

2 0 2 5

(NEP—2020)

(3rd Semester)

EDUCATION (MAJOR/MINOR)

(Guidance and Counselling)

Full Marks : 75

Time : 3 hours

The figures in the margin indicate full marks for the questions

(SECTION : A—OBJECTIVE)

(Marks : 10)

Tick (✓) the correct answer in the brackets provided :

1×10=10

1. Guidance helps an individual to discover his/her

- (a) mental nature ()
- (b) physical health ()
- (c) potential ()
- (d) efforts ()

2. Guidance is to be given

- (a) only before starting a course ()
- (b) only when an individual needs it ()
- (c) only at the end of the course ()
- (d) throughout the life of an individual ()

3. The ultimate aim of guidance is to
- (a) facilitate personal development ()
 - (b) include it in the school curriculum ()
 - (c) make all abnormal to normal ()
 - (d) help individuals in vocational development ()
4. Educational guidance may be defined as a conscious effort to assist in the
- (a) psychological adjustment of an individual ()
 - (b) sociological progress of a nation ()
 - (c) intellectual growth of an individual ()
 - (d) development of educational institution ()
5. To assist students to choose the right type of employment according to their liking and satisfaction, is called
- (a) educational guidance ()
 - (b) vocational guidance ()
 - (c) personal guidance ()
 - (d) community guidance ()
6. Personal guidance involves support in
- (a) resolving emotional issues ()
 - (b) career planning ()
 - (c) job interview preparation ()
 - (d) choosing academic courses ()
7. Job analysis is an accurate study of
- (a) education ()
 - (b) society ()
 - (c) individual ()
 - (d) world of work ()

8. Job satisfaction results from successful adjustment in the areas of
- (a) intelligence ()
 - (b) adjustment to self ()
 - (c) enjoying the job ()
 - (d) security ()
9. Directive counselling gives emphasis on
- (a) the competency of the counsellor ()
 - (b) the problem and not the individual ()
 - (c) the problem of the institution ()
 - (d) the talent and potentials of the individual ()
10. The chief exponent of non-directive counselling is
- (a) E. G. Williamson ()
 - (b) Carl Rogers ()
 - (c) Bordin ()
 - (d) Arbuckle ()

(SECTION : B—SHORT ANSWERS)

(Marks : 15)

Write short notes on *five* of the following, taking at least *one* from each Unit :

3×5=15

UNIT—I

1. Scope of guidance
2. Sociological bases of guidance

UNIT—II

3. Needs of vocational guidance
4. Functions of personal guidance

UNIT—III

5. Uses of job analysis
6. Importance of job satisfaction

UNIT—IV

7. Merits of eclectic counselling
8. Skills needed for a counsellor

(SECTION : C—DESCRIPTIVE)

(Marks : 50)

Answer *five* questions, taking at least *one* from each Unit :

10×5=50

UNIT—I

1. Define guidance. Discuss the need and importance of guidance in educational institutions. 3+7=10
2. Explain the principles of guidance. 10

UNIT—II

3. What is educational guidance? Highlight the need and importance of educational guidance for students. 3+7=10
4. What is personal guidance? Explain its need and importance in guiding individuals. 3+7=10

UNIT—III

5. What is job analysis? Discuss the importance of job analysis. 3+7=10
6. What is meant by job satisfaction? Elaborate on the factors affecting job satisfaction. 3+7=10

UNIT—IV

7. Explain the concept and principles of counselling. 3+7=10
8. Explain the different techniques of counselling. 10
