

ASHADEEP ADHYAPAK MAHAVIDYALAYA

NALLASOPARA EAST, PALGHAR 401209

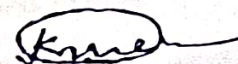
Programme Educational Objectives (PEOs)	Programme Learning Outcomes (PLOs)
Graduates should demonstrate a deep understanding of educational theories, principles, and practices. They should be well-versed in the subject matter they intend to teach.	Demonstrate a deep understanding of the subject matter they will be teaching. Exhibit proficiency in the core concepts, theories, and practices related to their chosen teaching specialization.
Graduates should possess effective teaching skills, including the ability to plan, deliver, and assess lessons that cater to diverse learning styles and abilities.	Apply various teaching methods, strategies, and instructional technologies to engage diverse learners. Design and implement effective lesson plans that cater to different learning styles and abilities.
Graduates should be able to analyze educational issues critically, apply problem-solving strategies, and make informed decisions to enhance the learning environment.	Develop skills in creating and maintaining a positive and inclusive classroom environment. Implement effective classroom management techniques to address behavioral issues and create a conducive learning atmosphere.
Graduates should be able to communicate clearly and effectively, both orally and in writing. This includes the ability to interact with students, parents, colleagues, and the community.	Design and use a variety of assessment tools to evaluate student learning. Analyse assessment data to inform instructional decisions and modify teaching strategies as needed.
Graduates should demonstrate ethical conduct and professionalism in their interactions with students, colleagues, and the broader community. This includes respecting diversity and maintaining confidentiality.	Adapt teaching methods to meet the diverse needs of students, including those with special needs or English language learners. Foster an inclusive classroom environment that respects and values diversity.
Graduates should be committed to continuous professional development and be open to adopting new teaching methods, technologies, and educational trends.	Communicate effectively with students, parents, and colleagues. Collaborate with other professionals and stakeholders to enhance the overall educational experience.
Graduates should be skilled in creating and maintaining a positive and conducive learning environment. This involves managing student behavior, fostering a positive classroom culture, and addressing conflicts effectively.	Engage in reflective practice to continuously evaluate and improve their teaching methods. Demonstrate a commitment to lifelong learning and professional development.
Graduates should be proficient in designing, implementing, and interpreting assessments to gauge student progress and adjust teaching strategies accordingly.	Adhere to ethical standards in education and maintain a high level of professionalism. Uphold the legal and moral responsibilities associated with teaching.



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Graduates should be able to work collaboratively with colleagues, administrators, and other stakeholders to improve the overall educational experience.	Use research skills to stay informed about current educational trends, theories, and best practices. Apply research findings to enhance teaching and learning experiences.
Graduates should possess leadership qualities and be able to take on leadership roles within educational institutions or the community, promoting positive change and development.	Integrate technology effectively into the teaching and learning process. Use digital tools to enhance instruction, assessment, and communication.



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COURSE LEARNING OUTCOME

SEMESTER I

Core course I (CCI) Childhood and Growing Up

The student teacher will be able to:-

- Identify and describe key theories of child development.
- Demonstrate a deep understanding of physical, cognitive, emotional, and social development in children.
- Develop skills in observing and assessing children's behavior and development.
- Apply various assessment tools and techniques to evaluate different aspects of a child's growth.
- Recognize and appreciate the influence of culture and socioeconomic factors on child development.
- Demonstrate cultural competence in understanding diverse family structures and backgrounds.
- Design and implement developmentally appropriate learning environments for children.
- Foster positive relationships and interactions with children to support their emotional well-being.
- Understand the principles of inclusive education and strategies to address the diverse needs of all learners.
- Demonstrate the ability to create an inclusive and supportive classroom environment.
- Engage effectively with parents and guardians to support children's learning and development.
- Collaborate with the community and other stakeholders to enhance the educational experiences of children.
- Adhere to ethical guidelines and professional standards in working with children.
- Demonstrate a commitment to the welfare and rights of children.
- Develop effective communication skills to interact with children, parents, and colleagues.
- Demonstrate the ability to communicate complex developmental concepts in an accessible manner.
- Engage in reflective practice to continually assess and improve teaching strategies.
- Apply self-reflection to enhance personal and professional growth as an educator.
- Understand relevant laws and policies related to child protection and education.
- Demonstrate compliance with legal and ethical standards in the educational context.

Core Course II (CCII) Knowledge and Curriculum

The Student Teachers will be able to:-

- Define and explain the key concepts related to curriculum development.
- Identify historical and philosophical foundations of curriculum design.
- Compare and contrast different curriculum models and frameworks.
- Analyze the strengths and weaknesses of various curriculum approaches.
- Explain major educational theories and their implications for curriculum development.
- Apply relevant educational theories to real-world curriculum issues.
- Formulate clear and measurable learning outcomes for different educational levels.
- Align learning outcomes with educational standards and goals.
- Evaluate and select appropriate instructional materials and resources.
- Critically assess the relevance and quality of educational resources.
- Explain the importance of assessment and evaluation in curriculum development.
- Develop and implement effective assessment strategies.
- Identify ways to integrate technology into curriculum development.
- Evaluate the impact of technology on teaching and learning.
- Recognize the importance of diversity and inclusion in curriculum development.
- Design curricula that address the needs of diverse learners.


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- Work collaboratively with teachers, parents, and community members in curriculum planning.
- Communicate effectively with stakeholders to gather input and feedback.
- Reflect on personal teaching philosophy and its influence on curriculum decisions.
- Align teaching practices with philosophical beliefs about education.

Interdisciplinary Courses (IC) Gender, School, and Society

The Student Teachers will be able to :-

- Define and explain key concepts related to gender, including gender roles, stereotypes, and the social construction of gender.
- Critically analyse educational policies and their impact on gender equality and equity in schools.
- Explore historical perspectives on gender and education, understanding how societal attitudes have shaped educational practices.
- Develop strategies to promote gender equity within educational settings, considering curriculum design, teaching methodologies, and classroom management.
- Recognize and analyse instances of gender bias and discrimination within educational contexts and propose interventions to address these issues.
- Gain an understanding of feminist pedagogy and its application in creating inclusive and empowering learning environments.
- Identify and address gender stereotypes in educational materials, textbooks, and teaching practices.
- Explore ways to create an inclusive educational environment that accommodates diverse gender identities and expressions.
- Examine the impact of socio-cultural factors on shaping gender roles and expectations within the school and society.
- Understand the intersectionality of gender with other social categories (such as race, class, and ethnicity) and its implications for education.
- Reflect on personal biases and assumptions related to gender and develop strategies for fostering a reflective teaching practice.
- Advocate for gender-responsive policies and practices at the institutional and societal levels to promote gender equality in education.
- Critically evaluate research studies related to gender and education, developing the skills to assess the validity and relevance of research findings.
- Enhance communication skills and collaborative approaches for addressing gender-related challenges within the educational system.
- Apply theoretical knowledge to real-world educational scenarios, developing practical solutions to address gender issues in schools.

Ability Course (AC) Critical Understanding of ICT

- The students will be able to:-
- Define key terms related to ICT.
- Explain the basic concepts and components of ICT.
- Evaluate the role of ICT in enhancing teaching and learning.
- Critically examine the benefits and challenges of integrating ICT in educational settings.
- Use various software applications and tools relevant to education.
- Demonstrate competence in basic computer skills and applications.
- Create lesson plans that integrate ICT effectively.
- Implement technology-enhanced activities to support diverse learning styles.
- Assess the suitability of different ICT tools for specific learning objectives.
- Critically analyse the quality and relevance of online resources for educational purposes.
- Discuss the ethical implications of using ICT in education.


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- Demonstrate an awareness of copyright, privacy, and security issues related to ICT.
- Reflect on personal growth in ICT proficiency.
- Identify areas for continuous improvement in integrating ICT into teaching practices.
- Engage in collaborative projects using digital communication tools.
- Demonstrate effective communication through various ICT platforms.
- Utilize ICT to solve educational problems and challenges.
- Troubleshoot common issues related to ICT integration in the classroom.
- Keep abreast of new developments in ICT relevant to education.
- Continuously seek opportunities for professional development in educational technology.

Project Based Course (PCI)

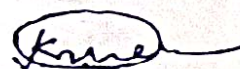
The Student Teachers will be able to:-

- Students will demonstrate a deep understanding of the subject matter related to the course through their project work.
- Students will develop critical thinking skills by analyzing, synthesizing, and evaluating information related to the project.
- Students will enhance their teamwork and communication skills through collaborative project work.
- Demonstrating effective communication in group settings, contributing to group discussions, and collaborating to solve problems.
- Students will acquire problem-solving skills by identifying, analyzing, and proposing solutions to real-world educational challenges.
- Students will develop research skills by conducting literature reviews, collecting data, and drawing evidence-based conclusions for their projects.
- Students will cultivate a habit of reflective practice by regularly assessing their learning, project progress, and personal growth.
- Students will demonstrate the ability to effectively integrate technology tools and resources into their teaching practices.
- Students will exhibit professionalism by meeting deadlines, adhering to ethical standards, and presenting themselves effectively.

SEMESTER 2

Core Course 3 (CC3) Learning and Teaching

- The Student Teachers will be able to:-
- Demonstrate a comprehensive understanding of various educational theories and their implications for effective teaching and learning.
- Develop and apply effective pedagogical strategies, instructional methods, and classroom management techniques to meet diverse learning needs.
- Design, evaluate, and adapt curriculum materials that align with educational standards and cater to the needs of diverse learners.
- Demonstrate the ability to design, implement, and evaluate various assessment tools and techniques to assess student learning and inform instructional decisions.
- Recognize and address the diverse needs of students, including those with diverse cultural, linguistic, and learning backgrounds, fostering an inclusive and supportive learning environment.
- Integrate educational technology effectively into teaching practices to enhance student engagement, learning outcomes, and prepare students for a technology-driven world.
- Demonstrate effective communication skills, both verbal and written, to interact with students, parents, colleagues, and other stakeholders in the educational community.
- Engage in reflective practice, continually assessing and adjusting teaching methods based on self-reflection, feedback, and professional development opportunities.



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- Uphold ethical standards and demonstrate professional conduct in all aspects of teaching, maintaining confidentiality, and respecting the rights of students.
- Collaborate with colleagues, parents, and community members to create a positive and supportive educational environment and contribute to the overall improvement of the school community.

Elective Course 1 (EC1) Pedagogy of School Subject 1

The Student Teachers will be able to:-

- Develop a deep understanding of the content, concepts, and principles associated with the specific school subject(s) being studied.
- Acquire and apply pedagogical content knowledge to effectively teach the subject matter, considering the unique challenges and characteristics of the learners.
- Demonstrate the ability to design and develop effective lesson plans and instructional materials that align with curriculum standards and educational objectives.
- Explore and implement a variety of teaching strategies and methods that cater to diverse learning styles and promote active student engagement in the learning process.
- Develop skills in creating fair and effective assessments to evaluate student learning and use assessment data to inform instructional decisions.
- Understand and apply strategies for maintaining a positive and inclusive learning environment, including effective classroom management techniques.
- Demonstrate an understanding of inclusive education principles and strategies to meet the diverse needs of learners, including those with different abilities, backgrounds, and learning styles.
- Explore and integrate relevant educational technologies to enhance the teaching and learning experience in the subject area.
- Cultivate the habit of reflective practice, analysing teaching experiences, and making informed adjustments to improve instructional effectiveness.
- Understand and adhere to ethical standards and professional responsibilities associated with teaching, including issues related to academic integrity and student well-being.
- Develop effective communication and collaboration skills to work with colleagues, parents, and other stakeholders in the education community.
- Recognize the importance of lifelong learning and commit to continuous professional development to stay updated on educational trends, research, and best practices in the subject area.

Interdisciplinary Course (IC2) Educational Management

- The Student Teachers will be able to:-
- Define and explain key concepts related to educational management, such as planning, organizing, directing, and controlling in an educational context.
- Acquire leadership skills essential for effective educational management, including decision-making, problem-solving, communication, and interpersonal skills.
- Critically analyse and interpret educational policies at various levels (local, regional, national) and understand their implications on educational institutions.
- Understand the principles of organizational development and apply them to educational institutions to enhance efficiency and effectiveness.
- Gain knowledge of budgeting, financial planning, and resource allocation in educational institutions to ensure optimal use of resources.
- Explore strategies for human resource management in education, including recruitment, professional development, performance evaluation, and conflict resolution.
- Learn how to develop educational plans, set objectives, and assess outcomes to improve the overall quality of education within an institution.
- Understand the legal and ethical aspects of educational management, including issues related to



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- student rights, teacher responsibilities, and compliance with educational laws.
- Develop skills in building positive relationships with parents, community members, and other stakeholders to foster a collaborative educational environment.
- Explore methods for ensuring and maintaining quality in education through continuous improvement processes and quality assurance mechanisms.

Project Based Course (PC2)

The Student Teachers will be able to:-

- Reflect on school activities to understand emerging issues related to school life.
- Exhibit the observational skills to compare different approaches to teaching with confidence and proficiency.
- Examine the classroom teaching-learning process, the techniques required for effective classroom management and the ways to cater to needs of the entire class to relate to global standards of quality in education.
- Design learning activities using varied pedagogical skills and varied assessment techniques in real teaching situations to develop sensitive society.

SEMESTER 3

Core Course 4 (CC4) Assessment for Learning

The Student Teacher will be able to:-

- Define key assessment terms and concepts.
- Explain the purpose and importance of assessment in the teaching and learning process.
- Differentiate between formative and summative assessments.
- Identify and describe various assessment methods (e.g., quizzes, tests, projects, presentations).
- Develop clear and measurable learning objectives.
- Design assessment tasks that align with learning objectives.
- Provide constructive and timely feedback to students.
- Demonstrate effective communication skills in discussing assessment results with students and stakeholders.
- Explore and utilize technology tools for assessment purposes.
- Evaluate the benefits and challenges of incorporating technology in assessment strategies.
- Adapt assessment methods for students with diverse learning needs.
- Consider cultural and linguistic factors in assessment design.
- Analyse assessment data to inform instructional decisions.
- Interpret assessment results to identify areas for improvement in teaching and learning.
- Discuss ethical considerations in assessment.
- Ensure fairness and equity in assessment practices.
- Engage in ongoing professional development related to assessment.
- Stay informed about current trends and research in assessment practices.
- Reflect on personal assessment practices and make adjustments based on feedback and experiences.
- Develop a commitment to continuous improvement in assessment strategies.
- Collaborate with colleagues to share best practices in assessment.
- Work effectively with other education professionals to ensure cohesive assessment practices within an educational institution.



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Effective Courses (EC2) Pedagogy of School Subject 2

The Student Teachers will be able to:-

- Develop a deep understanding of the content, concepts, and principles associated with the specific school subject(s) being studied.
- Acquire and apply pedagogical content knowledge to effectively teach the subject matter, considering the unique challenges and characteristics of the learners.
- Demonstrate the ability to design and develop effective lesson plans and instructional materials that align with curriculum standards and educational objectives.
- Explore and implement a variety of teaching strategies and methods that cater to diverse learning styles and promote active student engagement in the learning process.
- Develop skills in creating fair and effective assessments to evaluate student learning and use assessment data to inform instructional decisions.
- Understand and apply strategies for maintaining a positive and inclusive learning environment, including effective classroom management techniques.
- Demonstrate an understanding of inclusive education principles and strategies to meet the diverse needs of learners, including those with different abilities, backgrounds, and learning styles.
- Explore and integrate relevant educational technologies to enhance the teaching and learning experience in the subject area.
- Cultivate the habit of reflective practice, analysing teaching experiences, and making informed adjustments to improve instructional effectiveness.
- Understand and adhere to ethical standards and professional responsibilities associated with teaching, including issues related to academic integrity and student well-being.
- Develop effective communication and collaboration skills to work with colleagues, parents, and other stakeholders in the education community.
- Recognize the importance of lifelong learning and commit to continuous professional development to stay updated on educational trends, research, and best practices in the subject area.

Interdisciplinary Course (IC3) Language Across Curriculum

The Student Teachers will be able to:-

- Demonstrate an understanding of the central role language plays in the teaching and learning process.
- Recognize the impact of language on students' comprehension, expression, and overall academic achievement.
- Enhance proficiency in the language of instruction (e.g., English, if applicable) to effectively convey ideas, instructions, and information.
- Develop strategies for improving students' language skills across different subjects.
- Apply strategies to integrate language skills into various subject areas, fostering interdisciplinary connections.
- Design lesson plans that incorporate language development within the context of different academic subjects.
- Develop the ability to assess students' language skills in the context of subject-specific content.
- Utilize formative and summative assessment strategies to gauge language proficiency and provide constructive feedback.
- Explore and implement effective techniques for promoting literacy and communication skills in students.
- Foster a positive language-learning environment that encourages effective communication and critical thinking.
- Understand and apply differentiated instructional strategies to address the diverse language proficiency levels of students.
- Modify teaching methods to support the language needs of learners with varying abilities.



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- Integrate technology tools and resources to enhance language learning and communication in diverse subject areas.
- Explore digital platforms that support language development and subject-specific content.
- Develop an awareness of cultural influences on language and incorporate inclusive language practices.
- Foster a classroom environment that respects and values linguistic diversity.
- Engage in reflective practices to assess the effectiveness of language integration strategies.
- Continuously adapt and refine instructional approaches based on reflection and feedback.
- Collaborate with colleagues to share effective language integration practices.
- Pursue professional development opportunities to stay current with research and best practices in language across the curriculum.

Project Based Courses (PBC)

The Student Teachers will be able to :-

- Combine theoretical knowledge with practical application to improve student learning outcomes.
- Construct pedagogically meaningful lesson plans to make teaching innovative, interesting and interactive.
- Illustrate reflective and introspective thinking skills through the documentation of experiences in the reflective journal.
- Design theme-based lessons on topics of contemporary relevance.
- Plan and execute a unit test followed by analysis and interpretation the results.

SEMESTER 4

Core Course (CCS) Contemporary India and Education

The Student Teachers will be able to:-

- Analyse the social, economic, and cultural aspects of contemporary Indian society.
- Examine the diversity, pluralism, and challenges within the Indian social context.
- Identify the impact of globalization and modernization on Indian society.
- Explore and evaluate the historical development of education policies in India.
- Critically assess the current educational policies and reforms at the national and state levels.
- Analyse the implications of policy changes on the education system.
- Identify and analyse the key issues and challenges in the Indian education system.
- Examine disparities in access to education across different social and economic groups.
- Explore the role of education in addressing societal issues such as poverty, inequality, and discrimination.
- Understand the integration of technology in the education sector.
- Evaluate the impact of digital learning tools on teaching and learning processes.
- Explore challenges and opportunities associated with technology in education.
- Examine the concept of inclusive education and its implementation in the Indian context.
- Analyse policies and practices aimed at promoting inclusive education.
- Understand the role of educators in creating an inclusive learning environment.
- Appreciate and respect the cultural and linguistic diversity in India.
- Explore strategies for addressing linguistic and cultural diversity in the classroom.
- Understand the importance of multicultural education.
- Develop an awareness of professional ethics and codes of conduct in the teaching profession.
- Reflect on ethical dilemmas faced by educators and explore solutions.
- Understand the role of teachers in promoting values and ethics among students.
- Develop critical thinking skills to analyse educational issues and trends.
- Engage in reflective practices to enhance professional growth.
- Apply critical perspectives to improve teaching and learning experiences.


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Elective Course (EC3) - Environmental Education

The Student Teachers will be able to:-

- Demonstrate a comprehensive understanding of key environmental issues, including but not limited to climate change, biodiversity loss, pollution, and resource depletion.
- Understand the principles and theories of environmental education, including its interdisciplinary nature and its role in fostering sustainable development.
- Develop effective pedagogical skills for integrating environmental education into diverse subjects and grade levels, fostering critical thinking and problem-solving skills among students.
- Design, develop, and evaluate instructional materials and curriculum plans that incorporate environmental education concepts and align with national or regional educational standards.
- Advocate and model sustainable practices within educational settings, emphasizing the importance of environmentally friendly behaviours and choices.
- Engage with local communities to promote environmental awareness, collaboration, and action, fostering a sense of responsibility and stewardship toward the environment.
- Recognize and integrate local and indigenous knowledge systems in environmental education, respecting cultural perspectives and enhancing the relevance of environmental issues to diverse communities.
- Develop appropriate methods for assessing and evaluating students' understanding of environmental concepts, skills, and values, and use assessment data to inform instructional practices.
- Use educational technology tools to enhance environmental education, including virtual simulations, multimedia resources, and online platforms for collaborative learning.
- Demonstrate a commitment to ongoing professional development in environmental education, staying informed about current research, trends, and best practices in the field.

Interdisciplinary Course (IC4) Creating Inclusive Schools

The Student Teachers will be able to:-

- Define the concept of inclusion in the context of education.
- Analyse the historical development of inclusive education.
- Identify the key principles and philosophy underpinning inclusive practices.
- Demonstrate an understanding of diverse learning needs, including but not limited to students with disabilities, gifted students, and students from diverse cultural backgrounds.
- Identify common learning barriers and challenges faced by diverse learners.
- Examine legal and ethical considerations related to inclusive education.
- Evaluate the impact of legislation on creating an inclusive learning environment.
- Develop strategies for differentiated instruction to meet the diverse needs of students.
- Design lesson plans that incorporate varied instructional methods and materials.
- Demonstrate the ability to collaborate with colleagues, parents, and other professionals to support inclusive practices.
- Evaluate the importance of teamwork in creating an inclusive school culture.
- Understand the principles of Universal Design for Learning and apply them to lesson planning.
- Create inclusive learning environments that accommodate various learning styles.
- Develop inclusive assessment practices that consider diverse learning needs.
- Analyse and implement alternative assessment methods for diverse learners.
- Explore strategies for creating a positive and inclusive classroom climate.
- Identify and address issues related to bullying, discrimination, and exclusion.
- Engage in reflective practice to continually assess and improve inclusive teaching strategies.
- Develop a personal philosophy of inclusive education.
- Examine the role of schools in fostering community engagement and partnerships.
- Develop strategies for involving parents and the wider community in supporting inclusive



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education.

- Explore the use of technology to enhance inclusivity in the classroom.
- Evaluate assistive technologies that support diverse learners.
- Develop cultural competence and sensitivity to create an inclusive environment for students from diverse cultural backgrounds.
- Identify ways to integrate culturally responsive teaching practices.

Ability Course (ABC) – Reading and Reflecting on Texts

- The Student Teachers will be able to:-
- Students will develop advanced critical reading skills, enabling them to analyse and evaluate diverse types of texts, including academic articles, educational literature, and classroom materials.
- Students will be able to apply various methods of textual analysis to deconstruct and interpret complex educational texts, identifying key themes, arguments, and perspectives.
- Students will cultivate reflective thinking skills, demonstrating the ability to connect the ideas presented in texts to their own experiences, beliefs, and educational practices.
- Students will gain literacy in the context of education, understanding the role of different types of texts in teaching and learning, and applying this knowledge to instructional planning and delivery.
- Students will enhance their written and verbal communication skills, articulating their thoughts coherently and persuasively when discussing and presenting ideas derived from texts.
- Students will learn to synthesize information from multiple sources, creating a comprehensive understanding of educational issues and theories.
- Students will be able to apply insights gained from reading and reflecting on texts to real-world educational scenarios, fostering a connection between theory and practice.

Project Based Course (PC4)

The Student Teachers will be able to:-

- Compare action plans to promote active involvement in reaching out to the community.
- Actualize appreciation, respect, and tolerance for diverse groups by engaging wholeheartedly in community work.
- Design learning resources to make curriculum transaction effective, enhance the instructional process and encourage self-learning.
- Execute action research on topics of school relevance to find solutions to contemporary issues.
- Synthesize teaching competencies through peer lessons to complement and blend skills and proficiencies for effective teaching.
- Examine experiences encountered in the school setting to introspect and develop critical thinking and problem-solving skills.
- Invent innovative approaches to construct exemplary lesson plans to reflect mastery of content knowledge, technological proficiency, pedagogical skills, and affective quotient.


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