

**RESEARCH PAPER****Impact of Social Change on Individual's Behavior: A Study of Human Development****¹ Dr. Tahira Mumtaz * ² Muhammad Yaqoob Hijazi and ³ Dr. Muhammad Waris**

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Social change can refer to a quick, profound restructuring of social, economic, and political structures, or it might mean a gradual development of new lifestyles. The main objective of this study is to examine how people respond to societal change, including how they perceive, experience, and act upon it, as well as how these responses impact human development. For analysing all these changes, qualitative research methodology is opted while taking all changes into considerations through analytical method which focused on systematic analysis. Human development could be understood by researching how individuals develop in a dynamic social environment. This study interlinks social change and human development, two very different phenomena, by viewing individual's behavior as an active, lifelong process during these times of social change. The current rapid pace of social, technological, and economic change should be accepted and new ways of development must be adopted so that social change can impact on the human development directly and it could be beneficial for the whole society.

Keywords: Challenges, Individual's Behavior, Social Change, Society**Introduction**

Social change can take the shape of a gradual emergence of new lifestyles or, as was the case in Eastern Europe following the end of the Cold War, a quick and profound shift of political, social, and economic institutions. People's perceptions, experiences, and responses to societal change are influenced by specific socio-psychological processes. This research focuses on how people adjust to societal change, including how they perceive, experience, and responds to it, as well as how these responses impact people's development. Individual growth and social transformation are investigated independently in distinct fields. Attempting to draw connections between these two intricate research subjects may make it more likely that neither will be handled satisfactorily. On the other hand, research on how individuals develop under shifting socioeconomic environments can help us understand human development better (Granovetter, 2018). This viewpoint is predicated on the idea that personal growth is an ongoing process that occurs in a variety of settings throughout a person's life. The psychological processes of negotiating the self with the environment, such as goal formulation, decision-making, and conduct, demonstrate the active role of the individual. People's perceptions, experiences, and responses to social change depend on specific developmental phases. The contextual view expands on the individual-centered approach by identifying ecological factors that influence personal growth and through shedding light on the mutually beneficial processes involved in shifting person-environment interactions. It is necessary to address several points when discussing the potential impacts of social change on the development of a person. Basically, society is a composition of variety of many people having different backgrounds and mindsets. They formulate a better society if all individuals take responsibility of the betterment of a society. So, in this way society can flourish rapidly and the process of human development could be faster than before. This notion is based on the idea that human progress and individual

development are inextricably linked. Every aspect of life demonstrates the individual's active participation in society. Every aspect of life that is related to the environment, such as conduct, goal-setting, and decision-making, demonstrates the active role that each individual plays in society. The contextual view expands on the individual-centered approach by identifying societal changes that impact personal growth and by shedding light on the multifaceted processes involved in shifting person-environment relationships.

Literature Review

Anand and Sen (2000) have brought the term Human development to conspicuousness. They have laid out the thought that "human decision," or the capacity of people to pick the live they need, ought to be utilized as a definitive standard to pass judgment on the advantages and issues of social change. Normatively, this is predictable with the anthropological view that "self-completion" is the main end in human inspiration (Maslow 1970) and with the thought that the "freedom of life," or the increase of choices, addresses a core value in natural and social development (Birch and Cobb 1981). We concur that Human development is a normatively ideal idea. However, we unfurl this idea all the more efficiently. We determine its unmistakable parts and their consistent connections all the more unequivocally in a manner that is experimentally valuable to examine social change across countries and social zones. What's more, we utilize this system to analyze information from the World Qualities Overviews along with financial information from Vanhanen (1997) and scores for common freedoms and political privileges from Freedom House. Modernization scholars have contended for close relations between financial turn of events, social modernization and popularity based execution, however they didn't as expected indicate the normal focal point of these three peculiarities. Possibly they involved modernization as an umbrella term which has been characterized by listing its substantial parts however not by what incorporates them (Lerner 1968: 385); or they confined modernization to the socioeconomic field which let them view a majority rules system as an outcome as opposed to a necessary piece of modernisation (Huntington 1991: 69); or they determined modernization in formalistic terms, for example, "utilitarian separation" (Mouzelis 1999), which gives no clear rules to recognize what and isn't a component of modernization. Subsequently, there is no broad meaning of modernization that explains in which normal guideline its different parts merge.

Socioeconomic changes such as economic hardship thus do not necessarily mean a stressful life event but could mean a challenge stimulating the person to engage in coping strategies that later lead to developmental gains in options and resources. This can be seen from Elder's (1974) famous study Children of the Great Depression. Girls and boys and children of different developmental ages experienced this social change in very different ways, some gaining and some losing from economic hardship. The differing outcomes were due to the ways in which contextual factors and previously established social and personal resources matched the changing contexts and related options and constraints.

Material and Methods

This research is based on qualitative research while conducting the whole research under analytical method. The study analyzes the relationship of social change with human development which is directly or indirectly interlinked with each other. The study of Human development involves conduct presumptions in its thinking why linkages at the societal level exist. Hence, it ought to be shown that these presumptions hold at both the individual and cultural levels. Besides, in the event that this is an overall hypothesis, it should hold across social orders of various social zones. Researcher has analysed these prerequisites in a staggered plan that covers the individual, cross-public and culturally diverse levels. Researcher dissects the degree to which the linkages of Human development are available at each degree of examination. The relationships which mirror the Human development condition most likely shift at various degrees of investigation. The strength of relationships

generally increments, some of the time emphatically, as one actions to more elevated levels of aggregation.

Social Change

A person's environment can alter significantly as a result of social change. But these adjustments only matter for the person's future growth if the demands of the new environment do not align with the person's social and psychological capacities. Certain social changes may indicate risks and pressures or new choices and chances for growth, depending on the individual and the environment of that person. The individual may undergo environmental changes that prevent them from achieving previously successful goals or make previously unachievable goals achievable (Feola, G. 2015). Cognitive and socio-emotional reorientation may be brought on by internal processes of assessing such perceived environmental change: One's goals are reorganized, active planning is done, and decisions are made after prior goals are changed or abandoned. Individual development is stimulated by social change in this way. Economic problem is one example of a socioeconomic shift that does not always imply an unpleasant life. Rather, it can be a challenge that motivates an individual to use coping mechanisms, which can eventually result in increased alternatives and resources. Elder's (1974) renowned research, *Children of the Great Depression*, provides evidence for it. Children of varying developmental stages, as well as girls and boys, all experienced this societal shift in a variety of ways, with some benefiting and some suffering from financial difficulty (Elder, G. H. 2018). How preexisting social and personal resources and contextual factors matched the shifting circumstances and associated opportunities and limits were the cause of the diverse results.

This example implies that the way a person responds to and engages with a social shift varies on the individual, the context, and other factors. More thorough research is yet required to fully understand how external as well as internal factors influence human development and create risk aversion or resilience during periods of social upheaval. Contextual and personal factors are further investigated concerning their functions in the process by which social change influences individual development.

Features of the Social Change

1. Social change is either a fundamental law or it is universal.
2. Change at different levels formulates a heterogeneous society. Change occurs more slowly.
3. Generally, change is unpredictable and is a social transformation process. It is difficult to forecast when and how the transformation will occur.
4. A community's change is a social change.
5. The direction of social transformation typically shifts. Three distinct patterns of social change exist.
 - i. Linear Change usually results in progress (change that is permanent).
 - ii. Fluctuating change: There could be both upward and downward change. Economic and demographic changes are related to each other.
 - iii. Cyclical changes: changes occur in cycles. Economic upheaval can occasionally also be considered economic change (Karl Max provided this idea). He claims that before, there was no private property, and that we might return to it (Samadi, 2021).

Factors of Social Change

1. Demographic factors: The population has a significant impact on society. When we talk about composition, we mean changes in the form of the population, such as the population rate. The population ratio should be balanced for social balance; if this ratio

changes, society will also change. For example, if there are more women than men, their position and social standing will decline (since in Polygamy, there are more wives and husbands, so their status declines). In the alternative scenario, women's status increases (Fang, 2023). Age group: youth, adulthood, and senior citizenry are the components of different age groups. Population growth will be slower if the majority of people are children. Since adults are the most organized, changes in society will occur more quickly if they do. There is friction in society when people are older and don't want things to change.

Status of marriage in the birth of children: Young girls getting married will lead to an overpopulation problem and endanger their health. The status of women declines. Additionally, a girl's fertility decreases if she marries too late in life so these are shifts in the birth and death rates in terms of demography. An increased birth rate leads to numerous issues. The population-economic Malthus theme: More people living in poverty means higher unemployment. Man's authority declines when the death rate rises. Immigration and emigration are the two terms for entering and leaving the country, respectively. Causes of cultural issues that result in population growth and the other issue is brain drain.

Natural disasters, such as floods and epidemics, now have an impact on society and its social connections

structure. People grow egocentric because they are more concerned with taking care of themselves during times of scarcity.

Elements of technology Automation and social change: women's empowerment emerged as a result of women being able to work due to machinery. These impacted cottage industries and became the reason of unemployment and other issues.

Urbanization has altered employment prospects. Social contacts originated with transportation. Being able to communicate leads to increased awareness and enjoyment.

Cultural Aspects

The idea of "cultural lag" from W.F. Ogburn's book is discussed in detail. Social change leads to change. Material and non-material change, he says, cultural lag typically results from non-material things being unable to adapt to material changes. Society is altered by shifts in ideas, customs, and values (Habits). He stated in the Handbook of Sociology that the forces driving education, unification, and other changes also influence the marriage system and other aspects of society (Blossfeld, P. N. 2018). Marxian social change theory, often known as materialistic theory. According to interpretive theory, change is both inevitable and a constant process (Andrade, 2009). He has prioritized the financial aspects more accurately. According to him, if the economy changes, the only thing that changes in society are changes in production (demographic shifts, etc. that have an impact on individuals). His focus is on empirical data because there is a shift in society and the production system, or more specifically, a shift in technology. Because of this, there is also a shift in production. The production system has two changes and has two aspects: productive forces and productive relations. This is because labor and production experience, as well as labor itself, have changed, as has technology, beneficial expressions and constructive relationships, workers and capitalists (masters and slaves).

Theories of Social Change

Traditional-Evolutionary Change Theory

The underlying premise of evolutionary theories is that societies evolve from simpler to more complex forms. The early sociologists, starting with Auguste Comte, held

the view that human civilizations grow in a single, uni-linear line. He believed that societal change represented advancement in the direction of greater things. He viewed change as both advantageous and functional. He also believed that societies would inevitably advance to new and more advanced stages of civilization as a result of the evolutionary process. Charles Darwin's theory of organic evolution had a significant influence on these evolutionary theories of social transformation.

Dramatic social change affects millions of individuals globally (DSC)(Zachariah, M. 1971).

1. According to H. Morgan, the evolutionary process can be divided into three main stages: savagery, barbarism, and civilization(Sanderson, S. K. 2001).
2. The three essential stages of social change are represented by Auguste Comte's theories regarding the three stages in the evolution of the human mind as well as society: the theological, the metaphysical, and the positive.
3. Herbert Spencer: Spencer began by assuming that the cosmic law of evolution governed reality. According to him, "The evolution is the integration of matter and simultaneous dissipation of matter, whereby matter transitions from definite coherent heterogeneity to indefinite incoherent homogeneity." Put simply, this indicates that evolution is a dual process "differentiation and integration," by which a civilization becomes more straightforward and less diversified. Spencer's understanding of social reality was shaped by his biological background. Spencer uses the comparison of an organism to argue that society was created much like individual organisms composed of interacting and dependent elements. These components of society are known as social institutions. A roughly continuous web of interconnected components makes up the social hierarchy (Oruh, 2024).

4. T. Hobhouse: L.T. Hobhouse proposed the evolutionary sequence after Spencer. He maintained his belief in the concept of progress, just like Spencer(Renwick, 2012). Nonetheless, he analyzed and explained societal change using the concept of social development. Using the growth of human knowledge as the primary measure of progress, Hobhouse also provided an evolutionary timeline that showed the history of human society for five stages: The preliterate stage, the literacy and proto-scientific stage, the reflective stage, and the critical stage in Greece and the current state of science.

Moderators and mediators views are based on contextual factors. Context as Multidimensional Factor Social change can be examined from the perspective of the individual's changing behavior, the level of the social context (such as shifts in the job market), or the relationship between the two. An individual may be directly or indirectly impacted by societal changes occurring at the macro level (e.g., structural changes like a rise in unemployment). For instance, knowledge acquired via social interactions or the media has a direct impact on the person. The loss of employment by the individual or a family member might also have indirect impacts. It is possible to view contextual modifications as both moderators and mediators of the impacts of social change. For instance, the family context may act as a moderator of the effects of social change, such as when the environment in the family acts as a buffer between external changes like dislocation and the adolescent, so modifying the otherwise negative impact of contextual changes. Similarly, the family context may act as a mediator of social change, such as when changes in the labour market result in unemployment and economic hardship in the family, which in turn affect parent-child relations. Here, we adopt the stance that societal change typically has an indirect impact on the individual, filtered through complex social settings(Bandura, A. 1969). Here, social circumstances are interpreted as distant historical and cultural settings as well as proximal circumstances (such as the presence of social support inside the family). Social change may be transmitted through both the more proximal and more distant social contexts. For the time being, nevertheless, our attention is on the closer-knit environments impacted by societal change and how they affect human development (Wilson, R. 2007).

The Social Learning Theory

The Social Learning Theory, initially presented by psychologist Albert Bandura, suggests that people pick up new skills and behaviours by observing and imitating the activities of people in their social surroundings. This theory places more emphasis on how social interactions and environmental factors shape a person's behaviour than it does on cognitive processes or innate qualities (Bandura, A. 1969). Imitation, reinforcement, and observational learning are the main tenets of the social learning theory.

Learning through Observation

Vicarious learning, or modeling, is another name for observational learning, which is the process through which people pick up new abilities, knowledge, or habits by observing others. Without having to go through the process of trial and error learning oneself, people can learn whether behaviors are suitable or rewarding in a particular setting by seeing the acts, consequences, and emotional reactions of others. This method of learning is especially crucial during childhood and adolescence, when people watch their parents, friends, and other influential people to form their values, beliefs, and social skills.

Replication

A key component of social learning is imitation, where people deliberately mimic the actions they see in others. Imitation can help social groupings build socially acceptable behaviour patterns and effectively transfer information and skills among members of the group (Nehani, C. L., 2007). An observer's motivation and capacity to imitate the activity, in addition to the model's attractiveness, likeness, and perceived competence, all have an impact on the likelihood of imitation.

Reinforcement

Because it affects the likelihood that a specific behaviour will be repeated or avoided in the future, reinforcement is essential to social learning. Negative reinforcement is when an unpleasant stimulus is removed, which also increases the likelihood that the behaviour will be repeated. Positive reinforcement is when a behaviour is followed by a desired outcome, increasing the likelihood that it will be repeated. Punishment, on the other hand, reduces the possibility that conduct will be repeated by introducing an unpleasant stimulus or eliminating a pleasurable one. The way that one understands how a person's social potential develops is significantly impacted by the Social Learning Theory.

This theory emphasizes the need of creating encouraging and stimulating social environments that enhance the development of adaptive behaviors and social skills by acknowledging the relevance of social interactions and environmental effects (Wilson, R. 2007). It also emphasizes how specific interventions, such as modeling and reinforcement, can help people who might have trouble with social interactions or interpersonal relationships improve their negative behavior and reach their full potential. The Function of Cognitive Processes in Shaping Social Cognitive Theory.

Dynamic Technique

Contextual variables have diverse meanings in various cultural contexts, and their ecological complexity must be taken into consideration when examining how they convey social change to the individual. It is also important to consider that, at different stages of development; certain elements of social environments (such as the availability of renowned figures, the pressures placed on achieving academic success, etc.) may be more or less relevant for social and cognitive development. A purely contextual approach obscures which elements have developmental relevance by ignoring the process of individual development over time rather, a dynamic model that considers the psychological and social roles of environmental modifications for personal growth is required (Scharlach,

A. E. 2017). Rather, a dynamic model that considers the psychological and social roles of environmental modifications for individual development is required.

Family: Family-based social support alters risk variables and has a protective effect on children's development. Conger et al. (1993) found a strong correlation between objective family difficulty and a higher likelihood of parental depression, marital problems, and non-nurturing conduct (by both parents) in their study of adolescents in Iowa. These results were linked, in turn, to poorer levels of self-assurance, peer acceptance, and academic achievement in males who were just entering adolescence (Cui, 2008). For displaced families (those who lost their lands), Elder and Russell discover the same pattern of interactions. On the other hand, children of displaced families experienced less developmental risks and developed a good self-image when their fathers were able to solve problems and their marriages were good. In emotionally strong partnerships, parents can more effectively combat stress and melancholy, foster a feeling of self-efficacy, and act as a role model and protectors for their offspring (Elder & Shanahan, 1996). The resilience of East German children and adolescents during the significant changes in the political, social, and economic systems that followed unification also appeared to be enhanced by a strong emotionally grounded family and child orientation (Trommsdorff & Chakkarath, 2000). Families' reactions to societal change should also take into account the larger sociocultural and political framework in which they live. For instance, compared to families in the East, families in West Germany experienced greater stress from the economic downturn and a decline in the quality of family interaction following unification (Hofer, 1995). Families from various German locations likely faced comparable economic hardships on an objective level, but their experiences were shaped by distinct socioeconomic environments and very different life experiences. As a result, different historical changes had varied effects.

Peers. The broader social network, particularly peer relationships, should also offer significant mediating factors impacting how children and adolescents experience change. But it's also important to consider intra- and intercultural variations in the importance of peers for the development of teenagers (Schmidt, 1996). Peers played a significant role in the socialization of children and adolescent as almost all of them joined well-run peer groups (Gifford-Smith, 2003). The dissolution of these youth organizations most likely had a negative impact on East German teenagers' sense of social integration, support, and control; some evidence even suggests that this may have led to developmental risks (e.g., Zinnecker & Silbereisen, 1996). For instance, adolescents in East Germany are more inclined than those in West Germany to choose more aggressive conduct when they are frustrated, and East German girls are more likely to have negative expectations for the future (Kolip, 1995). But contextual elements by themselves are unable to forecast an individual's development in dynamic environments. Instead, identifying an individual's resources is essential to assessing how well environmental shifts and personal resources complement one another.

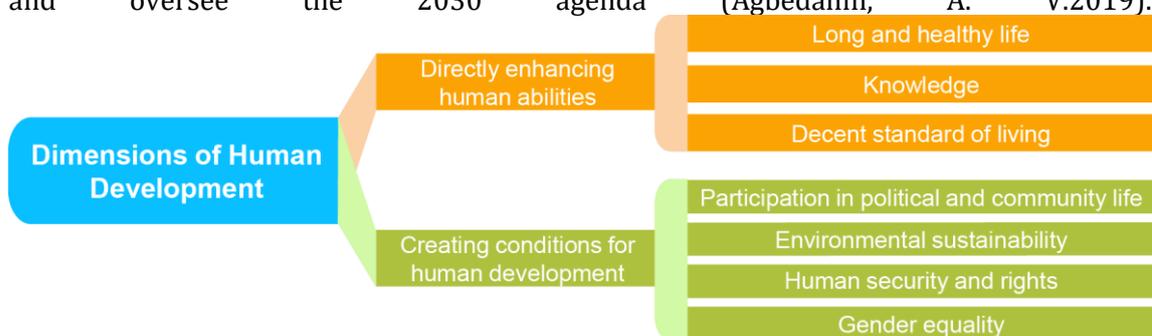
Human Development

Giving people more freedom and opportunities to live their lives as they see fit is the major objective of human development. People ought to be able to use and develop their strengths for this. The idea of human development has several facets. The three factors that the UN uses to calculate the Human Development Index (HDI) represent the essential aspects of human progress (Morse, S. 2003). These three essential elements include having a good quality of life, living a long and healthy life, and having knowledge. Opportunities for advancement and enhancement in other spheres of human existence will increase when these fundamental rights are accessible at the doorstep. Primarily, human development entails having greater options and chances, and this needs to be the primary point of reference for human development (Elder Jr, 2007). Nobody can ensure that a person will be happy, and the decisions that individuals make in their lifetimes only affect them alone. In any case, human development strives to at least give everyone, individually or collectively,

the opportunities that they need to reach their full potential and lead creative and productive lives. The inaugural Human Development Report, published in 1990, unveiled a novel strategy for improving human development (Adams, B. 2008). The goal of human development, or the human development method, is to increase the quality of human existence as opposed to just the standard of living in terms of economic wealth. It is a method that puts the needs and choices of individual's front and center.

People: human development does not presume that economic expansion would inevitably result in increased well-being for everybody. Instead, it focuses on improving the lives that people lead. Growth in income is viewed as a tool for development rather than as a goal in itself. **Opportunities:** Increasing people's freedom to live lives they value is at the heart of human development. This essentially entails fostering people's strengths and providing them with opportunities to utilize them. A girl's talents would be enhanced by education, for instance, but it would be useless if she could not find employment or if her skills were insufficient for the local labor market. The ability to live a long, healthy, and productive life; knowledge; and access to resources necessary for a respectable quality of living are the three cornerstones of human growth. Numerous other factors are also significant, particularly in terms of fostering the ideal environment for human growth. When the fundamentals of human development are attained, doors open up for advancement in other spheres of life.

Choice: Growing choice is at the core of human growth. It's about giving individuals chances rather than pressuring them to take advantage of them. Human pleasure cannot be guaranteed by anyone, and decisions made by individuals are their own. The process of development, or human development, should at the very least establish an atmosphere in which individuals and groups can grow to the fullest extent possible and have a fair opportunity to live meaningful, creative, and productive lives. To clarify development goals and enhance people's quality of life by guaranteeing a fair, sustainable, and stable planet, the human development method is still helpful as the world community works to execute and oversee the 2030 agenda (Agbedahin, A. V. 2019).



Source: <https://hdr.undp.org/content/what-human-development>

The human development approach, developed by the economist Mahbub Ul Haq, is anchored in Amartya Sen's work on human capabilities, often framed in terms of whether people are able to "be" and "do" desirable things in life iii. Examples include *Beings*: well fed, sheltered, healthy *Doings*: work, education, voting, participating in community life. Freedom of choice is central: someone choosing to be hungry (during a religious fast say) is quite different to someone who is hungry because they cannot afford to buy food.

Results and Discussion

The results of the research highlight the significant impact of societal change on a range of behavioral characteristics in individuals, such as thought processes, emotional reactions, and interactive patterns too. Social change affects people's self-perception, interpersonal interactions, and social environment navigation in a variety of ways, from

changes in political ideology and cultural conventions to economic globalization and technology breakthroughs.

An individual's ability to successfully navigate and contribute to their social environment is part of their complex social potential. It is a crucial element that affects one's general well-being, interpersonal connections, and personal success. While research has traditionally focused on individual attributes like emotional intelligence and cognitive ability, there is increasing recognition of the influence of social and cultural influences on an individual's behaviour and social potential. To understand how social elements interact to shape an individual's behaviour, this research has examined how important these interactions are in defining an individual's social capacity.

Social elements play a crucial role in shaping an individual's identity, values, and views. These factors include factors like cultural background, family upbringing, and societal standards (Shah, 2023). These elements can impact people's decision-making processes, communication styles, and emotional reactions in addition to how they see themselves and other people. Therefore, comprehending these elements is crucial to understanding the larger environment that surrounds each individual's conduct.

Novel developments in various domains have offered significant perspectives on the processes by which cultural and social elements impact personal conduct. Research on social learning theory, for example, has shown how observational learning and imitation shape behaviour, while cultural psychology has shed light on how cultural variations affect emotions and cognition. Furthermore, it has become clear that social capital plays a critical role in determining a person's ability to access opportunities, resources, and support systems, all of which can have a big impact on their social potential and resourcefulness.

Conclusion

In conclusion, investigating the relationship between social and cultural elements and human behavior has great promise for advancing our knowledge of the variables influencing social potential and offering insightful information for creating successful programs and laws. The social learning theory provides a useful framework for comprehending how people imitate and observe others in their social environments in order to fulfill their social potential. To create and assess therapies that focus on social potential, coping skills, and social resource utilization, more research is required. This could entail assessing the efficacy of current initiatives as well as creating tailored programs for particular age groups or communities. Our knowledge of the mental processes underpinning social potential and coping mechanisms can be expanded through an interdisciplinary approach that combines psychology theories and approaches with neuroscientific results. This may provide a new understanding of the brain processes underlying resilience and social behavior.

To sum up, there are a plethora of opportunities for research on social potential, coping mechanisms, social resources, and cognitive processes. Through investigating these domains, scholars can augment a more all-encompassing comprehension of the elements that impact personal conduct and welfare. This information can then be used to guide the creation of treatments and policies that aim to improve social potential, build resilience, and advance general well-being for both people and societies.

Recommendations

We may advance toward a more thorough and nuanced understanding of how a person develop their social potential by acknowledging and addressing the impact of these factors, thereby improving both individual and societal well-being. This way of knowledge should be adopted for the development of a society. Through an examination of how social

forces shape behavior, social learning theory advances a more thorough and sophisticated understanding of the variables influencing a person's capacity for social interaction and resourcefulness. Because it grants access to essential social resources, a person's social potential greatly influences their capacity for coping up the issues of society. So, through following this strategy, wellbeing of the people could be assured. By guiding people through life's stresses and obstacles, these materials can support resilience, mental health, and general well-being. Given the growing ubiquity of social media and digital technologies, studies on these platforms' effects on coping strategies and social potential are warranted. This could entail looking into the advantages and disadvantages of social media sites for business purposes as well as developing methods and techniques for encouraging positive online conduct that enhances well being and social potential. Finding ways to lessen these injustices and advance social justice may be aided by looking into how socioeconomic differences affect people's capacity for social interaction, their capacity for coping, and their access to social resources. The ways in which socioeconomic circumstances affect people's behavior and well-being should be investigated in research, as should potential solutions to these inequalities.

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