dalit men become victims based on caste and class, Dalit women face double oppression- by the upper caste men as well as by the men of their community. Limbal introduces his mother, who has been cheated and exploited in every relationship she is involved in and burdened with the responsibility of looking after children and their upbringing. Their struggle is, on one level, for survival and on another to safeguard themselves from the unfavorable social milieu. According to Limbale, the primary handicap of a Dalit woman is her lack of education. The author, however, exhibits a good understanding of their miseries; there is no cursing or castigating them in this work. There is not even a tone of sympathy for them in the narrative, which is because of the peculiar conception of the author regarding their portrayal; he wants to depict them as strong and powerful human beings who fight against all adversities rather than as those who surrender meekly to gender and caste-based discrimination. It is this depth of

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character sketch that makes Limbale's *Akkarmashi* unique in the genre of Dalit life narratives. Limbal denounces the hypocrisy of the upper caste men who distort caste rules to indulge in sexual pleasures by exploiting the dignity and self-esteem of the Dalit women. His critique of the Indian caste-system is noteworthy:

> Those who enjoy high caste privileges, the authority granted by religion, and inherit property, have subjugated the Dalits of this country. The Patils in every village have forcibly made the wives of Dalit farm laborers their concubines. A poor Dalit girl on attaining sixteen years of age has fallen prey to their lust. There are Dalit families who sustain themselves by offering sexual favors to the Patils.

It was quite a bizarre custom in Maharashtra that Dalit girls, as soon as they attained puberty, were kept by landlords as concubines for their sexual gratification. It was a custom for all Dalit families to "offer their daughters to the high caste Patils". In return for their sexual favors, these women got shelter and a few other provisions to live. The children born to them remained half caste or *Akkarmashi,* as Limbale addresses them in the novel. The whole work focuses on the identity crisis confronted by a half-caste man who is an illegitimate child born to a Mahar mother and Maratha father.

The underlying theme of *Akkarmashi* is the identity crisis faced by the author. As mentioned by Limbale in his Author's Note, he doesn't claim to have a good pedigree. All that he knows about his family line is that it ends with his mother and grandmother. His mother was an untouchable Mahar, and his father belonged to a privileged caste in Maharashtra. His mother lived in a cottage whereas his father lived in a big mansion. His father was a landlord, but his mother was landless. Hence, Limbale was an *Akkarmashi* or a half-caste. He was condemned, taunted, ridiculed and branded as illegitimate. It was through Dalit uprisings and Dalit literature that Limbale discerned that his mother was not an adultress but the victim of an oppressive and exploitative social system.

Limbale's main aim in writing *Akkarmashi* was to reveal his woes as the son of a whore. Upper caste people treated him as an untouchable, whereas his community ridiculed him by calling him *Akkarmashi*; hence he lived with a feeling of inferiority. To be a Dalit in a caste-based society is a curse, and to be an illegitimate within the Dalit caste is to be doubly cursed. Dalits are the "outcastes" of a society but a "half caste" among the outcaste is destined to live a subhuman existence. *Akkarmashi* acts as the mouthpiece of the community, revealing the inner self and mindscape of a Dalit, who has to suffer because of the hypocrisies and the malignant customs and traditions of the upper caste. In spite of the constitution offering many provisions that safeguard the interests of the Dalits, they still have to live a life of suffering, because of the well defined social hierarchy with caste at the center, that has thrived in India right from ancient times.

The next topic of discussion in *Akkarmashi* is on the identity of a Dalit. In general, a Dalit is identified and recognized by the roles given to him by the society, the roles here stands for the menial works and as a service provider to the upper castes devoid of any wages. A Dalit is like a slave to the upper caste Patils; they can command him/her according to their will, and Dalit has to carry out the orders without showing any resentment. Moreover, a critical study of Limbale's *Akkarmashi* defines a Dalit's identity about three aspects: First by birth, then by father's name, and finally by his/her caste. Throughout the narrative, Limbale tells about the crises of identity and always looks confused regarding his existence. Birth is the criteria defining the identity of a person in the very first stage, but Limbale is of the view that his birth is a curse for him since he was born out of an illegitimate relationship his mother had with a Patil. He writes:

> Why did my mother say yes to the rape which brought me into this world? Why did she carry the product of this illegitimate sexual relationship for nine months and nine days and allow me to grow in the fetus? Why did she allow this bitter embryo to develop? How many eyes must have humiliated her because they considered her a whore? Did anyone distribute sweets to celebrate my birth? Did anyone admire me, affectionately? Did anyone celebrate my naming ceremony? Which family would claim me as its descendent? Whose son am I ?

Born of a high-caste Patil and an untouchable Mahar, Limbale became an 'Akkarmashi,' as his parentage remained unacknowledged through wedlock. This curse of being 'fatherless' haunted Limbale throughout his life. It became the most heinous of obstacles and pushed him to a helpless situation, with everyone taunting him for being an 'Akkarmashi' within his own family and extended to the most crucial moments of his life like seeking admission in college and the prospects of marriage. Now and then, Limbale is cruelly made to take cognizance of his position within the positionless group of untouchables, by the hostile society. He laments: "A man is identified in the society by his religion, caste, or his father. Sadly, I don't have any of these markers of identity. I don't have any inherited identity at all".

The next major issue in Limbale's *Akkarmashi* is the economic deprivation faced by Dalits. The Dalits are landless and follow the traditional occupation, which impedes any kind of economic mobility in their lives. They work as laborers in the fields of rich landlords in exchange for a small amount of grain. In the wake of such economic exploitation, the Dalits have to face

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hunger and starvation. For them, food is God. A Dalit agrees to perform any kind of work to fill his/her belly. Nonetheless, there was no guarantee of employment regularly, and a Dalit had to remain unemployed for long durations. Limbal writes: "Every bus meant bread and butter for us. We waited at the bus stand for a bus just as a prostitute waits for her clients. The moment when I saw a bus coming, I became elated, hoping that this bus would provide us at least a few annas and Dada could buy me a cup of tea". Further, he goes on to write about the pathetic condition of the Dalits because of hunger: "Our village has provided us with bread so we owe much to them. They did provide bread but in exchange gratified their sexual desires with our women. I can't bear to think of my mother, Masami, caught in entanglement between bread and lust. Who will save my mother? She will die tainted, an object of someone's sexual pleasure".

Limbale's autobiography also takes up the question of the Hindu caste system and its religious dogmas, which boycott the Dalits from the mainstream society, tagging them as untouchables. Dalits have to lead a subhuman existence, being treated worse than animals and exploited in all possible ways by the institutions of caste and religion. Limbal protests: "How does a person become untouchable as soon as he is born? On what basis can he be a criminal by birth? From his feet, Brahma begot a vast low caste community. Since then, we have been living as untouchables". He further questions: "What sort of religious burden do we carry as a porter of his load? Why are we being tortured by thrusting this burden of religion on us? What on earth prevents us from discarding it? How come man has immersed himself under this diabolic tree of caste, religion, breeding, and family?"

However, Limbale does not admit defeat to his pathetic existence but acquires freedom and liberation from the predicament of caste through education. The knowledge he garnered from books enabled him to think differently. He realized that the suffering of Dalits had everything to do with some false, preconceived, and stereotypical notions that existed in the society and that the Dalits themselves were, in no way, responsible for it; it is this realization that liberates him. Limbal writes in his critical work, *Towards an Aesthetic of Dalit Literature*: "The conditions that I have written about, the socio-cultural milieu that I have written about, ceases to exist in my house now, because of my firm convictions and the position that I happen to hold today."

III. Conclusion

From the perspective of a collective past, Limbale is every Dalit deemed untouchable. As a Dalit, he experiences split identification – as the product of an extramarital affair, as a Mahar and also as an educated Dalit who has moved forward the social order than his community but at the same time forbidden from stepping up the established social order by the upper caste Hindus. As an autobiography, *Akkarmashi* displays all the features and qualities of a real-life narrative. But the significance of this work is beyond the narrow confines of an autobiography since it acts as a mouthpiece for the entire Dalit community. As such, we can place it on the highest pedestal of Indian literature. Limbale's travails portrayed so vividly is indicative of the magnitude of the challenges involved in the process of reclaiming dignity both for himself and his community.

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Influence of Teachers' Qualification on Junior Secondary School Students' Academic Performance in Mathematics in Ekiti State, Nigeria

By Salami, Olajumoke Olayemi
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Abstract- This study examined the influence of teachers' qualification on junior secondary school students' academic performance in Mathematics in Ekiti State, Nigeria. In this study, the descriptive type of survey design was used to obtain information about the subjects. The study covered six schools in the Local Government. A sample of one hundred students and twenty teachers were selected for the purpose of this study and questionnaires were administered to them. t-test statistics was used to analyze the responses of the respondents. Findings from the study revealed that: there is a significant difference in the performance of students in Mathematics between those taught by NCE teachers and B.Sc. Ed. teachers; there is significant difference in the performance of students taught by B.Sc and B.Sc. Ed. Teachers in Mathematics and there is a significant difference in performance of students taught by professional and non-professional teachers in Mathematics. Based on the findings of this study some recommendations were made by the researcher which include: Trained teachers with high qualification should teach Mathematics at JSS III class so that the students can be adequately prepared for Junior Secondary School Certificate Examination; Teachers should be motivated to participate actively in in-service training programmes and workshops to update their knowledge and pedagogical skills; And Mathematics teachers with low qualification level should be encouraged to undergo higher study through part time study or study leave.

I. Introduction

The quality of education of a nation could be determined by the quality of her teachers. The most important factor in improving students' achievement in mathematics is by employing seasoned qualified teachers in all schools (Abe and Adu, 2013). Okuruwa (1999) found that, policy investment on quality of teachers is related to improvement in students' performance. Specifically, the measurement of teacher's preparation and certification are correlates of students' achievement in science and mathematics. It is further reported that, teacher's characteristics such as certification status and degree in area of specialization are very significant and positively correlated with students learning outcomes in science and mathematics. This report was in line with the findings of Salman (2009).

Abe and Adu (2013) and Wiki (2013) opined that, a teaching qualification or teacher qualification is one of a number of academic and professional degree that enables a person to become a registered teacher in primary or secondary school. Such qualifications include, but are not limited to, the Postgraduate Certificate in Education (PGDE). The Professional Diploma in Education (PDE), Bachelor of Education (B.Ed) and Nigeria Certificate in Education (NCE). In Ekiti State, teachers who are academically qualified and those that are professionally qualified are engaged to carry out instructional process (Ahiazu and Prince Will, 2011).

Academically qualified teachers refer to those who have academic training as a result of enrolment into educational institution and obtained qualifications such as HND, B.Sc, B.A, and M.A. and so on; while professionally qualified teachers are those who got professional training that gave them professional knowledge, skills, techniques, aptitudes as different from the general education (Edu and Kalu, 2012). They hold degrees like, B.Ed., B.Sc. Ed, B.A. Ed, and M. Ed and so on. On the other hand, there are studies that have found no significant relationship between teacher educational qualification and students' academic achievement. For instance, Igwe (1990) investigated the influence of teacher's qualification on academic performance of students in science subjects in Kano State. The Researcher found no significant relationship between teacher's qualification and students' performance. While Adeniji (1999), Osokoya (1999) and Oladele (1999) found out that teacher's qualification contributed minimally to the variance with students' cognitive achievement and Bilesanmi (1999) and Okonwa (1999) found that teacher's experience was highly significant on students' academic achievement in mathematics.

Coonery (1990) opined that students do not understand mathematics when it is taught by an ineffective teacher. Izumi and Evess (2002) buttressed this by saying that teacher quality is the most important

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among other critical factors like quality curricula, funding, small class size and learning situation. George (2004) attributed poor achievement of students in mathematics to teacher qualification, inadequacy of materials as well as administrative factors.

In teaching mathematics, Adesina (1982) and Fafunwa (1985) opined that with an exception of holders of minimum of B.Sc in mathematics, many other teachers would be confronted with problem of teaching secondary school mathematics syllabus effectively. Hence, Lussa (1985) argued that no one gives what he/she does not possess. He further said that no matter how good a course curriculum is, if we do not have well trained, qualified and motivated teachers, we may not achieve the desired goals.

In view of this, a teacher is someone who has been exposed to a good measure of training in a teaching subject area as well as in professional education: such professionally qualified teachers may according to the Federal Ministry of Education (2004) fall into a number of academic categories. Mkpa (1987) regarded the trained teacher as someone who underwent and completed his education in a formal teacher training institution or in a planned programme of training. Among such areas of training may include principles and practice of education as well as being exposed to an observed period of internship either after or as part of the period of training. People who fall within this category should under normal circumstances be able to fulfill the various functions expected of teachers within and outside the four walls of the classroom.

Furrugia (1987) perceived a professional teacher as one who possesses professionally based knowledge in the theory and practice of education as well as find job satisfaction in the belief that he/she is making an important contribution to the social, cultural and economic development of his/her country. Such a teacher should equally, be able to understand students' abilities to exploit educational benefits of the social context within which he/she lives. He/She should able to assist Students to reach their full intellectual and social potentials.

According to Adieze (1986) non qualified and non-professional teachers in teaching profession are killing the profession because they are not really teachers. He regarded them as "bird" of passage that create unnecessary vacuum whenever they see greener pasture and better prospect in the profession they are originally trained for. The comparison of students' scores in mathematics achievement test based on teachers' qualifications becomes necessary in order to know if formal teaching methods has any significant effect/influence on students' performance in mathematics or not.

II. Statement of the Problem

Teaching and learning of Mathematics depends to a large extent on teacher's own knowledge of the content and ability to adequately deliver the instruction to the students. However a lot of variables may inhibit or hinder effective dissemination of knowledge to the understanding of the content by the students, such variables may be lack of qualified teachers, teachers' qualification, experience, inadequate use of instructional materials among others. While the present study sought to determine the effect of teachers' qualification on secondary school students' performance in mathematics. Therefore the study is designed to find out the influence of Teachers' qualification on Junior Secondary School students' Academic performance in Mathematics.

a) Hypotheses

1) There is no significant difference in performance of students taught by National Certificate in Education (NCE) and Bachelor of Science Education (B.Sc.(Ed.)) in Mathematics.
2) There is no significant difference in performance of students taught by Bachelor of Science in Education (B.Sc. Ed.) and Bachelor of Science (B.Sc.) in mathematics.
3) There is no significant difference in performance of students taught by Professional and non-professional teachers in mathematics.

b) Significance of the Study

The teachers do teach but some produce better learning outcome than others, since the teacher is central in the educational system, only teacher who can motivate students with adequate learning resources is said to have a better learning outcome.

This study will help them to see the relationship between teachers' years of experience and students' academic performance in the selected public secondary schools, it will also enable;

i. It will make teachers to know that teaching Mathematics requires specific qualifications and basic knowledge of education to be able to arouse the interest of the students in Mathematics class.
ii. This study will also make government and principals know what qualifications to look at when hiring Mathematics teachers in both primary and secondary schools in Nigeria.

III. Methodology

This study is basically descriptive survey to asses the influence of teachers' qualification on Junior Secondary School students' Academic performance in Mathematics in selected secondary schools in Ado-Ekiti Local Government of Ekiti State. The population for this study is made up of the entire teachers and students in

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all the secondary schools in Ado Local Government area of Ekiti State.

For the purpose of the study, the sample consisted of 126 respondents. The sample was chosen from six secondary schools, randomly selected out of the secondary schools in Ado-Ekiti Local Government. From the selected schools, a Mathematics teacher was purposively selected from each of the six schools making six teachers altogether forming the sample for this study. Twenty students were randomly selected from the Junior Secondary Schools chosen for the study making the total of 120 students. The instruments used for this study was Mathematics teachers' Inventory Questionnaire and Students' Achievement Test. The Teacher questionnaire investigates information about the teachers' like personal information concerning their qualifications and their experience while the Student Mathematics Achievement Test consisted of 15 items to measure the students' ability in Mathematics.

The content validity of the questionnaire was determined by experts in the department of Science Education and the researchers' supervisor. They were requested to assess the quality and give necessary suggestions on the items of the questionnaire. Their suggestions helped in restructuring the questionnaire.

The reliability of the questionnaire was tested by the researcher who administered the questionnaires for Mathematics teachers and then tested by split-half method of testing for reliability. The instrument consistently measures what is ought to measure because a correlation co-efficient of 0.68 was derived.

a) Procedure for Data Collection and Analysis

The questionnaire was administered personally by the researcher. The researcher collected the questionnaire after the completion. The data obtained from selected school were gathered through questionnaire and this formed the reference point of this data analysis. The data collected were analyzed inferentially using t-test statistics at 0.05 level of significance.

IV. Results

Research Hypothesis 1: There is no significant difference in performance of students taught by National Certificate in Education (NCE) and Bachelor of Science Education (B.Sc. Ed.) in Mathematics.

Table 1: t-test Summary of Students' Mean Scores between NCE and B.Sc. Ed Teachers

Variables	N	Mean	SD	df	t_{cal}	t_{tab}
NCE	39	6.0769	2.986	77	3.142	1.98
B.Sc. (Ed.)	40	8.3000	3.291			

p< 0.05

Table 1 above shows that t_{cal} (3.142) is greater than the t_{tab} (1.98). Hence, the null hypothesis is rejected. This means that there is a significant difference in the performance of students in Mathematics between those taught by NCE teachers and B.Sc. Ed. teachers

Research Hypothesis 2: There is no significant difference in performance of students taught by Bachelor of Science in Education B.Sc.(Ed.) and Bachelor of Science (B.Sc.) in Mathematics.

Table 2: t-test Summary of Students' Mean Scores between B.Sc and B.Sc.(Ed.) Teachers

Variables	N	Mean	SD	df	t_{cal}	t_{tab}
B.Sc.	41	4.024	2.139	79	6.95	1.98
B.Sc.(Ed.)	40	8.3000	3.291			

p< 0.05

Table 2 reveals that t_{cal} (6.95) is greater than t_{tab} (1.98). The null hypothesis is therefore rejected which implies that there is significant difference in the performance of students taught by B.Sc and B.Sc. Ed. Teachers in Mathematics.

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Research Hypothesis 3: There is no significant difference in performance of students taught by Professional and non-professional teachers in Mathematics

Table 3: t-test Summary of Students' Mean Scores between Professional and Non-Professional Teachers

Variables	N	Mean	SD	df	t_{cal}	t_{tab}
Professional	79	7.20	3.318			
				118	5.56	1.98
Non-Professional	41	4.02	2.139			

p< 0.05

Table 3 shows that t_{cal} (5.56) is greater than t_{tab} (1.98). Thus, the null hypothesis is rejected. Therefore, there is a significant difference in performance of students taught by professional and non-professional teachers in Mathematics.

V. Discussion of the Findings

From Table 1 it is seen that t_{cal} (3.142) is greater than the t_{tab} (1.98). Hence, the null hypothesis is rejected. Therefore, there is a significant difference in the performance of students in Mathematics between those taught by NCE teachers and B.Sc. Ed. teachers. A research carried out by Peter Lassa (1983) in a survey study on the poor performance of students in Mathematics in the Ten Northern states of Nigeria in view of the falling standard; show that the over-all performance of the students on the basic Mathematics content is very low and discouraging. It is asserted that if the terms used in Mathematics are clearly understood there will be improvement in the students understanding and their level of performance will improve. In Table 2 it is seen that t_{cal} (6.95) is greater than t_{tab} (1.98). The null hypothesis is therefore rejected which implies that there is significant difference in the performance of students taught by B.Sc and B.Sc. Ed. Teachers in Mathematics. In a study carried out by Ibe-Bassey George (1982) on patterns of selection of instructional materials by N.C.E teachers within the process of lesson planning, he concluded that teachers did not have adequate knowledge about the selection of instructional materials. The study also found a significant relationship between the availability of instructional materials and the frequency of the selection and use of instructional materials.

Finally, Table 3 reveals that t_{cal} (5.56) is greater than t_{tab} (1.98). Hence, the null hypothesis is rejected. Therefore, there is a significant difference in performance of students taught by professional and non-professional teachers in Mathematics. According to Piaget, early childhood (3 to 6 years) is the period which children are capable to learning very actively some essential and perhaps advanced concepts in elementary mathematics. It is likely, therefore, that under good conditions, children who are exposed to mathematical situations at home and in the immediate environment can gain accelerated knowledge of mathematics before school age. Unfortunately, most of the children that go to school in Nigeria come from poor homes and environment devoid of materials, educative toys and situations that are conducive to mathematical learning. Majority of our children do not attend pre-primary schools before proceeding to primary schools. Most primary schools in which they attend are poorly maintained no form of enrichment is present for the teaching of mathematics. As a result, the pre-primary school years are a period in which accelerated mathematics learning is not enhanced. One model of school learning formulated by Carroll (1963) that has been the basis for looking at individual rates of learning is based on the analysis of instructional task and the time it takes to master them.

VI. Conclusion

This study examined the Influence of teachers' qualification on Junior Secondary School students' academic performance in Mathematics in Ekiti State secondary schools. It can be concluded from the result of the study that teacher's academic qualification only is not enough to positively affect student's achievement in Mathematics, but a professionally trained teacher who had acquired a pedagogical skills in teaching in a specified field of study. The study also revealed that experience played a significant role in teaching/learning process. Teachers have an important role to play in stimulating and maintaining interest, he/she should guide and direct the students' work, encourage evaluate their progress always and do all he/she can to get them to put their best effort.

VII. Recommendations

Based on the findings of this study, the following recommendations were made;

1. Trained teachers with high qualification should teach Mathematics at JSS III class so that the students can be adequately prepared for Junior Secondary School Certificate Examination.

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2. Teachers should be motivated to participate actively in in-service training programmes and workshops to update their knowledge and pedagogical skills.
3. Mathematics teachers without teaching qualification should be encouraged to undergo study in Post Graduate Diploma in Education (PGDE) for effective discharge of their duties.
4. Also, Mathematics teachers with low qualification level should be encouraged to undergo higher study through part time study or study leave.
5. Efforts should be made by the government to train and employ more Mathematics teachers in order to limit the number of pupils/students per teacher to the minimum so as to make the workload of Mathematics teachers to be lightened, so that they will be able to work more effectively and thoroughly.

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Implementation of Campus Journalism Act among the Public Secondary Schools in Region III: An Evaluation

By Blessedy M. Cervantes

Abstract- This study utilized the Provus's Discrepancy Evaluation Model (DEM) to evaluate the Campus Journalism Act implementation among the public secondary schools in Region III. It determined the revised provisions of the CJA and provided strategies for the effective implementation of the said act and the implications of the study in the educational management. After a thorough analysis of the gathered data, it was found out that majority of the schools implemented the CJA provisions. However, mandates on editorial policies, editorial board selection procedure, publication adviser's selection procedure, duty as of technical guidance and workload, and posting and depositing the publication budget were revised by the schools. Thus, strategies were provided to execute completely the CJA. It was recommended that the proper orientation should be done in order for the school administrators, publication advisers, and other members of the editorial board to be equipped with the necessary information regarding the provisions stated on Campus Journalism Act of 1991.

Keywords: implementation, campus journalism act, evaluation, educational management.

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After a thorough analysis of the gathered data, it was found out that majority of the schools implemented the CJA provisions. However, mandates on editorial policies, editorial board selection procedure, publication adviser's selection procedure, duty as of technical guidance and workload, and posting and depositing the publication budget were revised by the schools. Thus, strategies were provided to execute completely the CJA. It was recommended that the proper orientation should be done in order for the school administrators, publication advisers, and other members of the editorial board to be equipped with the necessary information regarding the provisions stated on Campus Journalism Act of 1991.

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I. Introduction

Sound journalism education contributes towards professional and ethical practice of journalism. Such journalism is better suited to foster democracy, dialogue and development (UNESCO, 2015).

The United States, as the pioneer in journalism education, provided legal protection of the student press from the censorship of government authorities. Student journalists have the right to discuss matters in their newspaper, both school-sponsored and underground, that were previously forbidden to them. They can responsibly report anything interests and concerns their readers.

In the Philippines, campus journalism has an invaluable contribution in the restoration and preservation of free speech and expression inside and outside our nation's campuses. As early as the periods of Spanish, American and Japanese Occupations, campus journalists have braved repressive conditions in order to expose the grim realities under colonial government (Ridon, 2013).

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Through Republic Act No. 7079, otherwise known as the Campus Journalism Act of 1991 which was enacted on July 5, 1991, the freedom of the press at the campus level and the promotion of the development and growth of campus journalism stated in its declaration of policies would supposedly be to upheld and protected.

Thus, this study aimed to evaluate the implementation of the Campus Journalism Act among the public secondary schools of Region III. It specifically answered the following questions:

1. How is the implementation of the Campus Journalism Act evaluated in terms of the following:

a) Editorial Policies

The Rules and Regulations for the Implementation of Republic Act No. 7079 (*Campus Journalism Act of 1991*) emphasized that editorial policies pertain to the set of guidelines by which a student publication is operated and managed, taking into account pertinent laws as well as the school administration's policies.

i. *Operations*

Eighty seven school heads confirmed that the editorial policies on operations were implemented among the public secondary schools in Region III. School paper advisers and students from 87 public secondary schools in Region III also provided a very satisfactory rating for the implementation of the editorial policies on operations.

ii. *Management*

The school heads clearly manifested their 100 % agreement that the editorial policies on management were properly implemented. In addition, the school paper advisers and students indicated their very satisfactory rating in terms of the guidelines set for the management.

b) Editorial Board

i. *Composition*

The editorial board of the schools included the duly appointed faculty adviser, a qualified editor and a representative of the Parents-Teachers' Association as stated on Rule 3 of CJA's implementing guidelines. The findings further showed that the schools had a qualified editor in the editorial board. However, the school paper

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advisers provided only a satisfactory rating for the editorial board composition. In contrast with the satisfactory response of the school paper advisers, the students gave a very satisfactory rating on the implementation of the editorial composition.

ii. *Selection Procedure*

Majority of the school heads believed that the editorial board selection procedure must be done through a qualifying examination conducted by a committee composed of the student publication adviser, who shall act as chairperson, the past student-editor as vice-chairman, one (1) faculty member and two (2) former student-editors. Based also on the SPAs' responses, only limited number of schools formed a committee composing of the student publication adviser, who acted as chairperson, the past student-editor as vice-chairman, one (1) faculty member and two (2) former student-editors. In contrary, the students believed on the very satisfactory implementation of the editorial board selection procedure in their respective schools.

iii. *Duties and Responsibilities*

Majority of the school heads, school paper advisers, and students believed that the editorial board had played the duties and responsibilities stated in the Campus Journalism Act.

iv. *Security of Tenure*

All the school heads said that their schools observed the satisfactory academic standing for the members of the student publication for them to retain their membership. Eighty seven percent of the school heads also believed that the members of the editorial board shall not be expelled or suspended solely on the basis of articles they write, or on the basis of the performance of his/her duties in the publication staff.

c) Publication Adviser

i. *Selection Procedure*

Majority of the school heads believed that the provision of R.A. 7079 on the publication adviser selection procedure was executed in their respective schools. The school paper advisers and the students even provided a very satisfactory rating on the selection procedure they had been through before appointing as the publication advisers.

ii. *Work Load*

Majority of the school heads believed that the implementation of the publication adviser's workload was observed and revised in their respective schools. School paper advisers even provided a very satisfactory rating on the implementation of the publication adviser's workload.

iii. *Duties and Responsibilities*

Majority of the school heads agreed that the publication adviser's duties and responsibilities were implemented in their respective schools. The 87 % of the school heads indicated their observance of the R.A. 7079. The school paper advisers and the students also provided a very satisfactory rating as to the implementation of their duties and responsibilities based on R.A. 7079.

d) Training, workshop, and seminar

Majority of the school heads believed that training, workshop, and seminar on Campus Journalism were executed in their respective schools. In fact, all of the school heads agreed that the Department of Education conducted school, division, regional, and national workshop or seminars as well as press conferences and periodic competitions.

SPAs' trainings, workshops, and seminars which were held at the institutional, divisional, and regional levels, culminating with the holding of the annual national elementary, secondary or tertiary School Press Conferences in places of historical and/or cultural interest in the country were rated outstanding.

e) Funding and Appropriations

i. *Sources of Funds*

Majority of the school heads, publication advisers and students agreed that the funds for student publication came from savings of the respective school's appropriations, student subscriptions, and donations. Subscription fees collected by the school administration were also released automatically to the student publication concerned based on the school paper advisers' responses. Furthermore, the editorial board, with the assistance of the student publication staff, prepared the students publication budget for each semester/year. However, the budget that shall be posted on the school bulletin board and published in the student publication has only gained a satisfactory rating among the SPAs.

ii. *Utilization of Funds*

All the school heads agreed that publication fees, savings, donations, grants and other funds collected from other sources for the student publication were for its exclusive use as stated on Rule V, Section 6. They also assured that disbursements of their student publication funds were made according to accounting and auditing regulations (Rule V, Section 2). However, only 64 % or 56 out of 87 school heads believed that the publication funds were deposited in the account of the student publication in an authorized depository bank through at least two (2) authorized signatories of the editorial board. The school paper advisers and students proved that their schools utilized the publication funds based on R.A. 7079 by giving a very satisfactory rating.

Publication fees, savings, donations, grants and other funds collected from other sources were used exclusively (Rule V, Section 6) as evidenced by the very satisfactory rating given by the school paper advisers and the students.

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iii. *Report of Expenses*

The school heads assured that a financial report of expenses were prepared by the editorial board and student publication staff at the close of the school year for the elementary and secondary levels (Rule V, Section5). The financial report of expenses was also properly audited by a COA/authorized auditor for the public schools.

2. What are the Campus Journalism Act provisions revised by the public secondary schools in Region III?

Majority of the schools fully observed the provisions on editorial policies (Section 2 and Section 3e), editorial board (Section 3d), publication adviser (Section 6), training, and workshop, and seminar (Section 8), and funding and appropriations (Section 5). However, the mandates on editorial policies and publication management procedures, editorial board composition and selection procedure, publication advising task and function as of technical guidance, budget posting and publishing, and depositing publication funds were revised by some schools.

3. What strategies could be proposed to ensure the effective implementation of the Campus Journalism Act among the public secondary schools in Region III?

Determining the editorial policies and publication fund management procedures, requiring the publication staff to submit a list of publication adviser recommendees, conducting a qualifying examination among the aspiring publication members, organizing a seminar on publication adviser's duties and responsibilities focusing on technical guidance, and requiring the editorial board to post and publish the publication budget on the school bulletin board and student were the strategies proposed to ensure the effective implementation of the Campus Journalism Act.

4. What are the implications of the implementation of the Campus Journalism Act in educational management?

Based on the findings, majority of the schools fully executed the said provisions which implied that educational managers were implementers of the Campus Journalism Act of 1991. The results further signified that educational institutions, as the primary avenue for these policies to happen, embodied the authority to execute the mandates on editorial policies (operations and management), the editorial board selection procedure, editorial board duties and responsibilities and security of tenure. Educational managers even showcased their supervisory skills as they observed how the publication advisers of their respective schools performed their duties and responsibilities.

School administrators then, as planners and decision-makers, were able to provide training, seminars, and workshops among the members of the editorial board which included school, division, regional, and national workshop or seminars as well as press conferences and periodic competitions. The school administrators and teacher-advisers were also managed to find sources of funds that involved school's appropriations, student subscriptions, donations, and other sources of funds.

The results of this study even implied that there must be a transformation needed in terms of the system among the schools in which administrations totally controlled all the aspects of educational management. They need to revisit existing laws to avoid stepping into the boundary set by the Philippine constitution. They also need to be aware of other supporting legal mandates as to their functions specifically in terms of the CJA mandates in which the editorial board has the authority over its policies and finances.

II. Conclusions

The following conclusions are based on the findings presented: There are different strategies that could be done to ensure the effectiveness of the implementation of R.A. 7079.

1. The schools followed the Philippine Constitution which provided for and protected press freedom.
2. The schools were encouraged to establish a student publication and school and the editorial board took various programs and projects aimed at improving the journalistic skills of students concerned and promoting responsible and free journalism.
3. The schools aimed to improve the journalistic skills of the students and to promote responsible and free journalism.
4. The findings also implied that the school heads, as the primary person in-charge of the implementation, found the publication adviser as necessary for the effectiveness of the publication.
5. The school heads' agreement on having a Parents-Teachers' Association (PTA) representative as member of the editorial board signified that PTA took an active role in developing programs, advocacy and training, and working on policy that supports the educational needs of children and promotes family engagement and strong partnerships between schools and the communities they serve.
6. The school heads found the editorial board, as a channel for unifying all members of the school and the community towards desirable educational and cultural development objectives as the board's primary duty and responsibility.
7. The editorial boards developed intelligent and responsible student leadership and good citizenship in a free and democratic society. The editorial boards were provided the opportunity to exercise

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their rights and discharge their responsibilities as members of self-governing communities. The editorial boards did not only need to acquire a body of knowledge but also they need to acquire relevant intellectual and participatory skills.

8. The editorial board served as an advocate of social consciousness and upheld the interests of the Filipino people.
9. The schools and the editorial boards were oriented toward promoting and upholding student rights and welfare.
10. The school heads were open for guidance among the publication staff.
11. Some of the advisers had gone beyond what was just expected of them to do. Since the term "technical guidance" is not defined in Sec. 3 (Definition of Terms), the results implied that some school administrators and faculty advisers had liberally defined it based on their own understanding or misunderstanding of the journalism profession. Clearly, doing so had compromised the editorial independence of student publications.
12. The revisions done by the schools on some of the existing CJA provisions indicated that there were mandates not fully implemented.
13. The implementation of Campus Journalism Act of 1991 provided implications to educational management.

III. Recommendations

Based on the findings and conclusions presented, the following recommendations are given:

1. The proper orientation should be done by the regional and division offices among the school administrators regarding the provisions stated in R.A. 7079 which include the provisions on editorial policies (Section 2 and Section 3e), editorial board (Section 3d), publication adviser (Section 6), training, and workshop, and seminar (Section 8), and funding and appropriations (Section 5). Through this, the school heads would gain a deeper understanding on publication policies, procedures, publication adviser and staff selection procedure, publication adviser teaching load, and other important matters indicated on CJA which may or may not directly affect the school as a whole.
2. Once the editorial board is organized, it is important for the school paper advisers and student-members to revisit the CJA before starting their tasks in the publication. The editorial board then must organize a briefing of the mandates stated on R.A. 7079 which could be led by a lawyer or anyone who is an expert of the CJA provisions.
3. School administrators should also establish a student publication (Rule IV, Section 1). If the school has already an existing publication, school administration must make sure its functioning effectively.
4. The school administrators, together with the editorial board should also undertake various programs and projects aimed at improving the journalistic skills of students' concerned and promoting responsible and free journalism (Rule II, Section 1) which can be done by organizing in-service trainings for teachers and students.
5. The school administrators should also let the editorial board to determine freely its editorial policies and management of the publication's funds (Rule IV, Section 2). This can be accomplished by asking the editorial board to submit its General Plan of Activities at the beginning of the school year, with the indicated budget for each activity.
6. The school administration together with publication adviser and student-members should also revisit R.A. 7079 (Section 3d) in terms of the editorial board composition so that they could identify if the board is complete already with a duly appointed faculty adviser, qualified editor and a representative of the Parent-Teacher Association, who will determine the editorial policies to be implemented by the editor and staff members of the student publication concerned.
7. The school administrators and the publication adviser must see to it that a qualifying examination for aspiring editorial member is conducted by a committee composed of the student publication adviser, who shall act as chairperson, the past student-editor as vice-chairman, one faculty member and two (2) former student-editors (Rule VII, Section 1).
8. The members of the student publication staff must also be informed that they have to maintain their satisfactory academic standing in order to retain their membership in the staff as stated on Rule VIII (Section 1) but shall not be expelled or suspended solely on the basis of articles they had written, or on the basis of the performance of their duties in the publication staff.
9. In selecting a publication adviser, the school heads must also require the publication staff to submit a list of recommendees (Rule VI, Section 1).
10. The school heads must also check the workloads given to the publication advisers if their advising tasks are considered as one teaching load as emphasized on Rule VI (Section 2).
11. The publication advisers must also know their limitations as R.A. 7079 only requires them to function only as technical guides.
12. The school paper advisers must also understand that as the teacher-advisers, exercising special parental authority over student staffers who are minors shall, jointly with the Parent- Teacher Association are held fully responsible for the

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contents of the student publication (Rule VI, Section 1). Therefore, they have to check carefully the content of the articles submitted to them by the student-writers especially to avoid plagiarism.

13. The Regional Office, with the support of the division offices, must require all schools (advisers and students) to participate on periodic competitions, press conferences and training seminars sponsored by the Department of Education (Rule IX, Section 1).
14. The school administrators must also find ways to fund the student publication which may be from the savings of the respective school's appropriations, student subscriptions, donations, and other sources of funds (Rule V, Section 1).
15. The school administrators must also require the editorial board, with the assistance of the student publication staff, to prepare the students publication budget for each semester/year.
16. The school administrators and the publication adviser must check if the budget of the publication includes expenses for the printing costs of the student publication, transportation and needs of the staff and the teacher-adviser during their work at the printing press, office and photo supplies, attendance of the student publication representatives at the annual division, regional, and national press conferences or workshops, honoraria or allowances for staffers and teacher-adviser, and other incidental expenses. Disbursements of student publication funds shall be made according to accounting and auditing regulations (Rule V, Section 2).
17. The schools must also assure that the publication funds are deposited in the account of the student publication in an authorized depository bank through at least two (2) authorized signatories of the editorial board (Rule V, Section 3).

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Morphological Integration of Urdu Loan Words in Pakistani English

By Tania Ali Khan

Abstract- Pakistani English is a variety of English language concerning Sentence structure, Morphology, Phonology, Spelling, and Vocabulary. The one semantic element which makes the investigation of Pakistani English additionally fascinating is the Vocabulary. Pakistani English uses many loan words from Urdu language and from other local dialects, which have become an integral part of Pakistani English, and the speakers don't feel odd while using these words. Numerous studies are conducted about Pakistani English Vocabulary, yet a couple manages to deal with morphology. Therefore, this paper intends to explore how Urdu language loan words morphologically integrated into Pakistani English. Also, this paper investigates the elements which affect this morphological integration process. The present study is qualitative and uses a rundown of 50 loan words in the analysis. These words are chosen from the newspaper "The Dawn" since it is the most dispersed English language newspaper in Pakistan. The study also uses Books and Novellas of Pakistani English fiction authors, and concise Oxford English Dictionary, 11th edition for the selection of these loan words. The result of this study will help in understanding and enlightening the morphological integration forms used in Pakistani English. This paper will generate adequate enthusiasm among the researchers to produce new and different studies in other domains of Pakistani English as well.

Keywords: *pakistani english, loan words, urdu language, morphology & integration.*

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Morphological Integration of Urdu Loan Words in Pakistani English

Tania Ali Khan

Abstract- Pakistani English is a variety of English language concerning Sentence structure, Morphology, Phonology, Spelling, and Vocabulary. The one semantic element which makes the investigation of Pakistani English additionally fascinating is the Vocabulary. Pakistani English uses many loan words from Urdu language and from other local dialects, which have become an integral part of Pakistani English, and the speakers don't feel odd while using these words. Numerous studies are conducted about Pakistani English Vocabulary, yet a couple manages to deal with morphology. Therefore, this paper intends to explore how Urdu language loan words morphologically integrated into Pakistani English. Also, this paper investigates the elements which affect this morphological integration process. The present study is qualitative and uses a rundown of 50 loan words in the analysis. These words are chosen from the newspaper "The Dawn" since it is the most dispersed English language newspaper in Pakistan. The study also uses Books and Novellas of Pakistani English fiction authors, and concise Oxford English Dictionary, 11th edition for the selection of these loan words. The result of this study will help in understanding and enlightening the morphological integration forms used in Pakistani English. This paper will generate adequate enthusiasm among the researchers to produce new and different studies in other domains of Pakistani English as well.

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I. Introduction

The English language is known as an international language since this language has attained a position where it is highlighting numerous social jobs, which are perceived and recognized by each nation. English language is the language of the whole globe on account of its unnecessary use in communication. This language starched its wings in different countries of the world, during the time of postcolonial and human race witnessed the powerful gravity of the English language. As Kachru said that English is no longer the property of British and American; in fact, it is the language which uses it (Bilal, Warraich, Fatima, Tiwana and Bhatti, 2012). This scenario has made the English language a shared property of the entire world. As this language is incorporating with different dialects and languages, and the locals began to blend or include their own local language's words in the English language since than diverse non-local varieties of the English language are coming into existence. And all of these varieties are special in their particular manner. Pakistani English is one of the broadly used postcolonial varieties in the world of English languages. According to Raza, Pakistan is among the list of nations where the English language is spreading quickly. Eighteen million individuals of the overall population of Pakistan communicate in English, and the figures are rising each day, which makes Pakistan the third biggest English speaking Asian country. (Raza, 2008). Rehman said that like other non-locals varieties of English language, Pakistani English likewise has four sub-varieties, and these are SBE (identical to Standard English), Acrolect, Mesolect, and Bisolect (Rehman, 1990, p. 21-22). Pakistani English uses a decent number of loan words due to the influence of the local languages (Bilal et al., 2012). These words have become an integral part of Pakistani English. It is a relatively complicated variety of English languages due to its rich and diverse linguistics map. Unluckily, this unique variety is less researched in terms of etymology, morphology, and syntax. (Mehboob and Kortmann, 2004).

To comprehend morphological integration process of loan words which is less debated and researched, it is fundamental to understand the analytical framework of morphology. Linguistics views integration as an asymmetric process. Linguists think integration as a non-productive and non-transformational process. It chiefly centers around dialects. When two dialects interact with one another, their association triggers uneasiness and threat about national identity and issues like linguistics solidarity or corruption. (Fragkopoulou, 2015). In linguistics, integration is a subject of discussion under all domains. Therefore, there are various kinds of integration processes.

a) Phonological integration
b) Morphological integration
c) Orthographic integration
d) Syntactic integration
e) Semantics integration
f) Pragmatics integration

The present paper considers morphological integration, which makes it obligatory to comprehend the systematic structure of morphology. There are various depictions of morphology available to one, yet these mirror a similar thought as

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"*Morphology is the grammar of words, which includes the formation of words, the structure of words, and relationship between the words*" (Audring and Masini, 2018, p. 3).

Also, morphological integration implies

"Restructuring the loan words morphology and phonology based on the morphology and phonology of the recipient language" (Campbell, 2004).

The past studies uncover that, when dialects interact with different dialects, it prompts changes in the stock of one or either languages (Matras, 2009, P. 146). Predominately the beneficiary language uncovers extraordinary and unique features that influence the loan words. The loan word is one of the most used morphological word-formation processes. (Islam, 2011). Campbell characterized loan word as

"*A lexical thing, which obtained from a source language, that lexical item is initially not a part of the vocabulary of the beneficiary language; however it received from a source language and turned into a part of the beneficiary language's vocabulary*" (Campbell, 2004).

The language which donates its words to the other language is known as donor language, and the one which gets new words is known as beneficiary language.

a) Research Objectives

The present study has these research objectives:

1. To find out the morphological procedures used in the integration of Urdu loan words in Pakistani English.
2. To highlight the variables affecting the morphological integration of Urdu loan words in Pakistani English.

b) Research Questions

The present investigation is addressing the following inquiries:

1. What morphological procedures Pakistani English use in the integration of Urdu loan words?
2. What are the variables affecting the morphological integration of Urdu loan words in Pakistani English?

c) Research Gap

There are numerous studies that discussion about the use of loan words in Pakistani English, however, this reality can't be ignored that not all of the loan words used in Pakistani English precisely in the same way as they did in the source language. In fact, these words are used in beneficiary language after applying the integration process. Studies are available on morphological integration in Dutch and Arabic languages only; however, in the Pakistani context, there is an absence of adequate and exact studies, which makes this research gap a contextual research gap.

d) Delimitations

There are different types of integration, as mentioned above, but researcher delimited the current study to the morphological integration of loan words, and to the discussion about the elements which are affecting this word formation processes. Due to, the absence of etymological dictionaries and lack of research works, the facts provided in this paper delimited to the available online dictionaries.

II. Literature Review

Many researchers stated that the vocabulary of Pakistani English is expanding rapidly. The most noticeable process that is enhancing the Pakistani English dictionary is borrowing. Pakistani English has borrowed a lot of significant and different words from Urdu and other local languages. Other morphological word-formation processes are also contributing to enhancing the vocabulary of Pakistani English, but the contribution made by this one particular word-formation process cannot be overlooked. These are transformation, Semantic move, Maintenance, and numerous others (Mehboob and Kortmann, 2004). Baumgardner, Kennedy, and Shamim in 1993 presented 54 classifications in which words acquired from local languages into the English language. These classifications were edibles, religion, peace, wedding, customs, apparel, artistry, music, and so on. (Bilal et al., 2012). In the matter of Pakistani English, the vast majority of the loan words have taken from the areas of edibles, dress, religion, government organization, legislative issues, workmanship, custom, and many others. Furthermore, this borrowing has enhanced the Pakistani English lexicon as well as it has affected the grammar of Pakistani English also (Baumgardner, 1993). The Urdu language is the national language of Pakistan, and it is vastly affecting the Pakistani English vocabulary. The explanation behind this impact is the unusual contact of Urdu language with Pakistani English. Consequently, Pakistani English vocabulary is experiencing the process of Urduization (Tallat, 2003). Baumgardner observed Pakistani English and derived that a decent number of loan words from Urdu and other provincial dialects has recorded in Pakistani English. Besides this, in word formation-processes, prefixes and suffixes played a beneficial and creative job in enhancing Pakistani English vocabulary (Bilal et al., 2012). Kachru stated that South Asian Englishes use hybridized structure in words that emphasize the novelty and productiveness of south Asian varieties of English. In this hybridization process, one word of local language joined by the other word of English language, or sometimes one syllable of the local language is combined by the one syllable of the English language, for example, Lathi charge, Rickshaw driver, Tonga driver, police-wala, and so on. (Kachru, 1983). Tallat

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drew attention to the significant attributes of Pakistani English that when loan words are used in Pakistani English by Pakistani bilingual English speakers, they contain their Urdu meanings, which are noticeable from Standard English (Tallat, 2003). In 1994 Kachru proposed two hypotheses which are the cause of lexical borrowing in languages, and these two hypotheses were deficit hypothesis and dominance hypothesis.

Deficit hypothesis stated that "*Borrowing entails linguistic gaps in a language and the prime motivation for borrowing is to alleviate the linguistic deficit, especially in the lexical resources of a language. "*This theory brought into the light this fact that speakers of a language borrow a word from another language mainly because they don't have a similar word in their language. The sole reason behind this sort of lexical borrowing is to fill the linguistics gap.

Dominance hypothesis stated that "*when two cultures come into contact, the direction of culture learning and subsequent word-borrowing is not mutual but from dominant to the subordinate."*Speakers do not borrow words to fill the linguistics gap, but to show the novelty of the particular language. (Dashti and Dashti, 2017). On the subject of Pakistani English, it came into notice, that speakers used loanword to fill the semantics gap since they don't have a similar term in the English language. As a result, this lexical acquiring in Pakistani English mainly falls under the category of deficit hypothesis. In 1993 Kennedy did an investigation on "Use of Lexical Terms in crime reporting in Pakistan." He discovered that Pakistani print media uses more nostalgic and agitated words in reporting in comparison to American media. These words have adjusted new meanings that are specific just to the Pakistani context of crime reporting. Besides this, Pakistani print media coined many compound words. These words have no substitutions in American or British English (Jackson, 1993).

Fragkopoulou in 2015 presented a wide range of opinions of different researchers about morphological integration of loan words Bloomfield (1933:450), Hoffmann (1991:102), Filipović (1980,1981,1995), Van Marle (1993: 259) and Romaine (2010: 30-31) stated that morphological integration of the loan words isn't a haphazard process, but it is a steady and gradable procedure. In fact this is a process which involves three different degrees of integration. These degrees are total integration, partial integration, and zero integration. (Poplack and Sankoff, 1984, P.106). It means, when language loaned a word, the degree of morphological integration gives the detail of the diffusion of the words. A borrowed item can be represented in the beneficiary language phonological, morphological, and syntactical system as well (i.e., as code-switches), yet the possibility of recurrence of an item in beneficiary language increased the chances of the high diffusion of that word in the structure of new language (become genuine loanwords). It refers as a graduality assumption (Poplack and Dion, 2012).

III. Methodology and Data Collection

The nature of the current study is qualitative and it is a corpus-based study. Accordingly, the researcher prepared a list of 50 selected loan words for this study. For this purpose, the researcher used different sources, like the daily newspaper "The Dawn" of months May and June, books and novellas of Pakistani English fiction authors, and a concise Oxford English dictionary, the eleventh version revised in the year 2006. These fifty loan words divided into four different lists. List number 1 based on the Urdu loan words used in Pakistani English with some changes. This list composed of 20 words. List number 2 contained of 10 Urdu loan words used in Pakistani English without changes. List number 3 covered 10 Urdu loan words used in international English with changes. List number 4 again covered10 Urdu loan words used in international English without changes.

List No: 1

Urdu loan word used in Pakistani English with changes		
No#	Loan words	Meanings
1	Mela	A fair or a festival
2	Kebab	A dish of pieces of meat roasted or grilled on a skewer or spit
3	Majlis	A gathering of people
4	Nawab	An Indian ruler during Mogul empires
5	Sufism	The mystical system or a school of practice that emphasizes the inward search for God and shuns materialism
6	Whahabism	A fraternity in Islam
7	Hijabism	A cultural tradition loved and respect by Muslims females of wrapping a piece of cloth around their head.
8	Desism	Being local or following or admiring local traditions
9	Pakistani	People of Pakistan
10	Lahori	People of Lahore
11	Punjabi	People of province Punjabi
12	Bookie	A person who determines gambling odds and receives and pays off bets

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13	Nikkah ceremony	In ceremony in which bride and groom under the rules of Islam sign a marriage contract in front of some witness.
14	Janazah prayer	Funeral prayer
15	Shaadi halls	Marriage halls
16	Rikshaw stand	Auto stand
17	Gym khana	Gymnasium
18	Chai studio	Tea studio
19	Pind road	Village road
20	Ghora street	Horse street

List No: 2

Urdu loan word used in Pakistani English without changes		
No#	Urdu loan words	Meanings
1	Shariah	Islamic law
2	Tonga wala	Coach man
3	Basant	A festival celebrated at the arrival of spring season
4	Biryani	A dish of spice rice and meat
5	Pulao	A dish of Saltish rice and meat
6	Haji	People who perform Hajj
7	Kabbadi	Name of a sport
8	Qawali	A style of Muslim devotional music now associated particularly with Sufis.
9	Dupatta	A long piece of cloth used by female.
10	Shalwar	A traditional style of loose trousers.

List No: 3

Urdu loan words used in global English with changes		
No#	Urdu loan words	Meanings
1	Cushy	Soft
2	Bangle	An ornamental band worn on the wrist or arm
3	Cot	A small bed for a young child
4	Bunglow	A one-story house
5	Dungaree	Trousers held up by straps over the shoulders.
6	Loot	Steal goods from a place, typically during a war or riot
7	Blighty	Britain or England, as used by soldiers serving abroad in the first and second World Wars."
8	Cheroot	A dried tobacco leaf is cut and rolled in a particular way, it becomes a cigar with both ends open
9	Dekko	Used In Britain's informal English 'dekko' means a quick glance
10	Copra	Dried coconut kernels

List No: 4

Urdu loan words used in global English without changes		
No#	Urdu loan words	Meanings
1	Halal	Denoting or relating to meat prepared as prescribed by Muslim law.
2	Bazar	Area of town where there are many small shops
3	Jungle	An area of land overgrown with dense forest and tangled vegetation
4	Moon soon	A seasonal prevailing wind in the region of South and SE Asia, blowing from the south-west between May and September and bringing rain
5	Cummer bund	A sash worn around the waist
6	Cotton	A soft white fibrous substance which surrounds the seeds of the cotton plant and is made into textile fiber and thread for sewing, textile fabric made from cotton fiber
7	Chita	A specie of lion
8	Garam masala	Mixture of spices
9	Khaki	Dust color
10	Pajamas	Loose comfortable dress use to wear during night

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IV. Data Analysis and Discussion

This morphological integration analysis will elevate the following morphological features.

- The etymology of the loan words.
- Grammatical category (GM) of the word in donor (Urdu) language
- Grammatical category (GM) of loan word in beneficiary (Pakistani English) language.
- Type of the morpheme used in changing of the grammatical category of word
- Level of integration of loan word. (Primary, Partial & Total)
- Use of Morphological process
- The motivation of the Lexical borrowing (Deficit hypothesis/Dominance hypothesis)

List No. 1

Urdu loan word used in Pakistani English with changings									
No.	Loan words	Etymology	GM in Urdu	GM in PE	Free/Bound Morpheme	Lexical/Functional vs Derivational /Inflectional	Level of Integration	Morphological Process	Reason of lexical Borrowing
1	Mela	Sanskrit 1682	Noun	Noun	Bound	Inflection /s/	Primary	Suffixation	Deficit hypothesis
2	Kebab	Persian 1602	Noun & adjective	Noun	Bound	Inflection /s/	Primary	Suffixation	Deficit hypothesis
3	Majlis	Arabic 1602	Noun & adjective	Noun	Bound	Inflection /s/	Primary	Suffixation	Deficit hypothesis
4	Nawab	Arabic 1800	Noun & adjective	Noun	Bound	Inflection /s/	Primary	Suffixation	Deficit hypothesis
5	Sufism	Arabic (sufi) 1564	Noun	Noun	Bound	Derivational /ism/	Partial	Suffixation	Deficit hypothesis
6	Whahabism	Arabic	Adjective	Noun	Bound	Derivational /ism/	Partial	Suffixation	Deficit hypothesis
7	Hijabism	Arabic (hijab) 1611	Noun	Noun	Bound	Derivational /ism/	Partial	Suffixation	Deficit hypothesis
8	Desism	Sanskrit (desi) 1700	Adjective	Noun	Bound	Derivational /ism/	Partial	Suffixation	Deficit hypothesis
9	Pakistani	Persian (Pakistan) 1933	Adjective	Adjective	Bound	Derivational /i/	Primary	Suffixation	Deficit hypothesis
10	Lahori	Hindi (Lahore)	Adjective	Adjective	Bound	Derivational /i/	Primary	Suffixation	Deficit hypothesis
11	Punjabi	Persian	Adjective	Adjective	Bound	Derivational /i/	Primary	Suffixation	Deficit hypothesis
12	Bookie	Hindi	Noun	Noun	Nil	Nil	Nil	Nil	Deficit hypothesis
13	Nikkah ceremony	Arabic (Nikkah) English (ceremony)	Noun	Noun	Free	Lexical	Nil	Hybridization compounding	Deficit hypothesis
14	Janazah prayer	Persian (Janazah) English (prayer)	Noun	Noun	Free	Lexical	Nil	Hybridization compounding	Deficit hypothesis
15	Shaadi hall	Perisn (Shaadi) Hall (English)	Noun	Noun	Free	Lexical	Nil	Hybridization compounding	Deficit hypothesis
16	Rikshaw stand	Japanese (Riksahw) Stand (English)	Noun	Noun	Free	Lexical	Nil	Hybridization compounding	Deficit hypothesis
17	Gym khana	English (Gym) Perisn (Khana) 1564	Noun	Noun	Free	Lexical	Nil	Hybridization compounding	Deficit hypothesis
18	Chai studio	Persian (Chai) Studio (English)	Noun	Noun	Free	Lexical	Nil	Hybridization compounding	Deficit hypothesis
19	Pind road	Punjabi (pind) Road (English)	Noun	Noun	Free	Lexical	Nil	Hybridization compounding	Deficit hypothesis
20	Ghora street	Sanskrit (Ghora) Street English	Noun	Noun	Free	Lexical	Nil	Hybridization compounding	Deficit hypothesis

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1. *Melas,* this word came in the Urdu language from the Sanskrit language in 1682. This word retained its meaning and grammatical category in the Urdu language. Pakistani English borrowed this word from the Urdu language. Both languages use this word as a common noun. But in case of pluralization of this word, bound inflectional morpheme /s/ is used at the end of the word to form the plural of this common noun.

/Mela+s/= /Melas/.

The suffixation process is involved in the morphological integration of this word, and the level of morphological integration is primary, because, the meaning and grammatical category of the item remain the same with the addition of bound morpheme /s/. This addition just convert singular noun into a plural noun. The reason for this lexical borrowing is that, in the English language, there was not anequivalent term. Therefore, this lexical borrowing falls in the category of deficit hypothesis.

2. *Kebabs,* this word came in the Urdu language from the Persian language in 1603. The Urdu language uses this word as a noun and adjective. Pakistani English borrowed this word from the Urdu language. Pakistani English uses it as a noun. In case of pluralization of this word, bound inflectional morpheme /s/ is used at the end of the word to form the plural of this common noun /Kebabs/.

/Kebab+s/=/Kebabs/

The suffixation process is involved in the morphological integration of this word, and the level of morphological integration is primary. Because the word retains its meaning and one grammatical category noun, not adjective in Pakistani English. The addition of bound morpheme /s/ does not affect the grammatical category of the word. This addition just convert singular noun into a plural noun. The reason for this lexical borrowing is that, in the English language, there was not anequivalent term. Therefore, this lexical borrowing falls in the category of deficit hypothesis.

3. Majlis, this word came in the Urdu language from the Arabic language in 1602. Like the previous word, the Urdu language uses it as a noun and adjective. Pakistani English borrowed this word from the Urdu language and uses it as a noun. The plural of this word is formed by adding bound inflectional morpheme /s/ at the end of the word.

/Majlis+s/=/Majliss/

The suffixation process is involved in the morphological integration of this word, and the level of morphological integration is primary. The reason for this lexical borrowing is that, in the English language there was not an equivalent term. Therefore, this lexical borrowing falls in the category of deficit hypothesis.

4. Nawab, this word came in the Urdu language from the Arabic language in 1800. The Urdu language uses this word as a noun and adjective. Pakistani English borrowed this word from the Urdu language and uses it as a noun. The plural of this word is formed by adding bound inflectional morpheme /s/ at the end of the word.

/Nawab+s/=/Nawabs/

The suffixation process is involved in the morphological integration of this word, and the level of morphological integration is primary. The reason for this lexical borrowing is that, in the English language, there was not an equivalent term. Therefore, this lexical borrowing comes under the category of deficit hypothesis.

5. *Sufism,* this word came in the Urdu language from the Arabic language (Sufi) in 1564. This Urdu language uses this word as a noun. Pakistani English borrowed this word from the Urdu language.

/Sufi+ism/=/Sufism/

The suffixation process is involved in the morphological integration of this word. This word uses derivational bound morpheme (ism) in the end, and the level of morphological integration is partial. The reason for this lexical borrowing is that, in the English language, there was not an equivalent term. Therefore, this lexical borrowing falls in the category of deficit hypothesis.

6. *Whahabism,* this word came in the Urdu language from the Arabic language (Whahabi). The Urdu language uses this word as a noun. Pakistani English borrowed this word from the Urdu language.

/Whahab+ism/=/Whahabism/

The suffixation process is involved in the morphological integration of this word. Derivational bound morpheme (ism) is used in the end of this word and the level of morphological integration is partial. This reason for this lexical borrowing is that, in the English language, there was not an equivalent term. Therefore, this lexical borrowing falls in the category of deficit hypothesis.

7. *Hijabism,* this word came in the Urdu language from the Arabic language (hijab) in 1611. The Urdu language uses this word as a noun. Pakistani English borrowed this word from Urdu language.

/Hijab+ism/=/Hijabism/

The suffixation process is involved in the morphological integration of this word. This word uses derivational bound morpheme (ism) in the end, and the level of morphological integration is partial. The reason

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for this lexical borrowing is that, in the English language, there was not an equivalent term. Therefore, this lexical borrowing falls in the category of deficit hypothesis.

8. *Desism,* this word came in the Urdu language from the Sanskrit language (Desi) in 1700. The Urdu language uses this word as an Adjective. Pakistani English borrowed this word from Urdu language.

/Desi+ism/=/Desism/

The suffixation process is involved in the morphological integration of this word. This word uses derivational bound morpheme (ism) in the end, to change its grammatical category. And the level of morphological integration is partial. The reason for this lexical borrowing is that, in the English language, there was not an equivalent term. Therefore, this lexical borrowing falls in the category of deficit hypothesis.

9. *Pakistani* is the Persian language word used as an adjective in Persian language in 1933. The Urdu language uses this word as an Adjective as well. Pakistani English borrowed this word from the Urdu language.

/Pakistan+i/=/Pakistani/

The suffixation process is involved in the morphological integration of this word. This word takes derivational bound morpheme (i) in its end, to change the grammatical category, and the level of morphological integration is primary. The reason for this lexical borrowing is that, in the English language, there was not an equivalent term. Therefore, this lexical borrowing fall in the category of deficit hypothesis.

10. *Lahori,* a Hindi language word used as an adjective in the Hindi language. The Urdu language uses this word as Adjective. Pakistani English borrowed this word from the Urdu language.

/Lahore+i/=/Lahori/

The suffixation process is involved in the morphological integration of this word. This word takes derivational bound morpheme (i) in its end, to change the grammatical category, and the level of morphological integration is primary. The reason for this lexical borrowing is that, in the English language, there was not an equivalent term. Therefore, this lexical borrowing falls in the category of deficit hypothesis.

11. *Punjabi,* a Persian language word used as an adjective in the Persian language. The Urdu language uses this word also as an Adjective. Pakistani English borrowed this word from the Urdu language.

/Punjab+i/=/Punjabi/

The Suffixation process is involved in the morphological integration of this word. This word takes derivational bound morpheme (i) in the end to change the grammatical category, and the level of morphological integration is primary. The reason for this lexical borrowing is that, in the English language, there was not an equivalent term. Therefore, this lexical borrowing falls in the category of deficit hypothesis.

12. *Bookie,* a Hindi language word uses a as noun in the Urdu language. Pakistani English borrowed this word from the Urdu language. The reason for this lexical borrowing is that, in English language there was not an equivalent term. Therefore, this lexical borrowing falls in the category of deficit hypothesis.

13. *Nikkah* is an Arabic word and, *Ceremony* is an English word. Both vocabulary items are the nouns in their respective source languages. Pakistani English uses these two words uniquely as a compound noun, but this is a hybridized compounding. Both words are free lexical morphemes, and by joining them, they make up a new word. The reason for this lexical borrowing is that, in Pakistani English, there was not an equivalent term. Therefore, this lexical borrowing comes under the category of deficient hypothesis.

14. *Janazah* is a Persian word and, Prayer is an English word. Both Vocabulary items are the nouns in their respective source languages. Pakistani English uses these two words uniquely as a compound noun, but this is a hybridized compounding. Both words are free lexical morphemes, and by joining them, they make up a new word. The reason for this lexical borrowing is that, in Pakistani English, there was not an equivalent term. Therefore, this lexical borrowing comes under the category of deficient hypothesis.

15. *Shaadi* is a Persian word and *Hall* is an English word. Both words are the nouns in their respective source languages. Pakistani English uses these two words uniquely as a compound noun, but this is a hybridized compounding. Both words are free lexical morphemes, and by joining them, they make up a new word. The reason for this lexical borrowing is that, in Pakistani English, there was not an equivalent term. Therefore, this lexical borrowing comes under the category of deficient hypothesis.

16. *Rikshaw* is a Japanese word and, *Stand* is an English word. Both words are the nouns in their respective source languages. Pakistani English uses these two words uniquely as a compound noun, but this is a hybridized compounding. Both words are free lexical morphemes and by joining them, they make up a new word. The reason for this lexical borrowing is that, in Pakistani English, there was not an equivalent term. Therefore, this lexical borrowing comes under the category of deficient hypothesis.

17. *Gym* is an English word and *Khana* is a Persian language word. Both words are the nouns in their respective source languages. Pakistani English

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uses these two words uniquely as a compound noun, but this is a hybridized compounding. Both words are free lexical morphemes, and by joining them, they make up a new word. The reason for this lexical borrowing is that, in Pakistani English, there was not an equivalent term. Therefore, this lexical borrowing comes under the category of deficient hypothesis.

18. *Chai* is a Persian language word, and *Studio* is an English language word. Both words are the nouns in their respective source languages. Pakistani English uses these two words uniquely as a compound noun, but this is a hybridized compounding. Both words are free lexical morphemes, and by joining them, they make up a new word. The reason for this lexical borrowing is that, in Pakistani English, there was not an equivalent term. Therefore, this lexical borrowing comes under the category of deficient hypothesis.
19. *Pind* is a Punjabi language word, and *Road* is an English word. Both words are the nouns in their respective source languages. Pakistani English uses these two words uniquely as a compound noun, but this is a hybridized compounding. Both words are free lexical morphemes, and by joining them, they make up a new word. The reason for this lexical borrowing is that, in Pakistani English, there was not an equivalent term. Therefore, this lexical borrowing comes under the category of deficient hypothesis.
20. *Gora* is the Sanskrit language word, and *Street* is an English word. Both words are the nouns in their respective source languages. Pakistani English uses these two words uniquely as a compound noun, but this is a hybridized compounding. Both words are free lexical morphemes, and by joining them, they make up a new word. The reason for this lexical borrowing is that, in Pakistani English, there was not an equivalent term. Therefore, this lexical borrowing comes under the category of deficient hypothesis.

List No. 2

Urdu loan word used in Pakistani English without changings						
No.	Urdu Loan Words	Etymology	GM in Urdu	GM in PE	Morphological Process	Reason of Lexical Borrowing
1	Shariah	Arabic 1421	Noun	Noun	Direct Borrowing	Deficit hypothesis
2	Tonga wala	Sanskrit	Noun	Noun	Direct Borrowing	Deficit hypothesis
3	Basant	Sanskrit 1611	Noun	Noun	Direct Borrowing	Deficit hypothesis
4	Biryani	Persian 1832	Noun	Noun	Direct Borrowing	Deficit hypothesis
5	Pulao	Persian 1700	Noun	Noun	Direct Borrowing	Deficit hypothesis
6	Haji	Arabic 1564	Adjective	Adjective	Direct Borrowing	Deficit hypothesis
7	Kabbadi	Parakat 1846	Noun	Noun	Direct Borrowing	Deficit hypothesis
8	Qawali	Arabic 1837	Noun	Noun	Direct Borrowing	Deficit hypothesis
9	Dupatta	Persian 1421	Noun	Noun	Direct Borrowing	Deficit hypothesis
10	Shalwar	Persian 1697	Noun	Noun	Direct Borrowing	Deficit hypothesis

1. *Shariah* word came in the Urdu language from the Arabic language in 1421. The Urdu language uses this word as a Noun. Pakistani English borrowed this word from the Urdu language, and uses it as a noun. The reason for this lexical borrowing is the deficit hypothesis.
2. *Tonga Wala* word first used in the Sanskrit language, and it came in the Urdu language as a noun. Pakistani English directly borrowed this word from the Urdu language, and the reason for this lexical borrowing is the deficit hypothesis.
3. *Basant* is the word of the Sanskrit language. It came in the Urdu in 1611 as a noun, and Pakistani English uses this word also as a noun, and the reason for this lexical borrowing is the deficit hypothesis.
4. *Biryani* is the Persian word came in the Urdu language in 1832 as a noun, and Pakistani English directly borrowed this word. Deficit hypothesis became the reason for this lexical borrowing.
5. *Pulao* word first used in the Persian language, later the Urdu language borrowed it as a noun in 1700. And Pakistani English borrowed this word from the

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Urdu language, and the reason for this lexical borrowing is the deficit hypothesis.

6. *Haji* is the Arabic word came in the Urdu language in 1564 as a noun. And Pakistani English borrowed this word from the Urdu language. Deficit hypothesis became the reason for this lexical borrowing.
7. *Kabbdi* is the Parakat language word. It came in the Urdu language in 1846 as a noun, and Pakistani English uses this word also as a noun, and the reason for this lexical borrowing is the deficit hypothesis.
8. *Qawali* is the Arabic word. The Arabic language used it as a noun. The Urdu language directly borrowed this word as a noun. And now, Pakistani English uses it, and the reason for this borrowing is the deficit hypothesis.
9. *Dupatta* word first used in the Persian language in 1421 and, it came in the Urdu language as a noun. Pakistani English directly borrowed this word, and the reason for this lexical borrowing is the deficit hypothesis.
10. *Salwar* word first used in the Persian language, and it came in the Urdu language in 1697 as a noun. Pakistani English directly borrowed this word, and the reason for this lexical borrowing is the deficit hypothesis.

List No. 3

Urdu loan words used in global English with changes									
No.	Urdu loan words	Etymology	GM in Urdu	GM in PE	Free /bound morpheme	Lexical/Functional VS Inflectional/ Derivational	Level of Integration	Morphological process	Reason of lexical borrowing
1	Cushy (Kushi)	Persian	Noun	Adjective	Free	Lexical	Total	Total modification (Suppletion)	Dominance hypothesis
2	Typhoon (Toofaan)	Urdu	Noun	Noun	Free	Lexical	Total	Total modification (Suppletion)	Deficit hypothesis
3	Cot (Khaat)	Urdu	Noun	Noun	Free	Lexical	Total	Total modification (Suppletion)	Deficit hypothesis
4	Bunglow (Bangla)	Urdu	Noun	Noun	Free	Lexical	Partial	Total modification (Suppletion)	Deficit hypothesis
5	Dungaree (Dangree)	Urdu	Noun	Noun	Free	Lexical	Partial	Total modification (Suppletion)	Deficit hypothesis
6	Loot (Loot)	Urdu	Noun & verb	Noun & verb	Free	Lexical	Nil	Direct Borrowing	Deficit hypothesis
7	Veranda (Baramda)	Hindi	Noun	Noun	Free	Lexical	Partial	Total modification (Suppletion)	Deficit hypothesis
8	Thug (Thag)	Urdu	Adjective	Adjective	Free	Lexical	Primary	Total modification (Suppletion)	Deficit hypothesis
9	Punch (Panch)	Urdu	Countable noun/ Nominal	Noun	Free	Lexical	Partial	Total modification (Suppletion)	Deficit hypothesis
10	Copra (Khopra)	Sanskrit	Noun	Noun	Free	Lexical	Primary	Total modification (Suppletion)	Dominance hypothesis

1. *Kushi* word came in the Urdu language from the Persian language. The Urdu language uses this word as a Noun. The Global English borrowed this word from the Urdu language. The Global English uses this word as *Cushy,* which is an adjective. In the integration of this word, modification (suppletion), morphological process is used, and the level of integration is total. The reason for this lexical borrowing into the global English is the dominance hypothesis.
2. *Toofaan* is a purely the Urdu language word. Urdu language uses this word as a noun. The Global English borrowed this word from the Urdu language. The Global English uses this word as *Typhoon,* which is a noun. In the integration of this word, modification (suppletion), morphological process is used and the level of integration is total. The reason for this lexical borrowing into the global English is the deficit hypothesis.
3. *Khaat* is the Urdu language word. The grammatical category of this word is the noun. The Global English borrowed this word from the Urdu language, and uses it as Cot, which is also a noun. In the integration of this word, modification (suppletion), morphological process is used and the level of integration is total. The reason for this lexical borrowing into the global English is the deficit hypothesis.
4. *Bangla* is the Urdu language word. The grammatical category of this word is the noun. The Global English borrowed this word from the Urdu language, anduses it as *Bunglow,* which is also a noun. In the integration of this word, modification (suppletion), morphological process is used, and the level of integration is partial. The reason for this lexical borrowing into the global English is the deficit hypothesis.

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5. *Dangree* is the Urdu language word. The grammatical category of this word is the noun. The Global English borrowed this word from the Urdu language, and uses it as *Dungaree,* which is also a noun. In the integration of this word, modification (suppletion), morphological process is used, and the level of integration is partial. The reason for this lexical borrowing into the global English is the deficit hypothesis.
6. *Loot* is the Urdu language word. The grammatical category of this word is the noun and verb. The Global English directly borrowed this word from the Urdu language, and uses it as *Loot,* which also function as a noun and verb. This word is not morphological integrated, but phonetic integration is involved in this word. Therefore, the level of integration is zero in this word. The reason for this lexical borrowing into the global English is the deficit hypothesis.
7. *Baranmda* is the Hindi language word. The grammatical category of this word is noun. The Urdu language borrowed this word from the Hindi language. This word went into the Global English from the Urdu language, and the global English uses itas Veranda, which is also a noun. In the integration of this word, modification (suppletion), morphological process is used and the level of integration is total. The reason for this lexical borrowing into the global English is the dominance hypothesis.
8. *Thag* is the Urdu language word. The grammatical category of this word is adjective. The Global English borrowed this word from the Urdu language, and uses it as *Thug,* which is also a noun. In the integration of this word, modification (suppletion), morphological process is used, and the level of integration is primary. The reason for this lexical borrowing into the global English is the deficit hypothesis.
9. *Panch* is the Urdu language word. The grammatical category of this word is the nominal noun. The Global English borrowed this word from the Urdu language, and uses it as *Punch,* which is a noun. In the integration of this word, modification (suppletion), morphological process is used, and the level of integration is partial. The reason for this lexical borrowing into the global English is the deficit hypothesis.
10. *Khopra* is the Sanskrit language word. The grammatical category of this word is the noun. The Global English borrowed this word from the Urdu language, and uses it as *Copra,* which is also a noun. In the integration of this word, modification (suppletion) morphological process is used, and the level of integration is primary. The reason for this lexical borrowing into the global English is the dominance hypothesis.

List No. 4

Urdu loan words used in global English without changes						
No.	Urdu loan words	Etymology	GM in Urdu	GM in PE	Morphological process	Reason of Lexical Borrowing
1	Halal	Arabic 1635	Adjective	Adjective	Direct Borrowing	Deficit hypothesis
2	Bazar	Persian 1421	Noun	Noun	Direct Borrowing	Dominance hypothesis
3	Jungle	Sanskrit 1611	Noun	Noun	Direct Borrowing	Dominance hypothesis
4	Moon soon	Urdu	Noun & Adjective	Noun	Direct Borrowing	Deficit hypothesis
5	Cummer bund	Persian	Noun	Noun	Direct Borrowing	Dominance hypothesis
6	Cotton	Urdu	Noun	Noun	Direct Borrowing	Deficit hypothesis
7	Chita	Sanskrit 1503	Noun & adjective	Noun & Adjective	Direct Borrowing	Dominance hypothesis
8	Garam masala	Arabic and Persian	Noun	Noun	Direct Borrowing	Deficit hypothesis
9	Khaki	Persian	Noun	Noun	Direct Borrowing	Dominance hypothesis
10	Pajamas	Persian 1778	Noun	Noun	Direct Borrowing	Dominance hypothesis

1. *Halal* word came in the Urdu language from the Arabic language in 1635. In the Urdu language, this word is used as an adjective. Pakistani English borrowed this word from the Urdu language. Pakistani English uses this word as an adjective. The Urdu language directly borrowed this word from

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the Arabic, and Pakistani English borrowed this word directly form the Urdu language. Now this word is also used in global English as well. The reason for this lexical borrowing is the deficit hypothesis.

2. *Bazar* word first used in the Persian language, and it came in the Urdu language in 1421 as a noun. Pakistani English directly borrowed this word, and now this word is also used in global English. In global English, there are other similar words, but the reason for this lexical borrowing is the dominance hypothesis.
3. *Jungle* is the word of the Sanskrit language. It came in the Urdu in 1611 as a noun, and Pakistani English uses this word also as a noun. From Pakistani English, this word is directly borrowed in global English, and the reason for this lexical borrowing is the dominance hypothesis.
4. *Moon soon* is purely the Urdu language word uses as a noun and adjective in the Urdu language. Global English directly borrowed this word from Pakistani English, and deficit hypothesis became the reason for this lexical borrowing.
5. *Cummerbund* word first used in the Persian language, later the Urdu language borrowed it as a noun. Now, the global English also uses this word. In global English, there are other similar words, but the reason for this lexical borrowing is the dominance hypothesis.
6. *Cotton* is purely the Urdu language word, uses as a noun. The Global English directly borrowed this word from Pakistani English, and deficit hypothesis became the reason for this lexical borrowing.
7. *Chita* is the Sanskrit language word, it came in the Urdu language in 1503 as a noun and adjective, and Pakistani English uses this word also as a noun and adjective. From Pakistani English, this word is directly borrowed by global English and the reason for this lexical borrowing is the dominance hypothesis.
8. *Garam masala* is the Arabic and the Persian word. In both languages, this word is used as a noun. The Urdu language directly borrowed this word as a noun. And now, it is also used in the global English and the reason for this borrowing is the dominance hypothesis.
9. *Khaki* word first used in the Persian language, and it came in the Urdu language as a noun. Pakistani English directly borrowed this word and now, the global English also uses this word. In global English, there are other similar words, but the reason for this lexical borrowing is the dominance hypothesis.
10. *Pajamas* word first used in the Persian language, and it came in the Urdu language in 1778 as a noun. Pakistani English directly borrowed this word, and now the global English also uses this word. In global English, there are other similar words, but the reason for this lexical borrowing is the dominance hypothesis.

Factors influencing the morphological integration of loan words

There are two very significant factors which are affecting the morphological integration of the loan words. And these are linguistics and social factors. The behavior of the speakers is a very essential social factor. There are two categories of language behavior of the speakers, negative and positive language attitude. Talking about negative attitude, speakers borrow words from other languages to fill the linguistics gap, which shows the inadequacy of vocabulary items in their language. Usually, speakers give a new structure to a loan word to make it sound more like a native word, because they consider using a foreign language word in their language as a linguistics invasion. Therefore, they use integration process and change the very structure of the particular item according to their language. In case of a positive attitude, even though the speakers have a specific words in their language, but they still use other words from different languages just to highlight the linguistics appreciation. Usually, the speakers borrow an item in their language, which has more prestige. Thus, they portray competence, modern thoughts, and openness of their language and culture toward another language.

Here, another social factor comes into notice, with the social parameters of the speakers. It is that, if an educated, high class, young, female or urban speaker uses a loan word, it integrates less. While a similar loan word whenever use by the uneducated, low class, middle age, male or rural area speaker, it integrates more. The other category of the social parameter is the social use of loan words in different social domains like Science and Technology, Media, Sports, Fashion, Showbiz, and many others. Speakers are doing this borrowing and integration because of the use, necessities and requirements of their language.

With regard to linguistics factors, the most influential one is the very nature of the loanword. When this question comes, what morphological pattern a specific loan word will use to adjust, or to integrate itself, in a new system of a target language. The answer comes from the structure and the generative tendency of the particular loan word in the target language. Instead of the structure of the loan word, the system of the recipient language is also very significant because the very structure of the recipient language will help to predict the integration and modification of the loan word in the new system of the recipient language. This

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account establishes the fact that not only the nature of the loan word but also the productive nature of the recipient language is also very significant to predict or to understand the morphological integration of words in any language. It shows the generative and dynamic nature of the recipient language.

V. Conclusion and Recommendations

Pakistani English uses many loan words from Urdu and other local languages. The present investigation only talks about particular morphological attributes found in the fifty selected Urdu loan words. These results have established this fact that loan words are an integral part of Pakistani English, which makes Pakistani English a unique variety of English language. Also, this paper helps in understanding and specifying the unique features of morphological processes used in the integration of these selected Urdu loan words. The study is an attempt to fill the contextual research gap. This study suggests to compile the etymological dictionaries of loan words, which include the origin and morphological development of the loan words to increase the interest of the new researchers in this area. Because of the absence of the etymological lexicons, it was hard for the researcher to give unambiguous information about the origin of Urdu loan words used in Pakistani English. Many words of the Pakistani English became part of global English vocabulary, which is a significant characteristics, yet there is no hint of their history and information. This research limits itself to the variables, which are affecting the morphological integration of the loan words in Pakistani English. There is a need to conduct more studies on morphological integration in various different dialects of Pakistani English, to fill this contextual gap.

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To the institution

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Preferred Author Guidelines

We accept the manuscript submissions in any standard (generic) format.

We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

Alternatively, you can download our basic template from https://globaljournals.org/Template.zip

Authors should submit their complete paper/article, including text illustrations, graphics, conclusions, artwork, and tables. Authors who are not able to submit manuscript using the form above can email the manuscript department at submit@globaljournals.org or get in touch with chiefeditor@globaljournals.org if they wish to send the abstract before submission.

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Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

Acknowledgments

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

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Preparing your Manuscript

Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

Manuscript Style Instruction (Optional)

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.



Format Structure

It is necessary that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

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The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Keywords

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy: planning of a list of possible keywords and phrases to try.

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, “What words would a source have to include to be truly valuable in a research paper?” Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

Numerical Methods

Numerical methods used should be transparent and, where appropriate, supported by references.

Abbreviations

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

Formulas and equations

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

Tables, Figures, and Figure Legends

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

Figures

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

For scanned images, the scanning resolution at final image size ought to be as follows to ensure good reproduction: line art: >650 dpi; halftones (including gel photographs): >350 dpi; figures containing both halftone and line images: >650 dpi.

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Tips for writing a good quality Social Science Research Paper

Techniques for writing a good quality homan social science research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

3. Ask your guides: If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work, then ask your supervisor to help you with an alternative. He or she might also provide you with a list of essential readings.

4. Use of computer is recommended: As you are doing research in the field of homan social science then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

5. Use the internet for help: An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow here.



6. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right? It is a good habit which helps to not lose your continuity. You should always use bookmarks while searching on the internet also, which will make your search easier.

7. Revise what you wrote: When you write anything, always read it, summarize it, and then finalize it.

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. Arrangement of information: Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

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Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.



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- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

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The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

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This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.



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Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

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If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

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- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

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Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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