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No.	Date	Particulars
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96	1950	...
97	1950	...
98	1950	...
99	1950	...
100	1950	...

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<p>1. <b>Introduction</b></p> <p>The purpose of this study is to investigate the effects of a new educational program on student learning outcomes. The program is designed to enhance critical thinking and problem-solving skills through a series of interactive activities and projects.</p>	<p>2. <b>Methodology</b></p> <p>The study employed a quasi-experimental design. A sample of 100 students was divided into two groups: an experimental group that participated in the new program and a control group that followed the traditional curriculum. Data was collected through pre-tests, post-tests, and student self-reports.</p>	<p>3. <b>Results</b></p> <p>The results of the study indicate that the experimental group showed significantly higher scores on the post-test compared to the control group. This suggests that the new program was effective in improving student learning outcomes.</p>
<p>4. <b>Conclusion</b></p> <p>The findings of this study support the implementation of the new educational program. It is recommended that the program be expanded to other classes and schools to maximize its benefits.</p>	<p>5. <b>Limitations</b></p> <p>There are several limitations to this study. The sample size was relatively small, and the study was conducted over a short period of time. Future research should explore the long-term effects of the program and its impact on a larger, more diverse sample.</p>	<p>6. <b>References</b></p> <p>Smith, J. (2018). <i>Effective Teaching Strategies</i>. New York: Education Press.</p>
<p>7. <b>Appendix A</b></p> <p>Pre-test results for the experimental group.</p>	<p>8. <b>Appendix B</b></p> <p>Post-test results for the control group.</p>	<p>9. <b>Appendix C</b></p> <p>Student self-reports on learning outcomes.</p>
<p>10. <b>Appendix D</b></p> <p>Survey questions used in the study.</p>	<p>11. <b>Appendix E</b></p> <p>Sample activities from the new program.</p>	<p>12. <b>Appendix F</b></p> <p>Additional data and analysis.</p>

TABLE 1		TABLE 2	
Year	Number of cases	Year	Number of cases
1980	10	1985	15
1981	12	1986	18
1982	15	1987	22
1983	18	1988	28
1984	22	1989	35
1985	28	1990	45
1986	35	1991	55
1987	45	1992	65
1988	55	1993	75
1989	65	1994	85
1990	75	1995	95
1991	85	1996	105
1992	95	1997	115
1993	105	1998	125
1994	115	1999	135
1995	125	2000	145
1996	135	2001	155
1997	145	2002	165
1998	155	2003	175
1999	165	2004	185
2000	175	2005	195
2001	185	2006	205
2002	195	2007	215
2003	205	2008	225
2004	215	2009	235
2005	225	2010	245
2006	235	2011	255
2007	245	2012	265
2008	255	2013	275
2009	265	2014	285
2010	275	2015	295
2011	285	2016	305
2012	295	2017	315
2013	305	2018	325
2014	315	2019	335
2015	325	2020	345
2016	335	2021	355
2017	345	2022	365
2018	355	2023	375
2019	365	2024	385
2020	375	2025	395
2021	385	2026	405
2022	395	2027	415
2023	405	2028	425
2024	415	2029	435
2025	425	2030	445