

Module: EDN417 (Module title)	Program: B.Ed (P)	Level: IV
Writing Time: Three Hours	Full Marks: 100	

SECTION A
20 blanks-10 Marks
Fill them ALL

Direction: Each blank in this section has a Roman number, which has to be filled with the most appropriate word for the statement. Write just the number of the statement, the Roman number and the correct word on the answer sheets provided.

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- g. Socio-cultural perspectives take into account theivx.....,xv..... andxvi..... dimensions of everyday activities.
- h. Two examples of exclusion in an ECCD centre arexvii..... and xviii.....
- i. One of the examples of a 'community of practice' is the relationship between thexix..... and thexx.....

SECTION B
TEN Concepts - 30 Marks
Answer them ALL

Question 2

(10X3=30)

Under each of the 10 concepts, write three critical attributes that characterize the concept. List them, using Roman numerals, as exemplified in the first concept.

a. Self-initiated activities i. ii. iii.	f. Adult-directed activities
b. Scaffolding	g. Co-construction
c. Developmental theory	h. Socio-cultural theory
d. Early year educators	i. Early interventionists
e. Assessment through 'learning stories'	j. Assessment through tests and grades

SECTION C
SIX Questions-60 Marks

Question 3

(6 X 10 = 60)

Provide analytical answers in not more than 300 - 400 words for each statement. Understand the statement before you start to write so that you can make the best use of the word limit.

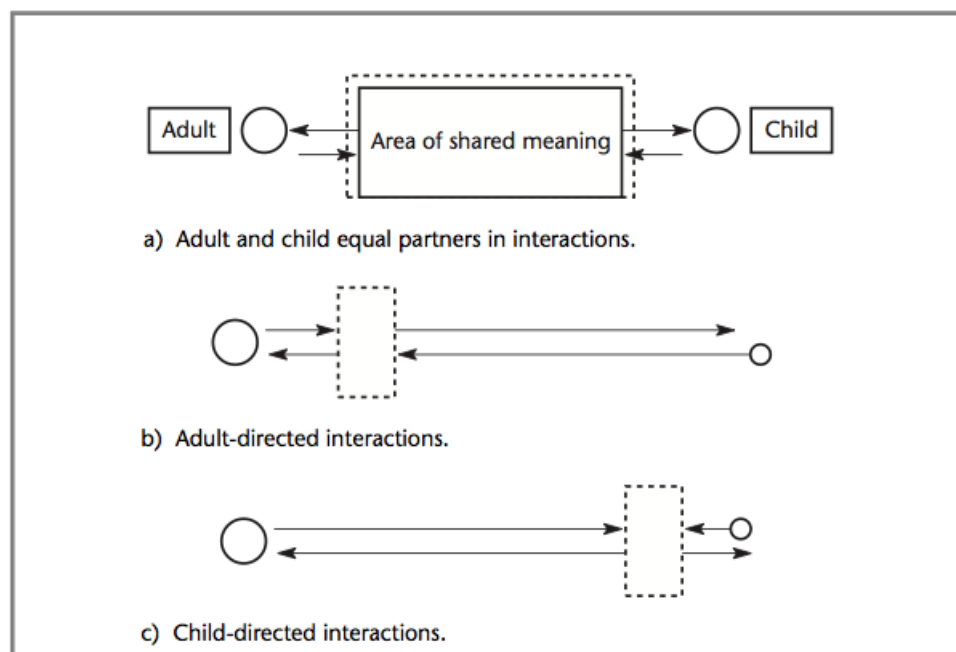
- a. Dorji is in your Early Learning Centre. You saw him trying to make a tower with the different shaped blocks however the tower toppled now and then and Dorji looked quite frustrated. How would you as an ECCD educator smoothly intervene and try to "sustain" the thinking of this child so that he can progress in his play?
- b. "The socio-cultural paradigm involves both the children and the teachers working together towards the upper ends of their zones of proximal development". Explain what it means.

- c. “The concepts of socio-cultural theory (Vygotsky, 1987) and the ‘community of practice’ (Lave & Wenger, 1991) have generated great interest in how beliefs and practices of specific cultures and communities could affect learning in educational settings”. Do you agree? Exemplify the statement in a Bhutanese context to prove the point.
- d. You work in an ECCD centre and one of the mission statements for your centre states “Our curriculum focuses on the inclusiveness of all children in the centre”. Given below is an observation that I made of you in your centre:

You were telling a story to 12 three-year-old children on the floor. In the corner of the same room there was a support worker who was trying to make one of your children who is autistic to draw something on a piece of paper.

Discuss this observation in relation to your centre’s mission.

- e. Observe the graphic representation given below and discuss “inter-subjectivity” as portrayed in the diagram.



- f. Now that you have completed the EDN 417, you are aware of some of the best practices for early years (0 – 8 years) development and learning. If you were given the authority to change anything in the Pre Primary (PP), what would be the four things that you would change?