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( CBCS ) d vbats boos aniquisvab al

(5th Semester)

#### **EDUCATION**

### EIGHTH (B) PAPER

### (Educational Guidance and Counselling)

Full Marks: 75 amended shift to modeles

Time: 3 hours

# Wine of ( PART : A-OBJECTIVE ) is a sometime immers

( Marks: 25)

The figures in the margin indicate full marks for the questions

eminative last of parishers SECTION-A

( Marks: 10 )

| ck () the correct answer in the brackets pr | ovided: |               | 1×10=10 |
|---|---------|---------------|---------|
| 1. Guidance is to be given                  |         | a society (   |         |
| (a) only before starting on a course        | (( ))   | an Individual |         |
|   |         |               |         |

- (b) only when an individual needs it (b) to thomps a laids and T
- (c) throughout the life of an individual lat E. G. Williamson
- (d) only at the end of the courses
- 2. Guidance is a slow process because
  - (a) the clients are all abnormal (
  - (b) it requires a considerable time to make decision and solve problems
  - (c) the counsellor needs more time to make more money ( )
  - (d) families of the clients have to interfere with decision making of the client ( ) message state learbivioni ins (a)

| 3. | The chief aim and purpose of educational guidance is to help the student      |
|----|---|
|    | (a) in the selection of subjects ( )  |
|    | (b) in developing good study habits ( )                                       |
|    | (c) to build good social relationships ( )                                    |
|    | (d) All of the above ( )  |
| 4. | Vocational guidance help people to cope with problems relating to             |
|    | (a) occupational choices ( )  |
|    | (b) selection of subjects ( )   |
|    | (c) selection of life patterns (Table)  |
|    | (d) personal problems ( )   |
| 5. | Personal guidance is the help given to individual to solve his                |
|    | (a) health problems ( )   |
|    | (b) emotional problems (M)  |
|    | (c) psychological problems ( )  |
|    | (d) All of the above ( )) 1 2 August 1  |
| 6. | Job analysis is the scientific study of                                       |
|    | (a) a society (b) education (a) sometimes (a)                                 |
|    | (c) an individual ( ) (d) a job and (see ) noted wind (see                    |
| 7. | The chief exponent of the directive technique of counselling is               |
|    | (a) E. G. Williamson ( ) (b) Carl R. Rogers ( )                               |
|    | (c) Bordin ( ) (d) R. W. White ( )  |
| 8. | Any test which is used to measure an individual's abilities after training is |
|    | (a) aptitude test ( ) (b) achievement test ( )                                |
|    | (c) personality test ( ) (d) attitude test ( )                                |
| 9. | A case study is the comprehensive study of                                    |
|    | (a) a society (b) a religion ()   |
|    | (c) an individual ( ) (d) a government ( )                                    |

| 10. | Cou | unselling means   |                |
|-----|-----|---|----------------|
|     | (a) | assisting the individual in solving problems related to o choice ( )                      | ccupational    |
|     | (b) | the process of studying and collecting information responsibilities of a specific job ( ) | garding to     |
|     | (c) | expression of opinion regarding some situations (   | I. What do go  |
|     | (d) | of assistance to the other ( )  |                |
|     |     | SECTION—B   |                |
|     |     | ( Martin 15 )   | ole narmol/7 5 |
|     |     | n the following:  | 3×5=15         |
|     |     | meaning and needs of vocational subdance  | Figuralia the  |
| 1.  | Cor | ncept of guidance   |                |
|     |     | OR  |                |
|     | Phi | ilosophical basis of guidance   | atisfaction    |
| 2.  | Fui | nctions of educational guidance   |                |
|     |     | shoon and or being the hide winds the needs on the needs                                  | v ob udil      |
|     |     | eaning of personal guidance   |                |
| 3.  | Ma  | aintenance and dissemination of occupational information                                  |                |
|     |     | or resis in guidance.   |                |
|     | Nee | eds of job analysis   |                |
|     |     | t uses of cumulative record card.   | Discuss du     |
| 4.  | Cas | se study as a technique for collecting data   |                |
|     |     | ou mean by courselling? Explain the different Securification                              | S. What do w   |
|     | Me  | eaning of personality test  | gnilloemos     |
|     |     |   |                |
| 5.  | Imp | portance of counselling   | Explain the    |
|     |     | (d) fam. OR of the clienter have to interfere with dec                                    |                |
|     |     | ommunication skills in counselling  |                |
|     |     |   |                |
|     |     |   |                |

3

EDN/V/CC/08 (b)/95

32\|d||80\00\|[Contd.

# ( PART : B—DESCRIPTIVE )

discontinue between the best and ( Marks : 50 ) laubivibri all gallziera

The figures in the margin indicate full marks for the questions

 What do you mean by guidance? Discuss the sociological and psychological bases of guidance.
 4+3+3=10

OR

Write the principles of guidance.

10

2. Discuss the meaning and purpose of educational guidance.

3+7=10

OF

Explain the meaning and needs of vocational guidance.

3+7=10

 Write the meaning of job satisfaction and discuss the factors affecting job satisfaction.

OR conshing Langidguide to anough I I

What do you mean by occupational information? Discuss the needs of occupational informational services.

3+7=10

4. What is achievement test? State the importance and limitations of achievement tests in guidance.
3+7=10

OR

Discuss the uses of cumulative record card.

10

 What do you mean by counselling? Explain the different techniques of counselling.
 3+7=10

OR

Explain the different skills for effective communication in counselling.

Communication skills and comment \*\*

( PART : A—OBJECTIVE ) Time: 3 hours Full Marks: 75 ( Curriculum Development ) NINTH PAPER EDUCATION (6th Semester) (CBCC) 6102 EDN/AI/CC/06

( Marks: 25)

The figures in the margin indicate full marks for the questions

SECTION—A

( Marks: 10)

1×10=10

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

1. The term 'curriculum' is derived from

to recruit newstasseners in or amount income (d) Roman word The main purpose of curreculum evaluation & English word Latin word (q)(a) Greek word (

2. Co-curricular activity is

(b) related to curriculum (a) related to classroom

related to all-round development

(d) according to needs of the pupil mile (m) printers and walves of

(

to change the examination system

| [ Cont           | Z  | SDN/AI\CC\00 <b>\201</b>                       |
|------------------|--|--|
| (c) related to a | existing curriculum muluoirruo gaitsixe                              | 2 2  |
|                  |  |  |
|                  |  | (a) to prepare new                             |
|                  | oi curriculum evaluation is  |  |
|                  | Conditional Free Born & Transfer of Line and                         | (d) Socrates                                   |
| The mann curri   | resormation sentramenta terrir media per del                         | (c) Ronsseau                                   |
|                  | maker in the brackets provided                                       | (a) Aristotle                                  |
|                  | SECTION—A ( )  Marks 10.) so finalis                                 | (d) Existentialism <b>6.</b> Who advocated 'Re |
|                  | use in the margin, indicate full may safety.                         | (b) Realism (c) Pragmatism                     |
|                  | no um norma foWSD65i.53delses me/centre                              |  |
| abject matter."  | ot mean learning eternal truth or fixed su<br>believes in this idea? | 5. "Education does no Which philosophy l       |
|                  | Time 3 hours   | (d) Idealism                                   |
|                  | STATE OF SHAME WELL AND WARE OF A                                    |  |
|                  | ( Curriculum Developms (et 1)  | meileruteN (a)<br>meitemgerq (b)               |
| ven by           | in curriculum construction has been giv                              | - A  |
|                  | ( BID SEMPSIEL)  | (c) specific objectiv<br>(d) general objectiv  |
|                  |  | objdo mrst-gnol (b)                            |
|                  | reference and in the variety for the first treatment                 | (a) short-term obje                            |
|                  |  | nama   |

3. Objectives that belong to a particular area or topic of curriculum can be

| 31  | No.  |            |
|-----|--|------------|
|     | Summative evaluation   | 10         |
|     |  |            |
|     | Existentialism as philosophical foundation of curriculum                   |            |
|     | ЯО   |            |
|     | Idealism as philosophical foundation of curriculum                         | .ε         |
|     | Selection of objectives in curriculum construction                         |            |
|     | What is the meaning of curriculum evaluation, 30 class as needs. 400-      |            |
|     | Selection of content in curriculum construction                            | S.         |
|     | Undifferentiated curriculum  |            |
|     | Explain psychological foundations of curricultim constructiogo             |            |
|     | Differentiated curriculum  | ٠τ.        |
| 0.7 |  |            |
| 91: | wer/Write briefly on the following : $3 \times 5 = 3 \times 5$             | su         |
| ŝ   | Discuss situational analysis as ( &I : sxlam ) curriculum construction.    |            |
|     | SECTION—B  |            |
|     | Discuss the area and imperance of co-cu (ricu) in scriptisticity and $(b)$ |            |
|     | (c) The headmaster ( )   |            |
|     | (b) The student ( )  |            |
|     | (a) The teacher ( ) The teacher melonal melonal simulation (a)             | 10         |
|     | Who is the ultimate curriculum change agent?                               | .01        |
|     | (d) None of the above (1)  |            |
|     | (b) medium change ( ) (c) major change ( ) ( ) (d) None of the above ( )   |            |
|     | (b) medium change ( )  |            |
|     | (a) minor change ( ev ) was ever (a)                                       |            |
|     | Introduction of a new approach to the existing subject comes under         | <b>'</b> 6 |
|     | (d) placement evaluation ( )   |            |
|     | (c) summative evaluation and peper ( C) remandive evaluation               |            |
|     |  |            |
|     | (a) formative evaluation ( ) (b) diagnostic evaluation ( )                 |            |
|     | Examination conducted at the end of a semester is an example of            | .8         |

.btno> [ Contd.

Criteria of evaluation of a textbook

5. Concept of curriculum change and additional and a second a second and a second a

#### OR

Give a critical comment on the paper 'Curriculum Development' that you have studied.

## ( PART : B—DESCRIPTIVE )

( Marks : 50 )

The figures in the margin indicate full marks for the questions

1. What is curriculum? Explain the various types of curriculum. OR Discuss the need and importance of co-curricular activities in curriculum. 5+5=10 2. Discuss situational analysis as a process of curriculum construction. 10 OR Discuss the principles of curriculum construction. 3. Explain psychological foundations of curriculum construction. 10 Explain sociological foundations of curriculum construction. 10 4. What is the meaning of curriculum evaluation? Discuss its needs. 4+6=10 ectionate objectives in consequence by a single section What is curriculum evaluation? Explain formative type of evaluation. 4+6=10 5. What are the needs of curriculum change? 10

Discuss the factors affecting curriculum change.

10

| EDN  | 1/V   | /CC/10                       | ail, love |        |         |             |                 | iam lo                | diples<br>que la | Stude                     | nt's           | Copy        |
|------|-------|------------------------------|-----------|--------|---------|-------------|-----------------|-----------------------|------------------|---------------------------|----------------|-------------|
|      |       |                              |           |        |         | 201         | 9               |                       |                  |                           |                |             |
|      |       |                              |           |        | (       | CBC         | S)              |                       |                  |                           |                |             |
|      |       |                              | -         |        | (6th    | Sem         | ester)          |                       |                  |                           |                |             |
|      |       | METHODAG 3                   |           |        |         |             | TION<br>PAPER   | niwolio               |                  | ne of<br>sent?<br>lity in | ich o<br>nagen | 4. Wh<br>ma |
|      |       | grading serv                 |           | tiona  | l Plar  | ning        | and M           | lanage                |                  |                           |                |             |
|      |       |                              |           | of eve |         |             | cs: 75<br>hours | ole all<br>usibilitie |                  | brus et                   |                |             |
|      |       |                              |           | ( PA   | RT:     | <b>A</b> —0 | BJECT           | VE)                   |                  |                           |                |             |
|      |       |                              |           |        | ( M     | arks        | : 25)           |                       | Halins           |                           |                |             |
|      |       | The figur                    |           | he ma  | rgin ir | ıdica       | te full m       | arks fo               | r the q          |                           |                | (d)         |
|      |       |                              |           |        | SE      | CTIO        | N—A             |                       | nad di           | Intent                    |                |             |
|      |       |                              |           |        | ( M     | arks        | : 10 )          |                       | топо             | le agra                   |                |             |
| Tick | · (V) | the correct a                | nswer     | in the | brac    | kets        | provide         | d:                    | he fol           | t lo e                    | 1              | ×10=1       |
| 1.   |       | e basis of all<br>acation is | prograi   | nmes   | of qu   | antit       | ative ar        |                       |                  | improv                    |                |             |
|      | (a)   | educational                  | l plann   | ing    | (       | )           |                 |                       |                  |                           |                |             |
|      | (b)   | educational                  | l mana    | geme   | nt      | (           | )               |                       |                  |                           |                |             |
|      | (c)   | educational                  | l financ  | ce     | (       | ) (         |                 |                       | ris su           | वं वाला                   |                |             |
|      | (d)   | managerial                   | behav     | ior    | 100     | )           |                 |                       |                  | ioidw 1                   |                | ndT .The    |
| 2.   | Ins   | titutional pla               | nning     | is an  | effort  | to ma       |                 |                       |                  |                           |                |             |
|      | (a)   | minimum                      | (         | )      |         |             |                 |                       |                  |                           |                | (25)        |
|      | (b)   | adequate                     | (         | )      |         |             |                 |                       |                  | ioni ka                   |                |             |
|      | (c)   | sufficient                   | 0 (       | )      |         |             |                 |                       | -                |                           | meind          |             |

(d) optimum ( )

| 3. | How  | v many principles of management has Henri Fayol listed?  |            |     |
|----|------|--|------------|-----|
|    | (a)  | 13 ( )   |            |     |
|    | (b)  | 14 ( )   |            |     |
|    | (c)  | 15 ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) (   |            |     |
|    | (d)  | 16 ( ) <sub>12</sub> ( ) ( ) 16  |            |     |
| 4. |      | ich one of the following is the characteristic of a denagement?  | ecentraliz | æd  |
|    | (a)  | Rigidity in decision making ( )  |            |     |
|    | (b)  | Dictates policies and procedures ( )   |            |     |
|    | (c)  | Directs and controls all activities ( )  |            |     |
|    | (d)  | Division of responsibilities ( )   | +17        |     |
| 5. | Fina | ancial management is concerned with  |            |     |
|    |      | profit and loss of the organization ( )  |            |     |
|    | (b)  | procurement and utilization of fund ( )  |            |     |
|    | (c)  | investment in banks ( )  |            |     |
|    | (d)  | The little region property by Study International Property International International Property International I |            |     |
| б. |      | ich one of the following is not a source of income in anization?   | education  | nal |
|    | (a)  | Land grants and endowments ( )   |            |     |
|    | (b)  | Government funds ( )   |            |     |
|    | (c)  | Loan from the bank ( )   |            |     |
|    | (d)  | Fees from the students ( )   |            |     |
|    |      |  |            |     |
| 7. |      | factor which does not affect the managerial behavior is  |            |     |
|    | (a)  | technical factor ( )   |            |     |
|    | (b)  | social factor ( )  |            |     |
|    | (c)  | political factor ( )   |            |     |
|    | (d)  | personal factor ( )  |            |     |

| 8.            | Α 16  | eader who gives orders only after consulting the group is called              |
|---------------|-------|---|
|               | (a)   | laissez-faire leader ( )  |
|               | (b)   | autocratic leader ( )   |
|               | (c)   | democratic leader ( )   |
|               | (d)   | dictatorial leader ( )  |
| 9.            | Sur   | pervision is a/an   |
|               | (a)   | faultfinding service ( )  |
|               | (b)   | guiding service ( )   |
|               | (c)   | punishment service ( )  |
|               | (d)   | authoritarian service ( )   |
| 10.           | The   | primary functions of educational supervision is                               |
|               | (a)   | providing leadership and improving teaching learning ( )                      |
|               | (b)   | providing more money and improving inspection ( )                             |
|               | (c)   | providing follow-up actions and improving the workload ( )                    |
|               | (d)   | All of the above ( )  |
|               |       |   |
|               |       | SECTION—B   |
|               |       | manit di baylovet emalifund ( Marks : 15 ) gamayan ser inionemit zi isdivi se |
| Anc           | wer   | Write on the following briefly: 3×5=15  |
| Tills         | wci , | write on the following briefly:   |
| a [ <b>1.</b> |       | ncept of educational planning   |
|               | Imp   | portance of educational planning  |
| 2.            | Bu    | reaucratic type of management   |
|               |       | 5. What do way or another superinging that use or new AO of demo-             |
|               | Tec   | chnocratic type of management   |
| -             |       |   |
| 3.            | De    | scribe any three sources of income of educational organization.  OR           |
|               | Fac   | ctors affecting financial allocation  |
|               |       |   |

4. Concept of managerial behavior OR Role of a Manager 5. Supervisory procedures in education OR Importance of educational supervision ( PART : B-DESCRIPTIVE ) ( Marks : 50 ) The figures in the margin indicate full marks for the questions 1. What is educational planning? Highlight the important characteristics of educational planning. 2+8=10What is an institutional planning? Discuss the various steps involved in institutional planning. 3+7=102. Elaborate the various principles of management. 10 OR What do you mean by decentralization of management? Discuss the merits and demerits of decentralization of management. 2+(4+4)=103. What is financial management? Discuss the problems involved in financing educational institutions. OR : viloind université et les estimas prietly : son Describe any three problems in financing of the institutions in which you

have studied. 10

4. Discuss the various factors affecting managerial behavior. 10

Discuss the different styles of leadership in management.

5. What do you mean by supervision? Discuss the principles of democratic supervision.

OR

Discuss the various types of educational supervision.

Parties after any francial afforsts.

10

| EDN/VI/CC/11   | no.lumnoleys.wrsendig                        | education in     | Student's                       | Сору       |
|--|--|------------------|---------------------------------|------------|
|  | 2019   | development      | intellectual                    |            |
|  | (CBCS)                                       |                  | apinimal life                   |            |
|  | toward of the                                | termige          |                                 |            |
| THE WHOLLS SCHOOL STORY  | (6th Semester)  EDUCATION                    | eleden de la     | wiedge thro                     |            |
|  | ELEVENTH PAPE                                | R                | self-realizat                   | (a)        |
| 1998 ( Dev   | elopment of Education                        |                  |                                 |            |
| (d) 1992   | Full Marks : 75                              |                  | play-way m                      |            |
|  | Time: 3 hours                                | heme of educ     | Wardha Be<br>Tagore             | 6. The     |
|  | ( PART : A-OBJECT                            | IVE)             | Gandhi                          | (6)        |
| The figures in   | ( Marks : 25 )<br>the margin indicate full m | narks for the qu | ussession<br>vowsCl<br>vestions | (c)<br>(a) |
|  | SECTION—A                                    | neans            | intimiketan i                   | 6. Shi     |
|  |  | 12-1 71          | abode of pa                     | (a)<br>(b) |
| Tick (✓) the correct answer  | gal ero                                      | 7 J 97           | abode of to                     | ×10=10     |
| 1. In Athens, physical e   | education was imparted                       | in Barasayba     | vrivosolida :                   | 7. The     |
| (a) ,pedagogues (b) palaestras (                                   | duction                                      |                  | idealism<br>pragmatism          | (a)<br>(b) |
| (c) schools (<br>(d) barracks (                                    |  | ( ) =0           | neutralism                      |            |
| 2. Great philosophers lik  | cation in the ancient tir                    | nes?             | he products                     | ms ,s      |
| (b) Athenian system  | of education ( )                             |                  | John Dewe                       |            |
| <ul><li>(c) Roman system of</li><li>(d) None of the abov</li></ul> |  | see Rousseau     | John Locke                      | (c)<br>(d) |
| (w) Thomas of the abov   | comment.                                     |                  |                                 |            |

| 3.  |       | objective of education in monastic system of education was  |
|-----|-------|---|
|     | (a)   | physical education ( )  |
|     | (b)   | intellectual development (10)   |
|     | (c)   | spiritual life (**)   |
|     | (d)   | social development ( )  |
| 4.  |       | main object of scholastic system of education was to acquire wledge through   |
|     | (a)   | self-realization ( )  |
|     | (b)   | nature and nurture ( )  |
|     | (c)   | logic and debate ment (and) transfer to the myolevest !   |
|     | (d)   | play-way method ( )   |
| 5.  | The   | Wardha Scheme of education reflects the ideas of  |
|     | (a)   | Tagore (week) as paralleled in mediaval firmuses the  |
|     | (b)   | Gandhi ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) (  |
|     | (c)   | Devices   |
|     | (d)   | Dewey ( )   |
| _   | TSC U | is a supplied the property of |
| 0.  | 2 M M | antiniketan means   |
|     | (a)   | abode of peace ( ) abode of nature ( ) abode of nature  |
|     | (b)   |   |
| 119 | (c)   | abode of love ( )   |
|     | (d)   | abode of joy ( )  |
| 7.  | The   | philosophy advocated by Dewey is called   |
|     | (a)   | idealism (s o ) education and its entranged by the service and its  |
|     | (b)   | pragmatism ( )  |
|     | (c)   | naturalism ( )  |
|     | (d)   | realism ( ) maiding philosophers like Plato; Ansidile and 2005-les were the product.  |
| 8.  | Em    | ile was a treatise written by   |
|     | (a)   | Maria Montessori  |
|     | (b)   | John Dewey ( ) noiteourbe to metays nainedtA (d)  |
|     | (c)   | John Locke ( ) system of education ( )  |
|     | (d)   | Jean-Jacques Rousseau ( ) ( ) was stade and to smok (b)   |

| 9.   | The father of distance education in India is   |
|------|--|
|      | (a) Tagore ( )   |
|      | (b) Gandhi ( )   |
|      | (c) Dr. G. R. Reddy ( )  |
|      | (d) Dr. V. K. Bosh ( )   |
| 10.  | Indira Gandhi National Open University (IGNOU) was established in the year   |
|      | (a) 1982 reflection of the Roman watern of education 2891 (a)  |
| 01   | (b) 1998 ( )   |
|      | (c) 1985 ( )   |
| 01=  | Z. Discuss the monastic and scholastic aducation in m(diev) a ron 2001 (b)   |
|      | SECTION—B Were the native satisfactor of the particle and state an |
| 0.1= | main features of medicval uni (Marks: 115) me levelbem to sommed mism  |
| Writ | te briefly on the following: 3×5=15  |
| 01.  | Three differences between Spartan and Athenian system of education   |
|      | OR SIO   |
| H    | Greek influence on Roman education   |
| 2    | Education for Chivalry   |
| 4.   | Lisseries OR betshoper rousierles teceboritem bas emis our nistage .4  |
| 01=  | Role of the church in medieval education in Europe   |
|      | 4. CANALAMARE 中国   |
| 100  | Gandhi's aims of education and the mollecube to annual a yourself sense of or  |
|      | Tagore's Viswa Bharati   |
|      |  |
| 4.   | Dewey's laboratory school and make the same sib longer and make all all  |
|      | Description ORdurated in the magon to was  |
| ALE: | Rousseau's negative education through his asymptomic and earned  |
|      | Characteristics of open learning system  |
|      | The state of the s |
|      | Advantages of globalization  |
|      |  |

# ( PART : B-DESCRIPTIVE )

( Marks : 50 )

The figures in the margin indicate full marks for the questions

- 1. Discuss the Athenian system of education in ancient times. Explain the basic features of the Roman system of education prior to 275 BC.
- 2. Discuss the monastic and scholastic education in medieval Europe. 5+5=10 What were the universities established in medieval Europe? Describe the main features of medieval university education in Europe. 3+7=10
- Write briefly on the following : 3. Discuss Gandhi's contribution to Indian education. OR Discuss the contributions of Tagore to educational thought and practices.
- 2. Education for Cirivalov 4. Explain the aims and methods of education propounded by Rousseau. the levelpent ni dounts ent to 5+5=10

Discuss Dewey's aims of education and its influence on the educational system. 5+5=10

5. Explain the concept of distance education and its advantages. 4+6=10 Lorde was a treatise written py OR

Discuss the challenges and opportunities of globalization of higher education in India. Of. Characteristics of open learning system

90

Advantages of elobalization

10