



Syllabus

For M.A 4th Semester Courses in Public Policy (June 2019 onwards)

- Contents:
- Theory Syllabus for Courses:
 - PPCC1001 – DEVELOPMENT AND PUBLIC POLICY
 - PPCC1002 – DISSERTATION WRITING
 - PPEC1001 – GLOBALIZATION AND LABOUR POLICY
 - PPEC1002 – MEDIA AND PUBLIC POLICY
 - PPEC1003 – EDUCATION POLICY

- Evaluation and Assessment guidelines.

M.A.-I Public Policy

Course Code: PPCC1001

Course Title: DEVELOPMENT AND PUBLIC POLICY

Learning Objectives:

1. The course would introduce the concept of development from a heterodox perspective while discussing the idea of development through the writings of major thinkers, including classical and contemporary theorists.
2. The centrality of the state has been questioned and challenged by a host of ideas and institutions. The course would take a closer look at the debates around state and markets in the context of the emergence of “welfare state” and “developmental state” in the post second world war period.
3. The course would present summary accounts of development experiences of developed and currently developing nations.

Number of lectures: 60

Unit 1

(15 lectures)

Introduction to Development

Concept of Development; Income versus Entitlements; Development as Freedom
Development in a Comparative Framework; Modern Economic Growth; Structural Transformation
Backwardness and Underdevelopment; Colonialism

Unit 2

(15 lectures)

Development Models and Policy

Classical Political Economy: Adam Smith, David Ricardo, Thomas Malthus and Karl Marx
Post- Second World War Development Theory and Policy
Alternative Models; Neo-Marxism; Dependency; World Systems Theory
Contemporary Development Models

Unit 3

(15 lectures)

From Welfare State to Developmental State; Washington Consensus; State and Markets

State versus Markets
“Welfare” and “Developmental” State
Old and New Institutional Economics
Washington Consensus; Globalisation and Development
Inclusive Growth and Human Development
Post Development

Unit 4

(15 lectures)

Development Policies and Experiences: Selected Case Studies

Old Developed nations; Britain, Germany, France, USA
USSR and Japan
Newly Industrialised nations in East Asia (*Asian Tigers*) and Latin America: South Korea, Taiwan, Singapore, Hong Kong, Brazil, Argentina
China and India.

List of Recommended Reference Books

1. Baran, P., (1952), On the political economy of backwardness, *Manchester School of Economic and Social Studies*, 20, pp. 66-84.
2. Bhalla, S, (2017), Devaluing to Prosperity – Misaligned currencies and their growth consequences, Peterson Institute for International Economics
3. Ghosh, Jayati, (1995), State Intervention in the Macroeconomy, in Prabhat Patnaik (ed.). *Macroeconomics*, Oxford University Press, New Delhi, pp. 146-186.
4. Heilbroner, Robert, (1953/2000), *The Worldly Philosophers: The Lives, Times and Ideas of the Great Economic Thinkers*, Revised 7th Edition, Penguin Books, London.
5. Nayyar, Deepak, (1998), Economic Development and Political Democracy: Interaction of Economics and Politics in Independent India, *Economic and Political Weekly*, 33 (49), pp. 3121-3131.
6. Patnaik, Utsa, (1982), Neo-Marxian Theories of Capitalism and Underdevelopment: Towards a Critique. *Social Scientist*, 10 (11), November, pp.3-32.
7. Polanyi, Karl, (1944, 1957:2001), *The Great Transformation: The Political and Economic Origins of Our Time*, Beacon Press, Boston.
8. Sen, Amartya, (1993), The Concept of Development. In Chenery, Hollis and Srinivasan, T. N. (eds.), *Handbook of Development Economics: Volume 1*, North-Holland London, pp.9-26.
9. Sen, Amartya, (2000), *Development as Freedom*, Oxford University Press, New Delhi.
10. Todaro, M. P., & Smith, S.C., (2006), *Economic Development*, Addison Wesley, Boston and London, 9th Edition.
11. UNDP Human Development Reports for the years 1990 & 1996, Oxford University Press.
12. Wallerstein, I., (1979), *The Capitalist World Economy*, Cambridge University Press.
13. Williamson, John, (2004), “A Short History of the Washington Consensus”, Paper presented at the conference titled, “From Washington Consensus towards a new Global Governance”, September, Barcelona.
14. World Development Reports for the years 1990 and 2000, Oxford University Press

M.A.-I Public Policy
Course Title: DISSERTATION WRITING

Course Code: PPCC1002

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.

GENERAL INSTRUCTIONS

1. Students are expected to choose a topic at the start of the 3rd 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 3rd 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 4th 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 1st week of April of the 4th semester.
6. The vivas will be conducted by the end of the 2nd week of April.

M.A.-I 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 labour and mobilisations 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

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 labour'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. ABakshi, 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 Unorganised Sector (NCEUS). Available at <http://dcmsme.gov.in/NCEUS.html>.
15. World Development Report, 2019

M.A.-I Public Policy
Course Title: MEDIA and PUBLIC POLICY

Course Code: PPEC1002

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

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-banned 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 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.

M.A.-I Public Policy
Course Title: EDUCATION POLICY

Course Code: PPEC1003

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 analyse 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; globalisation and higher education; efficiency versus equity; student politics and reservation policy.

Number of lectures: 60

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
Globalisation 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*. 30th 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. Kumar, Ravi, (2009), State, Inequality, and Politics of Capital: The Neoliberal Scourge in Education. In Hill, Dave & Ellen Rosskam (eds.), *The Developing World and State Education: Neoliberal Depredation and Egalitarian Alternatives*, Routledge, New York.
12. Lawton, Denis and Peter Gordon, (2002), *A History of Western Educational Ideas*, Woburn
13. Mukherjee, K. C., (1970), Tagore-Pioneer in Education. *British Journal of Educational Studies*, Vol. 18, No. 1, pp.69-81.
14. Nurullah, S. & Naik, J.P., (1962), *A Students' History of Education in India (1800-1961)*, Macmillan and Company, Calcutta.
15. 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.
16. Rege, Sharmila, (2010), Education as "Trutiya Ratna": Towards Phule-Ambedkarite Feminist Pedagogical Practice, *EPW*, Vol. 45, No. 44/45, pp. 88-98.
17. Sadgopal, Anil, (2010), Right to Education vs. Right to Education Act. *Social Scientist*, Vol. 38, No. 9/12, pp.17-50.
18. Shukla, Sureshchandra, (1997), Nationalist Educational Thought: Continuity and Change. *EPW*, Vol. 32, No. 29, pp. 1825-1831.
19. Simon, Brian, (1977), Marx and the Crisis in Education, *Marxism Today*, July, pp.195-205.
20. Singh, Amrik, (1969), The Education Commission and after, *Asian Survey*, Vol. 9, No. 10, pp. 734-741.
21. Tilak, Jandhyala B. G., (2007) The Kothari Commission and Financing of Education. *EPW*, Vol. 42, No. 10, pp. 874-882.
22. 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 and Assessment: PPCC1001, PPCC1002, PPEC1001, PPEC1002 and PPEC1003 courses

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 PPCC1001 Course End Semester Examination in Semester 10

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	8	7	0	15
2	8	7	0	15
3	8	7	0	15
4	8	7	0	15
-TOTAL - Per objective	32	28	0	60
% WEIGHTAGE	53.33	46.66	0	100%

Template for PPCC1002 Course End Semester Examination in Semester 10

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

Template for PPEC1001 Course End Semester Examination in Semester 10

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
-TOTAL - Per objective	24	26	10	60
% WEIGHTAGE	40	43.33	16.66	100%

Template for PPEC1002 Course End Semester Examination in Semester 10

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

Template for PPEC1003 Course End Semester Examination in Semester 10

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

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

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

Name of Student: _____ UID No _____ 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	Content 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	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	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	Vocabulary ----- 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	Grammar, spellings, mechanics ----- 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 INDIVIDUAL ORAL PRESENTATION -A

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

Name of Student: _____ UID No _____ 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 %	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 colour 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 <i>and</i> too slow or too rushed	Too long <i>or</i> too short	Had to be stopped <i>or</i> 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 <i>and</i> difficult to understand	Almost inaudible <i>or</i> very difficult to understand	Inaudible <i>or</i> 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 ----- 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 ----- 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 ----- 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 ----- 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 ----- 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 _____ Roll No _____

Name of Student: _____ UID No _____ 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 %	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 colour 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 <i>and</i> too slow or too rushed	Too long <i>or</i> too short	Had to be stopped <i>or</i> 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 <i>and</i> difficult to understand	Almost inaudible <i>or</i> very difficult to understand	Inaudible <i>or</i> 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 ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
05		5.0	4.0	3.0	2.0	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 ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
02		2.0	1.5	1.0	0.5	0.5
5%	Key Points/ Themes 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%	Ability to answer Questions Answers accurate and full of confidence ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
02		2.0	1.5	1.0	0.5	0
10%	Creation of Interest/ Audience Participation 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 _____