

Spring Semester Examination 2019  
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 Tabula Rasa view of children believes that children are
  - A. a blank slate.
  - B. inherently good.
  - C. miniature adults.
  - D. born evil and stubborn.
  
- b. "Children move through a series of stages where they confront conflicts between biological drives and social expectations."  
The above statement best defines
  - A. Behaviourism.
  - B. Social Learning Theory.
  - C. The Psychoanalytic Perspective.
  - D. Ethology and Evolutionary Development Psychology.
  
- c. The area of the brain that supports grammatical processing and language production is
  - A. Broca's Area.
  - B. Occipital Area.
  - C. Wernick's Area.
  - D. Temporal Area.

- d. Dechen, one of your students at the your ECCD center is solving a puzzle by herself and says, “*I know where this goes*” as she places her puzzle piece.

This is an example of

- A. recalling.
- B. silent speech.
- C. memorization.
- D. private speech.

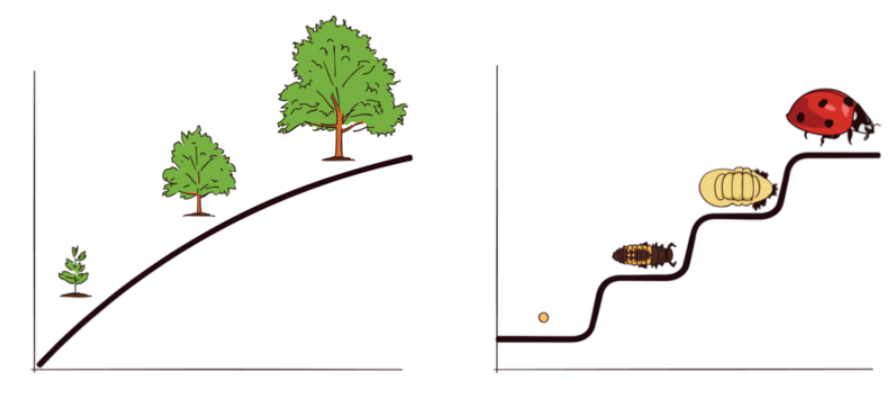


Figure 1

- e. The developmental issue shown in Figure 1 is
- A. Nature Vs Nurture.
  - B. One Course Vs Many.
  - C. Stable Vs Open to Change.
  - D. Continuous Vs Discontinuous.
- f. \_\_\_\_\_ is the psychosocial stage where through make believe play, children explore their interpersonal skills and the kind of person they can become.
- A. Trust Vs. Mistrust
  - B. Initiative Vs. Guilt
  - C. Industry Vs. Inferiority
  - D. Autonomy Vs. Shame and Doubt
- g. Which of the following statements best describes Moral Development?
- A. Children learn to understand oneself and one’s own feeling.
  - B. The shared beliefs, knowledge, customs and values of a particular group.
  - C. Children’s understanding of themselves, other people and relationships with peers.
  - D. Children’s awareness and understanding of what is right and what is wrong within the community in which they live.

- h. *Pema an ECCD facilitator, claps three times and asks the children to quiet down. After doing this repetitively and consistently for a while, the children now quite down on just hearing three claps from Pema.*

This is a classroom practice where the teacher used,

- A. Operant Conditioning.
  - B. Classical Conditioning.
  - C. Observational Learning.
  - D. Zone of Proximal Development.
- i. The ability to order items along a quantitative dimension, such as length or weight is known as
- A. seriation.
  - B. conservation.
  - C. classification.
  - D. spatial reasoning.
- j. The correct milestone of moral development for children aged between 2 to 5 is
- A. Begins to show sensitivity to others' intentions in moral judgment.
  - B. Begins to appreciate that others' emotional reactions may differ from one's own.
  - C. Includes merits and, eventually, equity and benevolence in distributive justice reasoning.
  - D. Is aware that people can have mixed feelings and that their expressions may not reflect their true feelings.

## 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

(2 x 5)

Explain the following terms.

- a) Ego.
- b) Reinforcers.
- c) Gross Motor Development.
- d) Make-believe Play.
- e) Morality.

### Question 3

(5+5)

- a) Explain the importance of studying child development with two reasons.
- b) Describe with the use of two examples, how studying this module has affected your practice and experience at the ECCD center.

### Question 4

(5+5)

*“Erik Erikson believed that personality develops in a pre-determined order through eight stages of psychosocial development, from infancy to adulthood.”*

- a) Discuss any two of the first four stages stated by Erikson.
- b) How does the understanding of the two stages that you discussed, improve your practice as an ECCD facilitator? Explain with examples.

### Question 5

(5+5)

- a) What are the two main principles of Vygotsky’s Social Cultural theory? Explain.
- b) How can you use these two principles to promote cognitive development of the children at your center?

### Question 6

(5+5)

- a) Discuss the Behaviourist Perspective and the Nativist Perspective on Language Development.
- b) Which perspective do you agree with? Why? Explain with examples from your experience.

**Question 7** (5+5)

- a) Mention five cognitive attainments/milestones children attain from ages 2 to 4.
- b) Piaget stated that children aged between 2 and 7 are at pre-operational stage where they engage in “Egocentric and Animistic Thinking” and the “Inability to Conserve.” Explain.

**Question 8** (5+5)

- a) Discuss the influence of nature and nurture on children in their early years.
- b) Explain any two components of personality according to Sigmund Freud.

**Question 9** (5+5)

- a) Discuss Urie Bronfenbrenners’ Ecological Systems Theory.
- b) What does the theory mean for the education of the children at your center?

**Question 10** (2+8)

- a) What is Attachment?
- b) Discuss the Four Qualities of Attachment as stated in Bowlby’s Ethological Theory.

**Question 11** (2+3+5)

- a) Briefly explain Social Learning Theory as proposed by Albert Bandura.
- b) List down the factors that affect children’s motivation to imitate.
- c) Discuss some of the behaviours and characteristics that facilitators can model to the children to enhance their development.