

**Tirpude College of Social Work (Autonomous), Nagpur**

**Affiliated to**

**Rashtrasant Tukadoji Maharaj Nagpur University**

**Faculty of Humanities**

**Syllabus for Bachelor of Social Work**

**(Semester Pattern)**

**Session: 2024-2025**

**Bachelor of Social Work (BSW) Semester – I**  
**Introduction to Social Work Profession**  
**Paper I (1T1)**  
**Discipline Specific Core (DSC) - Major**

**Credits: 04**  
**Total Marks: 100**

**Theory: 80 Marks**  
**Internal Assessment : 20 Marks**

**Learner's Objective:**

1. Understand the concept of social work Profession.
2. Develop knowledge of history and development of social work profession.
3. Understand the current trends of social work practice in India.
4. Develop understanding of the perspectives of social work practice in India.

**UNIT-I: Concept of Professional Social Work:** Concept, Definition, Objectives, Goals, Values, Principles and Code of Ethics. Ethical Responsibilities in Social Work, Scope of Professional Social Work, Attributes of Professional Social Worker.

**UNIT-II: Evolution of Social Work Profession in India and Abroad:** Evolution of Social Work in abroad, Social work in India; Role of NAPSWI, MASWE  
National and International Agency: Backward Class Commission, Women Commission, WHO, UNICEF, UNDP.

**UNIT- III: Social Work and Related terms:** Social Services, Social Welfare, Social Reforms & Charity. Social Security, Human Rights and People's participation, Social Justice and Social development, Environment protection.

**UNIT- IV: Development of Social Work Education in India:** Evolution of social work education in India, Training in Social Work Education, Focus, Nature and Content of Social Work Education. Fields of professional Social Work.

**Learning Outcomes:**

1. Learners understood importance and historical development of social work profession.
2. Learners acquired knowledge about evolution of social work profession in India and Abroad.
3. Learners acquired knowledge about social work terms.
4. Learners acquired knowledge of social work education in India.

**Internal Assessment :**

1. Class room seminar presentation and written assignment related to the theory paper.
2. Field visit to understand the functions and roles of the Government and Non- Government Organizations

## References:

1. Batra, Nitin (2004) Dynamics of Social Work in India, Jaipur: Raj Publishing House.
2. Bradford, W. Sheafor, Charles, R. Horejsi, Gloria A. - Fourth Edition (1997) Techniques and Guidelines for Social Work, London: Allyn and Bacon, A Viacom Company.
3. Dasgupta, Sugata (1964) Towards a Philosophy of Social Work in India, New Delhi: Popular Book Services.
4. Desai, Murali (2002) Ideologies and Social Work: Historical and Contemporary Analysis, Jaipur: Rawat Publication.
5. Diwakar, V. D. (1991) Social Reform Movement in India, Mumbai: Popular Prakashan.
6. Dubois, Brenda, Krogsrud, Karla, Micky - Third Edition (1999) Social Work - An Empowering Profession, London: Allyn and Bacon.
7. Feibleman, J.K. (1986) Understanding Philosophy - A Popular History of Ideas, New York: Souvenir Press.
8. Fink, Arthur E., Wilson, Everett E. - Third Edition (1959) The Fields of Social Work, New York: Henry Holt and Company.
9. Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi: Prentice Hall of India Pvt. Ltd.
10. Nair, T. Krishnan (1981) Social Work Education and Social Work Practice in India, Madras : Association of School of Social Work in India
11. Rameshwari, Devi and Ravi Prakash (2000) Social Work Practice, Jaipur: Mangal Deep Publications.
12. Roy, Bailey and Phil, Lee (1982) Theory and Practice in Social Work, London: Oxford Pub.Ltd.
13. Sheldon, B., & Macdonald, G., (2010) A Textbook of Social Work, London: Routledge.
14. Singh, R.R. (1985) Field Work in Social Work Education, A Perspective for Human Service Profession, New Delhi : Concept Publishing Company. Wadia, A. R. (Ed.) (1961) History and Philosophy of Social Work in India, Bombay: II Allied Publisher Private Ltd.

**Bachelor of Social Work (BSW) Semester – I**  
**Working with Individual (Case Work)**  
**Paper II (1T2)**  
**Discipline Specific Core (DSC) - Major**

**Credits: 04**  
**Total Marks: 100**

**Theory: 80 Marks**  
**Internal Assessment : 20 Marks**

**Learner's objectives –**

1. To impart knowledge about history of case work.
2. To understand the objectives, principles and importance of case work method.
3. To equip learners with necessary skills for working with individuals.
4. To develop understanding various approaches in case work.

**Unit - I: Introduction to Case Work Method:** Meaning and concept of Social Case Work, Definition, Historical Development of Case Work method in India. Case work in various settings—Schools, Welfare agencies, Hospitals.

**Unit - II: Case Work as a Method:** Philosophical Assumptions, Values, Objectives, Principles, Importance of case work, Components of case work and steps of case work.

**Unit-III: Case work practice:** Phases in case work, roles of case worker, Skills - communication, listening and evaluation. Tools of case work - Observation, interview, home visit. Recording in case work.

**Unit – IV: Approaches of Social Case Work:** Problem solving approach, family therapy approach, behavior modification approach, team approach - importance of referral services

**Internal Assessment:**

1. Case presentation,
2. Workshop on case work tools: interview/ home visit/ recording and
3. Assignment based on theory (SWP)

**Learning Outcomes: -**

1. Developed knowledge about history of case work.
2. Understood the concept of case work method.
3. Learners equipped with necessary skills for working with individuals.
4. Learners develop understanding about various approaches in case work .

References:

1. Bhattacharya Sanjay (2005) Social Work: An Integrated Approach , Deep & Deep publication Pvt. Ltd
2. Bannerjee G.R.(1967), Concept of Being and Becoming in the Practice of social work,

Mumbai: Tata Institute of Social Science.

3. Bannerjee G.R. (1971), Some Thought on Professional self in Social work, Indian Journal of Social work, Mumbai: Tata Institute of Social Science.

4. Friendlander W.A. (1987), Concept and Methods of social work,

5. Englewood Cliffs, Prentice Hall.

6. Fischer Joel, (1978), Effective Case Work Practice: An Eclectic Approach, New York: McGraw Hill book Co.

7. Mathew G. (1987), Case Work in Encyclopedia of Social Work in India, Delhi: Ministry of Social Welfare

8. Nursten J., (1974), Process of Case Work, GB: Pitman Publication

9. Alissi A.S., (1980), Perspectives on Group Work Practice: A Book of Readings,

10. New York: The Free Press.

11. Balgopal P.R. and Vassil, (1983), Group in Social Work - An Ecological Perspective, New York: Macmillan Publishing Co. Inc.

12. Brandler S. and Roman C.P., (1991) Group Work Skills and Strategies for Effective Interventions, New York: The Haworth Press.

13. Brandler S. and Roman C.P., (1999) Group Work Skills and Strategies for Effective Interventions, New York: The Haworth Press.

14. Charles H. Zastrow (2009), Social Work with Groups, New Delhi: Rawat Publication, (Indian Reprint 2010)

15. Garwin C. (1987), Contemporary Group Work, New York: Prentice-

16. Hallinc. Kemp C.G. (1970), Perspectives on Group Process: School of social welfare, Albany: State University of New York.

**Bachelor of Social Work (BSW) Semester – I**  
**School Social Work**  
**Paper III (1T3)**  
**Discipline Specific Elective (DSE) - Minor**

**Credits: 02**  
**Total Marks: 50**

**Theory: 40 Marks**  
**Internal Assessment : 10 Marks**

**Objectives –**

1. To understand concept and importance of school social work.
2. To acquire the knowledge about mechanism to protect right of children.
3. To analysis the education system and intervention strategies for deal with the children.
4. To know the role of school social workers in school setting.

**Unit I: School Social Work:** Definition, History, importance of school social work, Principles, Techniques and ethics.

**Issues & concerns of children in school:** Children with special needs, relationship issues, emotional, Mental health, Addiction, Abuse, Maladjustment. Single parent child, peer pressure, Adolescence education: Concept and need, introduction to life skills, Career.

**Unit II: Mechanisms for protecting Child rights:** Introduction to child rights; concept and meaning of children in need of care & protection, children in conflict with law, role of CWC, JJB, child protection unit: protection officers, probation officers.

**Unit III: Organizational context of schools:** Types of various schools, school factors impacting student's behaviors; occupational and personal factors influencing mental health of teachers, exams and their impact; role of parents in education of their wards and parent teacher associations.

**Unit IV: Role and responsibilities of school social workers:** Services rendered by the school social workers, Role and tasks of school social workers, liaison with other professionals. Record keeping, Attributes of school social workers. Limitations.

**Internal Assessment:**

1. Case study presentation
2. Paper presentation on any theory paper.
3. Organize workshop and training.

**Learning outcomes:**

1. Students understand the concept and importance of school social work.
2. Students acquire the knowledge about mechanism to protect right of children.
3. Students analyze the education system and intervention strategies for deal with the children.
4. Students understand the role of school social workers in school setting.

**Bachelor of Social Work (BSW) Semester – I**  
**Introduction to Psychology**  
**Paper IV (1T4)**  
**Open Elective (OE)**

**Credits: 04**  
**Total Marks: 100**

**Theory: 80 Marks**  
**Internal Assessment : 20 Marks**

**Learners' Objectives:**

1. To understand the fundamental concepts of human behaviour.
2. To understand the basic psychological processes and their applications in everyday life.
3. To grasp the concept like memory and intelligence.
4. To understand the concept of personality.

**Unit 1: Introduction to Psychology:** Definition, Branches of Psychology - Social, Abnormal, Child, Educational, Industrial, Clinical, Community and Criminal. Psychology and social work. Methods of Psychology: Observation, Case- history, Survey, Questionnaire, Interview.

**Unit II: Psychological processes-- Learning & Motivation:** Definition, Trial and error learning, Classical and Operant conditioning, Insight learning, Observational learning.

Motivation: Definition, Motivational cycle, Types of motives, Motivational conflict.

**Unit III: Memory and Intelligence:** Definition, Types of Memory, Tests of retention: recall, retention and relearning. Improving memory. Causes of forgetting.

Intelligence –Definition, Various theories of Intelligence (Charles Spearman, Louis L. Thurstone, Howard Gardner); Concept of Mental age –IQ, Emotional Intelligence – concept.

**Unit IV: Understanding personality:** Definition of personality, Determinants of personality, introduction to measurement of personality – MMPI ,16PF, Projective tests –sentence completion and Rorschach –ink blot.

**Internal Assessment:**

1. Attendance.
2. Written assignment related to the theory paper.

**Learning outcomes:**

1. Students understand the fundamental concepts of human behaviour.
2. The basic psychological processes and their applications in everyday life learned by the students.
3. Students understood the concepts like memory and intelligence.
4. The concept of personality learned by the students.

**References:**

- 1) Baron,R.A.(1995)Psychology: The essential Science, NewYork Allyn and Bacon.
- 2) Lefton , M.A.(1985)Psychology, Boston Allyn and Baron.
- 3) Morgan ,C.T. & King, R.A.(1986)Introduction to Psychology, New York, M c Grawhill

- 4) Mangal, S. K. (2010)An Introduction to Psychology, Sterling Publisher Pvt.Ltd
- 5) Mangal, S. K. (2013)General Psychology, Sterling Publisher Pvt.Ltd
- 6) Ronald J. Comer, Fundamentals of Psychology 7thEdition
- 7) Gerald Davidson, John Neale , Abnormal Psycholog



**Bachelor of Social Work (BSW) Semester – I**  
**Generic English for Writing Skills - I**  
**Paper V ( 1T5 )**  
**Ability Enhancement Course (AEC)**

**Credits: 02**  
**Total Marks: 50**

**Theory: 40 Marks**  
**Internal Assessment : 10 Marks**

**Learners' Objectives:**

1. To develop the basics of English language.
2. To allow the students to ponder on prose based on various themes.
3. To introduce writing skills to the students.
4. To enhance the reading and listening skills.
5. To improve communication skills.

**UNIT – I : Writing Mechanics**

1. Correction of errors in sentences
2. Articles
3. Synonyms

**UNIT – II : Productive Writing Skill**

1. Letter Writing
2. Précis Writing

**UNIT – III : Writing of Critical Thinking:-**

**Prose**

1. The Power of Prayer - Abdul Kalam
2. On Saying Please – A G Gardiner

**UNIT – IV : Writing of Aesthetic Appreciation:-**

**Poems**

1. Voice of the Unwanted Girl – Sujata Bhatt
2. Laugh and Be Merry – John Masefield

**Internal Assessment for Conversational Skills**

Internal Assessment will be based on:

**A) Assignments – 05 marks**

1. Making Introductions
2. Greeting People
3. Talking about Family
4. Describing People

**B) Viva-Voce – 05 marks**

**Course Outcome:**

1. Students learned the art of writing.
2. Students can develop ability to read, write, listen and speak.
3. They developed vocabulary and communication skills.
4. Students learn the fundamentals of grammar.
5. Students develop skills in official correspondence.

**Recommended Books:**

1. **Textbook Prescribed: 'Oasis'**, An analogy of Prose and Poetry, A Textbook for College Students (Macmillan) Ed. By Dr. Madhukar Nikam, Dr. Rajesh Waigaonkar, Dr. Ram Savanekar, Dr. Aachal Mundafale, Dr. Tushar Watkar
2. **Learners Grammar and Composition** by N.D.V. Prasad Rao (S. Chand and Company Ltd.)
3. **English Grammar, Composition and Usage** by J.C. Nesfield (Macmillan India Ltd.)
4. **Step Up I – Improve Your English** Ed. by Lovely J Menachery and Malati Panga (Foundation Books)

**BSW (Semester I) Examination  
Generic English for Writing Skill  
Pattern of Question Paper**

**Time: 2 Hours****Full Marks: 40**

- |      |                                                                                                         |         |
|------|---------------------------------------------------------------------------------------------------------|---------|
| Q- 1 | (A) Five Questions on Correction of errors in sentences                                                 | 1x5= 05 |
|      | (B) Solve any Three Questions out of Five on Articles                                                   | 3x1= 03 |
|      | (C) Write any Two Synonyms out of four                                                                  | 2x1= 02 |
| Q- 2 | (A) Letter writing with internal choice                                                                 | 1x5 =05 |
|      | (B) Précis writing                                                                                      | 1x5= 05 |
| Q- 3 | Two SAQs with internal choice to be answered in about 75 words each from Unit III<br>(Prescribed Prose) | 2x5 =10 |
| Q- 4 | Two SAQs with internal choice to be answered in about 75 words each from Unit IV<br>(Prescribed Poems)  | 2x5 =10 |

**Bachelor of Social Work (BSW) Semester – I**  
**मराठी लेखन कौशल्य आणि व्यवहारिक मराठी**  
**Paper VI (1T6) (Optional)**  
**Ability Enhancement Course (AEC)**

**Credits: 02**  
**Total Marks: 50**

**Theory: 40 Marks**  
**Internal Assessment : 10 Marks**

**घटक एक – मराठी लेखन कौशल्य**

१. मराठी भाषा व लिपी
२. मराठी व्याकरण लेखन

**घटक दोन - मराठी लेखन कौशल्य**

१. भाषिक वाङ्मय व्यक्तिमत्त्व विकास – भाग एक
२. मुद्रितशोधन कौशल्य आणि व्यवसाय – भाग एक

**घटक तीन - व्यावहारिक मराठी**

१. पत्रलेखन
२. इतिवृत्तलेखन

**घटक चार - भाषिक कौशल्याधारित अभ्यास घटक**

१. वाक्प्रचार - म्हणी संग्रह करणे
२. प्रशासन वाक्प्रयोग व सुविचार संग्रह करणे,
३. शब्दसंग्रह वाढविणे:- समानार्थी शब्द, विरुद्धार्थी शब्द, शब्दसमूहाबद्दल एक शब्द
४. प्रत्यक्ष संवाद

**अंतर्गत मूल्यमापन**

१. स्वाध्याय
२. सादरीकरण
३. मौखिकी

**Course Outcome :-**

1. मराठी भाषेच्या अभ्यासाद्वारे मराठी लेखन कौशल्याच्या समृद्धीची जाणीव करून देणे.
2. विद्यार्थ्यांमध्ये लेखन कौशल्याचा विकास करून त्याद्वारे त्यांना रोजगारक्षम बनविणे.
3. भाषा आणि समाज यांतील परस्पर संबंधाचे स्वरूप दर्शवणारे शब्द, वाक्प्रयोग, म्हणी संकलित करून त्यांचे भाषिक उपयोजन करणे.
4. भाषा व लेखन कौशल्याचा समाजकार्य शिक्षणाशी अनुबंध जोडून विद्यार्थ्यांचे व्यावसायिक ज्ञान विकसित करणे.
5. भाषा व्यवहारासाठी आवश्यक लेखनव्यवहार कौशल्य, संभाषण कौशल्य, मराठी भाषा व आधुनिक तंत्रज्ञान कौशल्य, इत्यादी कौशल्ये विकसित करणे.

**अभ्यासग्रंथ :**

१. **व्यावहारिक मराठी**, लीला गोवीलकर, स्नेहवर्धन पब्लिशिंग हाऊस, पुणे, आवृत्ती, २००४
२. **व्यावहारिक मराठी** – ल.रा. नसिराबादकर, फडके प्रकाशन, कोल्हापूर, आठवी आवृत्ती, २००८.
३. **मराठी शुद्धलेखन प्रदीप**, मो. रा. वाळंबे, नितीन प्रकाशन, पुणे, सुधारित दुसरी आवृत्ती, २०००.
४. **सुगम मराठी व्याकरण व लेखन**, मो. रा. वाळंबे, नितीन प्रकाशन, पुणे, सुधारित आवृत्ती, २०१८.
५. **सुगम मराठी व्याकरण व लेखन - शब्दरत्न**, संपा. वैशाली कार्लेकर, नितीन प्रकाशन, पुणे, २०१९.
६. **शासनव्यवहारात मराठी**, भाषा संचालनालय, महाराष्ट्र शासन, मुंबई.
७. **शोधनिबंधाची लेखनपद्धती**, स.गं.मालसे, सुविचार प्रकाशन मंडळ, पुणे, पुनर्मुद्रण, १९९०.
८. **साहित्यविहार भाग -१, २ व ३**, राष्ट्रमंत तुकडोजी महाराज नागपूर विद्यापीठ प्रकाशन, नागपूर.
९. **साहित्यरंग भाग -१, २ व ३**, राघव पब्लिशर्स अँड डिस्ट्रीब्युटर्स, महाल, नागपूर.
१०. **साहित्यसंवाद भाग -१, २ व ३**, राघव पब्लिशर्स अँड डिस्ट्रीब्युटर्स, महाल, नागपूर.
११. **भाषावैखरी भाग - १**, साई पब्लिकेशन, नागपूर, प्रथमावृत्ती, २०२३.
१२. **भाषावैभव भाग-२ व ३**, विजय प्रकाशन, नागपूर

**Bachelor of Social Work (BSW) Semester – I**  
**हिंदी साहित्य तथा लेखन कौशल्य**  
**Paper VI (1T6) (Optional)**  
**Ability Enhancement Course (AEC)**

**Credits: 02**  
**Total Marks: 50**

**Theory: 40 Marks**  
**Internal Assessment : 10 Marks**

पाठ्यक्रम के उद्देश्य

१. हिंदी भाषा और साहित्य के प्रति व्यक्ति विद्यार्थियों में अभिरुचि निर्माण करना।
२. हिंदी भाषा के विविध विधाओं से विद्यार्थियों को परिचित कराना।
३. दैनंदिन जीवन में भाषा की प्रयोजनता को बढ़ाना।
४. हिंदी भाषा का सम्यक ज्ञान देना।

इकाई – १ साहित्य

- |                                           |                             |
|-------------------------------------------|-----------------------------|
| १. मनुष्य ही साहित्य का लक्ष्य है (निबंध) | – डॉ. हजारी प्रसाद द्विवेदी |
| २. घीसा (रेखाचित्र)                       | – महादेवी वर्मा             |
| ३. अपनी अपनी हैसियत ( व्यंग्यात्मक निबंध) | – हरिशंकर परसाई             |

इकाई – २ साहित्य

- |                                                |                             |
|------------------------------------------------|-----------------------------|
| १. सवा सेर गेहूं (कहानी)                       | – प्रेमचंद                  |
| २. रात का रहस्य (एकांकी)                       | – डॉ. रामकुमार वर्मा        |
| ३. नैन नैनीताल की छवि में पगे (यात्रा संस्मरण) | – पंडित विष्णु कांतशास्त्री |

इकाई – ३ प्रयोजनमूलक हिंदी

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|----------------|---------------------------------------|
| १. समाचार लेखन | : परिभाषा, सूत्र, प्रारूप             |
| २. साक्षात्कार | : प्रकार, पत्रकार वार्ता, प्रारूप     |
| ३. सारांश लेखन | : परिभाषा, स्वरूप, विशेषताएं, प्रारूप |

इकाई – ४ लेखन कौशल्य

१. पल्लवन (कल्पना विस्तार)
२. निबंध लेखन
३. पत्र लेखन

अंतर्गत मुल्यांकन :

१. वाक्य शुद्धिकरण
२. विराम चिन्ह
३. मुहावरे और लोकोक्तियां

पाठ्यक्रम के परिणाम :

१. हिंदी भाषा और साहित्य के प्रति विद्यार्थियों में अभिरुचि निर्मित हुई।
२. हिंदी भाषा की विविध विधाओं से विद्यार्थी परिचित हुए।
३. दैनंदिन जीवन में भाषा की प्रयोजनता विकसित हुई।

संदर्भ ग्रंथ

१. हिन्दी गद्य संकलन — मधुलिका राय
२. पाण्डेय पृथ्वीनाथ : सामायिक प्रयोजनमूलक हिंदी : सुनील साहित्य सदन, नई दिल्ली
३. झाल्टे दंगल : प्रयोजनमूलक हिन्दी : सिध्दान्त और प्रयोग वाणी प्रकाशन, नयी दिल्ली
४. शुक्ल उमेशचन्द्र शुक्ल : हिन्दी व्याकरण, वाणी प्रकाशन, नयी दिल्ली

प्रश्न पत्र का प्रारूप

प्रश्न १. पहली इकाई से तीन प्रश्न जिनमें से दो प्रश्नों के उत्तर अपेक्षित हैं।  $५ \times २ = १०$

प्रश्न २. दूसरी इकाई से तीन प्रश्न जिनमें से दो प्रश्नों के उत्तर अपेक्षित हैं।  $५ \times २ = १०$

प्रश्न ३. तीसरी इकाई से तीन प्रश्न जिनमें से दो प्रश्नों के उत्तर अपेक्षित हैं।  $५ \times २ = १०$

प्रश्न ४. चतुर्थी इकाई से तीन प्रश्न जिनमें से दो प्रश्नों के उत्तर अपेक्षित हैं।  $५ \times २ = १०$

**Bachelor of Social Work Semester-I**  
**Social Work Practicum**  
**Paper –VII (1P1)**  
**Vocational Skill Course (VSC)**

**Credits: 04**  
**Total Marks: 100**

**Practicum: 80 Marks**  
**Viva Voce : 20 Marks**

The Social Work Practicum shall comprise of the following components:

<b>Components</b>	<b>Marks Allotted</b>	<b>Hours</b>	<b>Days</b>
I) Orientations – Two	05	20	04
II) Observational Visits (05)	10	15	05
III) Structured Laboratory Experience (5 sessions) (Observation, Listening, communication, school social work and child rights,)	10	10	05
IV) Concurrent Practice Learning (School setting) 1. Case Work (03) – 30 marks 2. Case presentation - 10 marks 3. Conference -8 Sessions – 05 marks 4. Agency’s Feedback on Students -05 marks 5. Report submission -5 marks	55	120	16
V) Internal Viva-Voce	20	01	01
<b>Total</b>	<b>100</b>	<b>166</b>	<b>31</b>

**\*Bachelor of Social Work (BSW) Semester – I**  
**Working with Children (CGSCC)**  
**Paper VIII ( 1P2 )**  
**Field Project (FP)**

**Credits: 02**  
**Total Marks: 50**

**Practicum: 40 Marks**  
**Assessment : 10 Marks**

Components	Marks Allotted	Hours	Days
1. Orientations – Two a. General introduction of FAP b. About Action plan	05	02	02
2. Theme based Workshop / Seminar On School Social Work in school or college. (any one with documentation)	10	10	04
3. Programs (Minimum three programs) a. Issues related to school b. Mental Health c. Parenting d. Child rights e. Adolescent Education f. School Safety g. Career option h. Child Abuse i. Impact of Social media	15	12	06
4. Resource book / Reals/ Video a. Child b. Disability c. Adolescent d. Educational issues e. Behavior problem f. Emotional problems g. Social /adjustment problems	10	30	15
5. Assessment	10	01	01
<b>Total Marks</b>	<b>50</b>	<b>55</b>	<b>28</b>