

Royal University of Bhutan
Paro College of Education
Autumn Semester Examination – 2012

B.Ed(P) IV- Foundation of Early Childhood Education (EDN417)

Full mark: 100

Pass mark: 50

Time: 3 hours

Instruction

- 1 Please do not write for the first TEN minutes. This time is to be spent in reading the questions. The time given above is the actual time for writing your answers.*
 - 2 There are THREE sections A ,B and C. Read the instruction given under each section and answer the questions accordingly.*
 - 3 Intended marks are given in the brackets ().*
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Section A (15x2=30 marks)

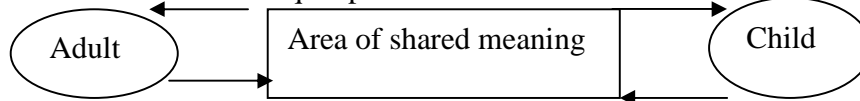
Question 1

From a choice of four answers given against each question, choose the correct answer. Write the letter of that correct answer – a, b, c, d against each question in your answer paper

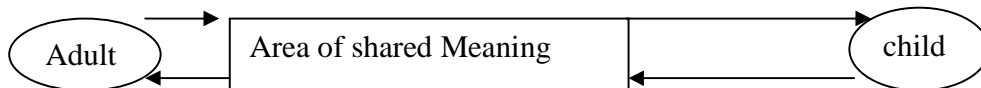
- a. Early Childhood is defined as
 - i. The period of life from infancy to five years old.
 - ii. The period of life from infancy through eight.
 - iii. The period of life from infancy to six years old.
 - iv. The period of life from early childhood to middle childhood.
- b. Royal Government of Bhutan first started center based ECCD programme in
 - i. 2003.
 - ii. 2004.
 - iii. 2005.
 - iv. 2006.
- c. In _____ Royal Government of Bhutan launched ECCD programme by incorporating ECCD components in Non-formal Education post-literacy curriculum.
 - i. 2000
 - ii. 2003
 - iii. 2004
 - iv. 2008
- d. The following country and curriculum are correctly matched EXCEPT
 - i. United Kingdom- Early Years Foundation Stage(EYFS)
 - ii. New Zealand- *Te Whāriki*
 - iii. Bhutan- Early Years Learning and Development Standards (ELDS)
 - iv. Australia- High Scope

- e. Early Learning and Development Standards(ELDS) of Bhutan has
- Four learning domains
 - Five learning domains
 - Six learning domains
 - Seven learning domains.
- f. The diagram below show different types of interaction between an adult and child. In which interaction would the co-construction of knowledge take place?

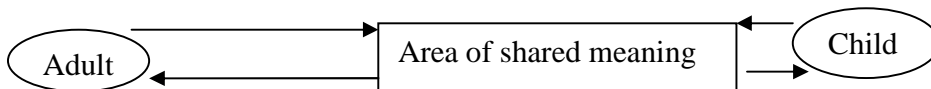
I. Adult and child equal partners in interactions



II. Adult-directed interactions



III. Child-directed interactions



- I
 - II
 - I & II
 - I & III
- g. _____ is associated with the development of learning stories.
- Marilyn Fleer
 - Joy Cullen
 - Angela Anning
 - Margaret Carr
- h. All the following statements are true EXCEPT
- Robert Owen is the founder of infant and nursery education in United Kingdom.
 - Early Years Foundation Stage curriculum has seven learning areas.
 - Te Whāriki*** is the first bicultural early childhood curriculum.
 - United Kingdom has uniform school entry age.
- i. Developmentally appropriate practices in education are based on typical development at a given age as well as the uniqueness of each child. This type of schooling is considered:
- Age appropriate but not individual appropriate.
 - Both age and individual appropriate.
 - Individual appropriate but not age appropriate.
 - Neither age nor individual appropriate.

- j. The four central principles that support a holistic early childhood curriculum in New Zealand are:
- Empowerment, Becoming, Holistic development and Relationships
 - Family and community, Empowerment, Belonging, and Relationships
 - Empowerment, Holistic development, Family and community, and Relationship
 - Well-being, Belonging, Contribution, and communication
- k. All the following statements about brain development are true EXCEPT
- 75 % to 80% of brain development takes place in the first three years one's life.
 - The brain's development depends entirely on the genes with which you are born.
 - Early experience and interaction with the environment are most critical in a child's brain development.
 - A 3-year-old toddler's brain is twice as active as an adult's brain.
- l. The terms that have become associated with working in the socio-cultural paradigm and within children's zone of proximal development are:
- scaffolding and co-construction.
 - more knowledge other and scaffolding.
 - co-construction.
 - scaffolding.
- m. _____ refers to the shared meanings constructed by people in their interactions with each other.
- Co-construction
 - Scaffolding
 - Community of Practice
 - Intersubjectivity
- n. All of the following is true about socio-cultural theory EXCEPT
- This theory stresses the interaction between developing people and the culture in which they live.
 - This theory strongly believes that a child is an independent learner, capable of learning on his own.
 - This theory stresses that development cannot be separated from its social context.
 - This theory also proposed the idea of "Zone of Proximal Development" and "Scaffolding".

- o. *Ms. Pema of Wangmo Montessori observes and records Karma discussing with his friends on how to build a house with the blocks. She even takes photographs of Karma building a house with his friends in the block corner and pastes it alongside the narratives describing Karma's play. The observation sheet Ms. Pema uses has space for parents' comments. The observation tool Ms. Pema uses is*
- i. anecdotal record.
 - ii. running record
 - iii. learning stories
 - iv. event sampling

Section B (4x5=20 marks)

Question 2

Write brief notes on any of the following FOUR

- A. Scaffolding
- B. Community of Learners
- C. Sustained shared thinking
- D. Co-construction
- E. Developmentally Appropriate Practices
- F. Importance of parents involvement in ECCD

Section C (5x10=50 marks)

Answer any FIVE questions.

Question 3

You are working in a remote community in Bhutan and you want to open an ECCD center in the community. In order to garner support from the community design a presentation on ECCD outlining the importance of early years and the benefits of ECCD. Include two importance of early childhood years and three benefits of ECCD in your presentation.

(2x5=10)

Question 4

List down FOUR quality areas you would use to assess the quality of ECCD programme in the country. Justify your choice.

(4+6=10)

Question 5

“Children learn through play” is a common maxim in ECCD setting. List FOUR challenges you foresee in using play in Bhutanese context. Explain THREE strategies you would use to address these challenges.

(4+6=10)

Question 6

Explain five differences between development oriented assessment and socio-cultural oriented assessment.

(5x2=10)

Question 7

What are learning stories? Explain FOUR differences between anecdotal record and learning stories.

(2+8=10)

Question 8

Explain the FOUR conditions of power. Explain with relevant examples how they influence children's construction of meaning?

(4+6=10)

Question 9

You are the principal of Thuksel Early learning Center in Paro. Your center has been experiencing problem in involving parents, families and communities in the center. Explain FIVE strategies you would use to involve parents, families and communities in your center.

(2x5=10)

Question 10

In a good early childhood education programme, the classroom is organized into different learning areas to provide children with both structured and unstructured learning experiences. In context of primary school, setting up learning areas could be constrained by the classroom size. Choose FOUR learning areas you would set up in your classroom. Explain in detail how you would set up and use these learning areas in your classroom.

(2.5x4=10)