Gender, School & Society

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Course-code:-PE6   **Credit: 4**

Objectives: After completion of the course, pupil-teachers will be able

1. To develop basic understanding and familiarity with key concepts- Gender Bias, Gender, Stereotyping, Feminism, Patriarchy, Masculinity and Femininity.
2. To relate the issues of gender in school and social practices in a correct perspective.
3. To analysis the gender related discriminatory practices in educational context.
4. To explain the classroom situations having potential for gender based discrimination.
5. To indicate the stand taken in policy documents in respect of gender, education and society.
6. To understand the influence of social institutions such as family, caste, class, religion on inclusion and gender identity.

Unit-1- Understanding concepts related to Gender
   a. Gender Equality, Gender Equity , Gender Bias , Gender Stereotyping ,
   b. Feminism, Patriarchy, Masculinity and Femininity, Sexuality

Unit-2- Gender Challenges & Gender Studies
   a. Gender Inequalities, Role of Education, schools, Peers, Teachers, Curriculum and Textbooks in gender inequalities
   b. Gender related issues in society, Dowry system, work place discrimination, Gender based violence
   c. Paradigm shift from Women's studies to Gender studies
   d. Theories on Gender: Socialization theory, Structural theory Deconstructive theory

Unit-3- Gender Issues and Provisions
   a. Gender related issues in society : dowry system, work place discrimination
   b. Sexual abuse, cyber bullying
   c. National Gender Policy 2015
   d. National Policy for Empowerment of women, 2001

Unit -4- Gender Jurisprudences in Indian Context –
   a. Prenatal diagnostic Technique Act, 1994
   b. Domestic Violence Act, 2005

c. Protection of from Sexual Offences (POCSO) Act, 2012
d. Sexual harassment of women at workplace, Act 2013

Practical based assignments
1. Analyse Textbooks of Class VI to X (of your State) from the Perspective of Gender Bias and Stereotypes.
2. Organize Debates in Class on Equity and Equality cutting across Gender, Class, Caste,Religion, Ethnicity Disability and Region.
3. Debates and Discussions on Violation of Rights of Girls and Women in our society

Course Outcomes:
On the completion of Programme, the Pupil-Teachers will be able

1. To develop basic understanding and familiarity with key concepts of gender perspective, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
2. To understand the gradual paradigm shift from women studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period.
3. To learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, culture, religion and region.
4. To understand the significance of gender education in term of access, curriculum and pedagogy.
5. To analysis the gender related discriminatory practices in educational and social context.

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Knowledge & curriculum

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Course-code:-PE8   **Credit: 4**

Objectives: After completion of the course, pupil-teachers will be able

1. To understand the meaning and principles of curriculum.
2. To know and appreciate curriculum as a means of development of the individual.
3. To understand the foundations and evaluation of curriculum and to know the different models of curriculum.
4. To compare the view point given by different commissions agencies.
5. To develop an understanding of the concept, need, scope and functions of school management.
6. To build up an understanding of different components of human and material resources of the school.
7. To understand the concept, need and importance, types, principles and development of Curriculum construction, school-records and co-curricular activities.

Unit I Knowledge and related concepts

a. Knowledge: Concept, Types and Sources of Knowledge. Distinction between Knowledge and Skill, Knowledge and Information, Reason and Belief

b. Education in Relation to Modern Values: Equity, Equality, Individual Opportunity. Suggestions of Kothari commission regarding equality of educational Opportunities.

c. Concept of Nationalism, universalization, Secularism and their relationship to Education.

d. Education and human resource development: concept, meaning, elements, aims and objectives. Sources and role of education in economic development.

Unit II Basis and Principles of Curriculum

a. Curriculum: Meaning, Nature, Need and Characteristics of a Curriculum.

b. Curriculum Development: Stages and Principles, dimensions of curriculum development., Persons involved in curriculum construction

c. Bases of Curriculum: Philosophical, Psychological and Sociological.

d. Types of curriculum: Subject-centered curriculum, Activity-centered curriculum, Experience-centered curriculum, Child-centered curriculum.

Unit III Models and Approaches of Curriculum Development

a. Models of Curriculum development: Hilda Taba model , Leyton solo model, and Saylor & Alexander model.: Relph Tyler's Model, Wheeler's Model. of curriculum development

b. Approaches of Curriculum Development: Behavioral Approach, Managerial Approach, System Approach, Humanistic Approach

c. Concept, Advantages and Limitations of Core curriculum, integrated Curriculum and inter-disciplinary Curriculum.

d . Drawbacks of present curriculum and suggestions for improvement.

Unit IV Curriculum Construction and Evaluation

a. Curriculum construction: Need and principles., Evaluation of Curriculum: need, importance and procedure of Curriculum evaluation.

b.. Curriculum related suggestions of various commissions University Education Commission (1948),Secondary Education Commission (1952-53), Education Commission (1964-66)

c. NPE (1986, 1992& 2020) with regard to curriculum development.

d. NCF (2005) Its recommendations with regard to curriculum evaluation.

Practical based assignments

a. Evaluation of textbook of secondary level class and prepare a report.

b. Prepare a curriculum of any subject using Hilda Taba approach

Course Outcomes:

On the completion of Programme, the Pupil-Teachers will be able

- e. To understand the meaning and different perspectives of knowledge and curriculum.
- f. To know the epistemological, sociological and the psychological bases of curriculum design and development.
- g. To understand the different types of curriculum with respect to their main orientation and approaches.

h. To compare and analyze the NCF over the years with respect to their foundation, Considerations, concerns, priorities and goals.
i. To understand linkage among curriculum framework and critical issues related with learning in the light of learners IQ, Interest and ability.
j. To analyze curriculum framework regarding career opportunities for the better future of the learners.

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Course-code:- PE10   **Credit: 4**

Objectives: After completion of the course, pupil-teachers will be able

1. To sensitize the concept, need and nature of inclusive education and social inclusion.
2. To Familiarize with the legal and policy perspectives behind inclusive education
3. To understand the types, probable causes, preventive measures and characteristics of different types of impairment and disabilities.
4. To understand street children, platform children, and orphans, children born and brought up in correctional homes, child labour and other socioeconomically backward children
5. To identify the children of special needs or Divyangjan and to create inclusive school.
6. To understand the nature of special needs or Divyangjan their Psycho-social, educational characteristics and functional limitations.
7. To familiarize with assessment and placement procedure for children with special needs in the context of Inclusive education.
8. To understand about the accommodating special needs in regular inclusive classroom.
9. To analysis the government policies and laws for the children of special needs.
10. To know the difference between Inclusion and Exclusion in the context of the children of special needs or Divyangjan.

Unit I- Special needs and education

a. Concept of special need children and type of special children.

b. Education of children with special needs and its implication for universilisation of elementary education.

c. Understanding and respecting diversity.

d. Trends of education for children with special need in India.

e. Government policies and educational consciousness for special children and   legislations of children special education needs.

Unit II- Nature, types and characteristics of children with special needs

    a. Psycho-social and educational characteristics & functional limitations with reference to-locomotors Impairment, Hearing impairment, Visual impairment, Learning disability, Mental retardation and slow learners.

    b. Meaning and Definition of exclusion, inclusion and exclusion in Indian education.

Unit III- Inclusive Education and School

a. Inclusive school: Concept, need, philosophy, aims and objectives. Role of inclusive school in modern times.

b. Teaching competencies required for inclusive education

c. Role of class teachers and resource teachers in inclusive education.

d. School and classroom management for implementing inclusive education.

e. Guidance and counseling in inclusive education.

f. Specific role of family and community participation.

UNIT IV- Identification and assessment of children with special educational needs

Mandsaur University

a. Concept and techniques of assessment

b. Identification and functional assessment of children with special needs

c. Implication of assessment for instructional planning and curriculum.

d. Curriculum, adaptation, teaching strategies and evaluation in inclusive school.

e. Principles and methods of curriculum adaptation and adjustment to address diversity. Gronlund ,Robert Miller's and R.C.E.M. method.

f. Teaching learning strategies for children with special educational needs:

g. Comparative learning, peer tutoring, behavior modification, multisensory approach,

perceptual strategy and system approach.

h. Individual educational program (IEP) and use of emerging technology adaptation in

evaluation procedures and ICT.

Practical based assignments

a. Preparation of a report on importance of education for children with special needs

b. Case study of children with special needs school in school situation.

c. Observation of class room situation and identification of special needs.

d. Identification of gifted /creative /slow learner/children with learning disability using

standardized test.

e. Preparation of teaching plan for accommodation special need (Any one type) in regular

Classroom.

f. List out the resources for effective implementation of integration program me with

Reference to any one category of special needs. Apart from the above similar activities

From the five units will be identified and given.

Course Outcomes:

On the completion of Programme, the Pupil-Teachers will be able

1. To understand of the Inclusive education system as an agenda for the nation as well as state and its policies, laws and resources.

2. To know the concept of assessment and its practices in Inclusive Education.
3. Tounderstand concept, meaning and significance of inclusive education
4. To bring about an understanding of the culture, policies and practices which need to be addressed in order to create an inclusive school.
5. To appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
6. To develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education; understand the nature of difficulties encountered by children.
7. To identify and utilize existing resources for promoting inclusive practice in society.
8. To develop a positive attitude and sense of commitment towards actualizing the right to education of all Divyangjan as normal learners.

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Environmental Education

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Course-code: - CPS11a-01   **Credit: 4**

Objectives: After completion of the course, pupil-teachers will be able

1. To understand the concept, significance, scope and nature of Environment Education.
2. To understand the terminologies, objectives and programes of environmental education.
3. To develop awareness about the various types of pollution, ecological imbalances, green house effect and contributions of environmental activities.
4. Understand the curriculum, role of co-curricular and extracurricular activities in Environmental education.
5. Understand the inter relationship of environmental education with other subjects.
6. Understand the role of ecotourism in creating environmental awareness.
7. Understand the impact of environmental degradation on the health of people.
8. Apply the methods of teaching and evaluation in environmental education.

Unit - I Environment and Pollution

1. Environment- Meaning and types
2. Types of environmental pollution: Air Pollution, Water pollution , Soil pollution, Noise Pollution: Meaning, causes and prevention
3. Impacts of environmental pollution: deforestation, soil erosion, Extinction of wildlife, Depletion of ozone layer

Unit - II Introduction to Environmental Education

1. Environmental education - Meaning, scope, goals, importance
2. Relationship of environmental education with other subjects
3. Basic concepts of environmental education: Ecology and Ecological balance, Food chain, Pollution and Pollutants, Natural Resources, Green House Effect, Biodegradable and non-biodegradable materials, Biosphere, Biodiversity

Unit - III Methods of teaching Environmental Education

1. Direct (special) approach, Integrated (multidimensional) approach, casual approach
2. Co-curricular activities
   i. Intellectual meeting - seminar, essay - collection, group discussion, debate, special lecture, brain storming
   ii. Field outreach and extension activities-Nature Club, Quiz, model making, poster making and exhibitions.
   iii. Diagnostic activities related to inflammable ecological problems

Unit - IV Environment and Community Participation

1. Environmental degradation and its impact on the health of people
2. Role of media and ecotourism in creating environmental awareness
3. Role of information technology in environment awareness/consciousness

Unit - V Environmental Education and Assessment Related Programs

1. Curriculum, importance of syllabus, characteristics of good syllabus, curriculum construction goals
2. Evaluation in environmental education: Major objectives, need, importance, principles.
3. Types of assessment - Formative Assessment, Summative Assessment

Practical based Assignments
   a. Visit any one of the following organization and prepare a report on the history, structure, functions andactivities
      a. District Environmentoffice
      b. Paryavaran Vahini
      c. Eco-clubs /Nature clubs

b. Collect articles published in News Papers / Periodicals concerning environment and write a critical comment on them.

c. Prepare a Directory of individuals and institutions working for protection of the purity of the environment in your district / state and document the activities of any three individuals and threeinstitutions.

d. Collect Twenty Five complaints published in Newspapers/Periodicals concerning

e. pollution of the environment and suggest plan of action for solution ofthe complaints.

f. Prepare an Annotated Bibliography of 50 Websites concerning Environment, Ecology, Forests, Nature, and Environmental Education.

g. Prepare a list of academic courses/programmes run by 50 universities/ educational institutions about Environmental Science, Environment Education and Ecology, Environment Engineering etc.

h. Create a Garden in your college and document your experiences.

i. Organizing environment education activities for school students (any two) Exhibitions, quiz competitions, plays, slogan development, environment skits, Dramas, Essay and Drawingcompetitions.

j. Interviewing Ten Environmental Activists championing a genuine environmental movement and use the recorded interview for creating awareness among 20families.

Course Outcomes:

On the completion of Programme, the Pupil-Teachers will be able

1. To understand philosophical and epistemological basis of environment education.
2. To help the pupil-teachers to plan comprehensive units for holistic view of analysis intellectual discourse and essential projects.
3. To understand about the issues of conservation and environmental regeneration has been infused at appropriate places in all the textbooks.
4. To analyze the environmental concerns through the process of investigation and inquiry approaches.
5. Learners will be able to create awareness about the impact of environmental degradation on the health of people.
6. Learners will be able to utilize the ecotourism in creating environmental awareness.
7. To understand the impact of the environmental issues, demonstrate the knowledge for sustainable development.

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Guidance &Counseling

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Course-code:- CPS11a/02   **Credit: 4**

Objectives: After completion of the course, pupil-teachers will be able

1. To understand the concepts, aims and objectives of Guidance and Counseling.
2. To understand the educational, vocational and personal guidance.
3. To understand the difference between guidance and counseling.
4. To understand the various techniques of counseling.
5. To plan and organize guidance programmes in school campus for the students.
6. To conduct counseling sessions in school situation to resolve the student's problems.
7. To use appropriate tools & technique for guidance & counseling sessions.

Unit-1- Introduction to Guidance

   a. Concept, definition, basic assumptions principles of guidance**.**
   b. Nature, scope, aimsof guidance
   c. Role of teachers, parents, guidance personnel and community in Guidance

Unit-2- Various types of Guidance
   a. Kinds of guidance: educational, vocational andpersonal.
   b. Basic elements for organization of guidance services.
   c. Guidance for children with special needs.

d. Various types of services in guidance and counselling

Unit- 3 Techniques of Counseling
a. Counseling: meaning, conceptual similarities and differences between guidance and counseling, relevance of counseling in present context.
b. Techniques of counseling: directive, non-directive and eclectic counseling: objectives, steps, characteristics and educational implications.
c. Career Development, Factors influencing career development.
d. Professional ethics of counselor

Unit- 4 Assessment in Guidance and Counseling
a. Evaluation techniques used in guidance: standardized and non-standardized tests, interview, observation, case study, autobiographical description, their merits and demerits.
b. Placement and follow –up services
c. Formation of cumulative records - step and importance. Transactional Strategies:
d. Interviews, Case study and case conference, Follow up

Practical based assignments

The course will be transacted mainly through practical work such as the following:
a. Preparing the cumulative record of any two students by collecting data through case study method.
b. Conducting a counseling session based on the problem of two students by using appropriate counseling technique and preparation of report thereon.

Course Outcomes:

On the completion of Programme, the Pupil-Teachers will be able

1. To develop an understanding of the concepts, need and importance of guidance and counseling services.
2. To acquaint the students with the testing tools and techniques of guidance.
3. To develop an understanding of collection and distribution of occupational guidance.

4. To sensitize pupil-teachers to the career problems faced by students in the contemporary world.
5. To create an awareness of the working of guidance centers to provide guidance & counseling services for teen age students.

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Course-code:- CPS11a/03   **Credit:4**

Objectives: After completion of the course, pupil-teachers will be able

1. To develop in the students understanding of the concept, history, need and objectives of teacher education.
2. To enable the students to understand teacher and curriculum transaction.
3. To enable the students to understand teacher education as a profession.
4. To understand the development of Teacher Education in India.
5. To analysis the role of different agencies of Teacher Education.

Unit-1 Concept, Need, History and Objectives of Teacher Education

      a. Concept of teaching and teachereducation.

      b. Historical Development of teacher education inIndia.

      c. Need and Importance

      d. Aims &objectives

      e. BasicAssumptions

Unit-2 Teacher Education as a Profession

      a. Concept of aprofession

      b. Scope characteristics of teaching as aprofession

      c. Teachersstatus: social status, economics status and professionalstatus.

      d. Teachers competencies: kind ofcompetencies

      e. Teachers commitment areas: kind of commitment

Unit-3 In-service and pre-service programme

      a. Meaning and Objectives

      b. Basic requirement

      c. Programmers for qualityimprovement

      d. Innovativepractices:

      e. Classroom teaching andmethods

      f. Use of latesttechnology

      g. Construction ofTLM.

Unit-4 Role and function of Teacher Education Agencies:

      a. NCERT, DIET,CTE

      b. NCERT

      c. Role of NCTE and NAAC for quality improvement.

Course Outcomes:

On the completion of Programme, the Pupil-Teachers will be able

1. To understand the concept, history, need and objectives of teacher education.
2. To understand the ancient and modern concept of teacher education in India and world.
3. To know the ethics and values of Teacher education profession and to understand the curriculum transaction of teacher education.
4. To enable the students to understand teacher education as a unique profession that creates nation builders.
5. To analysis the Teacher as a role model of the society and to know about the role of different agencies which are working for Teacher Education.

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- https://www.britannica.com/topic/teacher-education

MANDSAUR UNIVERSITY

SEMESTER-IV

Vocational Education

L	T	P
4	-	-

Course-Code: CPS11a/04   **Credit: 4**

Objective: After completion of the course, pupil-teachers will be able

1. To explain the objectives, meaning and nature of vocational education.
2. To differentiate basic education, craft education and work experience.

3. To analysis the various policies in relation to vocational education.
4. To describe national skills qualification framework and industry school linkage.
5. To know entrepreneurship and its importance.
6. To discuss new trends and development in vocational education.

Unit I– Introduction of Vocational Education

- Vocational education – Meaning, objectives and importance.
- Concept of basic education, craft education and work experience.
- Socially useful productive work (SUPW) and work education,
- Concepts: Education and technical education, Human resources development, skilled manpower, productivity.

Unit II- Policy frame work of Vocational Eeducation

- Developmental history of Vocational education,
- Recommendations of commissions and committees in pre and post independent India for vocational education.
- Policy framework under national policy on education.
- National Knowledge Commission (2005-07) and different five years plans

Unit III- Status of Vocational Education and Trends

- Entrepreneurship –Concept, characteristics, importance and competencies.
- Streams of Vocational education.
- Progress and present status of Vocational education.
- New trends and development in vocational education.

Unit IV- Strategies and skill development

- Vocationalization of Education in school.
- National Skills Qualification Framework (NSQF),
- Strategies for effective implementation of vocational education.
- Skill development.

Unit V-The Challenges

- Vocational education: Management structure, major issues, problems and challenges.
- Vocational pedagogy.
- Industry school linkage its necessity and significance on the job training.

Practical based assignments

1. Conduct survey on preferences of students towards various vocations and prepare a report.
2. Reflect and report on NSQF.

3. Enlist the prevailing vocations at secondary level and reflect according to your preference.

Course Outcomes:

On the completion of Programme, the Pupil-Teachers will be able

1. To understand the aims, objectives, concept and nature of vocational education.

2. To differentiate basic education, craft education and work experience.

3. To analysis the various policies in relation to vocational education.

4. To describe national skills qualification framework and industry school linkage.

5. To know entrepreneurship and its importance as career opportunity.

6. To discuss new trends and development in vocational education.

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- Education commission (1964-66), Report of Government of India
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- Mahmood S (1996) Work Experience, Its Role in Educational Process in Co Curricular Activities edited by Farooqui SK and Ahmad I, New Delhi Jamia Millia Islamia, ND
- Position Paper National Focus Group On Work And Education, NCF 2005, NCERT
- Report National Policy on Education 1986 , Govt of India Government of India,
- M.K. Gandhi (1927) The story of my experiments with truth, Navjivan Trust
- TarunRashtriya, Vocational Education(2005), APH Publishing Corporation, New Delhi,

  Online Resources

  :

  http://www.kkhsou.in/main/education/wardha.html Concept of Teacher Education,

  http://www.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20%20IV.pdf

  NCF 2005 (focus group paper on work education) NCERT publications

  http://cp.c-ij.com/en/contents/3158/disguise-mouse001f02/index.html

  http://notesfromtheblacklagoon.files.wordpress.com/2008/03/dsc00095.jpg

  http://www.ncert.nic.in/html/pdf/schoolcurriculum/position_papers/work&edu cation.pdf

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- https://en.wikipedia.org/wiki/Vocational_education#:~:text=Vocational%20education%20is%20education%20that,as%20career%20and%20technical%20education.
- http://www.kkhsou.in/main/education/wardha.html Concept of Teacher Education, http://www.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20%20IV.pdf
- NCF 2005 (focus group paper on work education) NCERT publications

http://cp.c-ij.com/en/contents/3158/disguise-mouse001f02/index.html

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MANDSAUR UNIVERSITY

SEMESTER-IV

CRITICAL UNDERSTANDING OF ICT

PRACTICAL

L	T	P
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Course-code:-EPC4   **Credit: 4**

Objectives: The student teachers will be able to:
1. Understand the concept and role of ICT in construction ofKnowledge.
2. Acquire knowledge and understanding about National Policy on ICT in SchoolEducation.
3. Identify the challenges in integration of ICT in schooleducation.
4. Understand computerfundamentals.
5. Employ hands-on-experience oncomputer.
6. Apply different Hardware Technologies in Modern EducationalPractices.
7. Familiarize with the new trends inICT.
8. Apply different e-resources for educationalpurposes.
9. Understand Communication and Network Communication

UNIT I: Introduction to ICT and Computer Fundamentals

a. Concept of ICT: Meaning & Characteristics; Role of Information Technology in Construction of Knowledge. National Policy on ICT in School Education; Challenges in Integrating ICT in School Education; Computer Fundamentals: Meaning, Components & Types of Computer; Functions of Operating System; Application Softwares.
b. Computer Application in Learning: Concept, Features and Advantages of Word (Word Processor); Excel (Spread Sheets) and PowerPoint (Slide Preparation &Presentation).

UNIT II: ICT in Teaching – Learning Process

a. Hardware Technologies and their Applications: Overhead Projector (OHP); Preparing Transparencies, Slide Projector, Audio-Video Recording Instruments.
b. Hardware Technologies and their applications: DLP Projector; Movie Projector; Close Circuit Television (CCTV).
c. New Trends in ICT: Concept, Elements and Advantages of Smart Classroom; EDUSAT. Internet & Online Learning Resources (e- Library, Websites; Web 2.0 Technology and Open Educational Resources) in learning.

Unit-III Communication and Network
a. Communication Meaning –elements of Communication-Barriers of Communication – Effective communication –Types of Communication-Media of Communication

b. Computer network concept –Definition- Types –LAN, WAN –History of Internet –Use of Search engine -social Network –Concept , definition –Educational use of social network like face book, whatsapp.

Sessional Work:
a. Making a resume in MS Word.
b. Making of lesson plan in MSWord.
c. Making small presentations in MS PowerPoint.

d. Making of progress report-card and annual results in MSExcel.
e. Making of salary statement in MSExcel.
f. Making of projects using internet.
g. Making of projects integrating internet and smart classroom.
h. Any other project/assignment given by the institution.

Course Outcomes:
On the completion of Program, the Pupil-Teachers will be able

1. To understand CO1 Make an effective use of technology in Education.
2. To familiar with new trends, techniques in education along with learning.
3. To know about the basic elements and functions of computers and their uses.
4. To know about aims and objectives of teaching computer in different levels of education.
5. To acquire the basic commands in DOS & Windows and Work with various MS Office Applications like Word, Excel and PowerPoint.
6. To get the advance knowledge about information and communication technology.

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- Jain, Satish. (1990). Introduction to Computer Science and Basic Programming, New Delhi: Prentice Hall ofIndia.
- Saxena, S. (1998). A first Course in Computer, New Delhi: VikasPublications.
- Sinha, P.K. (1990). Computer Fundamentals, New Delhi: BPBPublications.
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3. https://e-adhyapak.com/Data/Product/PRO-92/PRO-92-ExtDemo.pdf
4. https://www.ictesolutions.com.au/blog/why-schools-should-invest-in-ict/
5. https://www.google.co.in/search?q=What+is+Critical+Understanding+of+ICT+study+Material&ei=cjAaYYKjL9TJrQHuyLC4Dw&start=70&sa=N&ved=2ahUKEwiCpI3unbXyAhXUZCsKHW4kDPc4PBDy0wN6BAgBEEU&biw=1024&bih=600