



Syllabus

First Semester Courses in MA

Public Policy

(June 2023 onwards)

- Contents: Core Courses, Semester 1
Theory Syllabus for Core Courses:
 - PAPPY6001CR1 – Public Policy Analysis
 - PAPPY6002CR1 – Politics of Redistribution: Issues Of Inclusion And Exclusion
 - PAPPY6003CR1 – Law and Public Policy
- Evaluation and Assessment Guidelines

APPROVED SYLLABUS



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APPROVED SYLLABUS

M.A. I Public Policy.

Course Code: PAPPY6001CRI

Course Title: PUBLIC POLICY ANALYSIS

Learning Objectives:

1. To provide students with a thorough knowledge and understanding of public policy on both a theoretical and practical level.
2. To analyze the politics, institutions, norms and actors involved in agenda setting, legitimation, and decision-making in public policy.
3. To learn to utilize analytical frameworks to explain how the policymaking process works and apply them to real world issues by providing solutions to real world problems.
4. To help students understand nuances of policy formulation, implementation and evaluation.

Number of lectures: 60

Cognitive Levels are as per Bloom Taxonomy: U = Understanding, R = Remembering, Ap = Application, An = Analysis, E = Evaluation, C = Creating

Course Code: PAPPY6001 CRI	Course Title: PUBLIC POLICY ANALYSIS	PSO Addressed	Cognitive Level
Course Outcome No.	Course Outcomes		
CO 1	Demonstrate a thorough knowledge and understanding of public policy on both a theoretical and practical level.	PSO1, PSO2	U, An, Ap
CO 2	Analyse the politics, institutions, norms and actors involved in agenda setting, legitimation, and decision-making in public policy in India.	PSO3, PSO5	U, An
CO 3	Acquire expertise to use analytical frameworks to explain how the policymaking process arrives at solutions to ameliorate real world problems.	PSO2, PSO4	An, Ap, E
CO 4	Understand policy formulation, implementation and evaluation.	PSO3, PSO4, PSO5	U, An, Ap
CO 5	Analyse the political, economic and social context of changes in public policy.	PSO4, PSO5	U, An, Ap
CO 6	Write a policy memo : define a problem, assemble evidence, formulate recommendations to solve the problem, apply criteria to evaluate their outcomes, decide on the best alternative and design its implementation.	PSO3, PSO4, PSO6	An, Ap, E, C



Unit 1

(15 lectures)

Understanding Public Policy Analysis, Definitions and Frameworks

Defining Public Policy;
Categories of Public Policy;
Methodological Difficulties in Studying Public Policy

Unit 2

(15 lectures)

Approaches to the Study of Public Policy

The Stages Model of Policy Process;
Kingdon's Window of Opportunity Model;
Advocacy Coalition Framework;
Punctuated Equilibrium;
Group or Pluralist and Elite Theory Theories of Decision Making;
Bardach's Eightfold Path to Problem Solving and Policy Analysis;

Unit 3

(15 lectures)

Actors in Public Policy and Practical Applications of Policy Analysis

Legislature and Executive;
Interest Groups;
Judiciary;
Bureaucracy;
Practical Applications: Green Revolution; Who Changed Delhi's Air? How the State Changed Its Mind?

Unit 4

(15 lectures)

Implementation and Policy Evaluation

Implementation: Approaches and Models - Top-Down Rational System Approaches, Bottom-Up Approaches: Challenges and Gaps;
Policy Impact, Evaluation and Change

List of Recommended Reference Books and Articles

1. Anderson, J.E., (2014), *Public Policy Making*, Cengage Learning.
2. Ayyar, R. V.V.,(2009), *Public Policymaking in India*, Pearson.
3. Bardach, Eugene, (2011), *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, CQ Press College.
4. Birkland, Thomas A., (2011), *Policy Process: Theories, Concepts, and Models of Policy Making*, Routledge.
5. DeLeon, Peter & Linda DeLeon, (2002), What Ever Happened to Policy Implementation? An Alternative Approach, *Journal of Public Administration Research and Theory*,12 (4), pp. 467-492.
6. Givel, Michael, (2010), The Evolution of the Theoretical Foundations of Punctuated Equilibrium Theory in Public Policy, *Review of Policy Research*, 27(2).
7. Greenberg, D.G., Miller, A. J., Mohr B. L. & Vladeck, B. C., (1977), Developing Public Policy Theory: Perspectives from Empirical Research, *The American Political Science Review*, 71 (4), pp.1532-1543. Kingdon, John, (N.D.), 'Agendas, Alternatives, and Public



- Policies, 'Update Edition (2nd Edition), (Longman Classics in Political Science), Pearson
8. Lipsky, Michael, (2010), *Street Level Bureaucracy: Dilemma of the Individual in Public Services*, Russell Sage Foundation.
 9. Narian, U. & Bell, R.G., (2006), Who changed Delhi's Air? *Economic and Political Weekly*, pp.1584-88.
 10. Sengupta, M., (2008), 'How the State changed its Mind: Power, Politics and the Origins of India's Market Reforms', *Economic and Political Weekly*, pp.35-42.
 11. Stillman Richard, (N.D.), *Public Administration: Concepts and Cases*, Wadsworth, Cengage Learning, Ninth Edition
 12. Stone, Deborah, (2012), *Policy Paradox: The Art of Political Decision Making*, Norton & Co., 3rd ed.

Evaluation and Assessment: PAPPY6001CR1

Evaluation (Theory): Total marks per course - 100.

CIA- 40 marks

CIA 1: Written test -20 marks

CIA 2: Written Test / Assignment / Presentation / Field Trip & Report -20 marks

End Semester Examination – 60 marks

One question from each unit for 15 marks, with internal choice. Total marks per question with choice -20 to 25.

Template for PAPPY6001CR1 Core Course End Semester Examination in the 1st Semester

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	5	5	5	15
2	5	5	5	15
3	5	5	5	15
4	5	5	5	15
-TOTAL - Per objective	20	20	20	60
% WEIGHTAGE	33.33	33.33	33.33	100%



M.A. I Public Policy.

Course Code: PAPPY6002CR1

Course Title: POLITICS OF REDISTRIBUTION: ISSUES OF INCLUSION AND EXCLUSION

Learning Objectives:

1. To introduce students to the way our world is unequally structured along varied axes
2. To enable students to critically examine ideologies and practices that have sought to lessen inequality and ensure greater inclusion.

Number of lectures: 60

Cognitive Levels are as per Bloom Taxonomy: U = Understanding, R = Remembering, Ap = Application, An = Analysis, E = Evaluation, C = Creating

Course Code: PAPPY6002 CR1	Course Title: POLITICS OF REDISTRIBUTION	PSO Addressed	Cognitive Level
Course Outcome No.	Course Outcomes		
CO 1	To understand how social inequality is socially constructed.	PSO1	U
CO 2	To apply one's understanding of social inequality to concrete contexts.	PSO2	Ap
CO 3	To analyse a given context in terms of its social structure and processes that generate inequality.	PSO5	An
CO 4	To analyse global flows that generate global inequality.	PSO3	An
CO 5	To analyse processes through which inequality is generated and to create policy paradigms that lessen inequality.	PSO3	Ap, An



- Unit 1. Introduction: Inequality and Exclusion** (15 lectures)
Ideas of inequality, inclusion and exclusion
Notions of stratification, hierarchy and status.
Causes of Inequality: Culture versus Economics
- Unit 2. Capitalism and Neoliberalism.** (15 lectures)
Global Geographies of inequality
Migration- International, National
- Unit 3. Gender & Regional Inequalities** (15 lectures)
Gendered aspects of inequality
Rural-Urban inequalities
- Unit 4. Nations and Inequality** (15 lectures)
Case Studies of Redistribution programmes across the World.
Utopia as a discourse motivating Redistribution.

LIST OF RECOMMENDED REFERENCE BOOKS:

- 1) Appadurai, Arjun (2004). *The Capacity to Aspire: Culture and the Terms of Recognition*. In *Culture and public action*. Vijayendra Rao and Michael Walton (Eds.). New York: The International Bank for Reconstruction and Development/ The World Bank.
- 2) Arneson, R. J. (2001). Equality: Philosophical Aspects. In *International Encyclopedia of Social and Behavioral Sciences*, N. J. Smelser & P. B. Baltes (Eds.). Amstrdam: Elsevier Science Ltd, 4722 – 4729.
- 3) Banting, Keith & Kymlicka, Will (2006). *Multiculturalism and The Welfare State: Recognition and redistribution in contemporary democracies*. OUP: Oxford.
- 4) Bertrand, M., Rema, H., & Sendhil, M. (2009). Affirmative action in education: Evidence from engineering college admissions in India. *Journal of Public Economics*, doi:10.1016/j.jpubeco.2009.11.003.
- 5) Beteille, Andre (1991). The Reproduction of Inequality: Occupation, Caste and Family. *Contributions to Indian Sociology*. N.S. 25(1):3-28.
- 6) Bottero, Wendy (2005). *Stratification: Social division and inequality*. New York: Routledge. Brockmann, Hilke & Delhey, Jan (Eds.). (2013). *Human Happiness and the Pursuit of Maximization: Is More Always Better?*. London: Springer.
- 7) Brown, Henry Phelps (1991). *Egalitarianism and the Generation of Inequality*. Oxford: Clarendon Press.
- 8) Butler, Tim & Watt, Paul (2007). *Understanding Social Inequality*. London: Sage Pub.
- 9) Cornia, Giovanni Andrea (2004). *Inequality, Growth, and Poverty in an Era of Liberalization and Globalization*. Oxford: OUP.
- 10) DeFilippis, James & Saegert, Susan (eds.) (2012) *Community development reader*. Second ed. London: Taylor & Francis.



- 11) Dreze, Jean & Sen, Amartya (2002). Democratic Practice and Social Inequality in India. *Journal of Asian and African Studies*.37(2):6-37.
- 12) Ferguson, James (1994). The Anti-Politics Machine: 'Development' and Bureaucratic Power in Lesotho. *The Ecologist*, 24(5): September/October: 176 – 181.
- 13) FitzGerald, Valpyet al. (2011). *Overcoming the Persistence of Inequality and Poverty*. New York: Palgrave Macmillan.
- 14) Gupta, Akhil (1998). *Postcolonial Developments: Agriculture in the Making of Modern India*. New Delhi: Oxford University Press.
- 15) Harvey, David (2005). *A Brief History of Neoliberalism*. New York: OUP.
- 16) Harvey, David (2010). *The Enigma of Capital and the Crises of Capitalism*. New York: OUP.
- 17) Hills, John et al. (2009). *Towards a more equal society? Poverty, inequality and policy since 1997*. Bristol: Joseph Rowntree Foundation.
- 18) Horton, Keith & Patapan (2004). *Globalisation and Equality*. London: Routledge.
- 19) A. Hurrell, & N. Woods (Eds.). (2002). *Inequality, Globalization, and World Politics*. Oxford: OUP.
- 20) Jones, D. S. (2012). *Masters of the Universe: HAYEK, FRIEDMAN, AND THE BIRTH OF NEOLIBERAL POLITICS*. Princeton: Princeton University Press.
- 21) McCall, Leslie (2001). *Complex Inequality: gender, class, and race in the new economy*. London: Routledge.
- 22) McMichael, P. (2004). *Development and Social Change: A Global Perspective*. Third ed. London: Pine Forge Press.
- 23) Moore, Barrington (1985). *Authority and Inequality under Capitalism and Socialism*. THE TANNER LECTURES ON HUMAN VALUES. Oxford: London.
- 24) Pigg, S. L. (1992). Inventing Social Categories Through Place: Social Representations and Development in Nepal. *Comparative Studies in Society and History*. 34(3):491-513.
- 25) Rawal, Nabin (2008). Social Inclusion and Exclusion: A Review. *Dhaulagiri Journal of Sociology and Anthropology*, 2(0): 161-180.
- 26) Roberts, J. Timmons, Hite, AmyBellone, & Chorev,Nitsan (2015). *The Globalization and Development Reader: Perspectives on Development and Global Change*. 2nd ed. Oxford: Wiley-Blackwell
- 27) Schutz, Eric A. (2011). *Inequality and Power: The Economics of Class*. London: Routledge.
- 28) Segal, Howard P. (2012). *Utopias: A Brief History from Ancient Writings to Virtual Communities*. West Sussex: John Wiley & Sons Ltd.Spoor, Max (ed.). (2004). *Globalisation, Poverty and Conflict: A Critical "Development" Reader*. New York: Kluwer Academic Publishers.
- 29) Swanson, Jacinda (2005). Recognition and Redistribution: Rethinking Culture and the Economic.Theory, Culture and Society. 22(4):87–118.
- 30) Tonkiss, Frank(2006). *Contemporary Economic Sociology: Globalisation, production, inequality*. New York: Routledge.
- 31) Tsing, Anna Lowenhaupt (1999). Becoming a Tribal Elder, and other Green Development Fantasies. In *Transforming the Indonesian Uplands: Marginality, Power and Production*. Edited by T. M. Li. Amsterdam: Harwood. pp. 159-202.
- 32) Tsing, Anna Lowenhaupt (2005). *Friction:An Ethnography of Global Connection*. Princeton: Princeton University Press.



Evaluation and Assessment:PAPPY6002CR1

Evaluation (Theory): Total marks per course - 100.

CIA- 40 marks

CIA 1: Written test -20 marks

CIA 2: Written Test / Assignment / Presentation / Field Trip & Report -20 marks

End Semester Examination – 60 marks

One question from each unit for 15 marks, with internal choice. Total marks per question with choice -20 to 25.

Template for PAPPY6002CR1 Core Course End Semester Examination in the 1st Semester

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	5	5	5	15
2	5	5	5	15
3	5	5	5	15
4	5	5	5	15
-TOTAL - Per objective	20	20	20	60
% WEIGHTAGE	33.33	33.33	33.33	100%



M.A. I Public Policy.

Course Code: PAPPY6003CRI

Course Title: LAW AND PUBLIC POLICY

Learning Objectives:

1. To get students to understand the connection of public policy with law and the role of the judiciary.
2. To expose students to the intricacies of administrative and constitutional law, the functioning of parliamentary procedures and the exercise of administrative discretion in execution of policies.
3. To help students develop a perspective on comparative law, international law and arbitration mechanisms between nations, natural justice and regulatory institutions.

Number of lectures: 60

Cognitive Levels are as per Bloom Taxonomy: U = Understanding, R = Remembering, Ap = Application, An = Analysis, E = Evaluation, C = Creating

Course Code: PAPPY6003 CRI	Course Title: LAW AND PUBLIC POLICY	PSO Addressed	Cognitive Level
Course Outcome No.	Course Outcomes		
CO 1	To Understand How Laws Are Derived From The Constitution Of A Country.	PSO1	U
CO 2	To Learn How to Engage with The Various Administrative Aspects That Are Collateral to The Enactment of Law.	PSO2	Ap
CO 3	To Develop The Sense Of The Connections Between Law And The Construction Of Public Policies	PSO5	An
CO 4	To Comprehend The Linkages Between A Global And National Enactment Of Laws	PSO3	An
CO 5	To Delve into The Construction of Treaties Between Countries.	PSO3	Ap, An



Unit 1

(15 lectures)

Constitutional Law

Features of the Constitution;
Fundamental Rights / Duties, Directive Principles of State Policy;
Federal Polity;
Amendments to the Constitution.

Unit 2

(15 lectures)

Administrative Law and the Regulatory State

Parliamentary Democracy and the Law-making Process;
Role of Executive, Legislature and Judiciary;
Judicial Review of Executive Action, Judicial Activism, PIL;
Administrative Discretion and Tribunals;
Role of Regulatory Bodies in furthering Public Policy – RBI, TRAI, SEBI, IRDA;
Competition Commission

Unit 3

(15 lectures)

Typologies of Public Policies and Law

Approaches to Law-making;
Environment and Law, Social Movements and Law;
Civil Rights, Privacy, Censorship, Laws relating to Reproduction, Surrogacy and LGBT.

Unit 4

(15 lectures)

International Humanitarian Law and Treaties

Principles of Natural Justice;
CEDAW, UNHCR (Genocide, Refugees);
UDHR, ICCPR, ICESCR, ICJ;
WTO and its Agreements – TRIPS, TRIMS, AoA and GATS.

List of Recommended Reference Books

1. Basu, Durga Das, (2015), 'Introduction to the Constitution of India', 22nd edition, LexisNexis, Gurgaon.
2. Jain, M.P., (2013), 'Principles of Administrative Law', Volume 1 and 2, LexisNexis, Gurgaon.
3. Massey, I.P., (1999), 'Administrative Law' 7th edition, Eastern Book Company, New Delhi.
4. Seervai, H.M., (2013), 'Constitutional Law of India', 3rd edition, Universal Law Publication, Delhi.



Evaluation and Assessment: PAPPY6003CR1

Evaluation (Theory): Total marks per course - 100.

CIA- 40 marks

CIA 1: Written test -20 marks

CIA 2: Written Test / Assignment / Presentation / Field Trip & Report -20 marks

End Semester Examination – 60 marks

One question from each unit for 15 marks, with internal choice. Total marks per question with choice -20 to 25.

Template for PAPPY6003CR1 Core Course End Semester Examination in the 1st Semester

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	5	5	5	15
2	5	5	5	15
3	5	5	5	15
4	5	5	5	15
-TOTAL - Per objective	20	20	20	60
% WEIGHTAGE	33.33	33.33	33.33	100%



Evaluation and Assessment Guidelines for Core courses of the 1st Semester

St. Xavier's College, Mumbai.

ASSESSMENT OF WRITTEN ASSIGNMENT- TYPE - I

Dept. of Public Policy; Course Code _____ Date _____ UID No _____

Name of Student: _____ Marks _____ / 20

Title of Assignment: _____

Assessment Grid: Place one tick in each appropriate row. Overall mark should reflect the positions of ticks in the individual rows. In boxes that have more than one set of marks, cancel out the marks that are not applicable and circle the correct marks.

Assessment of Written Assignment: 20 Marks

100%	ASSIGNMENT	80-100% (17-20 Marks)	60-80% (13-16 Marks)	40- 60% (9-12 Marks)	20-40% (5-8 Marks)	0-20% (0-4 Marks)
60 %	Content Impression of wide reading (research), good knowledge and comprehensive understanding. Evidence of thoughtful input. Ability to critique, Bibliography mentioned ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
12		12 / 11 / 10	9 / 8	7 / 6	5 / 4	3 / 2 / 1
30 %	Organization Effective presentation, logical format, clear statement of ideas, relevant details, sequence of information and ideas could be easily followed, references / footnotes / endnotes ----- Marks -----	Effective organization	Few problems	Many problems	Inadequate presentation. Ineffective format, communication of ideas, lack of relevant details – but an attempt	No attempt to organize
06		6	5	4	3	2
5%	Vocabulary ----- Marks -----	Richness of vocabulary	Very good range of vocabulary with some errors	Good range of vocabulary with some errors	Small range of vocabulary with errors	Little of no effort to demonstrate vocabulary knowledge
01		1	1	0.5	0.5	0
5%	Grammar, spellings, mechanics ----- Marks -----	Grammar, spellings punctuations correct	Very few errors	Some errors	Many errors	No effort
01		1	1	0.5	0.5	0

Comments:

Name and Signature of Faculty _____



St. Xavier's College, Mumbai.
ASSESSMENT OF WRITTEN ASSIGNMENT- TYPE - II

Dept. of Public Policy; Course Code _____ Date _____ UID No _____

Name of Student: _____ Marks _____ / 20

Title of Assignment: _____

Assessment Grid: Place one tick in each appropriate row. Overall mark should reflect the positions of ticks in the individual rows. In boxes that have more than one set of marks, cancel out the marks that are not applicable and circle the correct marks.

Assessment of Written Assignment: 20 Marks

100%	ASSIGNMENT	80-100% (17-20 Marks)	60-80% (13-16 Marks)	40- 60% (9-12 Marks)	20-40% (5-8 Marks)	0-20% (0-4 Marks)
50 % 10	Content Impression of wide reading (research), good knowledge and comprehensive understanding. Evidence of thoughtful input. Ability to critique, Bibliography mentioned ----- Marks -----	Excellent 10 / 9	Good 8 / 7	Satisfactory 6 / 5	Poor 4 / 3	Very Poor 2 / 1
30 % 06	Organization Effective presentation, logical format, clear statement of ideas, relevant details, sequence of information and ideas could be easily followed, references / footnotes / endnotes ----- Marks -----	Effective organization 6 / 5	Few problems 4	Many problems 3	Inadequate presentation. Ineffective format, communication of ideas, lack of relevant details – but an attempt	No attempt to organize 1
10% 02	Vocabulary ----- Marks -----	Richness of vocabulary 2	Very good range of vocabulary with some errors 1.5	Good range of vocabulary with some errors 1	Small range of vocabulary with errors 1	Little of no effort to demonstrate vocabulary knowledge 0.5
10% 02	Grammar, spellings, mechanics ----- Marks -----	Grammar, spellings punctuations correct 2	Very few errors 1.5	Some errors 1	Many errors 1	No effort 0.5

Comments:

Name and Signature of Faculty _____



St. Xavier's College, Mumbai.
ASSESSMENT OF INDIVIDUAL ORAL PRESENTATION -A

Dept. of Public Policy; Course Code _____ Date _____ UID No _____

Name of Student: _____ Marks _____ / 20

Title of Assignment: _____

Assessment Grid: Place one tick in each appropriate row. Overall mark should reflect the positions of ticks in the individual rows

Presentation: 30 % (06 marks)

30%	PRESENTATION	80-100%	60-80%	40- 60%	20-40%	0-20%
10 %	Presentation skills	Varied rate of delivery, Changed pitch for emphasis, No distracting mannerisms, good eye contact, Confident body language, Connected with audience	Good but a few weaknesses	Good but a few weaknesses with one pronounced weakness	Several Weaknesses	No speech variation, distracting mannerisms, no eye contact, dull, and reading from notes/visual aids
2.0	----- Marks -----	2.0	1.5	1.0	1.0	0.5
10 %	Use of Visuals (Efforts to Aid Presentation)	Very good, relevant visuals, good font size/ image size, Appropriate number of words and images per slide, good color schemes	Good but a few weaknesses	Good but a few weaknesses with one pronounced weakness	Several Weaknesses	Very poor visuals, visuals did not contribute to the presentation
2.0	----- Marks -----	2.0	1.5	1.0	1.0	0.5
5%	Timing and Pace of Talk	Right length and well-paced	Right Length but too slow or too rushed	Long or short and too slow or too rushed	Too long or too short	Had to be stopped or less than 50% of the allocated time
01	----- Marks -----	1.0	0.5	0.5	0	0
5%	Audibility and Comprehensibility	Very clear and very precise	Clear, quite precise	Almost inaudible and difficult to understand	Almost inaudible or very difficult to understand	Inaudible or completely incomprehensible
01	----- Marks -----	1.0	1.0	0.5	0.5	0

Total marks for presentation: _____ out of 06 marks.



Content: 70% (14 Marks)

70%	CONTENT	80-100%	60-80%	40- 60%	20-40%	0-20%
35%	Knowledge and Understanding Innovation Impression of wide reading, good knowledge and complete understanding 07 ----- Marks -----	Excellent 7.0	Good 6.0 / 5.0	Satisfactory 4.0 / 3.0	Poor 2.0	Very Poor 1.0
10%	Structure of Presentation Logical Structure, Clear Introduction, Body and Relevant Conclusion, sequence of information and ideas could be easily followed, Citation of source material 02 ----- Marks -----	Excellent 2.0	Good 2.0	Satisfactory 1.0	Poor 0.5	Very Poor 0.5
5%	Key Points/ Themes Identified Key Points, Kept to the points throughout the presentation- did not wander 01 ----- Marks -----	Excellent 1.0	Good 1.0	Satisfactory 0.5	Poor 0.5	Very Poor 0
10%	Ability to answer Questions Answers accurate and full of confidence 02 ----- Marks -----	Excellent 2.0	Good 1.5	Satisfactory 1.0	Poor 0.5	Very Poor 0
10%	Creation of Interest/ Audience Participation Created interest in the topic 02 ----- Marks -----	Excellent 2.0	Good 1.5	Satisfactory 1.0	Poor 1.0	Very Poor 0.5

Total for content: _____ out of 14; Total marks for oral presentation: _____ out of 20

Comments:

Name of the Faculty _____

Signature of the Faculty _____



St. Xavier's College, Mumbai.

ASSESSMENT OF INDIVIDUAL ORAL PRESENTATION -B

Dept. of Public Policy; Course Code _____ Date _____ UID No _____

Name of Student: _____ Marks _____ / 20

Title of Assignment: _____

Assessment Grid: Place one tick in each appropriate row. Overall mark should reflect the positions of ticks in the individual rows

Presentation: 40 % (8 marks)

40%	PRESENTATION	80-100%	60-80%	40- 60%	20-40%	0-20%
15 %	Presentation skills	Varied rate of delivery, Changed pitch for emphasis, No distracting mannerisms, good eye contact, Confident body language, Connected with audience	Good but a few weaknesses	Good but a few weaknesses with one pronounced weakness	Several Weaknesses	No speech variation, distracting mannerisms, no eye contact, dull, and reading from notes/visual aids
03	----- Marks -----	3.0	2.5	2.0	1.5	1.0
15 %	Use of Visuals (Efforts to Aid Presentation)	Very good, relevant visuals, good font size/ image size, Appropriate number of words and images per slide, good color schemes	Good but a few weaknesses	Good but a few weaknesses with one pronounced weakness	Several Weaknesses	Very poor visuals, visuals did not contribute to the presentation
03	----- Marks -----	3.0	2.5	2.0	1.5	1.0
5%	Timing and Pace of Talk	Right length and well-paced	Right Length but too slow or too rushed	Long or short and too slow or too rushed	Too long or too short	Had to be stopped or less than 50% of the allocated time
01	----- Marks -----	1.0	1.0	0.5	0.5	0
5%	Audibility and Comprehensibility	Very clear and very precise	Clear, quite precise	Almost inaudible and difficult to understand	Almost inaudible or very difficult to understand	Inaudible or completely incomprehensible
01	----- Marks -----	1.0	1.0	0.5	0.5	0

Total marks for presentation: _____ out of 08 marks.



Content: 60% (12 Marks)

60%	CONTENT	80-100%	60-80%	40- 60%	20-40%	0-20%
25%	Knowledge and Understanding Innovation Impression of wide reading, good knowledge and complete understanding 05 ----- Marks -----	Excellent 5.0	Good 4.0	Satisfactory 3.0	Poor 2.0	Very Poor 1.0
10%	Structure of Presentation Logical Structure, Clear Introduction, Body and Relevant Conclusion, sequence of information and ideas could be easily followed, Citation of source material 02 ----- Marks -----	Excellent 2.0	Good 1.5	Satisfactory 1.0	Poor 0.5	Very Poor 0.5
5%	Key Points/ Themes Identified Key Points, Kept to the points throughout the presentation- did not wander. 01 ----- Marks -----	Excellent 1.0	Good 1.0	Satisfactory 0.5	Poor 0.5	Very Poor 0
10%	Ability to answer Questions Answers accurate and full of confidence 02 ----- Marks -----	Excellent 2.0	Good 1.5	Satisfactory 1.0	Poor 0.5	Very Poor 0
10%	Creation of Interest/ Audience Participation Created interest in the topic. 02 ----- Marks -----	Excellent 2.0	Good 1.5	Satisfactory 1.0	Poor 0.5	Very Poor 0

Total for content: _____ out of 12; Total marks for oral presentation: _____ out of 20

Comments:

Name of the Faculty _____

Signature of the Faculty _____

