



Name:

Enrolment No:

**UPES**  
**End Semester Examination, May 2024**

**Program: BA Public Policy and Administration**  
**Subject/Course: Education and Human Development**  
**Course Code: BAPP3017P**

**Semester: VI**  
**Max. Marks: 100**  
**Duration: 3 Hours**

**Instructions: Read the questions carefully before answering.**

**SECTION A**

S. No.	Questions	Marks	CO
Q 1	After NEP 2020, the name of Ministry of Human Resource and Development has changed to?	2	CO1
Q 2	The original position in John Rawls described a hypothetical situation where the principles of justice would be chosen fairly, behind a <i>veil of ignorance</i> . Tell me two things which participants would know in the <i>Original Position</i> .	2	CO1
Q 3	What are the three dimensions of Nancy Fraser's conception of justice?	2	CO1
Q 4	How is pedagogy defined in contemporary literature?	2	CO1
Q 5	Mention any two solutions which were introduced to tackle the problem of teacher accountability?	2	CO1
Q 6	How did Angeline M. Barrett and Leon Tikly differentiate between the <i>human capital approach</i> and <i>human development approach</i> ?	2	CO1
Q 7	With reference to educational markets, explain the problem of <i>information asymmetry</i> ?	2	CO1
Q 8	What are the six variables of quality of education, mentioned by Padma Sarangapani?	2	CO1
Q 9	What did NCF 2005 imply when it said that the two important facets of teachers are: cognizance of 'social hierarchies in the classroom' and 'capabilities of reflection'?	2	CO1
Q 10	Mention the five dimensions (not types) of pedagogy as envisaged by Prof. P. Sarangapani.	2	CO1
<b>SECTION B</b>			
Q 11	What is the managerial approach to teaching and how is it different from the teaching-as-a-profession approach?	5	CO2

Q 12	Briefly discuss any five problems of B.Ed. training, undergone by students in teacher education institutions.	5	CO2
Q 13	How has Manish Jain provided a new take on the historical overview of public-private discourse, with respect to education in colonial times?	5	CO2
Q 14	What is Sarangapani's notion of institutional diversity on the basis of educational aims and pedagogy?	5	CO2
<b>SECTION-C</b>			
Q 15	When Rahul Mukhopadhyay and Padma Sarangapani talk about the <i>new discursive regime</i> and the rising focus on efficiency, accountability and value for money approach, what are they implying? Explain in detail.	10	CO3
Q 16	With reference to Higher Education in India, critically analyze any five challenges. Make sure you refer to Philip Altbach and Furqan Qamar's articles before discussing these areas of concern.	10	CO3
Q 17	How is the relationship between market, state and quality of education, discussed by Christopher Winch?	10	CO3
<b>SECTION-D</b>			
Q 18	If you were made in charge of designing a quality of education index for India, which 10 variables would you include and why?	15	CO4
Q 19	IIT Delhi recently came out with strategies to curb suicides among students, after five such events were recently reported across three such institutions. Critically analyze the plausible effectiveness of these solutions to 'exceptional cases' and 'poor academic record'. Plus, also mention your views on the topic in terms of possible causes and mitigation.	15	CO4