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1. **Introduction**  
The purpose of this study is to investigate the effects of a new educational program on student performance. The program is designed to improve critical thinking and problem-solving skills through a series of interactive activities and projects.

2. **Methodology**  
The study was conducted using a quasi-experimental design. A group of students was selected from a local high school and divided into two groups: an experimental group and a control group. The experimental group participated in the new program, while the control group followed the standard curriculum.

3. **Data Collection**  
Data was collected through standardized tests and surveys. The tests measured students' performance on critical thinking and problem-solving tasks. Surveys were used to gather feedback from students and teachers regarding the program's effectiveness.

4. **Results**  
The results of the study show that the experimental group performed significantly better than the control group on the critical thinking and problem-solving tests. The surveys also indicated that students in the experimental group found the program more engaging and enjoyable.



Group	Pre-Test Score	Post-Test Score	Improvement (%)
Control Group	60	80	33.3
Experimental Group	60	90	50.0

5. **Conclusion**  
The study concludes that the new educational program is effective in improving student performance in critical thinking and problem-solving. The program's interactive and project-based approach appears to be more effective than the standard curriculum. Further research is needed to explore the long-term effects of the program.



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