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Dance Play Method: A Strategy for Teaching Emotionally Challenged Primary Schools Children in Cross River State, Nigeria

By Egaga Patrick I. & Arikpo Ikpi A.
University of Calabar, Nigeria

Abstract- Most school children who are emotionally challenged are often stigmatized and left abandoned by their teachers and classmates. Although Federal Legislation (e.g., Americans with Disabilities Act of 1990) protects the inherent rights of individuals with emotional challenges and disabilities, that legislation cannot always protect them from subtle forms of discrimination and prejudice. This paper clearly point out the undisputable place of dance play method as a strategy for helping children who are emotionally challenged. School counselors, administrators, and teachers have a unique opportunity to directly address emotionally challenged children by providing organized, enjoyable dance and movement activities in a supportive environment and helping students gain better body control and develop nonverbal and social skills. This paper examined the place of the teacher as dance educator to have insights into these learner's abilities and effectively guide the children overcomes their emotional challenges in the school.

Keywords: dance play method, strategy, emotionally challenged, primary schools children.

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Egaga Patrick I. [α] & Arikpo Ikpi A. [σ]

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I. Introduction

Teaching method is an eclectic method comprising and combining all the principles and methods used for instructing school children. It is implemented by teachers to achieve the desired learning in students. These strategies are determined partly on subject matter to be taught and partly by the nature and peculiarity of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation to the characteristic of the learner and the type of learning it is supposed to bring about. The design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn (Petrina, 2007). Dance play teaching methods presents a conceptual model of dance education that embraces dance as an art form and disseminates it through learning experiences in dancing, dance making, and dance appreciation. Throughout the world children play is such an important part of teaching, this is because it conditions the harmonious physical, intellectual and affective development of a child. A child who does not play is a sick child. A child who is prevented by his teacher or guardian from playing will fall ill, physically and mentally. Little wonder the notion "all work without play makes Jack a dull boy". Dance play is one of the most important of all educational activities and deserves acknowledgement of its rightful place in formal schooling, beyond the nursery school to which it is too often confined. Dance play provides the teacher not only with a way of improving his knowledge of the child, but also with a means of renewing his teaching methods.

II. Statement of the Problem

Emotionally disturbed children serious threats to their own development and the development of other children around them. Sometimes they are withdrawn hyperactive reclusive etc. Emotionally challenged learners may lack nonverbal academic readiness skills needed to productively engage in learning activities. Children who lack these skills may have emotional challenges in concentration and self-control that may result in behaviors such as jostling and disturbing others when lining up or receiving instruction on the rug. For these children, dance activities can offer a productive entry point for addressing their growth as learners, and an opportunity for them to experience success in school. This paper is geared to address the place of dance play as a strategy for helping students who are emotionally challenged.

II. Psychological Functions and the Role of Dance Play in the Classroom

Various psychological approaches appreciate the role of the dance in the development of the individual psyche play is a functional relaxation activity or, again, a way of using up excess energy that cannot, or can no longer, be absorbed for survival. A certain form of play is indissolubly linked with each stage of development, and although the rate or age at which various games appear may vary from one society to another or *one* individual to another, the order in which they appear is always the same. Play is a yardstick of a child's mental development.

Dance play is an integral part of education; it is accepted and encouraged or alternatively rejected as an

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obstacle to the children's productive capacity. Whatever a society's is, play is an essential role in education. It may even be said that play is an education in itself outside the school. Play activities and materials are the best way for a child to express himself and the best testimony by which the adult can attempt to understand him; and on the other, they can serve as a basis for the teaching methods and techniques which the adult wishes to devise for the child with whose education he has been entrusted. For it would seem only natural that play should have its place in the classroom. For the teacher, dance play is one of the best ways of getting to know a child who is emotionally challenged, both as regards his personal psychological make-up and his cultural and social background. By observing a child at play, it will be possible to detect the appearance of affective, psychomotor or intellectual disorders in his development, identify what stage of mental development he has reached which will have to be borne in mind if the learning methods employed are to be improved upon. This will also expose which methods are most likely to succeed in the classroom communication process. Or even dictate placement alternatives for the child in the classroom.

Observation shows that communication between pupils, or between the teacher and his pupils, is established through dance play, where verbal communication may have failed. Dance play provides a release from the pressure of *school*. Having acquired the conviction, therefore, that play is a vital need for a child, that it is at once a 'preserve' apart and the foremost educational institution, teachers will begin by acknowledging the legitimate importance of dance play method, before even contemplating ways of incorporating it into their teaching.

To effectively adopt dance play method of teaching the teacher should bear in mind that; the effective utilization of dance/play method with emotionally disturbed learners must flexibly involve:

- Exercises - attitudes and physical behaviour: running, jumping, chasing, etc,
- Verbal expression - nursery rhymes, stories, tales, riddles, games of logic and reasoning.
- Concrete items - figurative and symbolic objects such as dolls, masks or other meaningful objects.
- All behaviour related to performing or plastic forms of expression - choreography, theatre, transforming appearances, drawing, modeling.
- Any objects which are not specifically intended as playthings but might acquire such a function because of their appeal and the service they might render to the subject.
- Create a safe, friendly and positive atmosphere.
- Adapt a language to suit the age and experience of students
- Give regular verbal feedback that respects students and helps them develop as independent learners.
- Teach safe dance principles; non-judgmental attitudes; positive body image; punctuality, planning and preparation.

III. Effective Application of Dance Play Method of Teaching Children who are Emotionally Challenged

The following should be taken into consideration before adopting dance play method of teaching emotionally challenged children.

- The type of class (community, social, school, studio, professional etc)
- Participants' age, stage and needs
- The dance style/genre
- Class size and venue

IV. Importance of using Dance Play Method for Teaching Emotionally Challenged Children

The following strategies can be adopted for effective dance play method of teaching thus; Participate and model behaviour:

- It is sometimes necessary to limit your demonstration or participation in the actual moving/dancing portions of class. Modeling behaviour is also important for showing children how to behave. Ask the students what is the proper way to sit or stand while waiting on their spot or number, then show them, and then have them practice it with you.
- Offer "Dancers' Choice"

  The freedom to choose is empowering, particularly for children who are learning to become independent in their thoughts and decisions. Try to include a chance for your dancers to make a choice at least once in each lesson. However, be careful about offering unlimited possibilities.
- Enlist and recruit a misbehaving child

  A chronically misbehaving child can be like a little thorn in your side. If you're familiar with the advice to keep your enemies closer than your friends, this tip is similar. Instead of constantly reprimanding the child, *enlist* his/her help in some way. Ask her to be your helper when handing out props, or recruit him to make the check marks in the attendance roster.
- Offer positive feedback at every opportunity

  Children respond well to positive feedback. Continually be on the look out for things that are

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being done well. This gives the class a chance to model the appropriate behavior.

- Limit negative attention

  A child will eventually stop responding to his/her name if it is said over and over in a negative way.

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The Role of Yoga in Health and Wellness

By Sunil M. Labde
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Abstract- Modern life style is posing a series challenge to human health. The fast change of ever changing trends in modern life is causing physical, moral, mental, and spiritual problems. Chaos and confusion, stress and tension, commercialization and competition in every walk of life has lead to a situation where man is finding itself helpless regarding his personal health and hygiene. An individual who comes to this earth has every right to enjoy each and every gift of nature, to live freely and happily. Technological advancement has resulted in reduction of physical labour and increased mental labour. Tough labour in turn has resulted in psychosomatic disorders such as hyper tension, diabetes, insomnia acidity, gastric problems etc. Basically these disorders are caused due to faulty eating habits, stressful working conditions lack of physical exercises and proper rest.

Yoga is the only possible remedy to counter these hazardous habits. Practice of yogic principals and virtues are the only means wherein an individual can make his life happy and free from miseries.

Keywords: *yoga, health & wellness.*

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Health and wellness is the concern of each and every person. The condition of modern life offers us much less in spite of our material wealth, than it did to the previous generations. We suffer from the modern disease-stress stress created by selfishness, competitiveness, acquisitiveness and insensitivity to the destruction of our human relations and environment. As a result we suffer from all sorts of physical and mental illness which evens our modern schools of medical science cannot alleviate. Instead, many people are turning to a far older tradition, a tradition that appears to be steeped in religion and mystery, but, in facts, are much more pragmatic in its application to our everyday lives than it would first appear.

Yoga should not be considered as an antiquated myth of yesterday because it has as much validity and value now as it had ever before and can offer guidance and help to the modern man. There are many people practicing yoga today who are still unclear about the relevance of certain aspects of yoga. Much of the confusion has arisen from the very age of yoga. Its origins are lost in time, so that though we may be clear about the essence, that is, the purpose of yoga and its underlying concept, we may yet be very hazy about just what to do when and under which circumstances.

Through yoga, any person, man, women or child, old or young, infirm or healthy, can apply himself /herself to the task and experience the sublime peace of the ancient yogis without retiring to cave or forest. Yoga has something to offer everyone and however little you are able to do, provided you practice sincerely and diligently, you cannot fail to get result.

Keywords: yoga, health & wellness.

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I. Introduction

Aim of Yoga: Yoga have goal of aiding man to solve his problems so that he is better integrated in life. It is fairly evident from the evolutionary history of man that he has been in constant search for happiness. This search has led the modern man to new creations and luxuries. The grave for sensual pleasures, more comforts, better jobs, name, fame and power are all aimed to get more and more happiness. This may be called the western approach of modern civilization to life, very much discernible throughout the world today. This is hopefully designed around desires and their fulfillment.

On account of too much of competition, conflict, unrealized ambition and maladjustment in social life, a large number of people all over the world today, suffer from various kinds of mental diseases caused by frustration and depression. The basic reason for mental illness is a wrong philosophy, a mistaken and narrow view of life, and its dimensions, purposes and values. A sound philosophy of life based on its proper comprehension and factual understanding of life and the world and their proper relationship can lessen the number and prevalence of mental disorders, maladjustments and frustration. The modern man is badly in need of inner peace and calmness and security, which can come from self –knowledge and self –realization alone. We need to be Sthitaprajna, people of steady mind, as conceived by Shri Krishana in Bhagavad Gita.

It is universally recognized that Indian yoga constitutes one of the oldest and most significant scientific-spiritual legacies of mankind. It has been propagated and practiced since the dawn of human history. But the beginning of the yoga tradition is shrouded in the mists of antiquity. Seals portraying deities in meditative postures suggest that the yoga tradition is not only very very old but were accorded special recognition and sanctity in the Indian society.

Yoga is made up of those elements and aspects of science and spirituality which have a direct bearing on the integrated growth and fulfillment of the human being at all levels– physical, emotional, intellectual and spiritual. It is most important sector of knowledge because it is needed by all and can be cultivated according to inclination and capacity by any one and at any age. Through the practice of yoga the human body becomes strong, supple and healthy. The emotions and passions are controlled and the mind is

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freed from the adverse impact and interference of the senses.

Upanishads says– "The first sign of advancement in yoga are lightness of body, good physical and mental health non-covetousness, clearness of complexion, pleasing voice, agreeable body order and scantiness of excretions."

Maharishi Patanjali gave a tangible order to the various yogic practices and traditions. He gave eight steps viz, Yama, Niyama, Asana, Pranayama, Pratyahar, Dharna, Dhyana and Samadhi known as ashtang. (Goyandka). To get the knowledge of the self, the ultimate aim of yoga. These steps are:-

- Yamas or eternal vows
- Niyamas or observances
- Yogasanas or postures
- Pranayamas or breath control exercises
- Pratyahara or withdrawal of senses from distractions of the mundane world.
- Dharna or concentration
- Dhyana or continuance of dharana
- Samadhi or ultimate stage of meditation

Patanjali's yoga deals with the training of the mind to become pure being and to acquire dispassionate outlook to come out of the mess of intellect and emotions and thereby kill one's 'I'. Yogic practices make man objective in outlook and for him all opposing forces of this world lose charm.

Studies and investigations conducted on physiological and psychological aspects of yoga system of exercises have revealed that yogic practices tone up body and many diseases inflicting the body disappear. These practices bring about perfection of biological equilibrium in normal persons and lead to the recovery of homeostatic dysfunction in the ailing and sick persons. (Jain, 2000).

II. Mental Disposition and Related Disorders

'A sound mind in a sound body'-The ancient thinking of India reflects on these important aspects of our life. 'The mind is the creator of the body', it can change the body in any way it likes, into any form it chooses. It is the cause of all diseases and health of the body-declares Yogavasishtha. Most of the diseases in our body can be traced to the disturbances within the mind-complex.

The sprouting of diseases calls attention to the very notion of 'freedom' of the mind. As substantive causes, the 'antagonistic thoughts' disrupt the mental freedom .They work as the mis adherents to the mind in the form of dispositions.

The Upnishadic seer had found six hitches which when well-attended will make man strive for a healthy life. These are rightly the determinants of all 'irregularities' within the universal domain also. They are: kama (desire or sexual passion), krodha (anger), lobha (greed), moha (attachment or delusion), mada (egoism or pride), and matsarya (envy). Again tere is another classification of the causes of mental infection. They are: raga (sexual attraction), matsarya (avarice), aparigraha (desire for appropriation of other's property), trishna (longing for worldly objects and enjoyments), lobha, dambha (arrogance), dvesa including krodha, irshya(envy), asuya (jealousy), droha (hatred) ,amarsha (revengefulness) and abhimana (pride), moha (delusion), viparyaya (false knowledge or doubt), bhaya (fear) and shoka (worry).

For the ancient people, the mind is constituted of three gunaas-sattva, rajas and tamas. These three are considered as the root of all emotions. A mind with predominance in sattva is in its complete tranquility or balanced state that signifies blissful state of existence. The rajas has a disposition to activity that is the cause of pain or injury whereas tamas characterizes inertia. The last one makes one struggle in delusion or moha. In as much as these three are in equilibrium, a multitude of imperfections to the mind as well as the body will result. The suppressive activity of tamas over rajas and even satva is an extreme position of reciprocal antagonism.

Yoga can play a significant role by providing the psychological disciplines needed to purify the personality in order to realize the highest truth, namely, the self. This brings about gradual bearing out of ego and its replacement by truth 'consciousnesses.

III. Benefits of Yoga

a) Negative aspects

- Reduction in stress-induced addictions.
- Reduction in anti-social behavior of youth.
- Reduction in negative motivation like suicidal tendency and incidences.
- Reduction in negative traits like neuroticism and tendency to cause injuries to self and others.

b) Positive aspects

- Improvement in efficiency of work and job satisfaction.
- Development of positive outlook in life through positive motivation.
- Development of positive traits like self-confidence, self sufficiency and sociability.
- Improvement in healthy inter-personal relationship.
- Improvement in handling various problems in life.
- Remarkable improvement in the self-concept and proper evaluation of others.
- Improvement in necessary tenacity and perseverance essential for success in life.

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- Control and prevention of psychosomatic disorders and peace of mind. (Shankar, 2007)

IV. Conclusion

Through yoga, any person, man, women or child, old or young, infirm or healthy, can apply himself / herself to the task and experience the sublime peace of the ancient yogis without retiring to cave or forest. Yoga has something to offer everyone and however little you are able to do, provided you practice sincerely and diligently, you cannot fail to get result. Yoga is the only possible remedy. Practice of yogic principals and virtues are the only means wherein an individual can make his life happy and free from miseries.

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Nigeria, National Association for Exceptional Children Junior Academics' Mentors and Quality Research Assurance

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Abstract- This study investigated National Association for Exceptional Children (NAEC) Junior academics' mentors and quality research assurance. The study was all about members of NAEC in Nigeria who are junior academics and the status of their mentorship by senior academics and quality research assurance as a result in Nigeria. The study adopted a descriptive survey design. Purposive sampling technique was used to draw 24 paper presenters that are junior academics in the NAEC 2015 annual Conference held in Port Harcourt, River State of Nigeria. The sample was made up of junior academics that were drawn four each from among those on attendance from six geopolitical zones of Nigeria. All the states in Nigeria are zoned into six that guided the researcher in reaching the sample. An instrument for data collection named Junior Academics Mentors' Activities for Quality Research Assurance Questionnaire (JAMAFQRAQ) was constructed by the researcher. The instrument was validated by experts in Special Education, Measurement and Evaluation and Guidance and Counselling.

Keywords: junior academics, mentors, NAEC, quality assurance, research.

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Nigeria, National Association for Exceptional Children Junior Academics' Mentors and Quality Research Assurance

Vitalis Ugochukwu Eke [α], Igba Innocent Ushi [σ] & Iheke Chinasa Brown [ρ]

Abstract- This study investigated National Association for Exceptional Children (NAEC) Junior academics' mentors and quality research assurance. The study was all about members of NAEC in Nigeria who are junior academics and the status of their mentorship by senior academics and quality research assurance as a result in Nigeria. The study adopted a descriptive survey design. Purposive sampling technique was used to draw 24 paper presenters that are junior academics in the NAEC 2015 annual Conference held in Port Harcourt, River State of Nigeria. The sample was made up of junior academics that were drawn four each from among those on attendance from six geopolitical zones of Nigeria. All the states in Nigeria are zoned into six that guided the researcher in reaching the sample. An instrument for data collection named Junior Academics Mentors' Activities for Quality Research Assurance Questionnaire (JAMAFQRAQ) was constructed by the researcher. The instrument was validated by experts in Special Education, Measurement and Evaluation and Guidance and Counselling. The reliability coefficient of .84 as a measure of internal consistency was established through the use of Cronbach Alpha statistical technique. Frequencies, percentages and means were the descriptive statistics used for analysis of data collected. The results showed that the junior academics of NAEC are not exposed nor made to have access to all the useful principle standards that could assure quality of their research works and their senior colleagues that are regarded as their mentors do not make available for them adequate supervision activities that can guarantee improved quality assurance of their research works. Based on the findings of this study, recommendations were made which include among others that it should be made a tradition in the NAEC annual conference that one of the lead papers should address strategies of assuring quality research by curious investigators and inculcation of mentorship spirits among senior members to the junior academics.

Keywords: junior academics, mentors, NAEC, quality assurance, research.

I. Introduction

National Association for Exceptional Children (NAEC) is a very popular and famous organisation in Nigeria. It is an association for the special educators and allied professions. It was called and identified as National Council for Exceptional Children (NCEC) until this year, 2015 that it marked its silver jubilee (25years) that the name changed to NAEC. It is on record that within these past 25 years NAEC has organised 25 conferences and published 25 volumes and 30 issues of its Journal, "The Exceptional Child" (NAEC,2015). Beyond that the Association has published 10 volumes of the Association's book of readings and some dedicated text books to her deceased members (NAEC). This is a wonderful break through such that the consistency of the Association in publication deserve kudos. Above all, the current President of the Association, F. B. Obi (personal communication, 7th August, 2015) asserted that all the publications of the Association from 2013 would be online. This adds feather in the cap of the leadership of this association.

There is now high hope that the publications shall be online such that it shall enjoy wider readership. Every curious member especially the upcoming junior academics that are members shall be poised to publish in the Journal of the Association. Curiosity sets the tone for any research activity. Isangedighi (2012) opined that the process called research is a product of a curious mind with a desire to improve upon the ways things are working. This shows the importance of research. Research is the fountain of knowledge and an important source of providing guidelines for solving problems. Kpolovie (2010) recalled that any problem of study worth working should among others be characterized by the following.

> It must appreciably advance knowledge in the chosen field when solved; it must be of genuine interest to the investigator; a problem which the investigator has no personal, social, cultural or religious bias on; a problem that the researcher has the necessary skills, abilities and background knowledge to investigate; a problem which when conclusively studied will not produce doubtful results because the instruments used for data collection are of satisfactory validity and reliability; it must meet the scope, topical requirements and significance of value of the institution or journal to which the findings will be submitted; a problem which is capable of producing findings that will be of great practical value and utility to society, scientists, educators other professionals and the general public ... (p.12).

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The above truly addressed quality of researches to be carried out. Kpolovie has uncovered qualities of research. It is indeed germane for all research considered fit for publication to be of great quality. Harvey and Green citing in Ugodulunwa (2015) identified different approaches to the definition of quality: exceeding high standards; quality as culture; fitness for purpose; ...quality as transformative. Ugodulunwa viewed quality assurance as continuous process of evaluating the quality of a system, institution or programme. Ogunleye (2013) perceived quality assurance as a planned and systematic review process of how goals of an institution are being achieved, enhanced and sustained. The term quality stands for worth of something. It could be seen in this paper as worth of research where quality is assured for work to be considered publishable.

In the last conference of NAEC, over 36 papers were presented mostly by the members who are junior academics. Each of the papers was presented during the plenary sessions. There were criticism of each of the papers such that most of the junior academics learnt much from the critiques of the senior academics charged with the function. There were areas of agreement and disagreement that left members that are junior academics much confused. This was what made the president of NAEC (F. B. Obi, personal communication, 7th August, 2015) to opine that there should be a forum where acceptable method of writing papers be made bare. That means there should be ethics to guide every researcher especially the junior academics to improve on their writing skills.

There will be established publication ethics to improve upon the existing one. Global Science Research Journals (2013) that publish Journal of Special Education and services has publication ethics to be adhered to strictly. The publication ethics disallows fabrication and falsification, plagiarism, simultaneous submission of works, duplicate publication, redundant publication, improper author contribution or attrition ,citation manipulation. Any failure to observe the foregoing attracts sanctions. This is a guide and caution for all persons aspiring to publish in this journal to be very much alert.

The junior academics might joy in established ethics to guide them attested to by all and limit any seeming or their embarrassment in plenary. Proper guide by senior colleagues is advantage to the junior ones. One wonders if actually these young and junior academics are guided in their respective institutions by the senior academics that may be members of NAEC. These senior academics ought to monitor and mentor these junior academics to improve their quality of research. Shavelson and Towne in Ugodulunwa (2015) identified useful standards for assessing quality of research.

> Presence of a significant question to be investigated empirically to contribute to knowledge; application of methods that can best address the question of interest; basing. Research on clear reasoning that is justified by relevant literature; providing necessary information that will aid replication of study; ensuring that the design, methods and procedures are clear, transparent and objective; provision of detailed description of sample, sampling, intervention and comparison groups; using appropriate and reliable conceptualization and measurement of variables; evaluating alternative explanation for any findings; assessing possible impact to a peer review process; adhering to quality standards for reporting ... (p.7)

The foregoing could serve as useful principle standards for the junior academics in NAEC to be encouraged by their mentors to assure quality research work. This is by way of exposing the junior academics to the foregoing such that those standards are made accessible to them. In the same vein, European Association for Quality Assurance in High Education citing in Ugodulunwa (2013) disclosed the roles and responsibilities of supervisors to include

> Providing satisfactory guidance and advice to students on research projects, standard expected, planning and setting targets and milestones, literature and source of information, research design, methods, instrumentation and procedure; encouraging students to procure necessary materials, attend lectures/seminars on research process, avoid plagiarism; ensuring students are aware of the need to comply with ethical and safety standards of their institution; monitoring of students' progress on the project should be carried out through regular scheduled meetings and discussions with students; provide timely and constructive feedback on students' work; encouraging students to prepare work and present at seminars and conferences and providing advice on research report writing for seminar, conferences and examination criteria..(p.8)

The above activities could also be taken up by the mentors of the junior academics that could be members of NAEC so as to assure quality research. The above venture might be a saving grace to junior academics in the present day syndrome of one either publishes or perishes. Another axiom has it that one either makes oneself visible or that nobody asks for one. In a study by Asim and Eni (2015) on use and misuse hypotheses and statistical tools to test such hypotheses in educational research in University of Calabar ,Nigeria, they found that that out of 90 cases, less than half, specifically, 43 (47.8%) were appropriate while 47 (52.2%) were inappropriate. They also found that the most popular technique was abused hence instead of

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calculating Phi coefficient, some students used Pearson's product moment correlation. Asim and Eni then recommended organising refreshers courses for supervisors of graduate Theses to enable them guide students properly on how to state hypotheses correctly and subsequent selection of appropriate technique to test their hypotheses and that graduate courses on statistical methods should be reviewed and made to emphasize more on real life cases and not on formulae. The above revelation by Asim and Eni epitomizes the significant role of mentoring the young junior academics. Their study highlighted the need of expertise of the mentors to be able to equip the junior academics well. The foregoing testifies heated argument that arise even among some senior academics in plenary sessions and or in theses defence to the chagrin of junior academics on which way to go. In another study by Ekeh and Opara (2013) on the extent of research mentoring among a sample of 436 out of 587 junior academics in University of Port Harcourt, Nigeria the result showed that the junior academics are not adequately mentored in research by their senior colleagues and that no significant difference existed in the extent junior academics were mentored in research by their senior colleagues due their areas of specialization. Eke and Opara recommended therefore correction of imbalance in research mentoring opportunities and that there should be encouragement of effective utilization of research mentoring hence an indispensable approach for the improvement of research standard and development of education and the nation. The above investigators had said it all and if such is true also in the area studied by them the quality of research by these junior academics can be imagined. In fact there may not be assurance of quality. Though the investigators made recommendations to improve on the quality which squarely rests on the mentoring some time ago, one wonders the present status of mentoring not only there but in other areas. This brings NAEC junior academics to mind.

The works of junior academics that are members of NAEC call for proper survey of the useful principle standard disposed and made accessible to them in NAEC and or in their respective institutions by their mentors. In this study junior academics include the graduate assistants, assistant lecturers, lecturer two and lecturer one or other junior academics within this bracket. They need mentors to truly forge ahead. Hornby (2007) perceived mentor as an experienced person who advises and helps somebody with less experience over a period of time. Sadker and Sadker in Ekeh and Opara (2013) conceived mentor as a guide or an adviser, someone who has experience with the challenges that the trainees face, the ability to communicate that experience and the willingness to do so. The junior academics are faced with challenges and utilization of experience of the mentors seem a panacea. It is worthy to note that mentor not only should acquire the experience but have the ability and willingness to give such out to others that are with less experience. These are two different things. A mentor is not only perceived as a guide but should actually guide not only an adviser but should be advising.

There is need to uncover supervision activities availed the junior academics by their mentors to assure their quality research in this noble Association. There were over 36 papers in the last conference that were shared into four groups during the plenary session to be presented and defended. Most of the papers were done by junior academics and criticisms of their works, presentation and defence aroused the curiosity of this researcher to investigate mentorship of senior academics in their respective institutions and or in NAEC conferences for improved quality papers. The status of mentorship of these curious junior academics might add value to quality of NAEC journal. This is apt hence the journal of NAEC: "The Exceptional Child "goes online to enjoy wider readership with guarantee of quality assurance.

II. Statement of Problem

Research is indispensable for every academic. Quality research assurance is now in vogue. Every young and junior academic is eager to publish. The lee way for the junior academics to publish assured quality works is mentorship spirit of senior academics. The willingness and ability of the mentors to guide, advise and monitor these young upcoming junior academics that are very eager to learn maximally improve quality assurance of their research works.

It seems that these young and junior academics are not mentored let alone adequately mentored for writing quality research papers. Some do not even know how to articulate a researchable topics let alone the ones that are topical. Most of them hardly can state good research questions and hypotheses with appropriate statistical tools. Some who do it right cannot justify it in their defence. They often abuse publication ethics. This gives rise to poor quality of research work by these honest and curious junior academics left on their own to carry out studies with their very limited experience.

In view of the above scenario in NAEC and for the sake the status of its journal, it is apt to investigate Junior academics' mentors and quality assurance of their research works. No study available to the researcher has addressed above subject matter among the junior academics of NAEC. Members of NAEC are spread across all the states in the six geopolitical zones in Nigeria. It is then apt to carry out this study to deduce comprehensive findings and conclusion. The researcher considers the study germane in view of the future of the junior academics

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and quality assurance in their research works in not only in NAEC but beyond. This is also because the journal of NAEC is now on line and most of the works that may form bulk of the articles might be coming from the junior academics. It is based on the above premise that the researcher wished to carry out study on NAEC Junior academics' mentors and quality research assurance.

III. Purpose of the Study

The purpose of the study was to investigate NAEC Junior academics' mentors by the and quality research assurance in Nigeria. Specifically, the study sought to

- Identify useful principle standards accessible to junior academics to assure quality research.
- Find out supervision activities availed the junior academics to assure quality research.

IV. Research Questions

Two research questions guided the study.

- What are the useful principle standard accessible to the junior academics to assure quality of their research?
- What are the supervision activities availed the junior academics to assure quality of their research?

V. Method

The study used a descriptive survey. Purposive sampling technique was adopted to draw the sample. This was used because out of the presenters of 36 papers in the plenary session of the last NAEC 2015 Conference most of them are works of junior academics. They are graduate assistants, assistant lecturers, lecturer two and lecturer one or those in that bracket were considered special population for this study. The researcher also had to witness their presentation in the plenary session inquired to uncover they belong to above population. Beyond that the researcher found the geopolitical zone each junior academic come from hence all the states in Nigeria are divided into six : South East, South South, South west, North North, North Central and North East. Four (4) junior academics in each of these zones were drawn to make up the sample of 24 through purposive sampling technique. That means that 24 junior academics that were authors/co-authors of the papers and personally presented in the conference served as the sample. The researcher generated instrument named Junior Academics Mentors' Activities for Quality Research Assurance Questionnaire (JAMAFQRAQ). The items for the instrument were guided by works of Shavelson and Towne and that of European Association for quality association for quality assurance as cited in Ugodulunwa (2015). The items were adapted and adopted to serve as item statements in the instrument for the junior academics. The instrument was later face and content validated by three experts; one each from Special Education, Measurement and Evaluation and Guidance and counselling. The reliability of the instrument was determined through Cronbach Alpha and it has reliability coefficient of .84. The instrument elicited information on useful principle standards the junior academics are accessible to and the supervision activities available to the junior academics to assure their research qualities. A descriptive statistics of frequencies, percentages and means were used to describe data obtained where any item with mean equal or more than 2.50 was adjudged principle standard accessible to the junior academics(PSA) and if less it was perceived as not accessed (NE) for items 1 through 10. But for items 11 through 20 where the mean score was 2.50 and above it was regarded Supervision Activities Available(SAA) but when less than the bench mark it became Supervision Activity not Available (SANA).

VI. Results

The results of the analysis of the data obtained are shown in the table below. The statistics used is mainly descriptive tool of means (x)

a) Research Question 1: What are the useful principle standard accessible to the junior academics to assure quality of their research?

Table 1 : Descriptive analysis of principle standard for quality research for jnr. academics

SN	Statements	Always	Often	Rarely	Never	Mean
1	There are significant questions that contribute to the knowledge to be investigated empirically by the jnr. Academics	4 (16%)	3 (12%)	10 (41%)	7 (31%)	2.10
2	There are methods to be applied that address question of interest of the jnr. Academics.	3 (12.5%)	2 (8.3%)	9 (37.5%)	10 (41.7%)	1.92
3	There are relevant literature to justify reasons for research for the jnr. Academics	8 (33.3%)	8 (33.3%)	6 (25%)	2 (8.3%)	2.92
4	There are pieces of information that aid replication of study for the jnr. Academics.	7 (31%)	8 (33%)	6 (25%)	3 (12%)	2.79
5	Clear, transparent and objective design, methods and procedures are ensured for the sake of the jnr. Academics	3 (12%)	4 (16%)	7 (31%)	10 (41%)	2.00

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6	Samples, sampling, intervention are provided in details for the jnr. Academics	4 (16%)	2 (8.3%)	7 (31%)	10 (41%)	1.92
7	Conceptualization and measurement of variables considered reliable are used appropriately by the jnr. academics.	2 (8.3%)	3 (12.5%)	9 (37.5%)	8 (33%)	1.86
8	Findings are evaluated for the jnr. academics for alternative explanations	3 (12.5%)	4 (16%)	9 (37.5%)	8 (33%)	2.08
9	Researchers are submitted by the jnr. Academics for peer review process	2 (8.3%)	3 (12.5%)	7 (31%)	12 (50%)	1.79
10	Quality standard for reporting are adhered to by the jnr. Academics.	2 (8.3%)	2 (8.3%)	8 (31%)	12 (50%))	1.50

From the above it shows that out of all the useful principle standard those accessible to the junior academics to encourage and inspire them for quality research are only two out of ten. These are items 3 and 4 that addressed being disposed to relevant literature and information that aid replication of study .Their mean scores are 2.92 and 2.79 respectively. They are therefore deduced as principle standard accessed (PSA) where as the other eight are adjudged as principle standard not accessed (PSNA) hence none has mean up to 2.50 let alone above the bench mark. This result suggests that the junior academics are not able to have access to the useful principle standard that can guarantee quality assurance of their research works most probably because are disposed to them.

b) Research Question 2: What are the supervision activities availed the junior academics to assure quality of their research?

Table 2 : Descriptive analysis of supervision activities available to jnr. Academics for quality assurance in research

SN	Statements	Always	Often	Rarely	Never	Mean	Dec.
11	Provision of satisfactory guidance and advice by mentors.	2 (8.3%)	3 (12%)	10 (41%)	79 (37.5%)	1.75	
12	Proper research design, methods, instrumentation and procedure exposed to jnr. academics	3 (12.5%)	2 (8.3%)	9 (37.5%)	10 (41.7%)	1.92	
13	Encourage the jnr. Academics to procure necessary materials, attend lectures/seminar on research process.	8 (33.%)	7 (31%)	3 (12%)	6 (25%)	2.70	
14	Instruct the jnr. academics to avoid plagiarism because of the implication.	7 (31%)	8 (33%)	4 (16%)	5 (20%)	2.70	
15	Ensure that the jnr. academics are aware and abide by ethics and standard accepted.	2 (8.3%)	3 (123%)	11 (45.8%)	8 (33%)	1.95	
16	Assisting the jnr. Academics' progress on research upon their request.	4 (16%)	4 (16%)	8 (33%)	8 (33%)	2.17	
17	Provision of timely and constructive feedback on jnr. Academics' research works.	3 (12%)	2 (8.3%)	10 (41.7%)	9 (37.5%)	1.95	
18	Inspiring jnr. Academics to prepare works and present at seminars and conferences.	8 (33%)	8 (33%)	4 (16%)	4 (16%)	2.83	
19	Effective supervision of the jnr. Academics research works to be published.	2 (8.3%)	3 (12.5%)	9 (37.5%)	10 (41.7%)	1.88	
20	Mentors being dedicated and selfless to raise the jnr. Academics research expertise.	2 (8.3%)	2 (8.3%)	9 (37.5%)	11 (45%))	1.79	

In Table two, results showed that out of supervision activities expected of the mentors, only three are availed the junior academics. These are items 13, 14 and 18 that addressed encouraging jnr. Academics to procure necessary materials and attend lectures/ seminar on research process, instruction to avoid plagiarism and inspiring the jnr. Academics to prepare work and present in seminar and conferences. Their mean scores are 2.70, 2.70 and 2.83 respectively. These are taken as the supervision activities available(SAA) The other seven in as much as their mean scores are below 2.50, are assumed as expected supervision activities not available(SANA). The above results uncovered the status of mentorship of the jnr. Academics which has implication for assurance of quality of their research works.

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VII. Discussion

In table one it was found that useful principle standards made accessible to the junior academics are being disposed to are relevant literature and information that aid replication of study. These findings corresponds with that of Kpolovie(2010) in his assertion that background knowledge of a problem makes any study outstanding and this can arise of reviewing relevant literature. The findings of this study are reinforced by Shavelson and Towne in Ugodulunwa (2015) hence among the identified useful principle standards are relevant literature and getting information that aid replication. According these authors the foregoing improve quality assurance of research. It was further noted that other eight useful principle standards articulated by the authors are not accessed by the junior academics. This definitely could underscores the quality of the research works of these junior academics. The issue of design and statistical tools are not being properly exposed and made accessible to the junior academics might pose problem to young researchers as has been uncovered in a study by Asim and Eni (2015) on evaluation use and misuse of statistical tools by graduate students in University of Calabar, Nigeria. In the study they found that that out of 90 case, less than half, 43(47.8%) were appropriate while 47 (52.2%) were inappropriate. They also found that the most popular technique statistical tools use by these graduate students was abused. The above students could be junior academics. The findings of this study ignored area of problem that is topical that can contribute to knowledge. This was reiterated by Kpolovie (2010) as he affirmed that any problem of study worth must appreciably advance knowledge in the chosen field when solved.

In table two, the findings revealed that there are only three supervision activities availed the junior academics for quality assurance of their researches. These findings addressed encouraging junior Academics to procure necessary materials; attend lectures/seminar on research process and instruction to avoid plagiarism and inspiring the junior academics to prepare works and present at seminar and conferences. These findings have support of European Association for Quality Assurance in High Education as cited in Ugodulunwa (2015) that identified responsibilities of supervisors to include encouraging students to prepare works for seminars and conferences, avoidance of plagiarism and encourage students attend lectures/ seminar on research process. These findings have the sympathy of Global Science Research Journals (2013) that in outlining its publication ethics emphasized avoidance of plagiarism among others That notwithstanding there are other seven important supervision activities of the mentors not availed the junior academics that are prone to assure improved quality research of the junior academics. That has shown in this study that the junior academics are not sufficiently mentored. The above finding has the backing of a study by Ekeh and Opara (2013) on the extent of research mentoring among junior academics in University of Port Harcourt, Nigeria where the result showed that the junior academics are not adequately mentored in research by their senior colleagues.

VIII. Conclusion

Based on the findings of this study, it is concluded that the useful principle standard accessible to the junior academic are grossly insufficient to assure quality of their researches. It is also concluded that supervision activities availed the junior academics by their mentors cannot guarantee quality assurance of their researches.

IX. Recommendations

It is based on the conclusion reached above as a result of findings of this study that the following recommendations are made.

- There should be a forum to be organised by NAEC among the senior academics to articulate publication ethics to guide junior academics for improved quality research.
- All the senior members of NAEC in different academia should take a refresher course on best practices and institute uniform approach in research quality assurance and be made able and willing to impart same to junior academics.
- There should be forum for all members of NAEC, a few months before the annual conference in each geopolitical zone or in the state chapters of NAEC to review topical problems, design and statistical methods from the subject matter of the theme of the Conference to real life cases to guide improved skills of writing quality research papers.
- It should be made a tradition in the NAEC annual conference that one of the lead papers should address strategies of assuring quality research by curious investigators and inculcation mentorship spirits among senior members to the junior academics.
- Every junior academics should read and commit to memory recognized local and foreign books on Advanced research and should be ready to consult the senior academics that may or may not be NAEC member for clarifications if need be.
- The team of Editorial crew of the NAEC journal "The Exceptional Child" should articulate standard for articles considered publishable in the journal to make the junior academics to sit up and lease with mentors to produce good works of global standard for the sake of the status of the journal now online.

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Combat Role for Women in the Indian Armed Forces

By Wg Cdr Jasbir Singh Minhas (Retd.) & Dr. Nilesh Arora
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Abstract- *Introduction:* The woman is participating in the every field with the men in the modern age. In the armed forces also women is performing different duties. The current study will evaluate the role of the Indian women in the armed forces especially in the combat role. The study also investigates the perception of the officials and physiologists of the armed forces about the same.

Research Methodology: The study is primary in the nature. A sample size of 108 has been selected for the study. Systematic random sampling has used for the selection of the sample. For the analysis of the data descriptive statistics, correlation, regression, factor analysis and T test has been used.

Findings: Most of the respondents agreed that women can effectively participate in the armed forces as the combat role. The findings also reveal that women is physically and mentally fit to perform in the combat role in the armed forces.

Originality: This paper is original in nature ans the study is highly called for.

Keywords: *armed forces, India, women, combat fighting.*

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Combat Role for Women in the Indian Armed Forces

Wg Cdr Jasbir Singh Minhas (Retd.) [α] & Dr. Nilesh Arora [σ]

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I. Introduction

The women are performing really well in all the fields starting from house hold management to space shuttle.. Three top private banks have women as their CEOs namely Shikha Sharma as CEO & MD of Axis bank, Chanda Kochhar CEO & MD of ICICI bank and Naina Lal Kidwai as India country head of HSBC. In politics also the women are powerful and performing as Chief Ministers of states like West Bengal and Tamil Nadu and in the recent past the Chief Minister of UP was also women. Not only the fields of politics and banks but all the fields like Medicine, Engineering, Pharmaceuticals, Management, Defense and Pare-Military forces have attracted women and they performed very well and in some cases they have outnumbered and performed better than their male counterpart.

The Indian Armed Forces consists of three professional uniformed services: the Indian Army, Indian Navy, and Indian Air Force. Additionally, the Indian Armed Forces are supported by three paramilitary organizations (Assam Rifles, Indian Coast Guard and Special Frontier Force) and various inter-service institutions such as the Strategic Forces Command. The President of India is the Supreme Commander of the Indian Armed Forces.

The Indian Armed Forces, which for long was considered a male dominated workplace, now has confident, bold women, molding into every role and setting examples for future generations. Lieutenant General Puneeta Arora, a lady officer from the Army Medical Corps, heads the prestigious defense institution, the Armed Forces Medical College (AFMC), in Pune. Padmavathy Bandopadhyay was the first woman Air Marshal of the Indian Air Force. The role of women in the armed forces for a long time, was limited to the medical profession i.e. doctors and nurses. In 1992, the doors were thrown open for women entry as regular officers in aviation, logistics, law, engineering and executive cadres. Three wings of armed forces have women officers ranging between appx 3.3 % to 10.4 % of the total present strength of the officers. Women officers in the armed forces are performing very well and exhibiting their responsibility and duties shoulder to shoulder with their male counter parts. Even though 20 years have passed there is no policy and scheme made by Indian Government to induct women in combat role and as PBORs in their three fleets of armed forces.

Bright, young and energetic men and women make up the bulk of manpower in the armed forces. Recruitment is voluntary, which implies that every citizen of India is eligible to be a part of it, provided he/she fulfils the specified criteria for selection. Caste, region or religion, do not come in the way of the selection process, thereby making it a heterogeneous work place. The current study will evaluate the possibility for women as combat fighter in the armed forces of India. The also investigate the perception of the army officials (i.e., Officers, Women officers, Physiologists) about the same.

The study will be divided into six parts. The first part discusses the overview of the study. The second part reveals the literature. The third section reveals the objectives of the study. The forth section depicts the methodology used for the purpose of the study. The sixth part shows the analysis of the data and the last part uncovers the conclusion for the study.

II. Review of Literature

A number of scholars evaluated the participation of women in the armed forces at the both levels (i.e., technical and operations). *Cook (2006)*

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stated that Women have played many roles in the military for over 3,000 years in a large number of cultures and nations. Despite various, though limited, roles in the armies of past societies, the role of women in the military, particularly in combat was very limited and it is only recently that women have begun to be given a more prominent role in contemporary armed forces. The debate is on as numbers of countries begin to expand the role of women in their armed forces. The status of women in the armed forces of the important countries of the world is as follows in the subsequent paragraphs. The other scholars also supported the fact and discuses the past condition and future possibility of women in the armed forces. *Sowers (2003)* argued that the current tally of woman in the Russian Army is standing at around 115,000 to 160,000, representing 10% of Russia's military strength. The only nation to deploy female combat troops in substantial numbers was Russia. British took the lead in 1938 worldwide in establishing uniformed services for women. By August, 1941, women were operating the fire-control instruments; they were never allowed to pull the trigger, as killing the enemy was considered to be too masculine. More than 500,000 women were volunteer uniformed auxiliaries in the German armed forces in 1944-45. In the Luftwaffe they served in combat roles helping to operate the anti — aircraft systems that shot down Allied bombers. The reports of the different armed research organizations also evaluated the position of the women in the armed forces. *WSIDF (2010)* reveals that Israel is currently the only country in the world with a mandatory military service requirement for women Roles for women beyond technical and secretarial support started to open up in the late 1970s and early 1980s.In 2000, Equality amendment to the Military Service law granting equal opportunities in the military to women found physically and personally suitable for a job in 2000. Women started to enter combat support and light combat roles in a few areas, including the Artillery Corps, infantry units and armored divisions. In his study *Campbell (1993)* depicts that *t*he United States is considered a pioneer and a trend-setter as regards to induction of women in the services. There are approximately 200,000 American women on active duty in the US armed forces. They constitute nearly 20 percent of its strength. Women are also participating in Iraq operations in large numbers. 15% women are the part of French armed forces The role of women in the French military grew in 1914 with the recruitment of women as personnel in the combined branches of the French military. They are 11% of the Army forces, 13% for the Navy, 21% of the Air Force and 50% of the Medical Corps. This is the highest proportion of female personnel in Europe. It has been reported in the (Girls in the army: Norway passes bill on mandatory military service for women, 2014) that women in Norway have been in defense since 1938, and during the Second World War both enlisted women and female officers served in all branches of the military. Between 1977 and 1984, the Norwegian Parliament passed laws expanding the role of women in the Norwegian Armed Forces. In 1995, Norway allowed women to serve on its military submarines, The Parliament of Norway plans conscription for women on equal terms with men in 2015.Singapore also allows women to serve in combat roles. Sri Lanka Air Force (SLAF) was the first service of the Sri Lankan military to allow women to serve followed by Army in 1979 with the establishment of the Sri Lanka Army Women's Corps (SLAWC). Not only in the western countries but in the asian countries also participation of women in the armed forces has been discussed in the research. Pakistan is the only country in the Islamic world to have women appointed in the high ranking assignments and the general officer ranks, as well as performing their military duties in the hostile and combat military operations. *Staff editorial report (2006)* reveals that *w*omen have been taking part in Pakistan military since 1947 after the establishment of Pakistan. In 2006, the first women fighter pilots batch joined the combat aerial mission command of PAF and women in Pakistan Army have been trained in combat missions, particularly in sniper, airborne and infantry warfare. Currently 12.8% of women are serving in the Australian Defense Force (with 15.1% in the Royal Australian Air Force, 14.6% in the Royal Australian Navy and 10.5% in the Australian Army) and 17.5% of the reserves. In 1998, Australia became the fourth nation in the world to allow women to serve on its submarines. In the report (Categories of Entry, 2011) it has been reported that Indian Armed Forces consists of three professional uniformed services: the Indian Army, Indian Navy, and Indian Air Force. Additionally, the Indian Armed Forces are supported by three paramilitary organizations namely Assam Rifles, Indian Coast Guard and Special Frontier Force and various inter-service institutions such as the Strategic Forces Command. The strength of Indian Armed Forces is over 1.3 million active personnel. It is world's 3rd largest military force and has the world's largest volunteer army. Indian Army consists of 1,129,900 active personnel and 990960 as reserve. Indian Navy has a strength of 58,350 active and 55,000 as reserve personnel. Indian Air Force has a strength of 1,27,200 as active and 1,40,000 as reserve .In the article of (Deccan Herald, 22 Aug,2012) it has been reported that women officers in the Indian Army, Navy and Air Force constitute only 3.3, 3.9 and 10.4 percent of the officer cadre respectively and these figures were achieved within 20 years from when they were first recruited. The role of women in the armed forces for a long time, was limited to the medical profession i.e. doctors and nurses. In 1992, the doors were thrown open for women entry as regular officers in aviation, logistics, law, engineering and executive cadres. Thousands of spirited young women applied against

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advertisements and it was a turning point in the history of time. These women chose a new field where they had to painstakingly pave a path for the others to follow. Following are the branches where women are permitted to work in the Indian Armed Forces.

Though the scholars have discussed the role of women in the armed forces in the different parts of the world, the study on the role of women in the Indian armed forces as combat fighters is highly called for. The present study will evaluate the same topic.

III. Objectives of the Study

- To evaluate the role of women in the Indian Armed Forces
- To find out the perception of the army officials about the role of women in combat
- To evaluate the physical and mental strength of women in a combat role

IV. Research Methodology

The study is primary in the nature. A sample size of 108 has been selected for the study. Systematic random sampling has used for the selection of the sample. For the analysis following tools have been used.

Following tools are used for data analysis.

The *mean* is a particularly informative measure of the "central tendency" of the variable if it is reported along with its confidence intervals.

$$\text{Mean} = \frac{\sum X_i}{n}$$

Usually we are interested in statistics (such as the mean) from our sample only to the extent to which they can infer information about the population. The confidence intervals for the mean give us a range of values around the mean where we expect the "true" (population) mean is located (with a given level of certainty).

$$s = \sqrt{\frac{\sum (x_i - \mu)^2}{N}}$$

where

μ is the population mean and N is the population size

$$s = [S\ (x_i\text{-}m)^2/N]^{1/2}$$

The sample estimate of the population *standard deviation* is computed as:

$$s = \sqrt{\frac{\sum \left(x_i - \bar{x}\right)^2}{(n-1)}}$$

where

$\bar{x}$ is the sample mean and n is the sample size

The *variance* of a population of values is the square of standard deviation.

Skewness measures the deviation of the distribution from symmetry. If the skewness is clearly different from 0, then that distribution is asymmetrical, while normal distributions are perfectly symmetrical.

$$\text{Skewness} = \frac{nM_3}{(n-1)(n-2)s^3}$$

where

M_3 is equal to: $\sum_{i=1}^{m} \left(x_i - \bar{x}\right)^3$

s^3 is the sample standard deviation raised to the third power

n is the valid number of cases.

Kurtosis measures the "peakedness" of a distribution. If the *kurtosis* is clearly different than 0, then the distribution is either flatter or more peaked than normal; the *kurtosis* of the normal distribution is 0. *Kurtosis* is computed as:

$$\text{Kurtosis} = \frac{n(n+1)M_4 - 3M_2{}^2(n-1)}{(n-1)(n-2)(n-3)s^4}$$

where:

$$M_2 = \sum_{i=1}^{m} \left(y_i - \bar{y}\right)^2$$

$$M_4 = \sum_{i=1}^{m} \left(y_i - \bar{y}\right)^4$$

n is the valid number of cases

A line in a two-dimensional or two-variable space is defined by the equation $Y=a+bX$; in full text, the *Y* variable can be expressed in terms of a constant (*a*) and a slope (*b*) times the *X* variable. The constant is also referred to as the intercept, and the slope as the regression coefficient or *B* coefficient. Multiple regression procedures will estimate a linear equation of the form:

$$Y=a+b_1X_1+b_2X_2+...+b_pX_p$$

The regression line expresses the best prediction of the dependent variable (*Y*), given the independent variables (*X*). However, nature is rarely (if ever) perfectly predictable, and usually there is substantial variation of the observed points around the fitted regression line. The deviation of a particular point from Pearson's chi-square is used to assess two types of comparison: tests of goodness of fit and tests of

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independence. A test of goodness of fit establishes whether or not an observed frequency distribution differs from a theoretical distribution. A test of independence assesses whether paired observations on two variables, expressed in a contingency table, are independent of each other – for example, whether people from different regions differ in the frequency with which they report that they support a political candidate.

The *t*-test can be used to compare a sample mean to an accepted value (a population mean), or it can be used to compare the means of two sample sets.

$$t = \frac{\bar{x} - \mu_0}{s/\sqrt{n}}$$

where s is the standard deviation of the sample, not the population standard deviation.

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V. Data Analysis and Findings

The current chapter will discuss the findings of the data analyzed with the help of statistical tools

Table 1 : Descriptive Statistics

	Var1	Var2	Var3	Var4	Var5	Var6	Var7	Var8	Var9	VAr10	Var11	Var12	Var13	Var14	Var15	Var16	Var17	Var18	Var19	Var20	Var21	Var22	Var23	Var24	Var25
Mean	1.82	2.21	2.35	2.14	2.44	2.15	1.94	2.09	2.04	2.34	2.03	2.41	1.98	1.97	2.14	2.03	1.64	1.65	2.56	2.22	1.75	2.64	2.83	2.35	1.79
Std. Deviation	.955	1.077	1.163	1.219	1.113	1.066	.988	1.081	.916	.978	1.045	.967	.773	.891	.880	.848	.803	.765	.868	.960	.887	1.131	.952	1.163	1.169
Variance	.913	1.160	1.352	1.485	1.240	1.137	.977	1.169	.840	.956	1.093	.935	.598	.794	.775	.719	.644	.585	.753	.922	.787	1.280	.907	1.352	1.365
Skewness	1.410	.889	.658	.739	.287	.830	.901	.898	.965	.484	.894	.741	.650	1.025	.979	1.259	1.193	.953	.453	.441	1.089	.279	.673	.476	1.106
Std. Error of	.233	.233	.233	.233	.233	.233	.233	.233	.233	.233	.233	.233	.233	.233	.233	.233	.233	.233	.233	.233	.233	.233	.233	.233	.233
Kurtosis	2.107	.144	-.143	-.646	-.215	.382	-.166	.064	1.031	-.488	.263	.131	.405	1.011	1.266	2.341	.935	.921	.048	-.412	1.233	-.579	-.290	-.498	1.457
Std. Error of	.461	.461	.461	.461	.461	.461	.461	.461	.461	.461	.461	.461	.461	.461	.461	.461	.461	.461	.461	.461	.461	.461	.461	.461	.461
Range	4	4	5	4	5	5	3	4	4	4	4	4	3	4	4	4	3	4	4	4	5	5	4	5	5

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Table.1 shows that the mean value is lying between 1 and 3 ie strongly agree, agrees and neutral. It shows that most of the people agree with the study. All the people are in support that women can work in army in combat role and in PBOR's. The result of the standard deviation shows that there is very negligible deviation in the data which shows that the data is normal in the nature. The result of the skewness and the kurtosis also supports the same fact. After descriptive statistics correlation has been used to check the relationship among the variables. Next table will reveal the result of correlation.

Table 2 : Correlations

	Var1	Var2	Var3	Var4	Var5	Var6	Var7	Var8	Var9	VAr10	Var11	Var12	Var13	Var14	Var15	Var16	Var17	Var18	Var19	Var20	Var21	Var22	Var23	Var24	Var25
Var1	1	.754	.670	.447	.575	.723	.572	.640	.552	.505	.641	.544	.223	.587	.496	.560	.477	.426	.414	.573	.543	.442	.450	.603	.376
Var2	.754	1	.776	.540	.653	.770	.672	.505	.589	.578	.692	.634	.297	.610	.515	.501	.598	.375	.460	.614	.565	.562	.573	.649	.289
Var3	.670	.776	1	.499	.600	.712	.557	.531	.567	.542	.615	.536	.246	.533	.436	.445	.498	.319	.422	.524	.494	.581	.577	.544	.324
Var4	.447	.540	.499	1	.347	.394	.543	.394	.472	.548	.628	.388	.221	.598	.461	.394	.558	.464	.181	.548	.490	.491	.342	.460	.238
Var5	.575	.653	.600	.347	1	.660	.425	.532	.552	.503	.567	.559	.335	.446	.356	.541	.568	.328	.386	.466	.492	.492	.441	.499	.231
Var6	.723	.770	.712	.394	.660	1	.648	.531	.587	.569	.676	.621	.355	.506	.466	.626	.478	.443	.444	.524	.524	.572	.559	.659	.281
Var7	.572	.672	.557	.543	.425	.648	1	.443	.498	.594	.662	.546	.439	.656	.633	.471	.595	.538	.414	.577	.631	.514	.445	.516	.320
Var8	.640	.505	.531	.394	.532	.531	.443	1	.676	.509	.527	.464	.483	.478	.379	.558	.567	.469	.352	.565	.511	.433	.424	.546	.326
Var9	.552	.589	.567	.472	.552	.587	.498	.676	1	.664	.594	.531	.397	.448	.353	.612	.578	.432	.432	.596	.448	.464	.403	.523	.191
VAr10	.505	.578	.542	.548	.503	.569	.594	.509	.664	1	.658	.651	.429	.547	.368	.563	.635	.437	.343	.595	.595	.544	.443	.501	.195
Var11	.641	.692	.615	.628	.567	.676	.662	.527	.594	.658	1	.580	.359	.633	.595	.590	.536	.421	.395	.683	.622	.459	.418	.569	.403
Var12	.544	.634	.536	.388	.559	.621	.546	.464	.531	.651	.580	1	.398	.491	.460	.431	.565	.297	.358	.536	.523	.546	.511	.603	.293
Var13	.223	.297	.246	.221	.335	.355	.439	.483	.397	.429	.359	.398	1	.393	.361	.400	.426	.400	.294	.47 1	.470	.281	.237	.330	.192
Var14	.587	.610	.533	.598	.446	.506	.656	.478	.448	.547	.633	.491	.393	1	.660	.508	.496	.411	.383	.597	.559	.426	.369	.596	.443
Var15	.496	.501	.436	.461	.356	.466	.633	.379	.353	.368	.595	.460	.361	.660	1	.333	.389	.420	.447	.571	.547	.407	.429	.564	.356
Var16	.560	.515	.445	.394	.541	.626	.471	.558	.612	.563	.590	.431	.400	.508	.333	1	.468	.476	.398	.589	.469	.488	.365	.559	.317
Var17	.477	.598	.498	.558	.568	.478	.595	.567	.578	.635	.536	.565	.426	.496	.389	.468	1	.491	.269	.590	.515	.504	.434	.538	.166
Var18	.426	.375	.319	.464	.328	.443	.538	.469	.432	.437	.421	.297	.400	.411	.420	.476	.491	1	.246	.502	.447	.316	.201	.340	.072
Var19	.414	.460	.422	.181	.386	.444	.414	.352	.432	.343	.395	.358	.294	.383	.447	.398	.269	.246	1	.420	.282	.276	.364	.320	.193
Var20	.573	.614	.524	.548	.466	.524	.577	.565	.596	.595	.683	.536	.471	.597	.571	.589	.590	.502	.420	1	.691	.479	.450	.691	.326
Var21	.543	.565	.494	.490	.492	.524	.631	.511	.448	.595	.622	.523	.470	.559	.547	.469	.515	.447	.282	.691	1	.477	.382	.521	.246
Var22	.442	.562	.581	.491	.492	.572	.514	.433	.464	.544	.459	.546	.281	.426	.407	.488	.504	.316	.276	.479	.477	1	.699	.552	.224
Var23	.450	.573	.577	.342	.441	.559	.445	.424	.403	.443	.418	.511	.237	.369	.429	.365	.434	.201	.364	.450	.382	.699	1	.535	.228
Var24	.603	.649	.544	.460	.499	.659	.516	.546	.523	.501	.569	.603	.330	.596	.564	.559	.538	.340	.320	.691	.521	.552	.535	1	.296
Var25	.376	.289	.324	.238	.231	.281	.320	.326	.191	.195	.403	.293	.192	.443	.356	.317	.166	.072	.193	.326	.246	.224	.228	.296	1

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Table 2 reveals that there is a high degree of correlation among all the variables. This signifies that all the variables taken in the study is interlinked with each other. The next table shows the result of the regression analysis.

Table 3 : Regression

R	R Square	Adjusted R Square	Std. Error of the
.842	.709	.625	.599

Table 4 : Anova

		Sum of Squares	df	Mean Square	F	Sig.
	Regression	72.593	24	3.025	8.444	.000[a]
	Residual	29.731	83	.358		

Table 5 : Coefficients

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.122	.261		.467	.642
	Var1	.008	.121	.008	.067	.947
	Var2	-.153	.124	-.169	-1.240	.218
	Var3	.048	.092	.057	.526	.600
	Var4	.033	.078	.041	.426	.671
	Var5	-.082	.085	-.094	-.971	.334
	Var6	-.003	.126	-.003	-.021	.983
	Var7	.032	.114	.032	.279	.781
	Var8	-.104	.097	-.115	-1.072	.287
	Var9	.284	.107	.266	2.644	.010
	Var11	.235	.110	.252	2.136	.036
	Var12	.277	.093	.274	2.974	.004
	Var13	.053	.104	.042	.512	.610
	Var14	.202	.115	.184	1.763	.082
	Var15	-.264	.112	-.237	-2.349	.021
	Var16	.081	.115	.070	.703	.484
	Var17	.207	.123	.170	1.686	.095
	Var18	.043	.112	.033	.379	.706
	Var19	.036	.088	.032	.414	.680
	Var20	-.029	.121	-.029	-.241	.810
	Var21	.198	.108	.179	1.824	.072
	Var22	.070	.086	.081	.812	.419
	Var23	.064	.096	.062	.661	.510
	Var24	-.056	.094	-.066	-.589	.557
	Var25	-.068	.062	-.082	-1.107	.271

Table 3-5 shows the result of the regression where variable 10 (Performance of women in the paramilitary forces). Is the dependent variable. The result shows that there is 84% impact of the independent variable on the dependent variable. Anova table also supports the finding of the regression where the significance of the f test is less than 0.05. Further result of the coefficient table shows that variables 9,11,12,15 are the variables which are impacting the depending variable (10) heavily. Fig 1 reveals the result of the regression in the graphical form.

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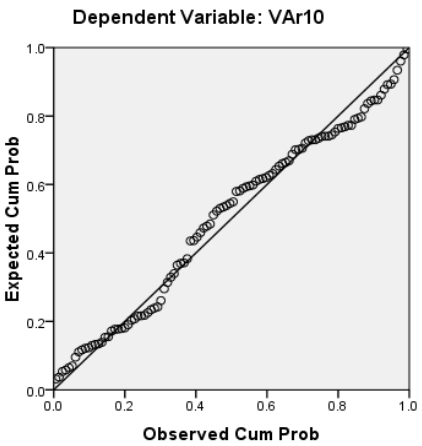

Fig. 1

The P-P plot is the graphical representation of regression. The result of the figure validates the findings shows in the regression table as all the variables are close to the regression line.

VI. Factor Analysis

Table 6 : KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.925
Bartlett's Test of Sphericity	Approx. Chi-Square	1.941E3
	df	300
	Sig.	.000

Table 7 : Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared			Rotation Sums of Squared		
	Total	% of	Cumulative	Total	% of Variance	Cumulative %	Total	% of	Cumulative %
1	12.797	51.187	51.187	12.797	51.187	51.187	5.880	23.520	23.520
2	1.404	5.616	56.803	1.404	5.616	56.803	4.151	16.604	40.125
3	1.260	5.039	61.842	1.260	5.039	61.842	3.974	15.897	56.021
4	1.070	4.280	66.122	1.070	4.280	66.122	2.525	10.101	66.122
5	.920	3.679	69.802						
6	.862	3.449	73.251						
7	.703	2.812	76.063						
8	.661	2.645	78.708						
9	.608	2.434	81.142						
10	.577	2.309	83.451						
11	.495	1.982	85.433						
12	.471	1.885	87.318						
13	.418	1.670	88.988						
14	.377	1.510	90.498						
15	.364	1.456	91.954						
16	.323	1.292	93.245						
17	.283	1.134	94.379						
18	.266	1.064	95.443						

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19	.221	.882	96.326						
20	.203	.811	97.136						
21	.183	.730	97.867						
22	.177	.709	98.575						
23	.134	.535	99.111						
24	.124	.494	99.605						
25	.099	.395	100.000						

KMO bartlett's test signifies that the data can be used for factor analysis. After the factor analysis the variables are regrouped in four factors. Following are the distribution of variables under different factors. Further table 7 shows the result of variance explained where the factor weight has been shown. It can be observed from the table that 4 factors have the eigen value of more than 1. The next table shows variables under the different factors.

Table 8 : Rotated Component Matrix

	Component			
	1	2	3	4
Var1	.573	.215	.344	.441
Var2	.726	.328	.246	.302
Var3	.742	.230	.193	.282
Var4	.324	.758	.101	.074
Var5	.635	.082	.454	.150
Var6	.701	.177	.381	.295
Var7	.362	.615	.284	.325
Var8	.375	.181	.663	.211
Var9	.488	.207	.645	.059
Var10	.482	.483	.466	-.017
Var11	.442	.491	.342	.392
Var12	.604	.315	.298	.170
Var13	-.013	.300	.676	.135
Var14	.272	.580	.233	.522
Var15	.213	.563	.122	.573
Var16	.378	.177	.629	.236
Var17	.445	.527	.447	-.089
Var18	.053	.533	.555	.006
Var19	.316	-.062	.410	.470
Var20	.328	.530	.464	.300
Var21	.299	.588	.371	.219
Var22	.718	.380	.101	-.003
Var23	.759	.204	.028	.125
Var24	.555	.372	.267	.302
Var25	.118	.114	.046	.749

On the basis of eigen value four factors have been made and the following variables come under the different factors.

F1 Includes the var no (1,2,3,5,6,22,23,24)

F2 Includes the var no (4,7,14,15,17,18,20,21)

F3 Includes the var no (8,9,13,16,18)

F4 Includes the var no (15,25)

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Table 9 : One-Sample Test

One-Sample Test						
	Test Value = 0					
					95% Confidence Interval of the	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Var1	19.842	107	.000	1.824	1.64	2.01
Var2	21.354	107	.000	2.213	2.01	2.42
Var3	21.023	107	.000	2.352	2.13	2.57
Var4	18.239	107	.000	2.139	1.91	2.37
Var5	22.814	107	.000	2.444	2.23	2.66
Var6	20.939	107	.000	2.148	1.94	2.35
Var7	20.346	107	.000	1.935	1.75	2.12
Var8	20.114	107	.000	2.093	1.89	2.30
Var9	23.101	107	.000	2.037	1.86	2.21
VAr10	24.895	107	.000	2.343	2.16	2.53
Var11	20.160	107	.000	2.028	1.83	2.23
Var12	25.870	107	.000	2.407	2.22	2.59
Var13	26.634	107	.000	1.981	1.83	2.13
Var14	23.007	107	.000	1.972	1.80	2.14
Var15	25.251	107	.000	2.139	1.97	2.31
Var16	24.855	107	.000	2.028	1.87	2.19
Var17	21.222	107	.000	1.639	1.49	1.79
Var18	22.388	107	.000	1.648	1.50	1.79
Var19	30.721	107	.000	2.565	2.40	2.73
Var20	24.049	107	.000	2.222	2.04	2.41
Var21	20.495	107	.000	1.750	1.58	1.92
Var22	24.244	107	.000	2.639	2.42	2.85
Var23	30.925	107	.000	2.833	2.65	3.01
Var24	21.023	107	.000	2.352	2.13	2.57
Var25	15.893	107	.000	1.787	1.56	2.01

Table 9 shows the results of the T test. In all the cases the significance value vale is less than 0.05 which signifies that the findings of the study can be generalized in case of the universe of the study.

VII. Conclusion

The present study revolves around the possibilities of combat role for the women in the Indian armed Forces.. The views of the people are overwhelming towards the combat role for the women in the Armed Forces. The responses of the people through questionnaire were hinting strongly to involve women in the armed forces. The statistical tools results are also indicating the provision of combat role for the women in the forces without any ambiguity. . India had also started inducting women in to armed forces since 1992 but only in the officer cadre and without the role of combat Operation. The changing environment, security perception and the capabilities of the women's made them eligible to work in the paramilitary forces in combat roles. The Indian Air Force has also made it public on its also 73rd Air forces day that women will fly the fighter

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aircraft from next year onward ITBP is also planning to induct women on the China border for the next year. This is the beginning of the combat operations role for women in the Indian Armed forces. The review paper is based on the feedback of 100 plus respondents. The respondents were chosen from three wings of the Armed forces of India ie Army, Air force & Navy. The respondents were chosen from serving & retired, officers & Men, Men and Women and of all available age groups. The above findings shows the possibility of deployment of women soldiers in combat role same as *Sowers (2003)* and Cook (2006) reveals in their study about the Russian army and other forces in the world. The results of the paper are inclining towards further increment of women in combat operation roles and their induction in the lower ranks of the forces.

The study also recommends that the further research required elaborating the possibility about the deployment of women soldiers in combat role. The further research may address the questions that on which battles and in which role the women may perform better as a combat warrior.

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Appendix

Questionnaire

1. Women are courageous enough to work in the armed forces.
2. Women are physically capable to work in the armed forces.
3. Women are emotionally strong enough to work in the armed forces.
4. Women can mange home & office effectively.
5. Women can perform exceptionally well in the critical situations
6. Women are mentally fit to perform in the armed forces.
7. The performance of women in the Indian armed forces is encouraging & motivating for others to join armed forces.
8. Women in Modern age are as advance as males.
9. The awareness has made the women more temperamental and achiever in life.
10. Women's performance in the paramilitary forces like BSF, ITBP, CISF and CRPF is at par with their male counterparts.
11. BSF women performance on border patrolling is making them equally significant as men.
12. The Strength of women is more in the modern era in comparison to traditional women's.
13. The present environment is soothing the women to work in the armed force along with men.
14. The present condition in the armed forces has been created in such a way that the entry of women will be smooth & steady.
15. The competitive world has made the women stronger to stand beside men in all the fields.
16. The education and experience in the society has made women to create their own niche in fields of their occupation.
17. Women have proved herself by excelling in the most dangerous field like space mission's, sports and mountaineering.
18. 23 years of women's induction as officers into the Indian armed forces has made the services as competitive.
19. Working of women in rebel groups proves that a woman can fight as in militant organizations like Maoists, LTTE, NSCN, etc.
20. Women abilities have been much democratic and diplomatic which forms the part and parcel of military organizations of the world.
21. Women are as disciplined as men which have been the prime attribute of the armed forces.
22. Women are psychologically stronger then male.
23. Women can serve as commandos in armed operation.
24. Women have the ability to perform at all level of military hierarchy.
25. Women can perform equally well if recruited as PBOR's(personal below officer Rank.)

Please mark the answers in SA, A, N, D, SD

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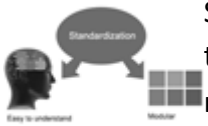

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You can use your own standard format also.
Author Guidelines:

1. General,

2. Ethical Guidelines,

3. Submission of Manuscripts,

4. Manuscript's Category,

5. Structure and Format of Manuscript,

6. After Acceptance.

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(b) A brief Summary, "Abstract" (less than 150 words) containing the major results and conclusions.

(c) Up to ten keywords, that precisely identifies the paper's subject, purpose, and focus.

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- Skip all descriptive information and surroundings - save it for the argument.
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Content

- Sum up your conclusion in text and demonstrate them, if suitable, with figures and tables.
- In manuscript, explain each of your consequences, point the reader to remarks that are most appropriate.
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- Explain results of control experiments and comprise remarks that are not accessible in a prescribed figure or table, if appropriate.
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Approach

- As forever, use past tense when you submit to your results, and put the whole thing in a reasonable order.
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- Give details all of your remarks as much as possible, focus on mechanisms.
- Make a decision if the tentative design sufficiently addressed the theory, and whether or not it was correctly restricted.
- Try to present substitute explanations if sensible alternatives be present.
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- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

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References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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