**W. N. Dandekar Teachers Training Centre**
**Jnana Prabodhini**
**510, Sadashiv Peth, Pune 30**

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**Background:**

Over the past 60 years, Jnana Prabodhini (JP) has cultivated an educational system deeply entrenched in Indian ethos, designed to bring out the best in each individual. Initially focused on 'Education of the intelligent,' JP has, in the last two decades, transitioned towards the concept of 'Education for the development of everybody's intelligence.' In the realm of formal education, JP operates various experimental schools including the School for the Gifted, Kridakul (a sports school), Gurukul based on Panchkosh philosophy, and a rural agro-technology school, among others. To disseminate acquired wisdom and a range of innovative educational activities to the wider educational community, JP operates within three domains: orientation for students, teachers, and the development of educational resources.

**Purpose of W. N. Dandekar Teacher Training Centre**

JP dreams of a movement to motivate intelligence towards social change through its system of Integral Education. Teachers are the backbone of the education setup. Jnana Prabodhini has established the "W.N. Dandekar Teacher Training Centre" to organize teachers with the motto "**Enriched Education for Man-making and Nation-building**".

- To organize teachers under the banner of "Enriched Education for Man-making and Nation-building".
- To propagate Jnana Prabodhini's Nationalistic Education System for the enrichment of educational institutions.
- To establish a design for ongoing, in-service training of educators.
- To cultivate teachers' personality development to be effective educators.

**Domains of training under School Enrichment Program:**

- ❖ Educational Samskaras/Rituals
- ❖ Self-reliance for Learning
- ❖ Concept based Teaching-Learning
- ❖ Experiential Learning
- ❖ Innovative Pedagogy
- ❖ Motivation Building
- ❖ School Climate
- ❖ School Management

## Educational Samskaras/Rituals

Incorporating Educational Samskaras into the fabric of a school's ethos is crucial for nurturing a holistic educational journey. Rooted in the Indian value system and drawing upon its profound knowledge heritage, Samskaras serve as guiding principles that infuse education with purpose. Through this integration, students cultivate a profound understanding of the essence of education from the outset. The school system should provide moments that serve as opportunities for self-reflection and resolution. Empowered by such occasions, students are equipped to navigate diverse contexts of self-directed learning and emerge as well-rounded individuals prepared for success.

| | Topic | Description |
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| 1 | Vidyarambha Samskara (Commencement of Education) | After completing primary education, students should embark on a journey of conscious and purposeful learning, typically around the 5th or 6th grade. At this stage, it is crucial for them to grasp the importance of developing skills and attitudes beyond what textbooks offer. This samskara focuses on nurturing those essential attitudes and skills from an early age. |
| 2 | Varsharambha Upasana (Year-commencement) and Varshanta Upasana (Year-end) | The commencement of an academic year should be marked by the adoption of significant resolutions. The Upasana, or ritual, elucidating these resolutions and the intended purpose of learning, can have a profound impact when conducted collectively.<br>Similarly, it is a practice to review the resolutions made at the start of the year during Varshanta, to evaluate and comprehend the development of skills and attitudes beyond the curriculum, and to reflect on the purpose of education. |
| 3 | Vidyavrat Samskara (Vow of Self-development) | This ritual serves to instil in students a sense of responsibility for their own physical, mental, and intellectual growth. It also underscores the importance of using the strength derived from this development for the betterment of society. A crucial aspect of this samskara is expressing gratitude towards the Gurus for their contributions to one’s education and cultivating the habit of regular self-reflection. At this stage, students are tasked with making resolutions to be upheld for years to come. |
| 4 | Acharyavrat | An Acharya is a devoted teacher who considers teaching as a sacred duty and upholds steadfast conduct. This ritual signifies a deliberate transition from being a mere teacher to embodying the qualities of an Acharya. |

## Self-reliance for learning

Fostering self-reliance in learning processes should be a central objective for educational institutions. Through focused training, students can develop vital skills that enable them to navigate their academic journey with assurance. This encompasses refining fundamental learning skills such as observation, questioning, listening, memory, and reading, as well as nurturing self-study abilities essential for autonomous exploration. Additionally, fostering creative thinking, supported by evidence-based tools and training methods, sparks innovative learning opportunities, paving the way for self-directed academic achievement.

| | Topic | Description |
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| 1 | Nurturing Basic learning skills | Basic learning skills encompass the following orientations, training, and practices:<br>Observation - Enhancing observation skills enables individuals to understand the purpose of projects and how they relate to the surrounding environment, fostering deep learning and meeting learning needs.<br>Questioning - Developing the ability to ask creative, precise, and probing questions is crucial for deepening understanding. Cultivating a questioning attitude is essential.<br>Listening - The effectiveness of learning hinges on students' listening skills during classroom instruction. Training should focus on measures to enhance students' listening skills.<br>Memory - Training should cover various memory enhancement techniques.<br>Reading - Extensive psychological research conducted by JP has explored methods to improve reading speed and accuracy. Students can greatly benefit from acquiring these skills. |
| 2 | Enhancing Intelligence | Enhancing intelligence entails providing teachers with an understanding of models such as the Guilford and Gardner models. As educators, they should introduce school activities and games aimed at promoting skills like remembering, observing, and fostering convergent and divergent thinking. Emphasizing the importance of enhancing questioning skills and subject-based facets of intelligence significantly contributes to cognitive development among students. Understanding strategies that can help teachers play a vital role in nurturing well-rounded intelligence in their students is paramount. |
| 3 | Self-study skills | Self-study skills are crucial for reducing over-dependence on classroom teaching. Students must learn to set their own learning goals, enabling them to delve into subjects beyond prescribed curricula efficiently, following a guided study steps. |

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| | | Training on self-study skills can be conducted separately or jointly for students and teachers. This encompasses goal setting and management, time management, resource management, note-making, mind mapping, exam techniques and strategies, as well as reflective techniques for learning analysis. |
| 4 | Thinking skills | Introduction to thinking skills encompasses various facets including analytical and synthesis skills, understanding cause-effect relations, logical-mathematical thinking, cognition, and spatial thinking. Identifying biases before acquiring information enables logical analysis of the information. Training is essential to eliminate prejudice and fallacies, while also focusing on question types and thinking patterns, as well as fostering subject-based understanding and thinking skills. |
| 5 | Development of creative thinking | The development of creative thinking is supported by psychological research conducted in JP, which offers tools and training methods. These methods directly facilitate linguistic and scientific creativity. Such training serves as a prerequisite for project-based learning. |

## Concept-Based Teaching-Learning Strategies

Concept-based teaching and learning addresses the challenges students encounter in comprehending and understanding concepts within textbooks or curricula. It offers methods and strategies to enhance teaching effectiveness, encompassing concept formation, concept mapping, addressing misconceptions, and organizing learning experiences for concept enrichment. Through concept-based teaching and learning, the fundamental understanding of subjects is enhanced by organizing a variety of learning experiences.

| | Topic | Description |
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| 1 | Principles of Concept based Teaching-Learning | Concept formation, attributes of a concept, types of concepts, construct, concept mapping, addressing misconceptions, concept web, introduction to models of teaching-learning to enrich concept formation and organizing learning experiences |
| 2 | Science Teaching-Learning | In science learning and teaching, concepts are better understood through hands-on exploration, often facilitated by small experiments. Equally important is reinforcing textbook content through interactive question-and-answer sessions and conducting experiments with readily available |

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| | | materials. It's essential to remember that these experiments should not be perceived as magic tricks.<br><br>Additionally, incorporating inductive, deductive, and inquiry-based approaches, introducing scientific methodologies, engaging in projects, and organizing field visits further enrich the learning experience. The integration of technology in science education also plays a crucial role in enhancing learning outcomes. |
| 3 | History Teaching-Learning | In the realm of history learning and teaching, it's imperative to delve into fundamental questions such as "What is history?" and "What constitutes historical resources?" Equally important is exploring strategies to make history instruction engaging. This involves examining various history learning approaches and integrating innovative activities and practices.<br>Understanding history entails exploring its origins and the utilization of historical sources. It involves comprehending historical writing, evaluating the significance of sources, and analyzing events with a focus on causality and relevance. dynamics are integral aspects of comprehending history objectively, free from biases. |
| 4 | Geography Teaching-Learning | Understanding the special dimensions of physical and human geography involves exploring Earth's geographic location, geographical phenomena, and the relationship between geography and other disciplines.<br>This understanding is essential for teaching geography effectively and innovatively, incorporating practices such as geography labs and integrating technology into geography instruction to enhance engagement, precision, and effectiveness, comprehending Earth science to gaining a deeper understanding of geographic concepts and phenomena. |
| 5 | Mathematical Modelling | Mathematical modelling skills are increasingly vital for problem-solving in the future. Training focuses on developing the ability to construct simple mathematical models. |
| 6 | Languages Teaching-Learning | Languages training encompasses understanding important techniques in language teaching, conducting comparative studies of languages, and enriching language expression. This includes grasping the grammar of a language as well as enhancing language skills such as reading and creative writing. |
| 7 | Designing Worksheets | Training teachers to approach worksheet design more creatively, beyond the typical question-and-answer format, |

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| | | can enhance their ability to assess student achievement in various subjects effectively. |
| 8 | Continuous and Comprehensive Evaluation (CCE) | Continuous and Comprehensive Evaluation (CCE) training focuses on assessing student achievement in content and skills using diverse methods, rather than relying solely on test writing.<br>It includes training in formative assessment, summative assessment, competency-based assessment, various question types, exam formats, and maintaining student observation logs. |
| 9 | Practical work | Practical work training for students and teachers aims to enhance subject understanding and skill acquisition through hands-on tasks, complementing the curriculum's demonstrations, especially in science and other subjects. This includes implementing innovative lab activities such as geography labs, math labs, science labs, tinkering labs, art integrated rooms, and other experiential learning spaces. |

## Experiential learning

Experiential learning stands as a defining feature of education at JP, distinguishing it from other models. Alongside samskaras and process-centric methodologies, JP has crafted distinctive tools for experiential learning. Extensive consideration has been given to every facet of experiential learning, encompassing its philosophical foundations, logistical arrangements, and pedagogical strategies. This dedication to experiential learning is ingrained in JP's educational ethos, reflecting its commitment to holistic and immersive education.

| | Topic | Description |
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| 1 | Sahadhyay-din (Experiential Learning Day) | Sahadhyay-din, or Experiential Learning Day, is an opportunity for students to deeply engage with a subject or topic by exploring it from various angles. Incorporating tools such as movies, discussions, hands-on activities, collaborative tasks, demonstrations, creative expression, and writing, this immersive learning experience allows students to grasp diverse perspectives effectively.<br>Teachers require training to effectively organize and facilitate such enriching learning days. |
| 2 | Field visits | Preparatory activities for students, delineating what tasks they should undertake beforehand. |

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| | | Strategies for orchestrating experiences beyond the confines of the classroom, enabling students to engage with subjects that necessitate real-world immersion. Techniques for aiding students in processing and integrating their experiential learning encounters effectively. |
| 3 | Problem solving | Problem-solving skills can often resolve many challenges through a systematic approach of problem-solving steps. Training is essential to cultivate the ability to generate creative solutions to these issues. Encouraging children to tackle specific problems through competitions can instill and nurture this problem-solving mindset effectively. |

## Innovative Pedagogies

Innovative pedagogical approaches and teaching-learning processes are vital for creating dynamic educational environments in schools. By incorporating methods like experiential learning, project-based learning, community engagement, and perspective building, educators enhance students' overall learning experiences. Integrating project-based learning into assessments encourages exploration and inquiry, while improving information processing skills bolsters analytical abilities. Emphasizing inquiry-based activities fosters critical thinking, and promoting community involvement develops social skills and empathy, essential for holistic growth. Rooted in JP's educational ethos, these refined approaches establish enriching environments that empower students to excel academically and personally.

| | Topic | Description |
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| 1 | Fostering social awareness by community participation | Training students in fostering social awareness involves f key dimensions as cultivating an understanding of the diverse aspects of society, developing empathy towards individuals' needs and emotions, comprehending the underlying factors shaping societal progress or distress, encouraging curiosity to explore societal dynamics, and inspiring proactive engagement in community problem-solving actions. Through this comprehensive approach, students are equipped to navigate and contribute meaningfully to their communities with empathy, understanding, and proactive problem-solving skills. |

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| 2 | Technology based teaching | The role of technology in teaching extends far beyond basic tools like PowerPoint. It encompasses innovative teaching-learning models such as the flipped classroom, TPACK, and SAMR models. Moreover, teachers should adapt their approach to accommodate individual student abilities and skills, emphasizing concept attainment, skill enhancement, and critical thinking. While leveraging technology for tasks easily automated, such as computer usage, teachers must guide students on the appropriate use of tools like Google Drive or artificial intelligence techniques like Chat-GPT. Educators should also acquaint themselves with new assessment techniques, suitable educational apps, and the incorporation of technology into laboratory practices or data logging, including the utilization of tools like Excel for data organization. Effective training is essential for seamlessly integrating these methods into routine teaching practices. |
| 3 | Project methodology (PBL) i.e Research based Learning | • Thematic Projects: Delving into a single topic from multiple angles to enhance both breadth and depth of understanding.<br>• Collection-Based Projects: Learning through the acquisition and synthesis of information, including classification and care of collected materials, thereby enhancing observational skills.<br>• Investigatory Research Projects: Designing and conducting original scientific experiments to address self-posed questions, requiring close observation, analysis, and prediction followed by mathematical validation of results. Teachers must be acquainted with research processes and foster a mindset that encourages student curiosity and creativity.<br>• Futurology: Exploring social structure and potential future scenarios, training students to predict, analyze factors influencing change, and collectively present their findings to develop awareness of future dynamics. |

## Motivation Building

Motivation is foundational in education, as highlighted in a scholarly article discussing Jnana Prabodhini's school, aptly titled: "Motivation is paramount; with it, all things become possible." Essential inquiries such as "why learn?", "what may unfold during the learning journey?", and "why persist in our efforts?" all orbit around the central question: "how can we enhance our own motivation for teaching or learning?" This motivation is nurtured through shared experiences, deriving insights from the life stories of influential figures, and immersing oneself in the wisdom of knowledgeable individuals.

| | Topic | Description |
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| 1 | Agrani (Student leaders) | Agrani, or student leaders, possess innate leadership qualities that, when nurtured through ample opportunities, play a pivotal role in guiding their peers and enhancing the overall experiential learning environment. When students are trained accordingly and teachers actively seek opportunities for their development, it positively impacts the school's climate and management. |
| 2 | Empowering Group Work | Training in group qualities encompasses several essential aspects to facilitate effective group work. These include:<br><br>a) Understanding the methodologies of collaborative group work.<br>b) Teaching and learning behaviors that foster a sense of safety, security, and active participation among group members.<br>c) Developing the ability to collaborate within a group towards a shared goal.<br>d) Cultivating positive relationships beyond the confines of group tasks.<br><br>Training approaches can be tailored to address the needs of both teachers and students within group settings. |
| 3 | “Roop palatoo shikshanache” Vision for education camp | "Roop Palatoo Shikshanache" Vision for Education Camp is a five-day residential training program designed to instill a long-term commitment among young teachers and educational staff. By inspiring them to envision a sustained career in the education sector, this camp aims to boost and maintain their motivation for teaching over the long haul. |
| 4 | *Prerana Varga*: Motivation Enrichment Camp. | Motivation Enrichment Camp is akin to the 'Roop Palatoo Shikshanache' camp, structured to span 15-20 days, divided into three phases, each lasting 4-5 days. The camp aims to cultivate teacher leadership and foster adaptability. Participants engage in motivational storytelling, skill training, and interactive discussions to enrich their experience and enhance their motivational drive. |

## School Climate

Fostering thoughtfulness among school leaders and teachers is crucial for strategically leveraging school events, learning spaces, and student conduct beyond traditional classroom teaching. It significantly impacts school climate, learning culture, and approaches, including open access to laboratories and libraries, ultimately enhancing the overall educational experience for students. Through thoughtful planning and implementation, schools can create dynamic environments conducive to holistic learning and growth.

| | Topic | Description |
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| 1 | Learning spaces | Cultivating a mindset to recognize factors, physical settings, or arrangements that can significantly influence students' perspectives. |
| 2 | School assembly | The school assembly requires meticulous planning to encompass collective learning, mindfulness of the environment, and social events, while also incorporating the benefits of collective prayers. |
| 3 | Art: Appreciation & Expression | Programs for art appreciation and expression aim to cultivate students' appreciation for the artistic expressions of others, while encouraging them to express themselves through diverse art forms such as painting, writing, playing music, dancing, or singing. |
| 4 | Elocution and Communication Skills | Students require training and opportunities in elocution to effectively engage in conversations on various occasions, serve as hosts or anchors for events, and deliver prepared or extempore speeches. |
| 5 | (*Umaltya Vayaat, SAIYAM, Bahar Jopasatana)* (Workshops on adolescence) | A series of programs designed for teachers, students, and parents to raise awareness about students' transition into adolescence. These programs include workshops on sensitive topics such as self-image, addiction, gender education, friendship,etc utilizing a variety of teaching techniques. JP has a team of experienced female trainers who lead these workshops. |
| 6 | Vocational education tinkering (schemes like ATL) and entrepreneur cell | Integrating vocational education initiatives like ATL (Atal Tinkering Labs) and entrepreneurial skills with traditional teaching involves incorporating various technical skills and modern technology into the curriculum. Training aimed at integrating these skills into the routine curriculum should cover aspects such as production skills, entrepreneurship, marketing, and salesmanship. |

## School Management

Training in specific management skills enhances interpersonal interactions among school stakeholders, fosters stronger teacher relations, and enhances teacher leadership capabilities, leading to more precise and successful task execution. Additionally, it facilitates vision-building for school leaders, translating school philosophy into actionable practices, and nurturing the development of a positive school culture. Orientation and practice sessions include sharing Jnana Prabodhini's management practices to create an optimal learning environment.

| | Topic | Description |
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| 1 | Foundations of Educational Leadership | An introduction to the field of education is vital for system/institute leaders, especially when directors or managing council members lack an education background. They must understand the status of the education sector, recognize the pivotal role of teachers, exchange experiences, and align visions regarding educational policies. This introduction covers basics of educational philosophy and practices, fundamentals of pedagogy, the importance of school systems and environments, innovative educational initiatives, and collaborative idea exchange on government policies and policy adoption. |
| 2 | Teacher Development: Enhancing Management Proficiency | Training in managerial skills (such as meeting organization, 360-degree reviews, and planning) is essential. Teachers need training on:<br>a) Planning continuous events, courses, and activities.<br>b) Understanding the expectations from such planning.<br>c) Setting goals and evaluating work completion criteria.<br>d) Providing constructive feedback on work.<br>e) Allocating portfolios and delegating tasks effectively.<br>f) Understanding basic management principles, as this aspect is often not covered in teacher education courses. |
| 3 | Empowering School Leaders: Vision and Innovation | School leadership training involves periodic or incidental sessions for senior teachers, supervisors, and principals. These sessions focus on developing skills, attitudes, and approaches necessary for effective leadership of the teaching staff. They encompass vision building, innovative educational practices, and fostering the unique identity of the school. |

## Extending Jnana Prabodhini's Educational Philosophy and Practices through School Enrichment Programs

The teacher training programs conducted by Jnana Prabodhini follows a structured approach. Jnana Prabodhini asserts that training requirements cannot be met solely through lectures or workshops; they necessitate thorough follow-up and action-oriented strategies. In a well-designed educational framework, five key aspects are essential: Knowledge Acquisition, Skill Training, Value Development or Attitude Formation, Motivation, and Goal Orientation. Training plans for teachers, students, and other educational leaders must consider these aspects.

Consequently, an annual or multi-year training program can be formulated. While one or two years of teacher training can enhance the quality of content delivery to some extent, sustained periods of 3 to 5 years are necessary for issues like Skill Training and Attitude Formation. There should be ongoing dialogue between the stakeholders, including the mentors from *Shikshak Prashikshan Kendra* (W. N. Dandekar Teachers Training Centre) on one side, and the trainee teachers and members of managing committees on the other side. This dialogue should encompass discussions on what content should be taught, what techniques teachers need to acquire, what skills they should cultivate, and how their attitudes should be developed.

**Some important points:**

1. When the decision is made to train all teachers, it is advisable to organize the training in batches, accommodating 30-35 teachers per batch. For longer durations, the training should be conducted in stages. Consequently, the extent of teacher training will be dictated by both the number of trainees and the number of training stages.
2. A designated group responsible for i) planning a multi-year training program supported by JP and ii) ensuring internal coordination within the institution should be established initially. The leader of this group should be carefully selected. They should wield sufficient authority within the institution and possess the ability to effectively communicate with the faculty, encouraging collaboration and cooperation. Their influence should stem not solely from their position of authority, but also from their adeptness in fostering positive relationships.
3. The total training subjects are divided into 8 groups as follows:

    - Educational Samskaras/Rituals
    - Self-reliance for Learning
    - Concept based Teaching-Learning
    - Experiential Learning
    - Innovative Pedagogy
    - Motivation Building
    - School Climate
    - School Management

4. Each year, it is recommended to consider one or two topics from each group. We anticipate open communication among all stakeholders to determine the sequence of topics and the number of teachers involved. Topics should be chosen based on the institution's past experiences and current needs. Notably, the first two groups (Educational Samskaras or rituals and school climate) involve somewhat abstract concepts that necessitate considerable effort in the long term. Therefore, initiating work on these topics in the initial year of the JP-assisted multi-year training program is advisable.
5. Additionally, we can select topics from the groups such as concept teaching or self-reliance in studies for training in the first year. This training, spanning one or two days, can be conducted either once or in batches, depending on the institutional requirements.
6. Four additional details must be determined either during the topic selection process or afterward:

    a) The number of trainee teachers.

    b) Training dates, phases, and their duration. It is beneficial to establish in advance the required number of days for both the actual training and follow-up sessions. Full attendance is expected from teachers during the training days, with no other school responsibilities to be undertaken. Subsequently, during follow-up days, teachers should engage in expected tasks while managing their daily routines.

    c) Preparatory measures before the training.

    d) Post-training actions and the method of presenting work, either directly or through a report. The greater precision in determining these details, the more effectively the training will be executed.
7. Continuous discussions among relevant stakeholders are essential throughout the entire training period to analyze and address any challenges encountered during the implementation of the training.
8. Additional topics should be considered for the second phase, which occurs in the second or third year and necessitates one or two-day training sessions. Simultaneously, some teachers should enroll in training programs spanning three or four phases, focusing on specific groups of students. Before the training commences, the implementation details and reporting requirements should be thoroughly discussed. Topics from groups such as school climate, experiential learning, and innovative pedagogy are suitable for training during this second phase.
9. During the third phase, subjects pertaining to attitude formation or motivation-building, as well as extended training, should be planned for teachers who have successfully completed the previous two training sessions. In this phase, topics from all groups can be addressed as required. Given the emphasis on self-reliance in teacher training within the institute, these teachers should actively participate in planning the initial and secondary stage training for their colleagues.
10. For new teachers, specifically those in the age group of 25-35, a training camp known as *"Roop Paalatoo Shikshanace"* (camp on transformation in education) should be organized either in the first or second year.

Information on how the topics within Jnana Prabodhini's education system can be utilized for training by educational institutions is provided in the accompanying table. The aforementioned points encapsulate principles derived from Jnana Prabodhini's educational expertise. Through discussions and a comprehensive understanding of the requirements, tailored decisions can be made regarding the selection and sequence of training topics. Once the training topics and groups are determined, logistical details can be further refined and organized.

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