

Spring Semester Examination 2018  
Paro College of Education  
Royal University of Bhutan  
Paro

**Module:** EAS101(Understanding Children's Development)

**Programme:** Diploma in ECCD

**Level:** I

**Writing Time:** Three Hours

**Full Marks:** 100

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*Direction: Read the following directions carefully. Do not write for the first fifteen minutes. This time is to be spent in reading the questions. You will get three hours to answer the questions. This question paper consists of two sections: Section A and Section B. You must read the questions carefully and ensure how many questions are required to be answered from each section. Marks for each question are indicated within brackets.*

*Follow the instruction given in each section.*

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**Section A**

10 Questions (20 marks)

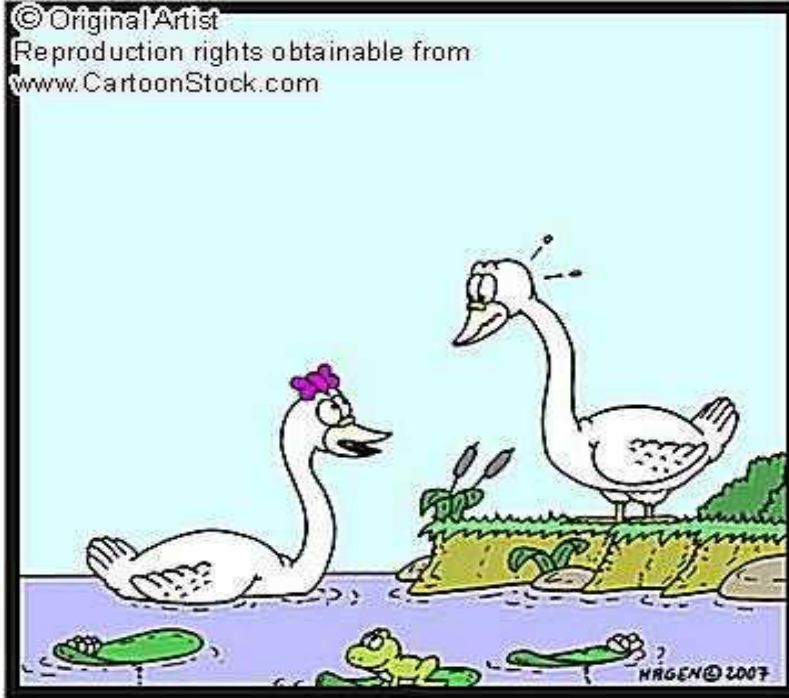
Answer All the Questions

**Direction:** From a choice of four possible answers given in each question, choose and write the MOST APPROPRIATE answer in your answer paper.

**Question 1**

- a. The pattern of change that begins at conception and continues throughout the life span is called
  - A. growth.
  - B. maturation.
  - C. experience.
  - D. development.
  
- b. Which one is a drawback of Piaget's theory of cognitive development?
  - A. Children are encouraged to discover for themselves.
  - B. New skills are introduced when children are ready to learn.
  - C. Existence of individual differences in learners are taken care.
  - D. The impact of social and cultural setting on cognitive development.
  
- c. Learning is largely mediated by social interaction of students and "More Knowledgeable Others". This statement is one of the beliefs of
  - A. Erikson's psychosocial theory.
  - B. Bandura's theory of social learning.
  - C. Piaget's theory of cognitive development.
  - D. Vygotsky's theory of cognitive development.

- d. The expression, you have eyes at the back of your head is true when we describe the lobes of the brain. Which lobe is present at the back of the head?
- A. Temporal.
  - B. Occipital.
  - C. Parietal.
  - D. Frontal.
- e. The brain's ability to change as a result of experience is called
- A. pruning.
  - B. plasticity.
  - C. stimulation.
  - D. brain development.
- f. The growing ability of an individual to live and learn social forms of behavior such as the social etiquettes, folkways, traditions and customs is
- A. personality development.
  - B. behaviour development.
  - C. social development.
  - D. moral development.
- g. Yangchen answers a question correctly and the teacher gives her a chocolate. The act of the teacher is
- A. imprinting.
  - B. modeling.
  - C. punishment.
  - D. reinforcement.
- h. Dorji Bumpa, an ECCD facilitator sees one of his children trying to fit the different shapes into designated holes while playing with the shapes toy. He sees the potential of that particular child, goes near and describes how each shape can fit into the same-shaped hole so that the child will get some idea. Dorji Bumpa is working on the\_\_\_\_\_.
- A. scaffolding.
  - B. guided learning.
  - C. discovery learning.
  - D. Zone of Proximal Development.



Well, you walk like a duck, you quack like a duck...  
May I ask who brought you up?

- i. The developmental issue shown in the above diagram is
  - A. Nature Vs Nurture.
  - B. One course vs Many.
  - C. Stable vs Open to Change.
  - D. Continuous vs Discontinuous.
  
- j. The careful observation and recording of a child's behavior in real-life settings is known as
  - A. structured interview.
  - B. realistic observation.
  - C. correlational method.
  - D. naturalistic observation.

## Section B

Ten Questions (80 marks)  
Answer Only Eight Questions

**Direction:** From the TEN questions, choose any EIGHT and write the answer as directed in the answer sheet provided. The intended marks for each question is given in the brackets.

### Question 2

(1x10)

Define the following terms.

- a. Assimilation.
- b. Scaffolding.
- c. Classical conditioning.
- d. Chronosystem.
- e. Sociodramatic play.
- f. Egocentrism.
- g. Sympathy.
- h. Morality.
- i. Emotional intelligence.
- j. Stranger anxiety.

### Question 3

(5x2)

Differentiate between the following with an example each.

- a. Gross motor skills and fine motor skills.
- b. Basic emotions and self-conscious emotions.
- c. Nature and nurture.
- d. Psychosexual development and psychosocial development.
- e. Pre-conventional morality and conventional morality.

**Question 4**

(1x10)

Match the following. Write the correct number from column B against the letters from column A in your answer sheet.

Column A		Column B	
a.	Sigmund Freud	1.	Children are encouraged to discover for themselves
b.	Erik Erikson	2.	Imitation and observational learning
c.	B.F Skinner	3.	Imprinting
d.	Maria Montessori	4.	Ecological Systems theory
e.	Albert Bandura	5.	Management of sexual and aggressive drives shapes personality development.
f.	Jean Piaget	6.	Zone of proximal development
g.	Lev Vygotsky	7.	Operant conditioning
h.	Konrad Lorenz & Tinbergen	8.	Types and qualities of attachment
i.	Urie Bronfenbrenner	9.	Conflict between personal impulses and the social world
j.	Mary Ainsworth	10.	Teachers as social engineers
k.	Lawrence Kohlberg		

**Question 5**

(6+4)

Bronfenbrenner's Ecological Systems Theory helps us to remember that most issues of child development have complex origins.

- Describe any of the two systems with appropriate examples.
- How does understanding of the Ecological systems theory improve your practices as an ECCD facilitator?

**Question 6**

(5+2+3)

- How would you promote the cognitive development of children in the context of community's culture? Explain five points using ideas from Vygotsky's social cultural theory.
- What is the Zone of Proximal Development?
- Mention three activities/strategies you would design to help children cross the ZPD?

**Question 7**

(2+4+4)

*I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized (Ginott, 1975).*

- a. What message do you get from the above statement?
- b. What are some things you can do to promote emotional intelligence among your children in their early childhood?
- c. What are the learning activities that you can use to promote emotionally safe classrooms in your centers?

**Question 8**

(5x2)

What is the most important thing you learned in each of the following theory? How will this learning help you become better ECCD facilitators?

- a. Behaviourist theory.
- b. Psychosexual theory.
- c. Attachment theory.
- d. Parenting styles.
- e. Ethological theory.

**Question 9**

(5x2)

According to Erikson's psychosocial theory, guilt in children may occur if parents and caregivers/facilitators criticize, prevent play, or discourage a child's questions leading to over control and low self-esteem. As a facilitator, suggest five strategies to enhance the development of ambition and responsibility (initiative) in early childhood?

**Question 10**

(4+6)

- a. What does observational learning theory say about children's growth and development?
- b. Discuss at least three conditions/characteristics facilitators must possess in order to be considered a role model.

**Question 11**

(5+5)

- a. Describe brain development in early childhood.
- b. Suggest appropriate stimulation to support brain development in the early childhood.