

# **SAMPLE QUESTION PAPER**

## **Early Childhood Care and Education**

**Time: 3 Hours**

**MM: 80**

### **Very Short Answer Questions**

**Choose the correct answer from the options given below:**

- Q.1 The teaching learning process in an ECCE centre must be based on: 1
- (i) play and supervision
  - (ii) play and monitoring
  - (iii) activity and play based
  - (iv) activity and coordination
- Q.2 An important milestone of cognitive development of toddlers is: 1
- (i) distinguishing between 'you' and 'me'
  - (ii) responding to the mother's voice
  - (iii) beginning to babble and gurgle
  - (iv) wriggling and kicking arms and legs
- Q.3 Social value of play is: 1
- (i) ensuring proper coordination of muscles
  - (ii) developing friendly relationships
  - (iii) developing creativity and imagination
  - (iv) learning to respect elders
- Q.4 An important indicator of development and progress of children is: 1
- (i) avoiding challenging activities
  - (ii) showing indifference to their surroundings
  - (iii) enjoying and coping well with age-appropriate activities
  - (iv) being disinterested in skills like art, music and numbers

**Explain the following in one sentence only.**

- Q.5 Solitary Play 1
- Q.6 Kinesthetic 1
- Q.7 Pre-operational stage 1

- Q.8 Cognitive development 1
- Q.9. Early childhood 1
- Q.10. An effective ECCE teacher 1

### Short Answer Questions (SA2)

- Q.11 Explain the term ECCE. (2)
- Q.12 What are the two important goals that we aim to achieve through ECCE? (2)
- Q.13 What does the National Early Childhood Care and Education Policy, 2013 lay emphasis on?  
(2)
- Q.14 Write any four causes for developmental delays in children. (2)
- Q.15 In what four areas does ECCE help in improving the health status of children? (2)
- Q.16 What are the two important features of the National Curriculum Framework 2005?
- Q.17 Which four fine motor skills can you expect of a toddler? (2)
- Q.18 Suggest any eight activities that an ECCE teacher can organize to ensure all-round development of the children. (2)
- Q.19 Under the heading, Children's Records, what four records are expected to be maintained? (2)
- Q.20 What are reflexes? Give two examples of reflexes commonly seen in infants? (2)

### Short Answer Questions (SA1)

- Q.21 What are the guiding principles of the National Plan of Action for Children 2016? (4)
- Q.22 What are the expected four gross motor skills and four fine motor skills of three to six year old children? (4)
- Q.23 What do you understand by the term assistive technologies? Give four examples of assistive technology. List any four advantages of using assistive technologies. (4)
- Q.24 What could be the impact on children if the ECCE centre fails to match the medium of instruction to the language spoken at home? (4)
- Q.25 In what four ways does providing activities for cognitive development in an ECCE centre help the children? (4)

### Long Answer Questions

- Q.26 Define heredity and environment. List the factors of heredity and environment. (6)
- Q.27 Differentiate between sensorimotor stage and pre-operational stage of development of children. (6)
- Q.28 List the six major responsibilities of the preschool management. (6)
- Q.29 As a member of the management, which qualities will you look for in an ECCE Centre?(6)
- Q.30 Write the advantages of adopting cooperative teaching learning strategies for children with special needs. (6)

## MARKING SCHEME

<i>Q.No.</i>	<i>Answer</i>	<i>Distribution of Marks</i>	<i>Total Marks</i>
Q1	(iii)	1	1
Q2	(i)	1	1
Q3	(ii)	1	1
Q4	(iii)	1	1
Q 5	It is play when children play alone, with toys different from those of others, and are not interested or are unaware of others.	1	1
Q 6	Kinesthetic means sense of movement, exploring physical space, engaging and learning by movement.	1	1
Q 7	A stage when the thinking of children is illogical, rigid and unsystematic.	1	1
Q 8	This refers to the process of knowing and understanding the environment through observation, problem solving and reasoning.	1	1
Q 9	Early childhood is the period which spans birth to six years.	1	1
Q10	A teacher who besides the requisite training, exhibits qualities of love and care for the children.	1	1
Q11	ECCE refers to: (i) Providing early care including health and nutrition (ii) Providing early learning opportunities	1+1	2
Q12	Goals of ECCE: (i) Promoting holistic development of children (ii) Providing age and developmentally appropriate opportunities and learning experiences.	1+1	2
Q13	(i) To achieve holistic development and active learning capacity of all children below six years of age (ii) Promote free, universal, equitable, joyful and contextualized opportunities for laying the foundation and attaining potential	1+1	2
Q14	(i) Heredity (ii) Complications during pregnancy or child birth (iii) Illnesses (iv) Accidents after birth (any other)	½x4	2

<i>Q.No.</i>	<i>Answer</i>	<i>Distribution of Marks</i>	<i>Total Marks</i>
Q 15	(i) Hygiene (ii) Sanitation practices (iii) Nutrition (iv) Immunization	$\frac{1}{2} \times 4$	2
Q16	(i) Strengthening a National System of Education with special focus on the values enshrined in the Constitution of India (ii) The reduction of the curriculum load ensuring quality education for all	1+1	2
Q 17	(i) Scribble and paint (ii) Grasp and hold a ball (iii) Turn over and pour out containers (iv) Feed themselves (any other)	$\frac{1}{2} \times 4$	2
Q18	Free and structured conversation <ul style="list-style-type: none"> <li>• Storytelling and story making</li> <li>• Dramatization</li> <li>• Rhymes and songs</li> <li>• Music and movement</li> <li>• Free indoor and outdoor play</li> <li>• Circle and group activities</li> <li>• Puppet play</li> <li>• Water play</li> <li>• Nature walk</li> <li>• Field trips and outings</li> <li>• Structured cognitive and language activities</li> </ul> (any eight/any other)	$\frac{1}{4} \times 8$	2
Q 19	(i) Child's profile (ii) Attendance register (iii) Progress report (iv) Child's portfolio	$\frac{1}{2} \times 4$	2
Q 20	A reflex is an inborn, reflexive automatic response to a particular form of stimulation. Two reflexes observed in infants:	1+1	2

<i>Q.No.</i>	<i>Answer</i>	<i>Distribution of Marks</i>	<i>Total Marks</i>
	(i) Shuts and opens eyes when exposed to direct light (ii) Sucks at things that touch their lips (iii) Grasp an object placed in their hands (any two)	( $\frac{1}{2}+\frac{1}{2}=1$ )	
Q 21	(i) To regard children as an asset and a person with human rights (ii) To address the issues of discrimination emanating from biases of gender, class, caste, race, religion etc. to ensure equality (iii) To accord utmost priority to the most disadvantaged, poorest of the poor and least served children in all policy and programme interventions (iv) To recognize the diverse stages and settings of childhood and address the needs of each. Providing all children the entitlements that fulfill their rights and meet their needs in each situation	1x4	4
Q 22	Gross motor skills: (i) Skilled at running, jumping, throwing and kicking (ii) Catching and throwing a ball (iii) Pedaling a tricycle (iv) Hopping on one foot and balancing on one foot Fine motor skills: (i) Drawing a circle, square, triangle (ii) Using of blunt scissor to cut paper (iii) Self dressing (iv) Managing fork and spoon while eating	$\frac{1}{2} \times 4$     $\frac{1}{2} \times 4$  2+2	4
Q 23	Meaning of Assistive Technologies (i) They refer to any item, piece of equipment or product system whether acquired commercially, modified or customized, that is used to increase, maintain or improve functional capabilities of individuals with disabilities. (ii) Examples: wheelchairs, prosthesis, hearing aids, visual aids, special computer software and hardware (any four) (iii) Advantages: a) Help maintain and improve the individual's functioning	1  1  $\frac{1}{2} \times 4$ 1+1+2	4

<i>Q.No.</i>	<i>Answer</i>	<i>Distribution of Marks</i>	<i>Total Marks</i>
	b) Independence to facilitate participation c) Enhance overall wellbeing d) Prevent impairments and secondary health conditions		
Q 24	Effects of home and school language divide on children: 1) Not able to make friends or interact with peers 2) Not able to participate in classroom processes 3) inability to express themselves 4) Repeated failure could lead to loss of confidence and self-esteem 5) Lack of belongingness to school and academics 6) Not able to read, write and express in the medium of instruction 7) Higher rate of school dropout 8) Parents less likely to participate in their children's learning and schooling 9) Children do not take pride in their identity and heritage (any eight)	$\frac{1}{2} \times 8$	4
Q 25	Planning activities to promote cognitive development of children helps in the following ways: (1) Symbolic functioning: Children can imagine about an object, person or event in order to think about it. It helps develop the ability to engage in symbolic thought, such as numbers and words (2) Causality: Helps children to think about causes of similar events through observation and what they hear from people around them. They may link two events that occur close together in time or space, which may not always be logically correct (3) Spatial thinking: Children become better at understanding spatial relationships. They can understand that a picture represents something that is not present, but may exist (4) Categorization and identities: Children learn to identify similarities and differences in objects and classify them	1x4	4
Q 26	1. Heredity: Genetic makeup a child receives at the time of conception from both the parent through genes	2	

<i>Q.No.</i>	<i>Answer</i>	<i>Distribution of Marks</i>	<i>Total Marks</i>														
	<p>2. Environment: It refers to the environment the child is exposed to before birth and after birth and their impact on heredity factors:-</p> <p>3. Heredity factors</p> <p>(1) Intellectual potential</p> <p>(2) Physical appearance</p> <p>(3) Sex of the child</p> <p>4. Environmental factors</p> <p>(1) Mother's state of health, age and emotional state before the birth of the child</p> <p>(2) Environmental pollution, drugs etc.</p> <p>(3) Contextual factors such as family, gender, culture and society (any other)</p>	4	6														
Q 27	<table border="1"> <tr> <td>Sensorimotor stage</td> <td>Pre-operational stage</td> </tr> <tr> <td>(i) Lasts from 0 to 2 years</td> <td>Lasts from 2 to 7 years</td> </tr> <tr> <td>(ii) Active learner, responsive to stimulation</td> <td>Basically, a pre-logical age</td> </tr> <tr> <td>(iii) Learns quickly and easily distinguishes between various features of the immediate environment</td> <td>Animistic and illogical: thinks that non-living things possess life-like qualities</td> </tr> <tr> <td>(iv) Reflex actions such as sucking, grasping become the building blocks for cognitive learning</td> <td>Ego-centrism: thinks that everyone is the same as they are.</td> </tr> <tr> <td>(v) With time, they learn to sit intentionally</td> <td>Conservation: fail to understand that external appearance of an object changes and physical properties remain the same</td> </tr> <tr> <td>(vi) Deferred imitation: as they grow, they can imitate a person who is not present in the immediate environment</td> <td>Reversibility: do not understand that for any activity, the event can be traced back to the starting point.</td> </tr> </table>	Sensorimotor stage	Pre-operational stage	(i) Lasts from 0 to 2 years	Lasts from 2 to 7 years	(ii) Active learner, responsive to stimulation	Basically, a pre-logical age	(iii) Learns quickly and easily distinguishes between various features of the immediate environment	Animistic and illogical: thinks that non-living things possess life-like qualities	(iv) Reflex actions such as sucking, grasping become the building blocks for cognitive learning	Ego-centrism: thinks that everyone is the same as they are.	(v) With time, they learn to sit intentionally	Conservation: fail to understand that external appearance of an object changes and physical properties remain the same	(vi) Deferred imitation: as they grow, they can imitate a person who is not present in the immediate environment	Reversibility: do not understand that for any activity, the event can be traced back to the starting point.	1x6	6
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Q 28	<ul style="list-style-type: none"> <li>(i) The direction and supervision of the work of all staff working in the centre</li> <li>(ii) Recruitment, induction, training, development and performance management of staff</li> <li>(iii) Overall safety and wellbeing of children in their care</li> <li>(iv) Setting policies and procedures for service and ensuring their implementation</li> <li>(v) Ensuring compliance with child care (preschool services) regulations and all relevant legislation</li> <li>(vi) Management of finances of the services and reporting the same to the committee/board/investors (private/community)</li> </ul>	1x6	6
Q 29	<p>Qualities required of a good ECCE teacher:</p> <ul style="list-style-type: none"> <li>(i) Loving and caring</li> <li>(ii) Energetic, enthusiastic and motivated</li> <li>(iii) Active and empathetic listener</li> <li>(iv) Patient and persistent</li> <li>(v) Flexible and adjusting</li> <li>(vi) Creative and innovative</li> <li>(vii) Organized</li> <li>(viii) Effective Communication</li> <li>(ix) Effective in building rapport with parents and community</li> <li>(x) Confident and high in self-esteem</li> <li>(xi) Lifelong learner</li> <li>(xii) Skilled and qualified</li> </ul>	½x12	6
Q 30	<p>Advantages of using cooperative teaching learning strategies for Children With Special Needs:</p> <ul style="list-style-type: none"> <li>(1) Children are more actively engaged in classroom activities</li> <li>(2) Children are observed to articulate their thoughts more freely</li> <li>(3) Helps children to receive confirming and constructive feedback</li> </ul>	½x12	6



<i>Q.No.</i>	<i>Answer</i>	<i>Distribution of Marks</i>	<i>Total Marks</i>
	(4) Help them to engage in questioning techniques (5) Enhances interpersonal relationships among children (6) Builds high self-esteem in children (7) Use team approach to solve problems while maintaining individual accountability (8) Encourage understanding and appreciation of diversity (9) Promote self-management skills (10) Receive additional practice of skills (11) Observe and learn problem solving skills from peers (12) Increased opportunity for children to respond		