



Chhatrapati Shahu Ji Maharaj  
University, Kanpur

**Answer Script Details**  
**Barcode** 10898110

**Roll No.** 25117004485  
**Total Mark** 56/75.00

**Exam** BACHELOR OF EDUCATION B.ED\_ODD-EXAM-DEC-24  
**Subject** BED102 - SOCIOLOGICAL PERSPECTIVES OF EDUCATION

**Question wise Mark Summary**

**Q.No Mark Q.No Mark Q.No Mark Q.No Mark**

1A 4/5

1B 4/5

1C 4/5

1D 4/5

1E 4/5

1F 4/5

1G 4/5

1H 4/5

1I 4/5

2 NA/15

3 NA/15

4 NA/15

5 10/15

6 NA/15

7 NA/15

8 NA/15

9 10/15

# Chhatrapati Shahu Ji Maharaj University Kanpur, Uttar Pradesh

## PART-II

### MARKS OBTAINED

Q.	1	2	3	4	5	6	7	8	9	10
(a)										
(b)										
(c)										
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(e)										
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(g)										
(h)										
(i)										
(j)										
Total										
Total Marks in Figures						Max. Marks				
Total Marks in Words										



Paper Code

Signature of Evaluator

Date of Exam : M-02-24 Shift : 1st Room No. 17th-1

Paper Code: BED 102 Subject: Sociological Year/Sem: 1st  
Perspectives of Edu.

Name of Candidate: Vidhi Bhadouria

Roll No. 25117004485

Vidhi  
Signature of Candidate

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Signature of Invigilator

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COE Facsimile

## PART-III

Course **BEd**

Session **2024-25** Year/Semester **1st**

Subject **Sociological Perspectives of Education**

Paper Code **BED102**

Exam Date **12/02/2025**

Name of Candidate **VIDHI BHADOURIA**

Father's Name **JARVESH SINGH BHADOURIA**

महाविद्यालय का कोड  
College Code

**KN18**

A	A	0	0	0
B	B	●	1	1
F	D	2	2	2
H	J	3	3	3
●	K	4	4	4
L	L	5	5	5
R	M	6	6	6
S	●	7	7	7
U	T	8	●	8
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W				

परीक्षा केंद्र का कोड  
Exam Centre Code

**KN18**

A	A	0	0	0
E	B	●	1	1
F	D	2	2	2
H	J	3	3	3
●	K	4	4	4
L	L	5	5	5
R	M	6	6	6
S	●	7	7	7
U	T	8	●	8
U	9	9	9	9
W				

परीक्षा का प्रकार  
Type of Exam

नियमित Regular  एग्जिस्टिंग Ex. Student   
प्रोवाइजन Provision  बाक पपीर Exm

ANSWER BOOKLET NO.

**10898110**

Paper Code **BED102**



## PART-IV

Enrollment Number **C S J M A 2 4 0 0 0 1 6 9 7 7 8**

परीक्षार्थी अंकन संख्या Candidate's Roll Number

**25117004485**

पेपर कोड Paper Code

**102**



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A	0	●	0	0	0	0	N
B	●	1	1	1	1	1	P
C	2	2	●	2	2	2	R
E	3	3	3	3	3	3	T
F	4	4	4	4	4	4	
G	5	5	5	5	5	5	
Z	6	6	6	6	6	6	
K	7	7	7	7	7	7	
N	8	8	8	8	8	8	
9	9	9	9	9	9	9	

Vidhi  
Signature of Candidate

Ar  
Signature of Invigilator

C S Facsimile

COE Facsimile

नोट : 1. परीक्षार्थी को निर्दिष्ट किया जाता है कि आवरण पत्रों से मुक्त भाग पर अंकित सभी निर्देशों को सावधानीपूर्वक पढ़ें।  
2. कोड में गरीबी करने वाली त्रुटियों को सही ठीक से सुधार कर लें। 3. कोडों को कटने या नीचे खींचने से बचा जाए।

### INSTRUCTIONS TO THE CANDIDATE FOR FILLING PART-I

1. Read the instructions carefully given on the answer script and admit card.
2. Write Date of Exam, Shift, Paper Code & Name of Subject Correctly.
3. Write Name & Roll No. Correctly.
4. Write Semester & Branch Correctly.

### INSTRUCTIONS TO THE CANDIDATE FOR FILLING PART-II

1. Use blue or black ball point pen for writing alphabets & numerals in  Boxes.
2. Carefully study the example before you start marking.
3. As shown in the example below blacken the circles completely.



4. Make no Stray marks on this sheet.
5. DO NOT WRITE OR MARK ON THE BAR CODE.

### IN ORDER TO AVOID UFM (UNFAIR MEANS):

1. The Roll No. and Answer Book no. found elsewhere or any other symbol found in the answer book will be treated as unfair means.
2. Any tempering of Bar Code and Booklet no shall be treated as Unfair Means.
3. Do Not bring the materials like slip of paper/mobile/digital diaries/ study material/ revision notes in examination hall. Possession of the mobiles/ digital diaries/ electronic watch and any other electronic gadget except memory less scientific calculator shall be considered as UFM case.
4. Do not keep or paste currency note in answer script it shall be consider as UFM.

### अनुचित साधन से बचने हेतु:

1. उत्तर पुस्तिका के निर्दिष्ट स्थान को छोड़कर अनुक्रमांक एवं उत्तरपुस्तिका का क्रमांक कहीं और न लिखें तथा कोई भी चिन्ह न बनायें क्योंकि यह अनुचित साधन प्रयोग की परिधि में आता है।
2. उत्तर पुस्तिका के बारकोड अथवा उत्तर पुस्तिका संख्या पर छेड़ करने पर अनुचित साधन प्रयोग माना जायेगा।
3. परीक्षा कक्ष में निम्न वस्तुएं साथ न लायें, जैसे लिखे हुए कागज के टुकड़े, मोबाइल, डिजिटल वाचरी, कोपी, पुस्तक वगैरह सभी वस्तुएं जो अनुचित साधन को अन्तर्गत आती हैं। केवल संबंधित प्रश्नपत्र में ही मेमोरी लेस साइंटिफिक कैल्कुलेटर ले जाने की अनुमति होगी।
4. उत्तर पुस्तिकाओं में रूपये न रखें न ही उत्तर पुस्तिका में क्लिपकायें। ऐसा करना अनुचित साधन प्रयोग की परिधि में आता है।

### परीक्षार्थी के लिए निर्देश

1. प्रवेश पत्र एवं उत्तर पुस्तिका पर दिये गये निर्देशों को ध्यान से पढ़ें।
2. कवर पृष्ठ के दूसरी तरफ कुछ न लिखें।
3. उत्तर पुस्तिका के पृष्ठों पर दोनों तरफ लिखें।
4. प्रश्न पत्र पर अपने अनुक्रमांक के अतिरिक्त कुछ न लिखें।
5. प्रश्न पत्र कोड एवं प्रश्न पत्र कोड सावधानी पूर्वक लिखें।
6. अपनी स्थिति स्पष्ट लिखें।
7. उत्तर पुस्तिका के पृष्ठों की संख्या देखें। अगर उत्तर पुस्तिका में पृष्ठ (1-24) से कम है या कटे हुए हैं, तो परीक्षा शुरू होने के पूर्व दूसरी उत्तर पुस्तिका ले लें।
8. प्रश्नपत्र को देख, यदि प्रश्नपत्र के विषय कोड, विषय का नाम तथा प्रश्न में कोई त्रुटि है तो उसके परीक्षा शुरू होने के 30 मिनट के अन्दर कक्षा निरीक्षक को तत्काल सूचित करें, उसके बाद विश्वविद्यालय द्वारा को कार्यवाही नहीं की जायेगी।
9. प्रश्नों के उत्तर लिखने के लिये पैसिल का प्रयोग न करें।
10. B कोपी या अतिरिक्त चाफ नहीं दिया जायेगा।

### INSTRUCTIONS TO THE CANDIDATE

1. Read the instructions carefully given on the Question Paper Admit Card & Answer Script.
2. Do not write anything on back side of the cover page.
3. Write on both sides of pages of answer book.
4. Do not write anything on question paper except Roll Number.
5. Write Paper Code & Question Paper Id carefully.
6. CHECK the number of pages (1-32) or any other kind of damage in your answer script, if found than change the answer script immediately before the commencement of examination.
7. CHECK the Question Paper for any kind of discrepancy e.g. Subject Code, Subject Name and Question of the Question Paper during first THIRTY MINUTES of the commencement of the exam, so that it can be corrected in TIME. After that no corrections shall be entertained by the university.
8. Do not use pencil for answering the question.
9. Write status correctly e.g. those appearing in carry over papers should fill in status as Carry Over. Those appearing as Ex-Students should fill in status as ex.
10. No supplementary answer book & graph paper will be provided.

### INSTRUCTIONS TO THE CANDIDATE FOR FILLING PART-IV

1. Use blue or black ball point pen for writing alphabets & numerals in  Boxes.
2. Use blue or black ball point pen for filling the circles.

	1	8	1	5	4	3	2	1	6	9
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Note - If your Roll No. is of 10 digits. Please leave first three columns.



## Section - A

### ANSWER NO- 1(A)

We have to define the difference between Educational Sociology and Sociology of Education as follows.

#### Sociology of Education

1. In sociology of education studies the educational institutions, social groups (family, community, schools) and effects of people on them and their outcomes.
2. It is based on theoretical study
3. The educational institutions problems are the problems of society

#### Educational Sociology

1. Educational sociology studied the sociological findings in the application of educational problems.
2. It is based on practical study
- 3) In which the problems of education are studied.



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- |     |  |   |
|-----|--|---|
| 4.  | Durkheim was the first proponent of the sociological of education                          | George Payne was the first who studied educational sociology in his "The Principles of Educational sociology" |
| 5). | Sociologist were have the keen interest on sociological of education                       | Educationist and educational methodologists have been interest  |
| 6). | It refers in educational institutions the interaction between the teacher and the learner. | It refers to the study of interaction of society and education.   |





## ANSWER - 1(B)

Meaning of Multicultural Education :-

First we have to discuss here what is multicultural.

The etymological meaning of culture is "to cultivate". The literal meaning is to cultivate in mind.

So the multicultural means that the multi-cultures of different societies.

The term Multicultural education refers that the education of multi-cultures should be provided to the individual as well as the society for their global growth and development.

India is the country of multi-cultural society. There are many cultures prevailed in it. Indo-Christian culture is the sublime today in India.

We have to give knowledge of specific or peculiar forms of lifestyle, eating habits, arts and skills, literature and dance of various or different societies which are prevailed in society.



Intercultural Tolerance should be encourage in our society. So that the education provided in so that learner of people of the society should be aware of the all culture that exists in our society.

Some of the educationists say that our culture disappears in dominance of European culture but the truth is another. We adopt only lifestyle and eating habits not other. Our culture still exist and our education protects it from any tempest.

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## ANSWER NO-1(C)

### Secularism :-

The literal meaning of secularism is that there is no dominance of any religion in our society. The word secularism is derived from "secular" which means none of the religion is adopted in the name religion in our society, nation or union. ✓

- There will be no acceptance of any religion in our nation.
- All have the freedom of their own's religion, to profess, propagate and practice of their own's religion.
- The nation or constitution of India is not known by any particular religion.
- In our country India, liberal country all religions are practised here whether hindu religion, muslim religion, christian religion and parsee religion etc.
- The government is not allowed to grant aids and particular religion in their religions festivals, cultures and their propagation.



### Conclusion

→ Our nation is democratic secular socialist society. None of the religion is practised here in the name of any nation. All religions are adopted and practised. It is the one of the best quality of our democratic country.

## ANSWER NO-1(D)

Our Constitution is one of the world's largest constitution in + world. But its quality or principles is define in six lines firstly as the name of Preamble.

Preamble also known as

Identity Card of Constitution  
Soul of Constitution  
Preface of Constitution

It is define as following.

We, the people of India, having solemnly resolved in constitution of our country by following such principles. Democratic, Secular,



Social, Unity and Integrity of our country:

justice; social, economic and political freedom; expression of thoughts, beliefs, faiths, worship.

Equality; of opportunity to all individual among the people

fraternity; assures dignity and common brotherhood among people and took unity and integrity.

On 26 Nov 1949, constitution assembly, do hereby enact, and accept our constitution in constitution assembly.

Features :-

- 1) Guaranteed for all
- 2) Identity card of Constitution of India.



## ANSWER NO-1(E)

Relationship between Democracy and Education :-

We can easily see that Democracy and Education are inter-dependent and co-related to each other.

Both of them influence each other as democracy influence the education and education influence of on the democracy. ✓

### Impact of Democracy in Education:

Democracy plays a crucial role in education in our country. By democracy the aims of education can be determined easily.

Holistic development of people is determined by the democracy and it can be carried when democracy determines the aims of Education for democratic society.

### Impact of Education in Democracy:

Education considers the all aspects of



the human development. By education, we may aware people of our values, beliefs behavioural norms. Intercultural tolerance, Secularism, Socialist, Freedom, Justice, Equality (Equal opportunities of Education) Fraternity all these can be achieved by only the education. It is not a legal promises but the ideals.

And it can be only done by educational institutions.

### Conclusion :-

We concluded that both the education and democracy dependent on each other and the aims of education is only determined only by the democratic society.





## ANSWER - 1(F)

Mid-Day meal scheme was firstly introduced in 1925 Madras municipal Corporation.

By mid 1980s it implemented in three states including Gujarat, Kerala and Tamil Nadu including Union Territory of Pondicherry.

On 15 August 1995 it was fully implemented by the country in all the blocks.

NP - NSEP - National Program for Nutritional Support for Primary Education. ✓

Later it was called as Mid-Day Meal Scheme.

### Main Features:-

- 1) It is implemented for universal access, success and retention of children in primary levels after that in 2008 it was also started for upper primary levels.



2. Quality of food should be provided for all levels of education
  3. Around 12.12 lakhs Primary levels and upper primary levels were implemented in country. by benefiting 10.64 crores of edu children.
  - 4). In 1995 the wastage and stagnation at its level is 75%. but by implementing this, it reduced to 15%. in 2020-21.
  - 5). Attendance of children and their retention in schools are increased.
  - 6). It helps in health benefits (relieve from malnutrition) which is the most problem of children living in remote areas. They don't get nutritious food because of their poor conditions. ✓
  - 7). One of the most feature of Mid-Day Meal scheme is it encourage the spirit of brotherhood as children dining together to take nutritious food.
-




## ANSWER NO - 1(G)

Common School System was first introduced by Kothari Commission 1964-66.

This Commission was implemented by D.S. Kothari.

Common school system refers to the access of the equitable education to all children regardless of their caste, sex, religion or place of birth.

### Main Characteristics of the System:

- 1) Special attentional and facilities to the children belonging to the backward classes, SCs, STs, minorities.
- 2) It provides free textbooks, infra-structural facilities.
- 3) No denial of student in admission of during education.
- 4) Equitable access and justice to all children.



5) Equal of opportunities should be given to all children according to their abilities, capacities & abilities.

6) Firstly who introduced, free and compulsory education to children of the age group between 6-14 years.

7) Special attention & provision for mentally retarded and handicapped children.

8) It also talks about special provision of scholarship and facilities of toilet and drinking water to all.

9) Education for All.

10) Education should be provided in mother language.

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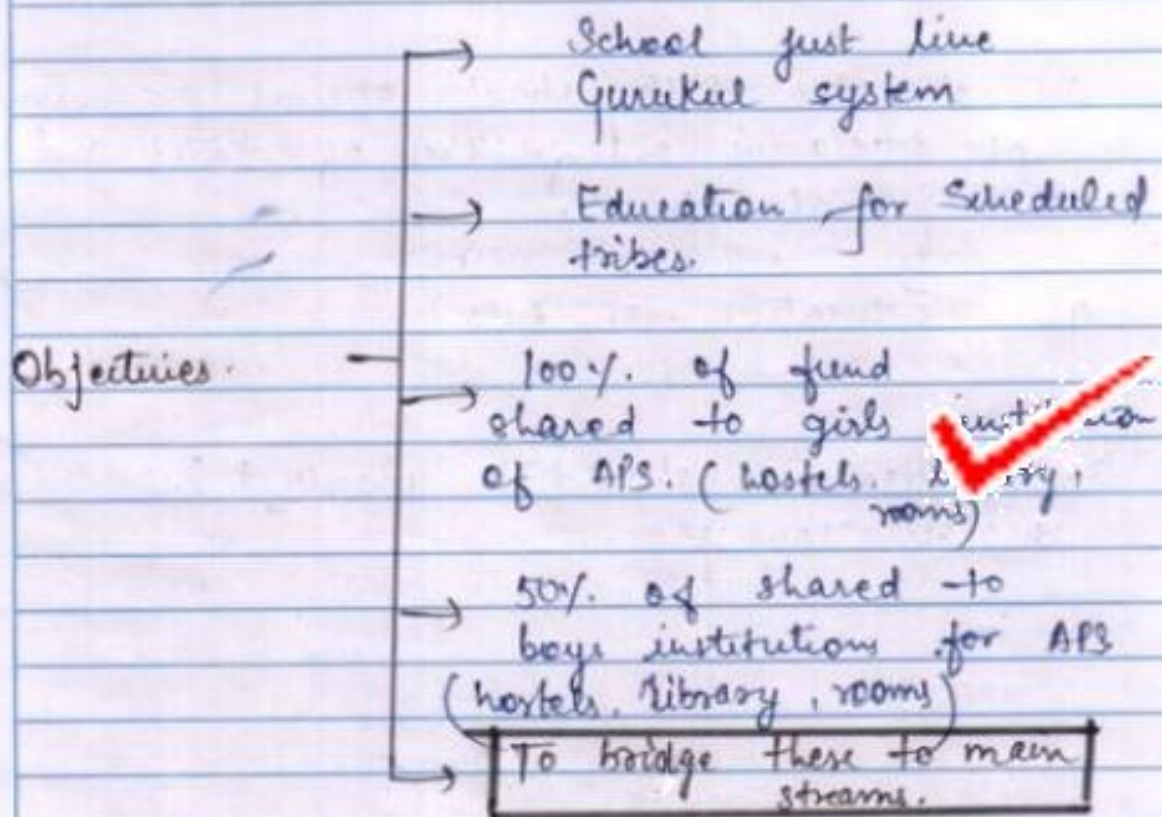


## ANSWER - I (H)

Ashram Padbhathi school was introduced at 1966 by Educational Commission for the education of scheduled tribes

It is centrally sponsored scheme.

Objectives of Ashram Padbhathi Schools.



1). To provide education of all people who lived in remote areas (region, linguistic)



- 2) To provide education to the children of wanderers.
- 3) Mother language for linguistics backwards people.
- 4) To accomplish education for all and Equal opportunities to all.

## ANSWER- I (2)

Firstly Mahila Samakhye Program was implemented in 1909. After that continuous implementation occurs and finally on July 2004, Kasturba Gandhi Balike Vidhyalaya Schemes was launched. ✓

This scheme was implemented for the enrollment, access, retention, success for education for girls in EBBs. (Economically Backward Blocks).

## ADVANTAGES

- 1) One of the best advantages is to increase the literacy rates of girls.



2. 3600 Kasturba Ganolhi Balika  
Udhyalayas were implemented  
and more than 356,756 girls enrolled.

3). It provides the good infrastructure  
teaching learning facilities

4). Residential rooms are established  
so that they free from core  
works.

5). Full-time principle and teachers  
available in these centres. ✓

6). Good environment provided to  
the women who are economically  
weak.

D. Enrollment, literacy rates, retention,  
success shots up by implementing  
this scheme.

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## Section - B (5)

### ANSWER

Constitutional Values are foundation of the democratic country. There are basically four principles :-

four principles -

- Freedom
- Justice
- Equality
- Fraternity

These are not a legal promises but they are ideals. It leads our country towards peace, progress, love, harmony.

And it can be only be achieved in educational institution. Those who respect these principles must progress our country.

### 1) FREEDOM :-

In our constitution Article 19 provides expression of thoughts, beliefs, assimilation, movement retention to all the people of the country.

Related of Aims of Education :- Freedom is the safeguard and backbone of country. Education provides free environment



to all people in educational institution

for example:- children should provide the free environment so that can express their ideas free and encourage their critical thinking.

Education freedom means they freely choose their subjects vocational subjects and progress.

## 2. JUSTICE :-

✓ another promises of constitutional values. Justice means social, economic and political

Social (fairness in society)	economic (fairness of wealth & resources to all)	political (fairness all should take part in political acts or practices)
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Related to Aims of Education :

It provides legal rights human rights so in case of



any violation one can stand.

### 3. EQUALITY

It is the chief aim of promises of constitutional values.

In Article 14, 15, 16, 17, 18 It talks about equality before law

No discrimination

Equal opportunities

Abolition of Untouchability

Abolition of Titles.

Related to Aims of Education:- Affirmative measure are taken like reservation for SCs, STs, minorities. Equal Opportunities to all in Education

### 4. FRATERNITY

It is last premises of constitutional values. In DPSP it defines as harmony and spirit of brotherhood. It should be between children.

Related to Aims of Education

Strive the harmony, peace, progress love among the children in educational institutions.



## CONCLUSION ::

Constitutional Values lays special emphasis in our democratic socialistic country by abidance of brotherhood, justice, freedom, fraternity. It made cultured and civilized children and people for globally growth and the Development.

## SECTION - C (9)

### ANSWER

After <sup>✓</sup> Independence, in constitution Article 45

The state shall endeavour to provide within a period of ten years from the commencement of constitution to provide free and compulsory education for the age of 6-14 years.

The efforts

AICEE was launched

Kellari commission (1964-66)

NFE 1979

Operation Blackboard (1967-1988)

Education for all conference Thailand 1990

New Education Policy (1986)

NPE 1986

DPED (District Primary Education Program 1994)



At November 2000 Sarva shiksha  
Abhiyan was approved. later it was  
launched.

Aims of SSA

free & compulsory education  
for 6-14 years.

Universalization of education for primary  
levels and upper primary levels.

- 1) Centpercent access of education
- 2) Centpercent enrollment of education
- 3) Centpercent retention of education
- 4) Centpercent success of education
- 5) High Quality of Education

Funds:-

50:50 (union government schemes  
(union) (state))

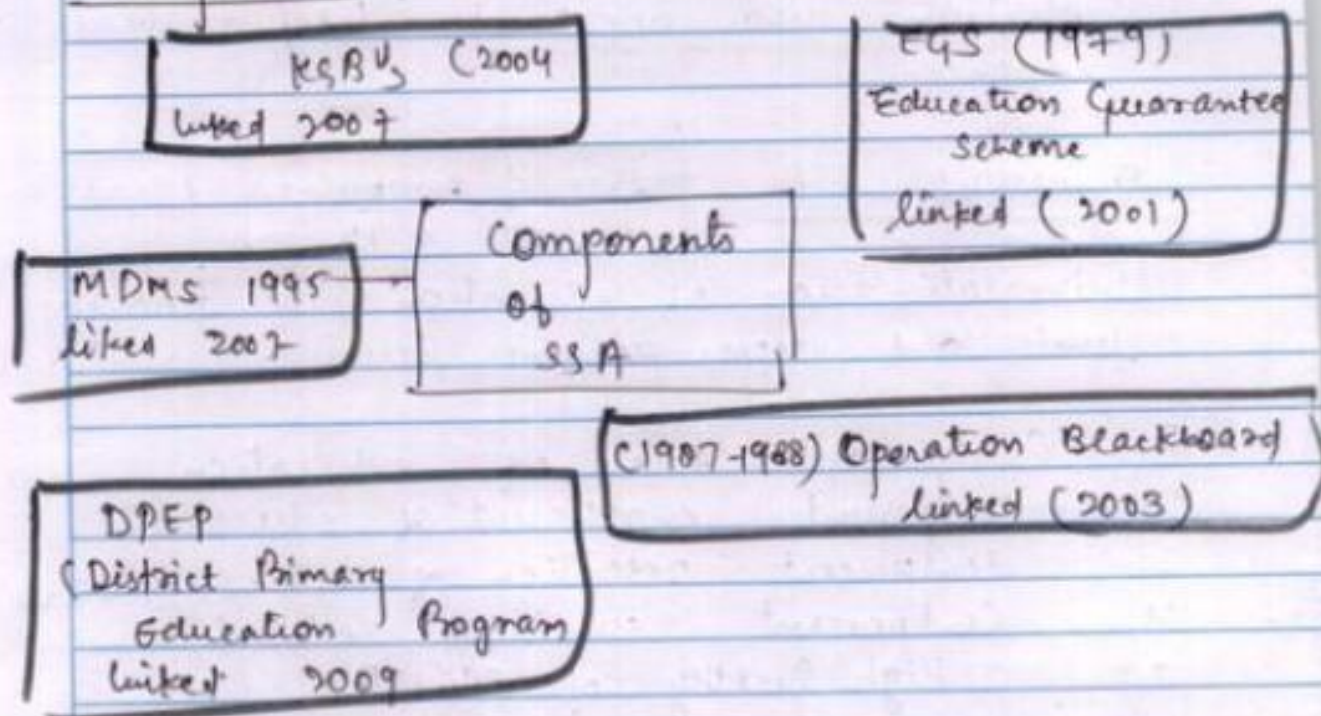
Administration

SSA committee at state level and district level both  
District Magistrates

SME (School Management Committee)  
all are responsible for the implementation  
of this SSA.



## Components



## Achievements

- 4.2 lakhs primary & upper primary levels schools
- 20 lakhs teacher posting
- 17 lakh additional rooms
- 95% enrollment in primary levels
- 90% enrollment in upper primary levels.
- 3600 KSBVs.
- 13 crore people literates
- 716 resource and 7000 cluster resources.
- Quality of Education
- 3.5 new buildings were established.



### Shortcoming:-

- ↳ Poor quality of foods in MDMs.
- Teaching aids Rs 500 is not fully used in proper way
- Rs - 1000 per annum is fully used proper way
- Rs - 500 per annum is upper primary not enough and used in right direction
- Poor quality of buildings which doesn't last for 20 years.

### Conclusion :-

The scheme is best from all other schemes but there is politics policy is comes as barrier in education of education for all. After all the amendments and endeavours are well good ✓ another of the policy / schemes.



Paper Code

B E D 1 0 2



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