



# Syllabus

## For M.A. 4<sup>th</sup> Semester Courses in Public Policy (June 2019 onwards)

- Contents:
- Theory Syllabus for Courses:
  - APPY1001 – ECONOMIC INSTITUTIONS AND PUBLIC POLICY
  - APPY1002 – DISSERTATION WRITING
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  - PPEC1002 – MEDIA AND PUBLIC POLICY
  - PPEC1003 – EDUCATION POLICY
  
- Evaluation and Assessment Guidelines.

**M.A. II Public Policy**

**Course Code: APPY1001**

**Course Title: ECONOMIC INSTITUTIONS 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**

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

<b>Course Code: APPY1001</b>	<b>Course Title: ECONOMIC INSTITUTIONS 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 Introduce Students To Qualitative And Quantitative Outcome Analysis With Economic Data.	PSO1	U
<b>CO 2</b>	To Engage Students With The Various Macroeconomic Institutions And Their Policies That Impact The Running Of An Economy	PSO2	R, Ap, An
<b>CO 3</b>	To Study the Impact Of Global Economic Institutions On The Functioning Of Any Economy.	PSO3	Ap, An
<b>CO 4</b>	To Write Critical Reports On The Impact Of A Particular Economic Policy Or Of An Financial Institution On A Particular Aspect Of The Economy	PSO6	R, E, C
<b>CO 5</b>	To Understand The Impact Of Neoliberal Ideology On Various Macroeconomic Policies In India And Other Developing Economies.	PSO5	Ap, An

**Unit 1** (15 lectures)

**Factor Markets and Public Policy**

Employment Policy;  
Labour Unions;  
Labour Market Policies.

**Unit 2** (15 lectures)

**Financial Markets and Development**

Money and Capital Markets;  
Central Banking;  
Globalization and Financial Mobility.

**Unit 3** (15 lectures)

**Market Failures**

Conceptualization of Market Failures;  
Types of Market Failures;  
Policies to Mitigate Market Failures

**Unit 4** (15 lectures)

**Government Intervention in the Economy**

Government as an Economic Actor;  
Public Finance Management;  
Role of Government in Global Trading

**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. Dornbusch, R, S. Fisher, R. Startz, (2018), Macroeconomics, MacGraw Hill.
2. Hatekar, N., (2010), Principles of Econometrics: An Introduction (Using R), Sage Publications.
3. Krugman, P., Maurice, Obstfeld, (2015), International Economics – Theory and Policy, Pearson
4. Mankiw, G, (2007), Principles of Microeconomics, Thomson South-Western

**Evaluation: 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 - 18 to 20.

**Template for APPY1001 Course End Semester Examination in the 4<sup>th</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>	8	7	0	15
<b>2</b>	8	7	0	15
<b>3</b>	8	7	0	15
<b>4</b>	8	7	0	15
<b>-TOTAL - Per objective</b>	32	28	0	<b>60</b>
<b>% WEIGHTAGE</b>	53.33	46.66	0	<b>100%</b>

**M.A. II Public Policy****Course Code: APPY1002****Course Title: DISSERTATION WRITING****Learning Objectives:**

1. To apply the learnings of the public policy courses to some real time issue or problem
2. To encourage students to undertake primary research and then undertake the writing of research papers /reports.

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

<b>Course Code: APPY1002</b>	<b>Course Title: DISSERTATION WRITING</b>		
<b>Course Outcome No.</b>	<b>Course Outcomes</b>	<b>PSO Addressed</b>	<b>Cognitive Level</b>
<b>CO 1</b>	To Ensure That Students Are Able To Apply All The Learnings Of Public Policy Courses Towards The Analysis Of Real Time Issues.	PSO1, PSO2	U, An, Ap
<b>CO 2</b>	To Engage Students With The Various Aspects Of Conducting Primary Research	PSO2, PSO5	U, An, Ap
<b>CO 3</b>	To Develop In Students The Skill Of Accessing Secondary Data And How To Cull Out Relevant Information, Without Being Accused On Indulging In Plagiarism.	PSO2, PSO3, PSO4	An, Ap, E, C
<b>CO 4</b>	To Inculcate In Students The Discipline Of Continuously Engaging With Their Dissertation Mentor, So That They Learn To Ask The Right Question And Mid-Course Correction Techniques.	PSO1, PSO3, PSO4	Ap, E, C
<b>CO 5</b>	To Develop The Skill Of Writing Scientifically And In A Cogent Manner, With Reference To The Research Questions Being Studied.	PSO2, PSO4, PSO6	An, Ap, E, C

## GENERAL INSTRUCTIONS

1. Students are expected to choose a topic at the start of the 3<sup>rd</sup> semester and a lecturer is allotted on the basis of the topic chosen.
2. The topic has to have a policy anchor.
3. During the 3<sup>rd</sup> semester, the students are expected to begin developing a reading list (literature review) on the topic chosen.
4. The topic is finalized at the start of the 4<sup>th</sup> semester and the student is then expected to report to the allotted lecturer on a weekly basis.
5. A hard bound copy as well as a soft copy of the dissertation (maximum 10000 words) together with a 1000-word synopsis (3 copies) must be handed in on a date chosen in the 1<sup>st</sup> week of April of the 4<sup>th</sup> semester.
6. The vivas will be conducted by the end of the 2<sup>nd</sup> week of April.

### Template for APPY1002 Course End Semester Examination in the 4<sup>th</sup> Semester

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
<b>1</b>	8	7	0	15
<b>2</b>	8	7	0	15
<b>3</b>	7	8	0	15
<b>4</b>	7	8	0	15
<b>-TOTAL - Per objective</b>	30	30	0	<b>60</b>
<b>% WEIGHTAGE</b>	50	50	0	<b>100%</b>

**M.A. II Public Policy****Course Code: PPEC1001****Course Title: GLOBALIZATION AND LABOUR POLICY****Learning Objectives:**

1. To introduce students to the question of labour in development and its diverse meanings in the context of policy making in India. And discuss the category of labour in a historical and theoretical perspective.
2. To provide a brief history of the evolution of industrial labor and mobilizations in India.
3. To discuss the labour movement in India with special reference to Bombay along with a discussion on gender.
4. To examine the evolution and current state of the labour question in India under neoliberal globalization.

**Number of lectures: 60**

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

<b>Course Code: PPEC1001</b>	<b>Course Title: LABOUR POLICY</b>	<b>PSO Addressed</b>	<b>Cognitive Level</b>
<b>Course Outcome No.</b>	<b>Course Outcomes</b>		
<b>CO 1</b>	To Introduce Students To The Role Of Labour In The Development Process Of Any Economy.	PSO1	U, An
<b>CO 2</b>	To Engage Students With The History Of The Evolution Of Industrial Labour Globally And In India.	PSO1, PSO3	U, An
<b>CO 3</b>	To Study the Labour Movements In India As Well As Across The World.	PSO1, PSO5	An R, E
<b>CO 4</b>	To Critically Evaluate The Various Indian Labour Policies	PSO2, PSO4, PSO5	An, E
<b>CO 5</b>	To Understand The Impact Of Neoliberal Ideology On The Changing Contours Of Labour Laws.	PSO4, PSO6	U, An, E, Ap
<b>CO 6</b>	To Engage With Labour In The Informal Space Of Any Economy.	PSO2, PSO5, PSO6	Ap, C

**Unit 1** (15 lectures)

**Labour in Theory and History**

Introduction to the idea of labour policy;  
Ideological thinking on the role of labour in the working of an economy;  
The labour policy theories;  
The evolution of industrial labour.

**Unit 2** (15 lectures)

**Evolution of Industrial Labour in India**

The changing dynamics in labour policy determination over time;  
The emergence of various labour social securities;  
Gender issues and Labour Policies;  
Labour and the informal economy.

**Unit 3** (15 lectures)

**Labour Movement in India**

The history of labour movements across the world;  
The trade union movement in India (till 1991);  
The trade union movement in India (post 1991).

**Unit 4** (15 lectures)

**Labour Under Globalisation**

The impact of globalization on labour employment and security;  
The changing nature of work across the globe;  
The role of the ILO in securing labor's rights and benefits.

**List of Recommended Reference Books**

1. Agarwala, Rina, (2008), Reshaping the Social Contract: Emerging Relations between the State and Informal Labor in India, Theory and Society, Vol. 37, No. 4, pp. 375-408.
2. Bakshi, Rajni, (1986), The Long Haul: The Bombay Textile Workers Strike of 1982-83, BUILD Documentation Centre, Bombay:
3. Banerjee, Nirmala and Swasti Mitter, (1998), Women Making a Meaningful Choice: Technology and New Economic Order. Economic and Political Weekly, December 9, pp. 3247-3256.
4. Bhattacharya, Saumyajit, (2007), Vicissitudes of the Relationship between State, Labour and Capital: An Appraisal of Neoliberal Labour Market Reforms in India and Beyond, Labour, Capital and Society, Vol 40, No 1-2.
5. Breman, Jan, (1999a), The Study of Industrial Labour in Post-Colonial India- The Formal Sector: An Introductory Review, Contributions to Indian Sociology. Vol. 33, No 1-2.
6. Breman, Jan, (1999b), The Study of Industrial Labour in Post-Colonial India- The Formal Sector: A Concluding Review, Contributions to Indian Sociology. Vol. 33, No 1-2.
7. Breman, Jan (2003), "The Birth of an Industrial Workforce", The Making and Unmaking of an Industrial Working Class: Sliding Down the Labour Hierarchy in Ahmedabad, India, Oxford University Press, New Delhi. Chapter 1.



8. Breman, Jan, (2016), *At Work in the Informal Economy of India: A Perspective from the Bottom Up*, Oxford University Press, New Delhi.
9. Engels, Friedrich, (1845). *The Condition of the Working Class in England*.
10. ILO Reports
11. Marx, Karl, (1844), "Wages of Labour" and "Estranged Labour", In *Economic and Philosophic Manuscripts*.
12. Morris, D Morris, (1955), *Labor Discipline, Trade-Unions, and the State in India*, *Journal of Political Economy*, Vol. 63, No. 4 (Aug., 1955), pp. 293-308.
13. Patnaik, Prabhat, (1979), *Industrial Development in India since Independence*, *Social Scientist*, Vol. 7, No. 11 (Jun., 1979), pp. 3-19.
14. Reports of the National Commission for Enterprises in the Unorganized Sector (NCEUS). Available at <http://dcmsme.gov.in/NCEUS.html>.
15. World Development Report, 2019

**Evaluation: 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 - 18 to 20.

**Template for PPEC1001 Course End Semester Examination in the 4<sup>th</sup> Semester**

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	5	5	5	15
2	7	8	0	15
3	7	8	0	15
4	5	5	5	15
<b>-TOTAL - Per objective</b>	24	26	10	<b>60</b>
<b>% WEIGHTAGE</b>	40	43.33	16.66	<b>100%</b>

**M.A. II Public Policy****Course Code: PPEC1002****Course Title: MEDIA and PUBLIC POLICY****Learning Objectives:**

1. To explore the extent and circumstances under which the media affects public opinion and public policy in a democracy.
2. To identify differences among media structures of nations under differing political ideologies and study the effects of globalization on media structures and policy.
3. To study laws and regulations that affect the print and broadcast media and how laws and policies have evolved to govern new media forms.

**Number of lectures: 60**

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

<b>Course Code: PPEC1002</b>	<b>Course Title: MEDIA 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>	Explore the extent and circumstances under which the media affects public opinion and public policy in a democracy.	PSO1, PSO3	U, An, E
<b>CO 2</b>	Identify differences among media structures of nations under differing political ideologies.	PSO1, PSO5	U, Ap, An
<b>CO 3</b>	Study the effects of globalization on media structures and policy in India.	PSO1, PSO3, PSO4	Ap, An, E
<b>CO 4</b>	Critically evaluate laws and regulations and policies that affect the print, broadcast and digital media in India.	PSO2, PSO4	An, Ap
<b>CO 5</b>	Understand how laws and policies are changing to govern new media forms in India and other parts of the world.	PSO3, PSO4, PSO5	U, Ap, An
<b>CO 6</b>	Formulate a media regulation model for India.	PSO2, PSO6	An, C

**Unit 1** (15 lectures)

**Conceptualization and Evolution of Mass Media**

Media Public Policy Link; Agenda Setting Function in Shaping Public Opinion  
Historic Press Freedoms: The Right to Print, The Right to Criticize, The Right to Report  
Credibility: Media and Government, Vietnam War, The Watergate Scandal  
The Post Truth World

**Unit 2** (15 lectures)

**Comparative Media Systems**

Authoritarian; Libertarian; Soviet Communist System; Social Responsibility  
Open Closed Model; Ownership Control Model  
The Media Systems Paradigm; Factors that Influence the Development of Media Systems

**Unit 3** (15 lectures)

**Impact of Globalization on Media Structure**

Manufacturing Consent: The Propaganda Model;  
Media Globalization: Understanding Media Theory;  
India: Political Economy of the Media.

**Unit 4** (15 lectures)

**Media Laws and Regulations in India**

Constitutional Provisions on the Freedom of Speech and Expression  
Public Morals and Public Policy: Morality, Obscenity and Censorship, Defamation, Right to  
Privacy, Right to Information, Advertising, Hate speech  
Media Regulation in India: Evolving a New Framework

**List of Recommended Reference Books**

1. Agee, Warren K., Ault, Phillip H. & Emery, Edwin, (1988), *Introduction to Mass Communications*, Harper and Row, USA.
2. Broad-band internet; Countries are increasingly willing to censor speech online in The Economist, Nov 7th, 2019
3. Diana Owen, 'The New Media's Role in Politics', Article from the book *The Age of Perplexity: Rethinking the World We Knew*  
(<https://www.bbvaopenmind.com/en/books/the-age-of-perplexity/>)
4. Divan, Madhavi Goradia, (2006), *Facets of Media Law*, New Eastern Book Company, New Delhi.
5. Entman, Robert M, 'Framing: Toward clarification of a fractured paradigm,' *Journal of Communication*; Autumn 1993; 43, 4; ABI/INFORM Global pg. 51-58.
6. Herman, S. Edward., & Chomsky, Noam, (1994), *Manufacturing Consent*. Pantheon Books.
7. Iyer, Venkat, (2000), *Mass Media Laws and Regulations in India*, Singapore: AMIC.
8. Khandekar, Kohli, Vanita, (2006), *The Indian Media Business*, Response Books.
9. Mark Feldstein, "Watergate Revisited" in *AJR*, August/ September 2004

10. Maxwell E. McCombs and Donald L. Shaw, 'The Agenda-Setting Function of Mass Media', *The Public Opinion Quarterly* Vol. 36, No. 2 (Summer, 1972), pp. 176-187, OUP
11. McQuail, Denis, (1994), *Mass Communications Theory: An Introduction*. Sage Publications.
12. Media and Political Systems:  
<http://wps.ablongman.com/wps/media/objects/23/23961/ch22.pdf>
13. Rahul De, 'India's Liberalisation and Newspapers; Public Discourse around Reforms ', in *Economic & Political Weekly EPW* JULY 8, 2017 vol LII No 27
14. Ray, Eldon Hiebert, Ungurait, Donald F., & Bohn, Thomas W., (1988), *Mass Media: An Introduction to Modern Communication*, Longman, New York & London.
15. Recommendations on Issues Relating to Media Ownership New Delhi: August 12, 2014  
[https://traai.gov.in/sites/default/files/Recommendations\\_on\\_Media\\_Ownership.pdf](https://traai.gov.in/sites/default/files/Recommendations_on_Media_Ownership.pdf) Pages 30 to 74
16. Reddy, G. Gopal, (2006), Media and Public Policy, *The Indian Journal of Political Science*, 67 (2), pp. 295-302.
17. Stuart Soroka (McGill University)Andrea Lawlor (McGill University)Stephen Farnsworth (University of Mary Washington) Lori Young (University of Pennsylvania), 'Mass Media and Policymaking', <http://www.snsoroka.com/files/Media&Policymaking.pdf>
18. Thomas, Pradip, (2010), *Political Economy of Communications in India*. Sage Publications.
19. Udapa, Sahana, (2012), Beyond Acquiescence and Surveillance: New Directions for Media Regulation. *Economic and Political Weekly*, 46 (4), January 28.

**Evaluation: 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 - 18 to 20.

**Template for PPEC1002 Course End Semester Examination in the 4<sup>th</sup> Semester**

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
<b>1</b>	5	10	0	15
<b>2</b>	5	10	0	15
<b>3</b>	5	5	5	15
<b>4</b>	5	5	5	15
<b>-TOTAL - Per objective</b>	20	30	10	<b>60</b>
<b>% WEIGHTAGE</b>	33.33	50	16.66	<b>100%</b>

**M.A. II Public Policy****Course Code: PPEC1003****Course Title: EDUCATION POLICY****Learning Objectives:**

1. To introduce students to the philosophy of education and its diverse meanings in the context of policy making in India.
2. The goal of the course is to enable the students to understand and analyze education policy from a problem solving approach that includes developing alternative solutions.
3. To discuss some pertinent issues such as debates in curriculum and pedagogy; globalization and higher education; efficiency versus equity; student politics and reservation policy.

**Number of lectures: 60**

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

<b>Course Code: PPEC1003</b>	<b>Course Title: EDUCATION POLICY</b>	<b>PSO Addressed</b>	<b>Cognitive Level</b>
<b>Course Outcome No.</b>	<b>Course Outcomes</b>		
<b>CO 1</b>	To Introduce Students To The Philosophy Of Education And Bring Out Its Diverse Connotations	PSO	U, R
<b>CO 2</b>	To Help Students Analyze Different Education Policies Used In Different Socio-Econ-Politico Situations.	PSO	An, E
<b>CO 3</b>	To Study Some Of The Pertinent Debates In Curriculum And Pedagogy	PSO	Ap, An
<b>CO 4</b>	To Critically Engage With The Impact Of Globalization On Education Practices And Policies	PSO	An, E
<b>CO 5</b>	To Engage With The Educational Policies That Have Been Enacted In India	PSO	R, E, An
<b>CO 6</b>	To Write Critical Reports On Various Aspects Of Education Policies As Practiced In Different Types Of Economies And Economic Situations	PSO	E, C

**Unit 1** (15 lectures)

**Philosophy and Theories of Education**

Dewey's Education and Democracy; Educational Philosophy of Phule and Ambedkar  
Gandhi and Tagore  
Marx and Freire

**Unit 2** (15 lectures)

**Education Systems: Debates on Education in Colonial India**

Orientalists and Anglicists  
Nationalist Movement and Education

**Unit 3** (15 lectures)

**Major Policy Initiatives Post-Independence in India**

Kothari Commission & National Policy on Education (NPE) 1968  
National Policy of Education 1986, as amended in 1992  
Sarva Shiksha Abhiyan, Right to Education and NPE 2016  
A Review of the Status of Education in India

**Unit 4** (15 lectures)

**Selected Contemporary Issues in Education**

Debates in Curriculum and Pedagogy  
Globalization and Higher Education; Efficiency versus Equity; Student Politics  
Issues of Diversity and Inequality in Society; Specific groups such as Dalits, Tribals and Women

**List of Recommended Reference Books**

1. Apple, M.W., & Beane, J.A., (2006), Democratic Schools: Lessons in Powerful Education.
2. Das, Suranjan, (2007), The Higher Education in India and the Challenge of Globalisation, *Social Scientist*, Vol. 35, No. 3/4, pp. 47-67.
3. Dewey, J., (2004), *Democracy and Education: An Introduction to the Philosophy of Education*, Aakar Books, New Delhi.
4. Freire, P., (2000), *Pedagogy of the Oppressed*. 30<sup>th</sup> anniversary edition, Continuum,
5. GOI (2016). Some Inputs for Draft National Education Policy 2016.
6. GOI. (1986). National Policy of Education. New Delhi: Ministry of Education.
7. GOI. (2011). Sarvashikshaabhiyan- Framework for implementation based on the right of children to free and compulsory education act, 2009.
8. Govinda, R., (2011), *Who goes to school? Exploring exclusion in Indian education*, Oxford University Press, New Delhi.
9. Kabir, Humayun, (1956), Continuity of Tradition in Indian Educational Thought, *Philosophy East and West*, Vol. 6, No. 1, pp.13-33.
10. Kumar, K., (2005), *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*, Sage Publications, New Delhi.
11. Lawton, Denis and Peter Gordon, (2002), *A History of Western Educational Ideas*, Woburn

12. Mukherjee, K. C., (1970), Tagore-Pioneer in Education. *British Journal of Educational Studies*, Vol. 18, No. 1, pp.69-81.
13. Nurullah, S. & Naik, J.P., (1962), *A Students' History of Education in India (1800-1961)*, Macmillan and Company, Calcutta.
14. Patnaik, Prabhat, (2007), Alternative Perspectives on Higher Education in the Context of Globalisation, Lecture delivered on the occasion of the First Foundation Day of the *National University of Educational Planning and Administration* at IICC, New Delhi, August 11.
15. Rege, Sharmila, (2010), Education as "Trutiya Ratna": Towards Phule-Ambedkarite Feminist Pedagogical Practice, *EPW*, Vol. 45, No. 44/45, pp. 88-98.
16. Sadgopal, Anil, (2010), Right to Education vs. Right to Education Act. *Social Scientist*, Vol. 38, No. 9/12, pp.17-50.
17. Shukla, Sureshchandra, (1997), Nationalist Educational Thought: Continuity and Change. *EPW*, Vol. 32, No. 29, pp. 1825-1831.
18. Simon, Brian, (1977), Marx and the Crisis in Education, *Marxism Today*, July, pp.195-205.
19. Singh, Amrik, (1969), The Education Commission and after, *Asian Survey*, Vol. 9, No. 10, pp. 734-741.
20. Tilak, Jandhyala B. G., (2007) The Kothari Commission and Financing of Education. *EPW*, Vol. 42, No. 10, pp. 874-882.
21. Varghese N.V. and Tilak J. B. G., (1991), The Financing of Education in India. ITEP Research Report No 32, Paris: International Institute for Educational Planning.

**Evaluation: 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 - 18 to 20.

**Template for PPEC1003 Course End Semester Examination in the 4<sup>th</sup> Semester**

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
<b>1</b>	5	10	0	15
<b>2</b>	5	10	0	15
<b>3</b>	5	5	5	15
<b>4</b>	5	5	5	15
<b>-TOTAL - Per objective</b>	20	30	10	<b>60</b>
<b>% WEIGHTAGE</b>	33.33	50	16.66	<b>100%</b>

**Evaluation and Assessment for all courses of the 4<sup>th</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 %  12	<b>Content</b> Impression of wide reading (research), good knowledge and comprehensive understanding. Evidence of thoughtful input. Ability to critique, Bibliography mentioned ----- Marks -----	Excellent  12 / 11 / 10	Good  9 / 8	Satisfactory  7 / 6	Poor  5 / 4	Very Poor  3 / 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	Few problems  5	Many problems  4	Inadequate presentation. Ineffective format, communication of ideas, lack of relevant details – but an attempt  3	No attempt to organize  2
5%  01	<b>Vocabulary</b>  ----- Marks -----	Richness of vocabulary  1	Very good range of vocabulary with some errors  1	Good range of vocabulary with some errors  0.5	Small range of vocabulary with errors  0.5	Little of no effort to demonstrate vocabulary knowledge  0
5%  01	<b>Grammar, spellings, mechanics</b>  ----- Marks -----	Grammar, spellings punctuations correct  1	Very few errors  1	Some errors  0.5	Many errors  0.5	No effort  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 %	<b>Content</b> Impression of wide reading (research), good knowledge and comprehensive understanding. Evidence of thoughtful input. Ability to critique, Bibliography mentioned	Excellent	Good	Satisfactory	Poor	Very Poor
10	----- Marks -----	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	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	----- Marks -----	6 / 5	4	3	2	1
10%	<b>Vocabulary</b>	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
02	----- Marks -----	2	1.5	1	1	0.5
10%	<b>Grammar, spellings, mechanics</b>	Grammar, spellings punctuations correct	Very few errors	Some errors	Many errors	No effort
02	----- Marks -----	2	1.5	1	1	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 ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
07		7.0	6.0 / 5.0	4.0 / 3.0	2.0	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 ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
02		2.0	2.0	1.0	0.5	0.5
5%	<b>Key Points/ Themes</b> Identified Key Points, Kept to the points throughout the presentation- did not wander ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
01		1.0	1.0	0.5	0.5	0
10%	<b>Ability to answer Questions</b> Answers accurate and full of confidence ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
02		2.0	1.5	1.0	0.5	0
10%	<b>Creation of Interest/ Audience Participation</b> Created interest in the topic ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
02		2.0	1.5	1.0	1.0	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 ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
05		5.0	4.0	3.0	2.0	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 ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
02		2.0	1.5	1.0	0.5	0.5
5%	<b>Key Points/ Themes</b> Identified Key Points, Kept to the points throughout the presentation- did not wander. ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
01		1.0	1.0	0.5	0.5	0
10%	<b>Ability to answer Questions</b> Answers accurate and full of confidence ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
02		2.0	1.5	1.0	0.5	0
10%	<b>Creation of Interest/ Audience Participation</b> Created interest in the topic. ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
02		2.0	1.5	1.0	0.5	0

Total for content: \_\_\_\_\_ out of 12; Total marks for oral presentation: \_\_\_\_\_ out of **20**

Comments:

Name of the Faculty \_\_\_\_\_.

Signature of the Faculty \_\_\_\_\_