THIRUVALLUVAR UNIVERSITY

SERKKADU, VELLORE–632115

B.Sc. PSYCHOLOGY

SEMESTER - II
SYLLABUS

FROM THE ACADEMIC YEAR

2023 – 2024

Illustration for B.Sc Psychology Curriculum Design

First Year

Semester-II

S.No.	Part	Study Components		Ins. Hrs /week	Credit	Title of the Paper	Maximum Marks		
		Course Title					CIA	Uni. Exam	Total
SEMESTER II							CIA	Uni. Exam	Total
1.	I	Language	Paper-2	6	3	Tamil/Other Languages	25	75	100
2.	II	English	Paper-2	4	3	English	25	75	100
3.	II	NMSDC: Language Proficiency for Employability	Paper-1	2	2	Overview of English Communication	25	75	100
4.	III	Core Course –CC III	Paper-2	5	5	Introduction to Psychology II	25	75	100
5.	III	Core Course –CC IV	Paper -3	5	5	Psychology of Childhood	25	75	100
6.	III	Elective II Generic/ Discipline Specific	Elective II	6	3	Cross Cultural Psychology	25	75	100
7.	IV	Skill Enhancement Course SEC-2	Paper2	2	2	Child Rights	25	75	100
8.	IV	Skill Enhancement Course SEC-3 (Discipline Specific)	Paper 1	2	2	Psychological First Aid	25	75	100
		Sem. Total		**32**	**25**		**200**	**600**	**800**

Title of the Course	Introduction to Psychology II						
Paper Number	CORE III						
Category	Core	Year	I	Credits	4	Course Code	
		Semester	II				
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total	
		4	1		--	5	
Pre-requisite							
Objectives of the Course	● To examine the various spectrum of Cognition like problem – solving and Decision making. ● To understand the way memory works and stages of memory. ● It provides an overview of theories of motivation and its implication on behaviour. ● To understand what is intelligence and various theoretical approaches to it and to know how to asses Intelligence. ● To understand the underlying concept of personality and how it applies in different settings such as the workplace, in a marriage, in forming friendship, also emphasis on the measurement of and practical applications of personality.						
Course Outline	**Unit I: Cognition:** Meaning – Cognitive Psychology- Types of cognition: – Mental Imagery – Concept, Problem solving- Steps-Barriers to Effective problem solving- Strategies of problem solving: Algorithms, Heuristic, Decision making – Step, Reasoning – Inductive and Deductive reasoning, Language: Nature - Main Components of Language – Phonemes Morphemes – Syntax - Semantics – Pragmatics.						
	Unit II: Memory: Definition. Nature of memory (Encoding, storage and retrieval) Memory encoding Attention, levels of Processing, Elaboration, Imagery. Memory storage – Sensory Memory, short – Term memory, Chunking and Rehearsal, working Memory, Long-Term Memory, Explicit Memory, Implicit Memory. Memory Retrieval – Retrieval Cues and retrieval tasks. Forgetting – Encoding Failure; Retrieval Failure; Memory and Study Strategies in encoding, storage and retrieval						
	Unit III: Motivation: Meaning, Definition, Motivation Cycle; Types of Motivation-Physiological Motivation – Hunger, Thirst, Psychological Motivation – Achievement, Affiliation, Power; Theories of Motivation – Need Theories – Maslow and ERG, Drive Reduction Theories						
	Unit IV: Intelligence: Definition. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone, Cattell. Triarchic approach. Multiple intelligences. Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of						

	intelligence: Mental retardation and giftedness. Determiners of intelligence: heredity and environment. Emotional intelligence.
	Unit V: Personality: Definition, Determinants, Approaches – Psychoanalytic – Freud- Structuring Personality, Psychosexual stages of development, defence mechanism. Type approach – Jung's typology, Trait theory – Allport; Eysenck and BIG Five; Assessment of personality – Objective, Subjective and Projective
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. Passer, M.W. & Smith R.E. (2007) *Psychology*- The Science of mind and Behaviour (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd 2. Baron, R.A. & Misra, G. (2017) *Psychology Indian Subcontinent Edition* (5thed.) India, U.P.: Pearson India Inc. 3. Ciccarelli, S.K., & White, J.N. *Psychology* 5thed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd 4. Hockenbury, D. H. & Hockenbury, S. E. (2003). *Psychology* (3rd ed.) New York: Worth Publishers. 5. Khatoon, N. (2012) *General Psychology*. Dorling Kindersley (India) Pvt Ltd
Reference Books	1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(2007). Introduction to Psychology,7th Edition. Singapore: Mcgraw-Hill. 2. Myers, D.G. (2004). Psychology.5th Edition, Worth Publishers: New York. 3. Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub.Co. 4. Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) Introduction To Psychology.14th Edition Wordsworth Pub. Co 5. Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi
Website and e-Learning Source	1. Judgment and Decision making (http://journal.sjdm.org/) 2. https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/ 3. http://ncert.nic.in/ncerts/l/kepy108.pdf 4. https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf

	5. http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316_CH08_61939.pdf

COURSE OUTCOMES

On successful completion of the course, students will be able to

- **CO1 (K2, K4)** To Understand the different types of cognition and thinking processes and to analyse the steps in problem solving and decision making.
- **CO2 (K4)** To summarize and compare the various functions and memory processes involved in memory and forgetting.
- **CO3(K1)** To outline the various theories of motivation and to understand the implications of it.
- **CO4(K3)** To explain the theories of intelligence and the ways to assess intelligence.
- **CO5 (K3)** To explore the various theories of Personality and examine the uses of personality assessments.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√		√		
CO2		√			√	
CO3	√		√		√	
CO4		√			√	
CO5			√		√	√

Title of the Course	Psychology of Childhood						
Paper Number	CORE IV						
Category	Core	Year	I	Credits	4	Course Code	
		Semester	II				
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total	
		4	1		--	5	
Pre-requisite							
Objectives of the Course	● To provide an overview of the human development stages from conception to babyhood. ● To understand the characteristics of early childhood at physiological domain. ● To analyse the emotional development of childhood and socialization process. ● To examine the characteristics of late childhood at physiological domain, challenges of development. ● To provide various perspectives to explain cognitive and personality development in early childhood.						
Course Outline	**UNIT I – HUMAN DEVELOPMENT** Human development, Period of life span, Conception through Birth, Heredity and environment; Birth – Stages, Methods and settings of Child birth; Characteristics of Infancy and Babyhood.						
	UNIT II – EARLY CHILDHOOD Characteristics of early childhood, Developmental tasks, Physical development, Physiological habits, Speech during early childhood.						
	UNIT III – EMOTIONS AND SOCIALISATION IN EARLY CHILDHOOD Emotions – Common emotions of early childhood, Variations in emotional pattern; Socialization– Patterns of early socialization, Early forms of behaviour in social situations, Companionship in early childhood, Social and Unsocial behaviour patterns.						
	UNIT IV – LATE CHILDHOOD Characteristics of late childhood, Developmental tasks, Physical development, Interests in later childhood, Sex-role typing in late childhood, Hazards of late childhood, Happiness in late childhood.						
	UNIT V – COGNITION AND PERSONALITY IN CHILDHOOD Cognitive Development – Piaget's Sensory motor stage, Piaget's Pre-operational stage, Piaget's stage of Concert operations, Information Processing Approach of memory development, Psychometric and Vygotskian Approaches of Intelligence; Personality – Development of Self- concept, Freud's Phallic stage and Latency stage, Erikson's Initiative Vs guilt and Industry Vs inferiority.						

Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. Papalia D. E, Olds S. W.& Feldman R.D. (2004) *Human Development* (9th Ed.) Chennai: McGraw-Hill Education (India) Private Limited. 2. Santrock J.W. (2011) *Life-Span Development* (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 3. Santrock J.W. (2013) *Child Development* (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 4. Hurlock E.B. (2010) *Developmental Psychology: A Life Span Approach,* Tata McGraw, Hill Education Pvt Ltd
Reference Books	1. Berndt, T.J. (1997). Child development, Madison, WI: Brow & Benchmark Publishers. 2. Smith, Barry D. (1998). Psychology Science and Understanding The McGraw-Hill Company. 3. Bee H. & Boyd D. *The Developing Child* (10th Ed.) Delhi: Pearson Education. 4. Berk L.E. (2013) *Child Development* (9th Ed.) New Delhi: PHI Learning Pvt Limited. 5. Feldman R.S. & Babu N. (2019) *Child Development* (8th Ed.) Noida: Pearson.
Website and e-Learning Source	1. Genes and Environment (https://genesenvironment.biomedcentral.com/) 2. Developmental psychology commons (http://network.bepress.com/social-and-behavioral-sciences/psychology/developmental-psychology/) 3. https://courses.lumenlearning.com/wmopen-psychology/chapter/stages-of-development/ 4. https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10107-infancy-physical-development 5. https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10116-infancy-emotional-social-development-emotional-expression-and-understanding

COURSE OUTCOMES
On successful completion of the course, students will be able to

- **CO1(K2)** – To explicate the developmental stage of conception through birth.
- **CO2 (K1, K2)**– To elucidate the developmental tasks of early childhood.
- **CO3 (K2)**– To describe the various emotions and socialization patterns of early childhood.
- **CO4 (K4)** – To distinguish the hazards and happiness of late childhood
- **CO5 (K4)**– To critically analyze the cognitive and personality development in childhood.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	√					
CO2		√			√	
CO3			√		√	
CO4		√			√	
CO5				√	√	√

Title of the Course	Cross Cultural Psychology					
Paper Number	ELECTIVE II (Discipline specific)					
Category	Elective	Year	I	Credits	3	Course Code
		Semester	II			
Instructional Hours per week		Lecture	Tutorial		Lab Practice	Total
		3	1		--	4
Pre-requisite						
Objectives of the Course	● Introduce the principles, concepts and issues associated with the study of cross-cultural psychology. ● Identify and explore the diversity associated with different cultures and how culture influences all aspects of human interaction in all situations. ● Facilitate students understanding of their own cultural heritage and how these cultural perspectives impact on their lives. ● Examine the role of Culture in various development aspects of human development process and emotionality. ● Explore gender sensitisation in view of cultural spectrum.					
Course Outline	**UNIT I: INTRODUCTION TO CULTURE AND PSYCHOLOGY** Definition of Culture, Origins of Culture, Contents of Culture, Pan cultural Principles Ethics & Emics.					
	UNIT II: SOCIALIZATION & ENCULTURATION Definition, Bronfenbrenner model, Culture & Parenting - Parenting Goals & Beliefs, Baumrind parenting theory, Culture & Peer – Margaret Mead socialization theory, Social and cultural factors that influence math's achievement.					
	UNIT III: CULTURE AND DEVELOPMENTAL PROCESS – TEMPERAMENT Three major categories of temperaments Thomas & Chess, 1977, Goodness of fit - Cross- Cultural research on Temperament; Attachment- Bowlby's (1969) evolutionary theory of attachment, Ainsworth's *Classification* System of Attachment; Moral reasoning- Kohlberg's Theory of Morality, Criticism: Kohlberg's Theory of Morality.					
	UNIT IV: CULTURE, LANGUAGE AND COMMUNICATION Structure of language, Language differences across cultures, Culture, language, and cognition – Sapir- Whorf hypothesis support and Criticisms, Bilingualism and culture, Components of communication – Non Verbal Communication, Role of culture in the communication process, Intracultural vs. intercultural communication-- Barna's obstacles in communication, Improving intercultural communication.					
	UNIT V: CULTURE AND GENDER Definition of terms, Gender differences- Hofstede's Masculinity vs. Femininity, Cognitive differences ,Gender stereotypes, Gender role					

	ideology, Future research
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. Matsumoto, D., &Juang, L. (2013). Culture and Psychology (5th Ed.). Belmont, CA: Wadsworth Cengage Learning.
Reference Books	1. Kenneth D. Keith (2019)Cross-Cultural Psychology: Contemporary Themes and Perspectives (2ndEd.) John Wiley & Sons Ltd. 2. Segall, M. H., Dasen, P. R., Berry, J. W., &Poortinga, Y. H. (1990). Human behavior in global perspective: An introduction to cross-cultural psychology. Pergamon Press. 3. Shiraev, E. B., & Levy, D. A. (2020). Cross-cultural psychology: Critical thinking and contemporary applications. Routledge.
Website and e-Learning Source	

COURSE OUTCOMES

On successful completion of the course, students will be able to
- **CO1 (K2)** - To describe and discuss the various theoretical orientations/paradigms that describe cultural differences
- **CO2 (K4)** - To analyse and discuss the ways in which different cultures influence our socialisation and enculturation process.
- **CO3 (K6)** - To discuss and evaluate the impact of culture on human development concepts like temperament, attachment styles and morality.
- **CO4 (K2, K4)-** To understand the interaction of language, culture and communication and analyse methods to improve intercultural communication.
- **CO5 (K3)** - to examine the role of culture in the understanding gender roles, stereotypes and ideology development.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√		√		
CO2		√			√	

CO3	√		√		√	
CO4		√			√	
CO5			√	√	√	√

Title of the Course	Child Rights						
Paper Number	SEC 1						
Category	Skill Enhancement Course (Non Major Elective)	Year	I	Credits	2	CourseCode	
		Semester	I/II				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice	Total	
		2	--		--	2	
Pre-requisite							
Course Outline	**Unit 1 - Child in India** A demographic profile of the child in India-Needs of Children in India- Realizing Children's rights in India Activity - Create a timeline of historical events regarding the child rights in India						
	Unit II Problems of Children **Children in Special Circumstances**: The Destitute Child, the Delinquent Child, Street Children, School dropouts, Children with HIV/AIDS, Foeticide, Infanticide, Child Labor, Child Abuse and Children Trafficking; Children in need of Special Care: The Disabled Child. Activity - Create a short video focusing on the problems of Children- its causes and ways to overcome them.						
	Unit III - Health and Educational Services **Health Services**: Health and Nutritional services for the child in India – ICDS Project, School health Programmes **Educational Service**: Government and Non-governmental programmes and alternate Strategies for education of the rural and urban child in India Activity - Create an awareness session in the nearby community (Preferably a rural area/Chennai Government Schools/Villages/ Tribes etc.,) on child rights- Study a Child Rights Activist from Tamil Nadu						
	Unit IV - Provisions for Protection of Child Rights. U.N Charter on the Rights of the Child, Indian Constitution and Children's Rights, National Policy for Children, Juvenile Justice (Care and Protection of Children) Act, 2000 Legal provisions in India relating to the Children- National Commission for Protection of Child Rights Activity - Discuss the global child right conflicts and events in the classroom- Enact a role play on the provisions given by "The Constitution of India" related to						

	Children.
	Unit V Role of GO's & NGOs in advocacy of child rights. Governmental & Non-Governmental Programmes for Children, Role of Social Workers in ensuring child rights Activity - As a group, with the help of an NGO, conduct an awareness session in Schools/ Colleges (Any one)
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)	Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	Brandon, M., Schofield, G, and Trinder, L., (1998), Social Work With Children, New York; Palgrave. Colton, M., Sanders, R., and Williams, M., (2001), An Introduction to Working with Children – A Guide for Social Workers, New York; Palgrave Macmillan. Devasia, Leelama and Devasia, V., V.,(1991), Girl Child in India, Ashish Publishing House, New Delhi. Draucker, Burke, Claire, (1992), Counselling Survivors of Childhood Sexual Abuse, Sage Publications, New Delhi Kakhar.
Reference Books	Anantha, Raman, Sita, (1996), Getting Back to School. Social Reform in Tamil Districts, 1870 – 1930, Stree, Calcutta. Defence for Children International,(1997) International Standards Concerning the Rights of the Child, Geneva. Helfer, E., Ray and Kempe, Henry, C., The Battered Child, Second Edition, The University of Chicago Press, Chicago. Indian Council for Child Welfare, (1995), Adoption, ICCW Journal. Indian Council for Child Welfare, (1997), Twenty Years of ICDS, ICCW Journal, July – December 1995. 1Merrick, D., (2006), Social Work and Child Abuse – Still Walking the Tight Rope; London Routledge. M.S.Swaminathan Research Foundation, (1994), Policy of

<table>
<tr><td></td><td>Young Children
In Tamil Nadu.
M.S.Swaminathan Research Foundation & NIPCCD, (1995), Learning from Innovations – Report of a Consultation on Innovative Approach in Early
Childhood Care and Education.
Park, K.,(1997), Parks Text Book of Preventive Medicine, Banarsidas
Bhanot Publishers, Delhi.
Pati, R., N., (1991), ed., Rehabilitation of Child Laborers in India, Ashish
Publishing House, New Delhi.
Praskash, Ved,(1993), School Education in Rural India, Mittal
Publications, New Delhi.
Rane, Asha,(1994), ed., Street Children - A Challenge to the Social
Work Profession, TISS.
Shanmugavelayuthm, (1995) K. Social Legislation and Social Change, Chennai ,
VazhaValmudan publishers
Sharma, Ram, Nath and Sharma, Rachana, (2006), Child Psychology,
New Delhi, Atlantic Publishers and Distributors.</td></tr>
<tr><td>Website and
e-Learning Source</td><td>1. https://www.unicef.org.uk/what-we-do/un-convention-child-rights/

2. https://www.unicef.org/media/63081/file/UNICEF-Child-Rights-Education-Toolkit.pdf

3. https://www.ohchr.org/sites/default/files/Documents/Publications/ABCen.pdf

4. https://centreforchildprotection.org/constitutional-provision/

5. https://www.legalserviceindia.com/legal/article-11-protection-of-childrens-human-rights-in-india.html</td></tr>
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Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K2)** understand the needs and problems of children in Indian society.
- **CO2 (K2)** develop an understanding of the Rights of Children and the Provisions for Ensuring justice.
- **CO3 (K4)** Appraise for the rights of the child
- **CO4 (K5)** Evaluate the status of child protection measures in India
- **CO5 (K3)** Link child resources to the Schools, Colleges and other community

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	1	2	2	3	2
CO2	2	1	3	2	3	2
CO3	2	2	2	2	3	2
CO4	2	2	2	2	3	2
CO5	2	3	2	2	3	3

Title of the Course		PSYCHOLOGICAL FIRST AID					
Paper Number							
Category	Skill Enhancement Course	Year	I	Credits	2	Course Code	
		Semester	II				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice	Total	
		2	--		--	2	
Pre-requisite							
Course Outline		Unit 1 Introduction to Psychological First Aid (PFA) - Concept and Development of PFA - Core Competencies of PFA					
		Unit 2 The RAPID model (Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition)					
		Unit 3 Four Basic Standards of Psychological First Aid - Goals of Psychological First Aid - Five Components of Psychological First Aid - What Makes a PFA Practitioner Effective - Dos and Don'ts of Psychological First Aid - Ethical Guidelines					
		Unit 4 Self-Care - Practising Good Self-Care - Consequences of Poor Self-Care - Symptoms of Burnout - Vicarious Trauma - Helping Yourself During a Mental Health Crisis					
		Unit 5 Team Care – Seeking support - People Who Likely Need Special Attention - Evaluation					
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)		Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved					
Skills acquired from this course		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill					
Recommended Text		American Psychiatric Association. (1954). Psychological first aid in community disasters. Washington, DC: Author. Erskine, R. G. (2015). Relational Patterns, Therapeutic Presence : Concepts and Practice of Integrative Psychotherapy. London: Routledge. American Counseling Association. (2014). The ACA Encyclopedia of Counseling. Hoboken: American Counseling Association.					

Reference Books	Baker, E. K. (2003). Caring for ourselves as psychologists. The Register Report, 28, 7–10. http://www.nationalregister.org/trr.html. Dieltjens, T., Moonens, I., Van Praet, K., De Buck, E., &Vandekerckhove, P. (2014). A systematic literature search on psychological first aid: lack of evidence to develop guidelines. PloS one, 9(12), e114714. https://doi.org/10.1371/journal.pone.0114714 Everly, G. S., Jr. (1999). Toward a model of psychological triage. International Journal of Emergency Mental Health, 1, 151–154. Everly, G. S., Jr., &Lating, J. M. (2013). A clinical guide to the treatment of the human stress response (3rd ed.). New York, NY: Springer.
Website and e-Learning Source	www.MentalHealthFirstAid.org https://academy.theknightsofsafety.com/courses/psychological-first-aid https://www.mooc-course.com/course/psychological-first-aid-coursera/ https://www.redcross.org/take-a-class/coronavirus-information/psychological-first-aid-online-course https://www.futurelearn.com/courses/psychological-first-aid-for-children-and-young-people

Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K3)** Learn and apply psychological first aid
- **CO2 (K 6)** Manage psychological crisis reactions
- **CO3 (K 2)** Understand goals and principles of PFA
- **CO4 (K 6)** Practice self-care
- **CO5 (K 5)** Increasing the learners' abilities in managing psychological crisis situations

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	2	2	3	2
CO2	2	2	3	2	3	2
CO3	2	3	3	2	3	2
CO4	2	3	2	2	3	2
CO5	2	3	2	2	3	2