

B.Ed (P-Dzo) I – Child Development (PSY101)

Full Marks: 100

Writing Time : 3 hours

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.

Section A (20 marks)

10 Questions

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

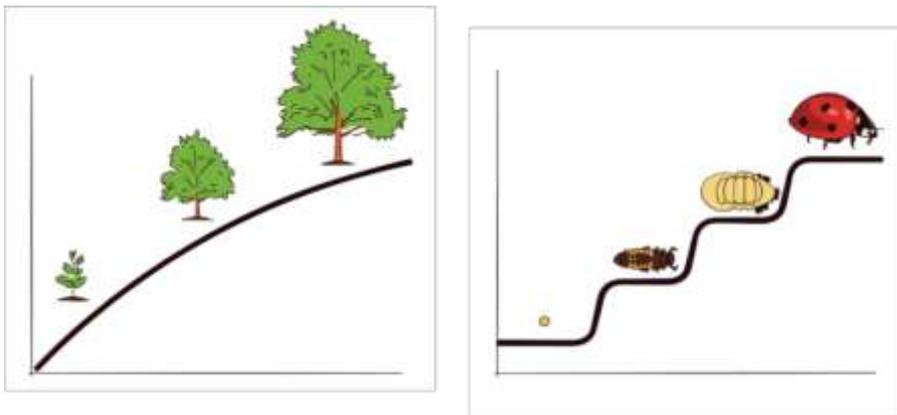


Figure 1

- a. The developmental issue shown in Figure 1 is
 - i. Nature Vs Nurture.
 - ii. One Course Vs Many.
 - iii. Stable Vs Open to Change.
 - iv. Continuous Vs Discontinuous.

- b. Thirteen-year-old Yangchen had a crush on a boy who failed to return her affections. After her mother assured her that there would be other boys, Yangchen shouted “Mom, you don’t know what it is like to fall in love”. Yangchen’s thinking illustrates
- i. personal fable.
 - ii. idealistic thinking.
 - iii. illogical reasoning.
 - iv. imaginary audience.
- c. “Behaviours that result in punishment are viewed as bad and those that lead to rewards as good.” Which level of moral understanding according to Kohlberg does the above statement best match?
- i. Conventional Level.
 - ii. Pre-conventional Level.
 - iii. Post-conventional Level.
 - iv. Social Systems Morality Level
- d. IQs have increased steadily from one generation to the next. This is known as the Effect.
- i. Flynn
 - ii. Cattell
 - iii. Ripple
 - iv. Strenberg
- e. The specialization of the two hemispheres of the brain is called
- i. plasticity.
 - ii. stimulation.
 - iii. connectivity.
 - iv. lateralization.
- f. The self-report inventory that identifies people as having one of the 16 personality types and is the most widely used psychological instrument is called
- i. The 5 Factor Personality Indicator.
 - ii. Erik Erikson’s Psychosocial Theory.
 - iii. The Myers-Briggs Personality Type Indicator.
 - iv. Howard Gardner’s Eight Multiple Intelligence.

- g. *Jigdrel reached the finals of the spelling competition at school. However, at the final round, he lost the competition to his classmate Pema. Despite the disappointment he felt, he put on a smile and congratulated Pema.* Jigdrel is using
- i. basic emotions.
 - ii. social referencing.
 - iii. emotional display rules.
 - iv. self-conscious emotions.
- h. A child who is solving a puzzle by herself says, “*I know where this goes and where this one goes*” as she places her puzzle pieces. According to Vygotsky, this is an example of
- i. inner speech.
 - ii. social speech.
 - iii. private speech.
 - iv. egocentric speech.
- i. *Pema is not entirely sure which career path she wants to go down. However, she is exploring her options by gathering information and trying out different activities.* Pema’s identity status is
- i. Identity Diffusion.
 - ii. Identity Foreclosure.
 - iii. Identity Moratorium.
 - iv. Identity Achievement.
- j. *Dorji’s parents are warm and attentive to him. They also let him make all his own decisions and he doesn’t have any kinds of rules to follow or chores to do at home.* Dorji’s parents are displaying
- i. Permissive Child Rearing Style.
 - ii. Uninvolved Child Rearing Style.
 - iii. Authoritative Child Rearing Style.
 - iv. Authoritarian Child Rearing Style.

Section B (80 marks)
Ten Questions
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 (5+5)

- a) Pick any one agent of socialization and explain how it affects the social development of children.
- b) How can you use the Ecological Theory in the classroom to enhance development of the child? Explain using two examples/points.

Question 3 (2+1+7)

- a) Give an example for assimilation and accommodation each that is involved in building our schemes.
- b) When you become a primary school teacher, at which stage(s) of cognitive development according to Piaget do you think your students will be in?
- c) How will you help your students' cognitive ability progress further from that stage?

Question 4 (4+6)

- a) What are the three structures of personalities according to Sigmund Freud? Briefly describe each personality.
- b) What did you learn from Maslow's Theory of Needs that will help you become a better teacher? Explain using three points.

Question 5 (5+5)

- a) Why do you think we need to study child development as future teachers?
- b) What accounts for the vast individual differences among children – in height, weight, physical coordination, intelligence, personality and social skills? Is nurture or nature more responsible?

Question 6

(6+4)

- a) Design a classroom activity, which will cater to at least THREE types of Multiple Intelligences. And explain how this activity will help students in each type of intelligences.
- b) What role do you think heredity and environment play in the IQ differences between individuals or groups?

Question 7

(5+5)

- a) Explain the two main principles of Vygotsky's Social Cultural theory?
- b) How can you use these two principles to promote the cognitive development of the children?

Question 8

(5+5)

- a) *The brain is more plastic during the first few years than it will ever be again.* Explain this statement in your own words.
- b) What advice would you give to the parents and family of the children regarding proper physical growth? Explain in two points.

Question 9

(3+3+4)

- a) Read the two cases on Kohlberg's Stage of Moral development and answer accordingly.
 - i. *Dhendup's parents asked Dhendup to walk his little sister to and back from school. To this Dhendup asked his parents what he would get in return for walking with his sister? His parents agreed to buy him the shoes he really wanted and then Dhendup agreed to walk with his sister. What stage is Dhendup in? Why?*
 - ii. *Nima and her friends were in charge of distributing refreshments to the students in school. When they were done they realized that a lot of extra refreshments were left. Nima's friends suggested they divide it among themselves and take it home. However, Nima refused saying that if they stole, they were not doing their duty well and that everyone in the school deserved equal shares. What stage is Nima in? Why?*
- b) Explain two things a teacher might do to help primary school children expand their moral reasoning.

Question 10

(5+5)

- a) Explain the consequences of an emotionally unsafe classroom on learning and development.
- b) List 5 ways a teacher can make a Bhutanese classroom emotionally safe for the students.

Question 11

(5+5)

- a) Why is it important for children to have a healthy self-concept and self-esteem?
- b) How can you use Erik Erikson's Psychosocial Theory to help a child develop a healthy identity?