

Autumn Semester Examination 2021  
Paro College of Education  
Royal University of Bhutan  
Paro

**Module:** EAS208(Introduction to Early Childhood Education) **Program:** B.Ed (P) **Level:** II  
**Writing Time:** Three Hours **Full Marks:** 100

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**Instructions:** Do not write during the first 15 minutes; use this time for reading the questions. You will get full three hours for answering the questions. Write the answers to all the questions in the answer sheets provided by the college. Read the Instructions for each section and each question carefully before answering them.

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**Section A**  
**(One questions 20 Marks)**

**Question 1**

**Instruction:** 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. (10 x 2 = 20 marks)

- a. Early Childhood is defined as the period of life from
  - A. infancy through eight.
  - B. infancy to six years old.
  - C. infancy to five years old.
  - D. early childhood to middle childhood.
- b. Early Learning and Development Standards (ELDS) of Bhutan has
  - A. six learning domains
  - B. five learning domains
  - C. four learning domains
  - D. seven learning domains.
- c. In your first class, your tutor states, “Early childhood teachers are not glorified babysitters; they are committed to the care and education of young children.” Which theme of early childhood teacher training does his/her comment reflect?
  - A. Holism
  - B. Professionalism
  - C. Multiculturalism
  - D. Reflective thinking

- d. Ms. Dawa of Shari ECCD Center records detail narratives of Alaybo discussing with his friends on how to build a house with the blocks. Her record exactly contains what Alaybo does and says as it happened. She also uses the same technique to document the interactions of a group of children in her ECCD Centre. The method of documentation Ms. Dawa uses is
- running record.
  - event sampling.
  - learning stories.
  - anecdotal record.
- e. All the following are curriculum approaches in early childhood education **except**
- Effective approach.
  - Emergent approach.
  - Integrated approach.
  - Constructivist approach.
- f. A new paradigm in early childhood called \_\_\_\_\_ sees children as having power and agency in their own right, not simply in relation to the social constructions to which adults around them assign them.
- postmodernism
  - sociocultural theory
  - the sociology of early childhood
  - reconceptualizing early childhood
- g. The support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals is termed as
- scaffolding learning.
  - constructivist classroom.
  - area of shared understanding.
  - co-constructing understanding.
- h. Postmodern and poststructural perspectives explain ‘family’ and ‘community’ as context for children’s learning. They focus on social practice through all the following **except**
- habits.
  - social field.
  - social capital.
  - educational philosophes.
- i. Which one of the following is **NOT** the principle of EYFS?
- A whole child
  - Positive Relationships
  - Enabling Environment
  - Learning and development
- j. The challenge for early childhood educators is to
- ignore diversity in their classes.

- B. include diversity in their classes.
- C. get rid of diversity in their classes.
- D. cope with diversity in their classes.

**Section B**  
**Answer all the questions**  
**(6 questions 30 marks)**

**Question 2**

**Instruction:** Write short notes drawing out the key features of the following:

- a. Developmentally appropriate practices
- b. Importance of family involvement in ECCD
- c. Brain-based learning
- d. Ecological theory
- e. Reflective Practice
- f. Respect for Diversity

**Section C**  
**Attempt any FIVE questions**  
**(5 Questions 50 Marks)**

**Question III**

- a. Imagine you are working in a remote community primary school, and you want to open an ECCD centre in the community. In order to garner support from the people and community leaders – Gup, Mangap and Tshogpa, in constructing ECCD Centre over archery range, explain at least two benefits each for the individual child and for the society. (2.5 x 4 = 10 marks)
- b. Curriculum approaches reflect significant ideas about the setting and stakeholders (the children, families, educators and communities) and the relationship between them. Highlight and discuss the concept of constructivist approach to showcase that curriculum is meaningful to the children. (10 Marks)
- c. Explain the differences between Developmental approach and socio-cultural approaches to documenting and assessing children's learning? (10 marks)
- d. A teacher using 'mediating strategies' can respond in a way that is sensitive to children's perspectives and assist them in learning. How will you use 'mediating strategies' as an effective pedagogy in your class? (10 Marks)

- e. Teachers need to translate curriculum approaches into practice by selecting matching pedagogies that will be most useful in professional practice which involve building and nurturing relationship, curriculum decision-making, teaching and learning. How does 'communication with families' fit into matching pedagogies? (10 Marks)
- f. Why do Royal Government of Bhutan have strong context for investment in Early Childhood Care and Development (ECCD) programmes? (10 marks)