



Chhatrapati Shahu Ji Maharaj
University, Kanpur

Answer Script Details
Barcode 5306705

Roll No. 25117004841
Total Mark 61/75.00

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 3/5

1E 4/5

1F 3/5

1G 4/5

1H 4/5

1I 3/5

2 NA/15

3 NA/15

4 14/15

5 NA/15

6 NA/15

7 NA/15

8 14/15

9 NA/15

Chhatrapati Shahu Ji Maharaj University Kanpur, Uttar Pradesh

PART-II

MARKS OBTAINED

Q.	1	2	3	4	5	6	7	8	9	10
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B E D I 0 2

Paper Code

Signature of Evaluator

Date of Exam : 12/02/25 Shift: Morning Room No.: 9/F HALL
 Paper Code: BED102 Subject: Sociological Perspectives - I

Name of Candidate: SNEHA KUMARI YADAV

Roll No. 25117004841

Signature of Candidate

 Signature of Invigilator

 COF Facsimile

Course: B.Ed

Session: 2024-25 Year: Semester: I (First)

Subject Name: Sociological Perspectives of Education

Medium: English Hindi

Paper Code: B E D I 0 2

Exam Date: 12 02 20 25

Name of Candidate:
 S N E H A K U M A R I
 Y A D A V

Father's Name:
 B R A H M A S H A M K A R Y A D A V

कॉलेज का कोड
 College Code

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केंद्र का कोड
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प्रश्न का प्रकार
 Type of Exam

Regular
 Ex-Student
 In-Test Exam
 Back Paper Exam

ANSWER BOOKLET NO.
 5306705

B E D I 0 2

Paper Code



उपरोक्त कोड
 Enrolment Number: C S J M A 2 4 0 0 0 1 6 9 8 7 2

उपरोक्त कोड
 Candidate's Roll Number

उपरोक्त कोड
 Paper Code



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Sneha Ku. Yadav
 Signature of Candidate

B Singh
 Signature of Invigilator

C S Facsimile

COF Facsimile

नोट- 1. परीक्षार्थी को निर्दिष्ट किया जाता है कि उत्तरपत्र पढ़ने से पूर्व परीक्षा पर अधिकार रखी निर्देशों को सावधानीपूर्वक पढ़ें।
 2. उत्तरों में त्रुटि होने वाली प्रतिक्रियाएँ काली सफाई से शून्य की जाएँ। 3. गोलों को काले या नीले बॉयलेन से भरा जाएँ।

INSTRUCTION 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.

INSTRUCTION TO THE CANDIDATE FOR FILLING PART-III

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 tampering of Bar Code and Booklet cover 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/digital 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 खचने हेतु :

1. उत्तर पुस्तिका में निर्देशित स्थान को ध्यानपूर्वक अनुक्रमिक रूप से उत्तरपुस्तिका का क्रमांक करी और न मिले तथा कोई भी चिह्न न बनाये क्योंकि यह अनुचित साधन प्रयोग की परिधि में आता है।
2. उत्तर पुस्तिका को बारकोड अथवा उत्तर पुस्तिका सख्या पर छेद पत्र करने पर अनुचित साधन प्रयोग माना जायेगा।
3. परीक्षा कक्ष में रिफर वस्तुएं साधन न लाये, जैसे किन्हे हुए कगलन के टुकड़े, मोबाईल, डिजिटल घड़ी, डिजिटल वॉच, काँची, घुलका यह सभी वस्तुएं जो अनुचित साधन को अन्तर्गत आती है। कोकस संबंधित उपकरण में ही यंत्रोपयोगी लेख साइबरिक्स कोम्प्युटर से करने की अनुमति होगी।
4. उत्तर पुस्तिकाओं में सफेद न सवें न ही उत्तर पुस्तिका में लिखावटें। ऐसा करना अनुचित साधन प्रयोग की परिधि में आता है।

उत्तरपुस्तिकाओं की भरने की दिशा

1. प्रवेश पत्र एवं उत्तर पुस्तिका पर दिये गये निर्देशों को ध्यान से पढ़ें।
2. उत्तर पुस्तिका के दूसरी तरफ कुछ न लिखें।
3. उत्तर पुस्तिका के पृष्ठों पर कोसे लक्ष्य लिखें।
4. प्रवेश पत्र पर अपने अनुक्रमांक को अतिरिक्त कुछ न लिखें।
5. प्रवेश पत्र कोड एवं प्रवेश पत्र ID साकारणी पूर्णक लिखें।
6. अपनी विधिति स्पष्ट लिखें।
7. उत्तरपुस्तिका के पृष्ठों की संख्या देखें। अगर उत्तर पुस्तिका में पृष्ठ (1-24) से कम हो या कई हूँ हूँ, तो परीक्षा शुरू होने के पूर्व दूसरी उत्तर पुस्तिका ले लें।
8. प्रश्नपत्र को देखें, यदि प्रश्नपत्र में विषय कोड, विषय का नाम तथा प्रश्न में कोई त्रुटि हो तो उत्तरों परीक्षा शुरू होने के 30 मिनट के अन्दर सब विद्यार्थी को लक्ष्यतः सूचित करें, उसके बाद विद्यार्थियों को उत्तर लिखने की शक्ति होगी।
9. प्रश्नों को उत्तर लिखने के लिये पेंसिल का प्रयोग न करें।
10. ही ब्लेड या अतिरिक्त साक नहीं दिया जायेगा।

INSTRUCTION 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 (1-24) 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.

INSTRUCTION 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.

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Note- If your Roll No. is of 10 digits. Please leave first three columns.



[Section - A]
[Question - 1]

[A]

Difference between educational sociology and sociology of education:-

Educational sociology and sociology of education might sound similar but both these terms are very different from each other in many aspects. Let us see how -

Educational Sociology	Sociology of Education
(i) In educational sociology, we <u>apply the principles of sociology</u> to the field of education.	In sociology of education, we <u>study</u> about pupil-teacher interaction from the point of view of sociology.
(ii) Educational sociology is <u>implication of pure sociology</u> . It is an <u>applied field</u> .	Sociology of education is purely a <u>theoretical</u> subject.
(iii) Problems of education are dealt using the principles of sociology.	This says that problems of schools are the problems of society.
(iv) <u>Educationalists and methodologists</u> study this field.	<u>Pure sociologists</u> deal with this branch of sociology.



(v) The aim of educational sociology is to make education better using findings of sociology. [3] The aim of sociology of education is to build a better society.

(vi) Educational sociology makes the work of the teacher easier and it also makes learning more impactful for learners. Sociology of education helps the society directly and indirectly. It takes out learnings from schools.

[8]

Multicultural education :- A scheme of education that combines several cultures to bring about a feeling of inclusion of all cultures combined is called as the multicultural education. India is a country where many cultures are performed and celebrated. ✓

Main Objectives of Multicultural education :-

Following are the objectives of multicultural education :-

(i) It develops a sense of recognition for all the cultures that are celebrated in India.



- (iv) Students get to learn a lot through different cultures that are included.
- (v) Best learnings from different cultures are withdrawn and delivered to students.
- (vi) Curriculum is framed according to the cultures involved.
- (v) It also brings about a feeling of brotherhood.
- (vi) It brings a sense of acceptance and respect towards different cultures of India.
- (vii) Students learn to respect and learn from ~~the~~ not only their culture but different cultures as well.
- (viii) It brings interests among students about participating cultures.

Strategies to implement multicultural education:-

Following strategies are implemented by government to implement multicultural education -

- (i) To cultivate the feeling of informed citizenship and brotherhood, all the required learnings from different cultures are included into the curriculum.
- (ii) Teachers are trained well to teach students well about their curriculum.
- (iii) Different cultural programmes also help in building interests and curiosity among students.



[C]

Meaning of Secularism :- The idea of secularism was brought about by Dr. B.R. Ambedkar.

The sole meaning of secularism is that the "state does not have its religion of its own." Secularism is the idea that tells that state is separate from any religion.

Characteristics of Secularism :- Following are the main characteristics of secularism :-

- (i) A secular state always respects ^{all} the religions.
- (ii) It treats all the people of the country as a citizens and not an individual of a particular religion.
- (iii) It provides freedom to practise any religion both individually as well as collectively.
- (iv) In a secular state, no religion is considered to be supreme over the other.
- (v) Every religion is accepted and respect by the state or the country.
- (vi) However, a secular state never neglects the values of a particular religion but it does not promote religious practice that breaks the harmony of the state and breaks peace in community.
- (vii) In a religious state every individual is free to process and propage its religion.



Conclusion :- Thus, we can say that a state that does not discriminate its individual on the basis of their religion is called a secular state and the phenomena of acceptance of each religion is called as secularism.

India is also a secular country and many religions are practised by different groups of people. India was, is and forever will be a secular place.

[D]

Preamble of Indian Constitution :- Before discussing the preamble of India, we should know of the meaning of preamble.

Meaning of Preamble :- The preamble of the Indian constitution consists of the introductory part of the constitution.

- It deals with the introduction or summary of the constitution.
- It talks about the main objectives of the constitution that are discussed in the different articles of the constitution.
- It provides an overall view of the whole constitution.
- It also talks about the responsibility of citizens and the country as well.



Preamble of the Indian Constitution:-

We, the people of India, solemnly constitute to sovereignty, freedom, justice, fraternity, equity, secularism in the constitution of India.

Equity

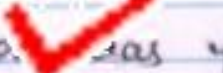
Justice

Freedom

Fraternity.

It was primarily believed that there is no amendment possible in the preamble of India.

But later on, the committee considered it to be able for amendments based on the fact that the preamble was also formed in the same way as the articles were formed.

The Indian constitution  was formed on 26 ~~January~~ 1949.
November

It came into force on 26th January, 1950

→ Indians should feel proud on the fact that the Constitution of India is the biggest or largest constitution in the world.



[E]

Relationship between Democracy and Education :-

Democracy and education are closely related to each other. To understand their relationship, we first need to understand democracy and education individually -

Democracy :- Democracy is a system in which power is vested in people directly or indirectly by elected representatives. Democracy is by the people, to the people and for the people.

Education :- Education is the process of acquisition of all kinds of knowledge, skill, moral, ethics and values.

Relationship between them ✓, following are the relationship between democracy and education :-

(i) Informed citizenship :- Education inculcates moral ethic, values and as well as required knowledge among the citizens, which makes them informed enough to make rational decision and choose their leader rightly.

(ii) Equal opportunities :- Equal Education makes us well aware of our right which leads



us to the utilization of all the right opportunities. We can ask question to our government if we are aware of our rights.

Tolerance and respect:- When an individual is educated, he knows the history and geography both of India. This makes him well aware of the role of each place and every community in the history.

This develops a feeling of respect and tolerance towards all other communities.

Conclusion:- This is how education plays its role in forming democracy.

Informed citizens are foundation of vibrant democracy.

[F]

Features of Mid-day meal scheme:- The mid-day meal scheme was launched by government of India by the prime minister of that time, Narshimha Rao.

This scheme was launched to solve the basic problems related to malnutrition and enrollment of school.



Objectives :- The main objectives of the scheme was as follows -

- (i) The main aim was to deal malnutrition and hunger among students.
- (ii) Both central and state government joined hands to make this scheme successful.
- (iii) The second most prominent aim was to increase enrollment, attendance and retention.
- (iv) The third aim was to bridge the gender discrimination.
- (v) It also helped to deal with religious disparities.

Diet for children :-

For Primary Section :- Initially 300 calories were given to primary level which was then raised to 450 calories.

Protein :- Initially it was decided 8-12 gram then it was raised to 12 grams.

For upper primary :- 700 calories and 20 grams of protein.

(vi) In 2007, upper primary section i.e. (6th to 8th) class students were also included under this scheme.

(vii) Mid-day meal scheme is known as PM POSHAN (2021). It stands for Pradhan Mantri Poshan Shakti Nigman.



[6]

Common School System:- Common school system was launched by Kothari Commission.

Common school were schools where students of any caste, religion, race, creed, colour socio-economic background were given quality education under one school only.

Characteristics of Common School System:-

- (i) Common school system provided free elementary education to students irrespective of their religious background.
- (ii) It promoted environment retention and attendance of students.
- (iii) It helped bridging the gaps of gender, religion, caste and creed.
- (iv) It developed a sense of brotherhood.
- (v) It promoted education in regional language and also mother tongue.
- (vi) Common schools were a successful scheme launched by government.
- (vii) Many other schemes were further added to strengthen the common school system.
- (viii) It also talks about education for all.
- (ix) The main aim of common school system was to make a literate youth.



Strategies: — (i) Improved infrastructure
(ii) Free education.
(iii) Convergence or addition of other schemes such as DPEP, NLM, MDM, SSA, NFE etc.
(iv) Improved curriculum.

[H]

Ashram Paddhati School:— Ashram Paddhati schools were initiated by government of India to empower the education of tribes of India. Ashram Paddhati schools were based on the Gurukul system. Students used to live with teachers in schools.

Objectives of Ashram Paddhati School:—

Following are the main objectives of Ashram Paddhati schools:—

- (i) The main and foremost aim of such schools was to provide free education to scheduled tribes, and other economically weaker or disadvantaged children.
- (ii) The motivation of students was also improved as they belonged to weaker section of the society. The taking care of their motivation was also added.



(iii) The feeling of brotherhood and social integrity was also developed.

(iv) Expenses -

550 / student on food monthly.

400 / student yearly for clothing.

100 / stationery for primary section.

130 / students for stationery for upper primary

(v) Teacher and students -

480 students per school.

35 students in each section.

(vi) Conclusion: - Because free education was provided the main objective was.

- To educate students of tribal community mainly
- To bridge social barriers.

(I)

Advantages of Kasturba Gandhi Balika Vidyalaya: -

Kasturba Gandhi Balika Vidyalaya was mainly established under SSA to provide quality education to girls that is free for the girls of disadvantaged section: -



Following are the advantages :-

- (i) It was a residential school, thus safety of girls was ensured.
- (ii) Education provided to girls was free of household chaos and sibling care.
- (iii) Girls were free to follow their passion in the hostel which was not possible for them in their house.
- (iv) The physical health was prioritized as they got nutritional food there.
- (v) The gender disparity was dealt in such wide-ranging.
- (vi) The social gaps were bridged.
- (vii) Vocational training also included, which made the girls self-efficient.

[Section :- B]

[Question :- 4]

Fundamental rights :- Fundamental rights are mentioned in the part-III of the constitution between article (12 - 35). Fundamental rights are such rights, that upon their violation and individual can directly approach to the supreme court for help. Initially there were 7 fundamental rights but then right to property was removed in amendment and it was made legislative right.



Here are the following fundamental rights—

- 1) Right to fair equity
- 2) Right to freedom
- 3) Right against exploitation
- 4) Right to freedom of religion
- 5) Cultural and educational right
- 6) Right to constitutional remedies

Right (6) is considered as the heart and soul of institution.

Fundamental duties ✓ Fundamental duties were added in the 42nd amendment act, 1976 on the recommendation of Swaran Singh Committee. Then, in the 86th amendment, 2002, 11th (j) duty was added in article 51—

Here are the fundamental duties of citizens of India →

- a) To abide by the constitution, its ideals, institutions, National Anthem and National Flag.
- b) To follow the ideals who played their role in the struggle of freedom.
- c) To uphold and protect the sovereignty, integrity and unity of nation.



- d) To defend the nation and render public service whenever called upon to do so.
- e) To promote the feeling of brotherhood and avoid things that are derogatory to the dignity of women.
- f) To preserve the rich heritage of our composite culture.
- g) To preserve nature such as, forests, lakes and have empathy for creatures of wildlife.
- h) To protect public property and abjure violence.
- i) To develop interest in science and humanism for the development of country.
- j) To achieve excellence in all spheres.
- k) Who is a parent or guardian should provide equal right and opportunity to their children or ward upto ages of 6-14 years.

Articles related to education: - RTE 2002 (21A)

Right of girls (15)

Right of minorities 29 & 30

Promotion of regional or mother tongue - 349

Promotion of Hindi - 350



[Section :- C]
[Question :- 8]

RTE Act 2009 :- The act came into force was proposed on 4th August 2005 and it came into force on 1 April 2010.

The act talked about free and compulsory education for all.

It was the first act which made education a fundamental right in the 86th amendment act.

Provision :- The act has the following provisions :-

- (i) Right to elementary education for children between the ages of 6 to 11.
- (ii) Free education for all.

(iii) It has 25% reservation in private institutions.

(iv) The act for physically disabled people was given as (RPWD) act.

The act prohibited :-

- (i) Any physical punishment or mental stress for students.



- (ii) No interview of parents and students while taking admission.
- (iii) No denial to admission.
- (iv) No capitation fee should be charged. If charged the institution will have to pay 10% of the capitation fee.
- (v) No detention of students upto class 8th.
- (vi) If the birth certificate of the student is not available during admission, it can not be cancelled.
- (vii) No schools without recognition can run.

Aim of RTE act 2009:- The following were the aim of RTE act 2009:

- (i) Universalization of elementary education between ages 6 to 14.
- (ii) Students should



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18

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20

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21

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22

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23

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24

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