



# **KAMARAJ COLLEGE**

**(AUTONOMOUS)**

Accredited with A+ Grade by NAAC

Among Top 150 Colleges in India - NIRF Ranking 2025

இந்து நாடார் சங்கங்களால் 1966-ல் தொடங்கப்பட்ட கல்லூரி  
(Affiliated to Manonmaniam Sundaranar University, Tirunelveli)

**THOOTHUKUDI - 628 003.**



## **MINUTES OF THE BOARD OF STUDIES**

### **DEPARTMENT OF ENGLISH**

#### **Part – II English**

#### **Semester – I to VI**

**(for the students those who joined from the academic year 2024-2025)**



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(Affiliated to Manonmaniam Sundaranar University, Tirunelveli)  
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## **Part -II English**

### **Semester – I to VI**

## **Syllabus**

(For the Students those who joined from the academic year 2024 - 2025)

## Department profile

<b>Name of the Programme</b>	:	Part II English
<b>Year of Establishment</b>	:	1966
<b>E- Mail id</b>	:	kc.english@gmail.com
<b>College Mail Id</b>	:	kamarajcoll@gmail.com
<b>College website</b>	:	<a href="https://kamarajcollege.ac.in">https://kamarajcollege.ac.in</a>

### **Vision**

• To behold the department as a centre for academic excellence in English Language Education and as a professional expertise to train students in communication skills in English.

### **Mission**

- To reinforce students' competence to read, write, speak and think critically.
- To offer remedial instruction for those students who require it.
- To provide various opportunities for personal and professional growth.
- To improve students' cognitive abilities, communication skills and broader career opportunities

### Programme Outcome (PO)

Programme	PART II ENGLISH
	<b>Eligibility:</b> English should have been studied as a subject in twelfth grade.
	Upon completion of this programme students will be able to
<b>PO1</b>	Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.
<b>PO2</b>	Ability to articulate the thoughts and ideas effectively and present complex information in a clear and concise manner.
<b>PO3</b>	Capability to analyze and interpret information presented in English.
<b>PO4</b>	Capacity to understand and articulate a problem, analyze information and propose solutions in various situations.
<b>PO5</b>	Ability to comprehend the environmental issues and sustainable development and strive to achieve economically and socially equity in women empowerment.
<b>PO6</b>	Ability to enable thorough research by navigating and interpreting complex data.
<b>PO7</b>	Possibility to equip pupils with effective leadership skills in the society.
<b>PO8</b>	Capacity to cultivate the employability skills to contribute meaningfully to the society.

### Programme Specific Outcome (PSO)

	Upon completion of this programme students will be able to :
<b>PSO1</b>	Enrich and develop competency in language skills
<b>PSO2</b>	List, distinguish and practice different ways of sharing ideas in spoken and written forms.
<b>PSO3</b>	Classify and understand the various genres such as poetry, prose, drama etc.
<b>PSO4</b>	Identify human traits worldwide as presented in works of art.
<b>PSO5</b>	Create, articulate and participate in deliberations for holistic growth.

<b>Methods of Evaluation</b>			<b>Marks</b>
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	15	25
	Assignments with PPT	5	
	Group Discussion	5	
<b>External Evaluation</b>	End Semester Examination		75
Total			100

<b>Methods of Assessment</b>	
<b>Recall(K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions
<b>Understand/ Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, Short summary or overview
<b>Application (K3)</b>	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain
<b>Analyze(K4)</b>	Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge
<b>Evaluate (K5)</b>	Longer essay/Evaluation essay, Critique or justify with pros and cons. Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

### **Pedagogy:**

- Technology Based Learning (PPT)
- Peer Teaching (Chalk & Talk)
- Virtual Lab
- Blended Learning (Online & Offline)
- Group Learning
- Self - Study
- Games Based Learning

# Course Structure

## Part II English

(For the Students admitted from the academic year 2024 - 2025)

Part	Course Code	Title of the Course	Credits	Hours	Duration of ESE (Hrs.)	Marks Allotted		
						CIA	ESE	Total
Semester I	24ULEN11	General English I	3	6	3	25	75	100
Semester II	24ULEN21	General English II	3	6	3	25	75	100
Semester III	24ULEN31	General English III	3	6	3	25	75	100
Semester IV	24ULEN41	General English IV	3	6	3	25	75	100

## First year – Semester I

<b>Title of the Course</b>	<b>General English I</b>				
<b>Course Type</b>	<b>Part II English</b>				
<b>Course Code</b>	<b>24ULEN11</b>				
<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>I</b>	<b>Credits</b>	<b>3</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		<b>6</b>		--	<b>6</b>

<b>Learning Objectives</b>	
<b>LO1</b>	To enable learners to acquire self- awareness and positive thinking required in various life situations.
<b>LO2</b>	To help them acquire the attribute of empathy.
<b>LO3</b>	To assist them in acquiring creative and critical thinking abilities.
<b>LO4</b>	To enable them to learn the basic grammar.
<b>LO5</b>	To assist them in developing LSRW skills.

<b>Unit</b>	<b>Contents</b>
<b>I</b>	<p><b>SELF- AWARENESS(WHO)&amp;POSITIVE THINKING(UNICEF)</b>  <b>Life Story</b>                      Chapter 1 from Malala Yousafzai, I am Malala                      1.2 An Autobiography of The Story of My Experiments with Truth ( Chapters 1,2 &amp;3)                      M.K.Gandhi                      Poem                      Where the Mind is Without Fear – Gitanjali 35, Rabindranath Tagore                      Love Cycle – Chinua Achebe</p>
<b>II</b>	<p><b>EMPATHY</b>  <b>Poem</b>                      Nine Gold Medals – David Roth                      Alice Fell or poverty – William Wordsworth  <b>Short Story</b>                      The School for Sympathy – E.V. Lucas                      Barn Burning – William Faulkner</p>

<b>III</b>	<p><b>CRITICAL &amp; CREATIVE THINKING</b></p> <p><b>Poem</b></p> <p>The Things That Haven't Been Done Before – Edgar Guest          Stopping by the Woods on a Snowy Evening – Robert Frost</p> <p><b>Readers Theatre</b></p> <p>The Magic Brocade – A Tale of China - Aaron Shepard          3.4 Stories on Stage – Aaron Shepard (“Three Sideway Stories from Wayside School” by Louis Sachar)</p>
<b>IV</b>	<p><b>Grammar</b></p> <p>Parts of Speech</p> <p>4.1 Articles          4.2 Noun          4.3 Pronoun          4.4 Verb          4.5 Adverb          4.6 Preposition</p>
<b>V</b>	<p><b>Paragraph and Essay Writing</b></p> <p>Descriptive          Expository          Persuasive          Narrative          Reading Comprehension</p>

### Textbook

1.	A Textbook of Language and Literature, Mahaam Publishers
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### Reference Books

1.	Krishnasamy N. Modern English: A Book of Grammar, Usage and Composition Macmillan, 1975.
2.	Nesfield. J.C. English Grammar Composition and Usage, Macmillan, 2019.
3.	Shepard Aaron. Stories on Stage, Shepard Publications, 2017.
4.	Tagore Rabindranath. "Gitanjali 35" from Gitanjali (Song Offerings): A Collection of Prose Translations Made by the Author from the Original Bengali. MacMillan, 1913.
5.	Yousafzai Malala. I am Malala, Little, Brown and Company, 2013.

### Web Resources

1.	Nesfield. J C Manual of English Grammar and Composition. <a href="https://archive.org/details/in.ernet.dli.2015">https://archive.org/details/in.ernet.dli.2015</a> .
2.	Shepard Aaron. Stories on Stage, Shepard Publications, 2017 <a href="https://amzn.eu/d/9rVzINv">https://amzn.eu/d/9rVzINv</a>
3.	Tagore. Rabindranath "Gitanjali 35" from Gitanjali (Song Offerings) <a href="https://www.poetryfoundation.org/poems/45668/gitanjali-35">https://www.poetryfoundation.org/poems/45668/gitanjali-35</a>
4.	Yousafzai. Malala I am Malala (Chapter 1) <a href="https://archive.org/details/i-am-malala">https://archive.org/details/i-am-malala</a>

## Course Outcomes

CO	On completion of this course, the students will be able to
CO 1	Acquire self - awareness and positive thinking required in various life situations
CO 2	Acquire the attribute of empathy.
CO 3	Acquire creative and critical thinking abilities.
CO 4	Learn basic grammar
CO 5	Development and integrate the use of four language skills i.e., listening, speaking, reading and writing.

### Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	3
CO 3	3	3	3	2	3	3	3	3
CO 4	3	3	3	3	3	3	2	3
CO 5	3	2	3	3	3	3	3	3
<b>Weightage</b>	14	14	15	14	14	15	14	14
<b>Weighted percentage of course contribution to POS</b>	2.8	2.8	3.0	2.8	2.8	3.0	2.8	2.8

**S-Strong-3 M-Medium-2 L-Low-1**

### Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	2
CO2	2	3	2	3	3
CO3	3	1	3	3	2
CO4	3	3	3	3	3
CO5	3	3	2	3	3
<b>Weightage</b>	14	13	13	15	13
<b>Weighted percentage of Course Contribution to PSOs</b>	2.8	2.6	2.6	3.0	2.6

**S-Strong-3 M-Medium-2 L-Low-1**

## First Year – Semester II

<b>Title of the Course</b>	<b>General English II</b>				
<b>Course Type</b>	<b>Part II English</b>				
<b>Course Code</b>	<b>24ULEN21</b>				
<b>Year</b>	<b>I</b>	<b>Semester</b>	<b>II</b>	<b>Credits</b>	<b>3</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		<b>6</b>		<b>--</b>	<b>6</b>

### Learning Objectives

<b>LO1</b>	To make students realize the importance of resilience
<b>LO2</b>	To enable them to become good decision makers
<b>LO3</b>	To enable them to imbibe problem-solving skills
<b>LO4</b>	To enable them to use tenses appropriately
<b>LO5</b>	To help them use English effectively at the work place.

<b>Unit</b>	<b>Contents</b>
<b>I</b>	<b>Resilience Poem</b> 1.1 Don't Quit – Edgar A. Guest 1.2 Still Here – Langston Hughes <b>Short Story</b> 1.3 Engine Trouble – R.K. Narayan
<b>II</b>	<b>Decision Making Short Story</b> 2.1 The Lady or the Tiger - Frank Stockton <b>Poem</b> 2.2 The Road not Taken – Robert Frost 2.3 Snake – D. H Lawrence
<b>III</b>	<b>Problem Solving Prose - life Story</b> 3.1 How I taught My Grandmother to Read – Sudha Murthy <b>Autobiography</b> 3.2 How frog Went to Heaven – A Tale of Angolo 3.3 Wings of Fire (Chapters 1,2,3) by Dr.A.P.J Abdul Kalam
<b>IV</b>	<b>Tenses</b> 4.1 Present 4.2 Past 4.3 Future 4.4 Concord

V	<b>Functional English</b>
	5.1 Basic Forms of Communication (Greeting, Request, Invitation etc.)
	5.2 Vocabulary Enhancement (Situational Words)
	5.3 Reading Comprehension
	5.4 Picture Description - Words
5.5 E-mail	

Text Book	
1	A Text book of English Language and Literature, Mahaam Publishers

Reference Book	
1	Hewings Martin. Advanced English Grammar. Cambridge University Press, 2000
2	Phil Chambers. Brilliant Speed Reading: Whatever you need to read, however. Pearson, 2013.
3	Richa SP Bakshi Sharma. Descriptive English. Arihant Publications (India) Ltd., 2019.
4	Sheena Cameron, Louise Dempsey. The Reading Book: A Complete Guide to Teaching Reading. S & L. Publishing, 2019.

Web Resources	
1.	Hughes Langston. Still Here <a href="https://poetryace.com/im-still-here">https://poetryace.com/im-still-here</a>
2.	Narayan. R. K. Engine Trouble <a href="http://www.sbioaschooltrichy.org/work/Work/images/new/8e.pdf">http://www.sbioaschooltrichy.org/work/Work/images/new/8e.pdf</a>
3.	Stockton Frank. The Lady or the Tiger <a href="https://www.gutenberg.org/ebooks/396">https://www.gutenberg.org/ebooks/396</a>

### Course Outcomes

CO	On Completion of this Course, students will be able to
CO1	Realize the importance of resilience
CO2	Become good decision-makers
CO3	Imbibe problem-solving skills
CO4	Use tenses appropriately
CO5	Use English effectively at the work place.

### Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	3
CO 3	3	3	3	2	3	3	3	3
CO 4	3	3	3	3	3	3	2	3
CO 5	3	2	3	3	3	3	3	3
<b>Total</b>	14	14	15	14	14	15	14	14
<b>Average</b>	2.8	2.8	3.0	2.8	2.8	3.0	2.8	2.8

**S- Strong-3**

**M-Medium-2**

**L-Low-1**

### Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	3
CO2	3	3	2	3	3
CO3	2	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	2
<b>Total</b>	14	15	14	13	14
<b>Average</b>	2.8	3.0	2.8	2.6	3.0

**S - Strong-3**

**M-Medium-2**

**L-Low-1**

## Second Year – Semester III

<b>Title of the Course</b>	<b>General English III</b>				
<b>Course Type</b>	<b>Part II English</b>				
<b>Course Code</b>	<b>24ULEN31</b>				
<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>III</b>	<b>Credits</b>	<b>3</b>
<b>Instructional Hours Per week</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>
		<b>6</b>		--	<b>6</b>

### Learning Objectives

<b>LO1</b>	To make the students active listeners.
<b>LO2</b>	To enhance the interpersonal relationship skills
<b>LO3</b>	To embolden them to cope with stress
<b>LO4</b>	To master grammar skills
<b>LO5</b>	To help them to use English effectively in a business environment

UNIT	CONTENTS
I	<b>ACTIVE LISTENING</b> <b>Short Story</b> 1.1 The Gift of the Magi – O’ Henry <b>Prose</b> 1.2 Listening – Robin Sharma 1.3 Nobel Prize Acceptance Speech – Wangari Maathai
II	<b>INTERPERSONAL RELATIONSHIPS</b> <b>Poem</b> 2.1 Telephone Conversation – Wole Soyinka <b>Prose</b> 2.2 Of Friendship – Francis Bacon <b>Song on (Motivational/ Narrative)</b> 2.3 And Still I Rise – Maya Angelou
III	<b>COPING WITH STRESS</b> <b>Poem</b> 3.1 Leisure – W.H. Davies 3.2 Anxiety Monster – Rhona McFerran <b>Readers Theatre</b> 3.3 The Forty Fortunes: A Tale of Iran

IV	<b>Grammar</b> 4.1 Phrasal Verbs & Idioms 4.2 Verb Phrases – Gerund, Participle, Infinitive 4.3 Modals and Auxiliaries
V	<b>FUNCTIONAL ENGLISH</b> 5.1 Listening- Places 5.2 Simple Dialogues i. Self- Introduction ii. Introducing Others  5.3 Picture Description - Sentence 5.4 Reading Comprehension 5.5 Official Correspondence – Leave Letter , Letter of Application, Permission Letter 5.6 Drafting Invitations

<b>Textbooks</b>	
1.	A Textbook of Language and Literature, Mahaam Publishers

<b>Reference Books</b>	
1.	Essential English Grammar by Raymond Murphy
2.	Martin Hewings, Advanced English Grammar, Cambridge University Press, 2000
3.	WangariMaathai – Nobel Lecture. Nobel Prize Outreach AB 2023. July 2023

<b>Web Resources</b>	
1.	Anxiety Monster- Rhona Mc Ferran. www.poetrysoup.com
2.	Telephone Conversation - Wole Soyinka <a href="https://www.k-state.edu/english/westmank/spring_00/SOYINKA.html">https://www.k-state.edu/english/westmank/spring_00/SOYINKA.html</a>
3.	WangariMaathai – Nobel Lecture. Nobel Prize Outreach AB 2023. Mon. 17 Jul 2023. <a href="https://www.nobelprize.org/prizes/peace/2004/maathai/lecture/">https://www.nobelprize.org/prizes/peace/2004/maathai/lecture/</a>

### Course Outcomes

CO	On Completion of this Course, the students will be able to:
CO1.	Listen actively
CO2.	Develop interpersonal relationship skills
CO3.	Acquire self-confidence to cope with stress
CO4.	Master grammar skills
CO5.	Carry out business communication effectively

### Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	3
CO 3	3	3	3	2	3	3	3	3
CO 4	3	3	3	3	3	3	2	3
CO 5	3	2	3	3	3	3	3	3
Weightage	14	14	15	14	14	15	14	14
Weighted percentage of course contribution to POS	2.8	2.8	3.0	2.8	2.8	3.0	2.8	2.8

**S-Strong-3 M-Medium-2 L-Low-1**

### Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3
CO2	2	3	3	3	3
CO3	3	2	3	2	3
CO4	3	3	3	3	2
CO5	3	3	3	3	2
Weightage	14	13	15	14	13
Weighted percentage of Course Contribution to PSOs	2.8	2.6	3.0	2.8	2.6

**S- Strong-3 M-Medium-2 L-Low-1**

## Second Year - Semester IV

<b>Title of the Course</b>	<b>General English IV</b>				
<b>Course Type</b>	<b>Part II English</b>				
<b>Course Code</b>	<b>24ULEN41</b>				
<b>Year</b>	<b>II</b>	<b>Semester</b>	<b>IV</b>	<b>Credits</b>	<b>3</b>
<b>Instructional Hours Per week</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Lab Practices</b>	<b>Total</b>	
	<b>6</b>		<b>--</b>	<b>6</b>	

### Learning Objectives

<b>LO1</b>	To help learners imbibe goal setting attitude
<b>LO2</b>	To enable them to understand the value of integrity
<b>LO3</b>	To assist them to deal with emotions
<b>LO4</b>	To teach the learners to frame sentences using tenses
<b>LO5</b>	To enhance reporting skills.

<b>Unit</b>	<b>Contents</b>
I	<b>Goal Setting (UNICEF) Life Story</b> 1.1 From Chinese Cinderella – Adeline Yen Mah <b>Short Essay</b> 1.2 On Personal Mastery – Robin Sharma 1.3 On the Love of Life – William Hazlitt
II	<b>Integrity Short Story</b> 2.1 The Taxi Driver – K.S. Duggal 2.2 Kabuliwala - Rabindranath Tagore <b>Extract from a play</b> 2.3 The Quality of Mercy (Trial Scene from the Merchant of Venice - Shakespeare)
III	<b>Coping With Emotions Poem</b> 3.1 Pride – Dahlia Ravikovitch 3.2 Phenomenal Woman – Maya Angelou <b>Reader's Theatre</b> 3.3 The Giant's Wife – A Tall Tale of Ireland - William Carleton

IV	<b>Language Competency Sentences</b> 4.1 Simple Sentences 4.2 Compound Sentences 4.3 Complex Sentences 4.4 Direct and Indirect Speech
V	<b>Functional English</b> 5.1 Listening Speeches (Famous Personalities) 5.2 Dialogues – Enquiries 5.3 Welcome Address 5.4 Vote of Thanks 5.5 Reading Comprehension 5.6 Story Developing with Hints

<b>Textbooks</b>	
1.	A Textbook of Language and Literature, Mahaam Publications

<b>Reference Books</b>	
1.	Cambridge Grammar of English , Ronald Carter and Michael McCarthy
2.	George Orwell Essays, Penguin Classics
3.	Oxford Practice Grammar , John Eastwood, Oxford University Press

<b>Web Resources</b>	
1.	<a href="http://www.gradesaver.com/George-orwell-essays/study/summary">http://www.gradesaver.com/George-orwell-essays/study/summary</a>
2.	Maya Angelou. Phenomenal Woman. <a href="https://www.poetryfoundation.org/poems/48985/phenomenal-woman">https://www.poetryfoundation.org/poems/48985/phenomenal-woman</a>
3.	The Quality of Mercy, <a href="https://poemanalysis.com">https://poemanalysis.com</a>

## Course Outcomes

CO	On Completion of this Course, the students will be able to:
CO1.	Determine their goals
CO2.	Identify the value of integrity
CO3.	Deal with emotions
CO4.	Frame grammatically correct sentences
CO5.	Write cohesive reports.

### Mapping with Programme Outcomes

CO /PO	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	3
CO 3	3	3	3	2	3	3	3	3
CO 4	3	3	3	3	3	3	2	3
CO 5	3	2	3	3	3	3	3	3
Weightage	14	14	15	14	14	15	14	14

### S - Strong-3    M-Medium-2    L-Low-1 Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	2	3	1	3
CO3	2	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	14	14	15	14	15
Weighted percentage of Course Contribution to PSOs	2.8	2.8	3.0	2.8	3.0

**S- Strong-3**

**M-Medium-2**

**L-Low-1**

## Blue Print Semester –I

### Paper II – General

#### English I

Class: U.G

Time: 3 Hours

Max. Marks: 75

#### Section – A (10 x 1 = 10)

Answer ALL Questions, Choose the correct answer. (With four options)

	Unit I	Unit II	Unit III	Unit IV	Unit V
Question Nos.	1 & 2	3 & 4	5 & 6	7 & 8	9 & 10

#### Section – B (5 x 5 = 25)

Answer ALL Questions choosing either (a) or (b)

Answer should not exceed 250 words

	Unit I	Unit II	Unit III	Unit IV	Unit V
Question Nos.	11 (a) & 11 (b)	12 (a) & 12 (b)	13 (a) & 13 (b)	14 (a) & 14 (b)	15 (a) & 15 (b)

#### Section – B (5 x 8 = 40)

Answer ALL Questions choosing either (a) or (b)

Answer should not exceed 500 words

	Unit I	Unit II	Unit III	Unit IV	Unit V
Question Nos.	16 (a) & 16 (b)	17 (a) & 17 (b)	18 (a) & 18 (b)	19 (a) & 19 (b)	20 (a) & 20 (b)