



# Syllabus

## Second Semester Courses in MA


### Public Policy

(November 2023 onwards)

- Contents:  
Theory Syllabus for Courses:
  - PAPPY6004CR1 – Economy, Society and Public Policy
  - PAPPY6005CR1 – Quantitative Methods and Data Analytics
  - PAPPY6006CR1 -- Gender and Public Policy
- Evaluation and Assessment Guidelines

**APPROVED SYLLABUS**



  
PRINCIPAL  
ST. XAVIER'S COLLEGE  
AUTONOMOUS  
MUMBAI - 400 001.

**M.A. I Public Policy.****Course Code: PAPPY6004CR1****Course Title: ECONOMY, SOCIETY AND PUBLIC POLICY****Learning Objectives:**

1. To provide the students the skills to do quantitative analysis of social and economic policy.
2. To bring in a multidisciplinary to the study of economics and develop a policy and problem-solving orientation.

**Number of lectures: 60**

<b>Course code: PAPPY6004 CR1</b>	<b>Course Title: ECONOMY, SOCIETY AND PUBLIC POLICY</b>	<b>PSO Addressed</b>	<b>Cognitive Level</b>
<b>Course Outcome No.</b>	<b>Course Outcomes</b>		
<b>CO 1</b>	To Acquaint Students with The Various Economic Concepts and Theories That Are Connected To Policy	PSO1	U
<b>CO 2</b>	To Contextualize Economic Analysis in The Indian Scenario concerning Public Policy	PSO5	R
<b>CO 3</b>	To Develop in Students a Multidisciplinary Approach To The Study Of Economics.	PSO3	Ap, An
<b>CO 4</b>	To Engage with Different Public Policies From Across The World And Bring Out The Economic Connection	PSO3	Ap, An
<b>CO 5</b>	To Write an Analytical Paper On The Enactment Of Economic Policies Of An Economy (Apart From India)	PSO6	E, C
<b>CO 6</b>	To Learn How to Use Statistical Tools To Understand Economic Policy Outcomes.	PSO4	Ap

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**Unit 1**

(15 lectures)

**Economic and Political Systems: A Historical View**

Economics and the Economy;  
The Capitalist Revolution.  
Measuring Income and Living Standards.

**Unit 2**

(15 lectures)

**Social Interactions and Economic Outcomes: Institutions, Fairness and Efficiency**

Technology, Population and Growth;  
Innovation and Profit;  
Handling Stagnation.

**Unit 3**

(15 lectures)

**Labour, Work and Employment: Wellbeing and Scarcity**

Labour and Production;  
Opportunity Cost;  
Decision Making and Choices.

**Unit 4**

(15 lectures)

**The Firm: Employees, Managers and Owners**

Firms, Markets and Division of Labour;  
Determinants of Factor Rewards;  
Objectives of Firms.

**List of Recommended Reference Books**

Note: Core-econ is the basic book. It can be found at [www.core-econ.org](http://www.core-econ.org).

1. Ahuja, H.L., (2010), Advanced Economic Theory, S. Chand
2. Koutsoyiannis, A., (1996), Modern Microeconomics, Macmillan
3. Mankiw, G, (2007), Principles of Microeconomics, Thomson South-Western
4. Roll, Eric, (1992), History of Economic Thought, Faber and Faber
5. Sen, Amartya, (2010), The Idea of Justice, Penguin

**Evaluation (Theory): Total marks 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 PAPPY6004CR1 Core Course End Semester Examination in the 2<sup>nd</sup> Semester**

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

**APPROVED SYLLABUS**



**M.A. I Public Policy**

**Course Code: PAPPY6005CR1**

**Course Title: QUANTITATIVE METHODS AND DATA ANALYTICS**

**Learning Objectives:**

1. To acquaint students with the basic statistical tools needed for analyzing data to evaluate the socio-economic impact of public policy and further evidence-based research.
2. To contextualize statistical analysis into the framework of research methodology to enable students to think like a quantitative researcher.

**Number of lectures: 60**

<b>Course Code: PAPPY6005 CR1</b>	<b>Course Title: QUANTITATIVE METHODS AND DATA ANALYTICS</b>	<b>PSO Addressed</b>	<b>Cognitive Level</b>
<b>Course Outcome No.</b>	<b>Course Outcomes</b>		
<b>CO 1</b>	To Acquaint Students With The Higher Level Statistical Tools Needed For Analyzing Data.	PSO1	U
<b>CO 2</b>	To Contextualize The Analysis To The Situation And Then To Extrapolate Into Other Socio-Geographic Areas	PSO3	R, An
<b>CO 3</b>	To Learn How To Convert The Finding Into Policy Statements Articulations.	PSO6	An, C
<b>CO 4</b>	To Develop The Understanding That Tools Are Not To Be Treated As Ends But As Integral Parts Of Policy Research.	PSO4	Ap
<b>CO 5</b>	To Write A Policy Memo Based On Research Findings	PSO6	E, C
<b>CO 6</b>	To Learn How To Use And Engage With R Programme, So As To Be Adept In Using The Computer To Arrive At Inferences.	PSO4	Ap



**Unit 1**

(15 lectures)

**Probability and Statistical Distribution; Inferential Statistics**

Basics of Probability and Probability Distributions, Addition and Multiplication Theorems, Binomial Distribution, Normal Distribution, Poisson Distribution; t-Distribution; Formulation of Statistical Hypothesis; Type I and Type II Errors; ANOVA; Non-Parametric Tests, Chi Square Test of Independence and Goodness of Fit.

**Unit 2**

(15 lectures)

**Correlation and Regression; Basic Econometrics**

Correlation Analysis; Classical Linear Regression Model; Multiple and Logistic Regression; Multicollinearity; Autocorrelation and Heteroscedasticity; Estimation using Regression and Standard Error of Estimate.

**Unit 3**

(15 lectures)

**Practical Issues in Quantitative Research**

Sampling Techniques, Random and Non-Random Sampling Methods; Sampling Errors; Secondary Data; Use of Secondary Data in Quantitative Research; Survey Methodology; Types of Data Available from NSSO, Census of India and Other Sources; Capturing Inequality: Lorenz Curve and Gini Co-efficient.

**Unit 4**

(15 lectures)

**Training in Data Analysis Software**

R-Programming Software

**List of Recommended Reference Books**

1. Hatekar, Neeraj (2010). Principles of Econometrics: An Introduction (Using R). New Delhi: Sage Publications.
2. Huff, Darrell (1993). How to Lie with Statistics. New York: W W Norton.
3. Mukherjee, Chandan, Howard White & Marc Wuyts (1997). Econometrics and Data Analysis for Developing Countries. New York: Routledge.
4. Nagar, A. L. & R. K. Das (2014). Basic Statistics. New Delhi: Oxford University Press.
5. Weiss, Neil A (2016). Introductory Statistics: Global Edition. Essex: Pearson Education.

**Evaluation (Theory): Total marks 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 PAPPY6005CR1 Core Course End Semester Examination in the 2<sup>nd</sup> Semester**

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

**APPROVED SYLLABUS**



**M.A. I Public Policy****Course Code: PAPPY6006CR1****Course Title: GENDER AND PUBLIC POLICY****Learning Objectives:**

1. To get students to understand the economic, social and political structures that underscore gender inequity as well as explore available policy mechanisms to mitigate it.
2. To understand that public policies are not only an important component in the ongoing construction of gender differences but also a site where gender issues are renegotiated.

**Number of lectures: 60**

<b>Course Code: PAPPY6006 CR1</b>	<b>Course Title: GENDER AND PUBLIC POLICY</b>	<b>PSO Addressed</b>	<b>Cognitive Level</b>
<b>Course Outcome No.</b>	<b>Course Outcomes</b>		
<b>CO 1</b>	Understand inequities based on gender and sex, their sources and attempts to reduce them through political and legal means.	PSO1, PSO2	U, R, E
<b>CO 2</b>	Comprehend the economic, social and political structures that underscore gender inequity and how diverse populations are differently affected by similar public policies.	PSO1, PSO2	U, An, E
<b>CO 3</b>	Become familiar with the key concepts necessary for gender policy analysis including how gender operates as a social structure and its intersectional relationship to other social structures such as caste, class, race and disability.	PSO3, PSO4	U, Ap, An, E
<b>CO 4</b>	Evaluate government mechanisms, laws and policies to promote gender equality and gender justice in India.	PSO3, PSO4, PSO5	An, E
<b>CO 5</b>	Participate in problem-solving, policy-making, and initiating institutional and societal change to address gender inequalities.	PSO4, PSO5	An, E, C
<b>CO 6</b>	Write a policy memo on a gender related problem: 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.	PSO1, PSO2, PSO4, PSO6	Ap, An, E, C





**Unit 1** (15 lectures)

**Perspectives on Gender**

Gender as a social construct;  
Theoretical Analysis of Gender  
Gender and Social Stratification: How and why do men and women differ?

**Unit 2** (15 lectures)

**Administrative Framework and Gender**

Government Mechanism, National Commission for Women;  
Laws with Respect to Gender – Inheritance, Adoption, Child Marriage, Surrogacy.

**Unit 3** (15 lectures)

**Political Issues and Gender**

Politics of Identity, Women Movements and the State;  
Violence against Women – Laws to counter this issue.

**Unit 4** (15 lectures)

**Economic Issues and Gender**

Poverty, Work force and Gender Budgeting;  
Government Schemes for Women Empowerment.

**List of Recommended Reference Books and Articles**

1. Aruna Gnanadason, 'Resisting Injustice Seeking New Ways to Speak!' Crosscurrents, June 2016, pp.215-226.
2. Anuradha Seth, 'Gender Equality and Inclusive Growth,' ILO Presentation, Nov 12, 2019
3. Bhumiika Jhamb, Yamini Mishra, 'Gender Responsive Budgeting in India: Time to Ask Questions' December 12, 2015 vol I no 50 EPW Economic & Political Weekly, pp. 55-62
4. Campbell, P, J., Mackinnon, A. and Stevens, C. R., (2010), An Introduction to Global Studies. Wiley Blackwell.
5. Devaki Jain and Diane Elson edited, 'Harvesting Feminist Knowledge For Public Policy, Rebuilding Progress,' Sage, 2011.
6. Geetanjali Misra, Vrinda Marwah, 'Reflections on Inclusion of Men in Women's Rights Programmes,' Economic & Political Weekly EPW March 28, 2015 vol I no 13, pp. 62-68
7. John J. Macionis, Sociology, 'Sixteenth Edition, Global Edition, Pearson, 2018.
8. Johnson, Allan, G., (2001), Human Arrangements: An Introduction to Sociology, Brown and Benchmark Publishers.
9. Laxmi Murthy, 'From Mathura to Bhanwari,' June 8, 2013 Vol XLVIII no 23 EPW Economic & Political Weekly, pp 16-18.
10. Maggie Humm, 'Feminisms: A Reader,' Routledge, 2014
11. Marini, Margaret Mooney, (1990), Sex and Gender: What Do We Know? Sociological Forum, 5 (1), pp. 95-120.
12. Mazumdar, Veena, Political Ideology of the Women's Movement's Engagement with Law', Retrieved from [www.cwdw.ac.in/OCPaper/PoliticalideologyVM.pdf](http://www.cwdw.ac.in/OCPaper/PoliticalideologyVM.pdf)
13. Nivedita Menon, 'State/Gender/Community: Citizenship in Contemporary India,' Economic and Political Weekly, Vol. 33, No. 5 (Jan. 31 - Feb. 6, 1998), pp. PE3-PE1
14. Nivedita Menon, 'Elusive 'Woman': Feminism and Women's Reservation Bill

- Author(s): Economic and Political Weekly, Vol. 35, No. 43/44 (Oct. 21 - Nov. 3, 2000), pp. 3835-3839
15. Sadhana, Arya. The National Commission for Women: A Study in Performance, [www.cwds.ac.n/OCPaper/NCWreport.pdf](http://www.cwds.ac.n/OCPaper/NCWreport.pdf)
  16. Shampa Bhattacharjee, Viktoria Hnatkovska and Amartya Lahiri, 'The Evolution of Gender Gaps in India,' In NCAER INDIA POLICY FORUM 2014/15 VOL 11
  17. Shilpa Phadke, 'Thirty Years On Women's Studies Reflects on the Women's Movement,' Economic and Political Weekly October 25, 2003, pp. 4567-4576
  18. The National Commission for Women, Laws Related to Women in India, <http://ncw.nic.in/fromLawsRelatedtoWomen.aspx>
  19. The National Mission for the Empowerment of Women, Ministry of Women and Child Development, GoI website <http://www.nmew.gov.in/>
  20. World Bank (2012), 'World Development Report: Gender Equality and Development', Washington D.C.

**Evaluation (Theory): Total marks 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 PAPPY6006CR1 Course End Semester Examination in the 2<sup>nd</sup> 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
<b>-TOTAL - Per objective</b>	20	20	20	<b>60</b>
<b>% WEIGHTAGE</b>	33.33	33.33	33.33	<b>100%</b>



## Evaluation and Assessment Guidelines for all courses of the 2<sup>nd</sup> 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 %	<b>Content</b> 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 %	<b>Organization</b> 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%	<b>Vocabulary</b>  _____ 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%	<b>Grammar, Spellings, Mechanics</b>  _____ 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	<b>Content</b> 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	<b>Organization</b> 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 2	No attempt to organize 1
10% 02	<b>Vocabulary</b> —— 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	<b>Grammar, spellings, mechanics</b> —— 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 oral presentation: \_\_\_\_\_

**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 %	<b>Presentation skills</b>	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 %	<b>Use of Visuals (Efforts to Aid Presentation)</b>	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%	<b>Timing and Pace of Talk</b>	Right length and well-paced	Right Length but too slow or too rushed	Long or short <b>and</b> too slow or too rushed	Too long <b>or</b> too short	Had to be stopped <b>or</b> less than 50% of the allocated time
01	_____ Marks _____	1.0	0.5	0.5	0	0
5%	<b>Audibility and Comprehensibility</b>	Very clear and very precise	Clear, quite precise	Almost inaudible <b>and</b> difficult to understand	Almost inaudible <b>or</b> very difficult to understand	Inaudible <b>or</b> 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%	<b>Knowledge and Understanding Innovation</b> 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%	<b>Structure of Presentation</b> 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%	<b>Key Points/ Themes</b> 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%	<b>Ability to answer Questions</b> Answers accurate and full of confidence 02 —— Marks ——	Excellent  2.0	Good  1.5	Satisfactory  1.0	Poor  0.5	Very Poor  0
10%	<b>Creation of Interest/ Audience Participation</b> 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 oral presentation: \_\_\_\_\_

**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 %	<b>Presentation skills</b>	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 %	<b>Use of Visuals (Efforts to Aid Presentation)</b>	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%	<b>Timing and Pace of Talk</b>	Right length and well-paced	Right Length but too slow or too rushed	Long or short <b>and</b> too slow or too rushed	Too long <b>or</b> too short	Had to be stopped <b>or</b> less than 50% of the allocated time
01	_____ Marks _____	1.0	1.0	0.5	0.5	0
5%	<b>Audibility and Comprehensibility</b>	Very clear and very precise	Clear, quite precise	Almost inaudible <b>and</b> difficult to understand	Almost inaudible <b>or</b> very difficult to understand	Inaudible <b>or</b> 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%	<b>Knowledge and Understanding Innovation</b> 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%	<b>Structure of Presentation</b> 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%	<b>Key Points/ Themes</b> 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%	<b>Ability to answer Questions</b> Answers accurate and full of confidence 02 —— Marks ——	Excellent 2.0	Good 1.5	Satisfactory 1.0	Poor 0.5	Very Poor 0
10%	<b>Creation of Interest/ Audience Participation</b> 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 \_\_\_\_\_

