ROYAL CIVIL SERVICE COMMISSION

BHUTAN CIVIL SERVICE EXAMINATION (BSCE) – B.ED GRADUATES 2011

PAPER I: CLASS XII LEVEL ENGLISH FOR B.ED DZONGKHA GRADUATES

Date: : 11 January 2012

Total Marks : 100

Examination Time : 3 hours

Reading Time : 15 minutes (Prior to exam time)

Information and Instructions:

- The test comprises four distinct sections: **Section A** to assess comprehension skills, **Section B** to assess writing skills, **Section C** to assess language and grammar skills and **Section D** to assess précis writing skills.
- All questions in the test are compulsory.
- The Question Paper comprises 9 pages. Ensure you have the complete test paper.
- Read the directions to the questions carefully, understand the task required of the questions and then write your responses.
- Write your responses to all questions in the answer booklet provided.
- Number your responses according to the questions correctly.
- Plan the allotted time carefully in answering the questions.

Section A (Reading and comprehension)

Direction: Read the passage given below and answer the questions that follow as required. Do not copy whole paragraphs from the passage to answer your questions. **{35}**

Using Computers in Schools (retrieved on 29/12/2011)

Education systems around the world face formidable challenges that are taxing conventional strategies. Fresh approaches are needed to address pertinent problems of the past and provide students with an education appropriate to the needs of a modern, information-based global economy. Now after more than two decades of unfulfilled promises to revolutionize education, computer and communication technologies are finally able to offer opportunities to significantly improve teaching and learning.

Education and learning are among the most important of all human activities and always have been the principal means of creating productive and sustainable societies. With globalization and the increasingly dominant role that information and knowledge play in all economies, providing quality education is becoming ever more important. At the very same time, the emergence of information and knowledge as core assets for development and economic growth is widening the gap between the rich and the poor. The gap is growing between those who have access to and can manage modern information and knowledge systems and those who lack the access and ability to actively participate in the information age. As shown in various gender and ICT use studies, this gap is particularly pronounced for women of developing countries, and strategies must be created to address the gender as well as the digital divide (Hafkin and Taggart, 2001).

Quality education is fundamental to successfully addressing development problems and bridging the information gap. Recognizing the fundamental link between education and development is easy. Creating systems that provide quality education for all, even when demand outstrips human and capital resources, is an extremely difficult challenge. Yes there is an urgent need to provide education that goes beyond teaching basic literacy and numeracy skills. Education must help to build higher-order cognitive abilities, strengthen process of inquiry, enable collaborative problem solving and prepare people to compete in global markets and become productive members of democracies. No single solution exists to address these immense challenges. New approaches and strategies for change are needed, and computers, mediated communications, and related educational technologies are an important part of these strategies.

The paper presents an overview of four inter-related models-of-use that show how computers and related technologies can be used to help developing countries improve educational quality, increase access to educational resources, and enhance equity. After reviewing critical challenges facing developing countries education systems today, the paper describes how computers can be used to improve education. This discussion emphasizes the real and potential impactthat computers can have in supporting student-focused education, which encourages and enables

learners' discovery and knowledge creation rather than conventional teacher-centered delivery of facts. Next, the paper presents strategies for planning, implementing and monitoring, and evaluating project that seek to integrate computers into schools and education systems. The paper concludes by considering future developments and trends in using computers in schools.

When used effectively and integrated into schools, computers can improve teaching and learning, strengthen teacher professional development, support broad educational reform, enhance school-community partnerships, and improve school management. This paper helps to explain the potential uses of computers in schools and help professionals decide if such projects would help achieve strategic educational objectives and address critical learning needs.

Improving Educational Access, Equity and Quality

Over the last three decades, much international donor funding for education focused on the critical issues of strengthening basic education with an emphasis on increasing educational access and equity. These investments contributed to significant increases in school enrollments for both girls and boys in most countries, especially at the primary level. However growth in enrollments among both boys and girls generally has not been matched by improvements in the quality of education provided most students. In many cases educational quality actually has eroded as the numbers of students increased without corresponding increases in supporting educational resources.

Labour markets and our global society increasingly demand more from school graduates than just basic skills. Education in the 21st century must continue do what it has been doing to educate students and much more.

Investment to increase educational opportunities will pay dividends in terms of meaningful only if students learn useful, real world skills, gain appropriate knowledge, develop higher cognitive abilities, and are able to work collaboratively across cultures and languages.

Unfortunately, many schools provide with grossly inadequate literacy and numeracy skills, and higher level thinking skills are often not taught at all (World Bank 1999).

For many nations, meeting educational needs is complicated by limited financial, material, and human resources, the accelerating demand for education at all levels, and persistent poverty and equity concerns. These problems result in a massive challenge for education. As Wadi Haddad (1998) states, "Business as usual will not meet the challenge. Linear projections will not do. It is time for a radical rethinking of education."

Rethinking Education and Technology's Role

For many nations, the basic ways of organizing and practicing education have changed very little over the last century or so. Continued efforts are needed to modernize content, increase school

resources, enhance teacher training, and improve access and equity. As a result of globalization, however, a new paradigm is evolving in the educational arena and changing how teaching is delivered and learning processed. To begin, learning is no longer confined to the physical school building or the classroom but can take place anytime and anywhere, such as in a computer lab and via the radio, television, or internet.

Additionally, the role of the teacher as sole provider of knowledge is also evolving to that of a facilitator and tutor. Lastly, learning materials are greatly expanding, the textbooks and some audiovisual aids are being supplemented by a plethora of multimedia materials in print, audio, video, and digital form. Through the power networking, boundaries for learning are disappearing as both teachers and students are able to communicate, plan lessons, execute projects, share work, and forge new friendships and understanding across school districts, states and countries. Computers and multimedia technologies in schools now offer potential learning opportunities and solutions that were not readily available before.

Critical Educational Issues

No single change or reform can possibly address all educational challenges, but information and communication technology can address a broad range of changes and improvements. Some areas in which the appropriate use of computers in education might make an important difference are:

- **Learner-centered education:** Teachers must take on new roles as facilitators who empower students to question, experiment, collaborate, inquire, and construct knowledge and understanding.
- **Higher order cognitive skills:** New curricula, teaching practices, and pedagogies are needed that enable students to develop and refine critical thinking skills.
- **Enabling reflective learning creative expression:** Educators need to create learning environments that enable students to acquire and use information that helps them to understand their world and experiences and, eventually, generate new information and knowledge.
- **Life-long learning:** Learning has to take place before, during and after formal education, beyond the classroom, and through a variety of means.
- **Active inquiry, research, and analysis :** Students must learn to formulate critical questions, identify, acquire, and organize information from different sources, and analyze and make judgements about collected information.
- **Collaborative, project based learning** : Students must be able to work cooperatively in groups, on projects that cross disciplines, constructing knowledge using a variety of both electronic and print research and reference materials, just as problems are solved in the real world and work situations.

- **Technological literacy:** Digital technologies have penetrated most work environments, so the lack of technical literacy and skills is a serious handicap in modern economies.
- **Educational/real world relevance:** Education must provide information, skills, and experiences that are relevant to the world in which students will live and work.
- **Individualized instruction :** Differences in individual knowledge, learning abilities, and styles are not usually accommodated in traditional classrooms. As a result, students often demonstrate lower retention rates, poor performance, a dependence on rote learning, and a lack of enthusiasm. Current learning models shows that individualized, project based project based instruction can reverse these negative effects and contribute to greater student and teacher satisfaction.

Can computers in school improve learning ?

Soon after the first personal computers appeared more than two decades ago, grand claims were made about how they, and related and related educational technologies, would accelerate learning, bring education to those without them, improve teaching conditions, enhance school and classroom management, encourage needed changes in pedagogy, and enrich and individualize learning. In short, computers would revolutionize learning. In short, computers would revolutionize education. After many promising experiments, numerous failures and near failures, and a few successes, it is clear that the promised revolution has not occurred.

Eric Rustin ,

(Eric was the Senior Program Officer for the learning technologies (LTNet) project in Brazil.)

Question 1. {18} **{3x6}**

i. What do you think is the "digital divide" that the author is talking about in the passage? What are some of reasons which contribute to this "divide"? (3).

ii. What according to the writer must the education system do to provide education that goes beyond teaching basic literacy and numeracy skills? (3)

iii. When used effectively and integrated into schools, how can computers help improve teaching and learning in schools? (3)

iv. The passage talks about the need to modernize content, increase school resources and enhance teacher training. What are some ways in which we can do the same in the context of Bhutan? (3)

v. The passage talks about some of the ways in which information and communication technology can address a broad range of changes and improvements in education. Please name the three ways in your view, you consider the most important? (3)

vi. As a result of globalization what are changes taking place in the field of education? (3)

Question 2. {10} **{5x2}**

i. What should "education in the 21st century" continue to do according to the above passage? (5)

ii. What are the challenges facing many nations in meeting the required educational needs? (5)

Question 3. {7} **{1x7}**

i. List at least seven areas in which it is appropriate to use computers in education? Explain how computers could help address the challenges and issues?

Section B (Essay Writing) **{30}**

Direction: Write an essay in about 500 words or more on the topic given below. The essay will be assessed using the following criteria:

- Matter and content: 15 points
- Ability to convey the message: 10 points
- Presentation style: 05 points

Topic for the essay:

- **The challenges and opportunities of being a teacher in Bhutan.**

- **Dzongkha as a subject is considered by many students as difficult. Do you agree with this view? Give reasons as to why you agree or disagree with this statement.**

- **It is often said that the quality of education in Bhutan had deteriorated. Please give your views for or against the above statement.**

Section C (Language and grammar) **{15}**

Put in the correct preposition: (1x10)

Example: He concentrates ____ physics.

Answer : He concentrates **on** physics.

1. My friend is good_____playing volleyball.
2. She complains_____bullying.
3. They are afraid _____losing the match.
4. She doesn't feel_____working on the computer.
5. We are looking forward_____going out at the weekend.
6. Sonam dreams_____living on a small island.
7. Pema apologized_____being late.
8. Do you agree_____staying in a foreign country.
9. The girls insisted_____going out with Tenzin.
10. Tandin thinks_____climbing trees this afternoon.

Explanation : Plural of the nouns (10x0.5)

Choose the correct verb. Mind the noun (singular or plural).

1. Ladies and gentlemen. Here ____the news.
2. Where____my jeans.
3. Further information_____available in the office.
4. The stairs ____over there, Sir.
5. The furniture in our classroom_____unconfortable.
6. The USA____a very nice country.
7. Your sunglasses_____on the table.
8. Homework_____boring.
9. The scissors on the table ____mine.
10. Physics____not easy.

Section D: Précis writing **{20}**

Directions:

- Please read the passage below and re-present the gist of what you have read in one paragraph**.**
- The answer should contain all important points contained in the passage.
- The length should be a reasonable one paragraph and not an extended long paragraph.
- The writing must preferably be short crisp sentences with correct grammar.

iKids in the New Millennium

One of our goals is to help students become iKids and truly global citizens.

In many countries today's students are referred to as "digital natives", and today's educators as "digital immigrants". Teachers are working with students whose entire lives have been immersed in the 21st century media culture. Today's students are digital learners – they literally take in the world via the filter of computing devices: the cellular phones, handheld gaming devices, PDAs, and laptops they take everywhere, plus the computers, TVs, and game consoles at home. A survey by the Henry J. Kaiser Family Foundation found that young people (ages 8-18) mainline electronic media for more than six hours a day, on average. Many are multitasking – listening to music while surfing the Web or instant-messaging friends while playing a video game.

Even toddlers utilize multimedia devices and the Internet with tools such as handheld video games like Leapster and web sites such as www.PBSkids.org and www.Nick.com. Preschoolers (including my 2-year-old grandson) easily navigate these electronic, multimedia resources on games in which they learn colors, numbers, letters, spelling, and more complex tasks such as mixing basic colors to create new colors, problem-solving activities, and reading.

However, as Dr. Michael Wesch points out, although today's students understand how to access and utilize these tools, many of them are used for entertainment purposes only, and the students are not truly media literate. Read the section below on Web 2.0 and new social communities. Dr. Wesch shows us how to use the tools to enable our students our students to become truly media literate as they function in an online collaborative, research-based environment – researching, analyzing, synthesizing, critiquing, evaluating and creating new knowledge!

Retrieved on 31st December, 2011