

**National Institute of Open Schooling**  
**A-24/25, Institutional Areas, Sector-62, NOIDA, (U.P) -201309**  
**Early Childhood Care and Education - 376**  
**Sample Question Paper**

**Time: 3 hours**

**Max. Marks: 80**

**Note:**

- i) This question paper consists of 43 questions in all.
- ii) All questions are compulsory.
- iii) Marks are given against each question.

**Q. No. 1 to 16** – Multiple Choice Questions (MCQs) carrying 1 mark each. Select and write the most appropriate option out of the four options given in each of these questions. An internal choice has been provided in some of these questions. You have to attempt only one of the given choices in such questions.

**Q. No. 17 to 29** – Objective Type Questions included Reading Comprehension Passage (**Q. No 17-19**), Match the Column (**Q. No 20**), True/False (**Q. No 21-23**), Fill in the Blanks (**Q. No 24-26**) and One Word Answer Questions (**Q. No 27-29**). An internal choice has been provided in some of these questions. Attempt questions based on specific instructions for each part.

**Q. No. 30 to 35** – Very Short Questions carrying 02 marks each to be answered in the range of 30 to 50 words.

**Q. No. 36 to 41** – Short Answer Questions carrying 03 marks each to be answered in the range of 50 to 80 words.

**Q. No. 42 and 43** – Long Answer Questions carrying 05 marks each to be answered in the range of 80 to 120 words.

**Select the correct answer from the given options.**

|            |   |          |
|------------|---|----------|
| <b>Q.1</b> | The period from ..... years is time for rapid development.<br>a) Birth to six<br>b) Three to six<br>c) Three to eight<br>d) Six to eight                    | <b>1</b> |
| <b>Q.2</b> | Identify balance/complete diet for the first six months of a newborn.<br>a) Cow milk<br>b) Dalia<br>c) Breast milk<br>d) Mashed fruits                      | <b>1</b> |
| <b>Q.3</b> | Personal hygiene habits include<br>a) Brushing teeth twice daily<br>b) Wearing clean clothes<br>c) Covering the mouth while coughing<br>d) All of the above | <b>1</b> |
| <b>Q.4</b> | If your friend is low weight for height; it is related to _____.<br>a) Stunting<br>b) Wasting<br>c) Underweight<br>d) Obesity                               | <b>1</b> |
| <b>Q.5</b> | As a service provider for ECCE programmes; choose the criteria one will ensure before providing ECCE  |          |

[illegible]

|             |   |  |          |
|-------------|---|--|----------|
| <b>Q.16</b> | Which type of disability one child is facing if s/he is having difficulty with putting the information together to make sense of it.<br><br>a) Learning disability<br>c) Sensory impairment | b) Developmental disabilities<br>d) Psychological disabilities | <b>1</b> |
|-------------|---|--|----------|

**Read the passage given below** - How did you learn to behave differently with different people? Do you behave similarly in all situations or do you behave differently in different situations? When children enter this complex world, they do not know any rules and regulations of society. They learn step by step to interact with others, relate with others and obey social rules. How we relate to others in different social situations and learn to act according to the established social rules and regulations of society comes under social development. It also includes participation and involvement in social activities and understanding the meaning of being part of social groups. A child is a social being and needs to connect with people around for a fulfilling life. Socialisation is the process by which children acquire skills to become responsible adults in their society. Children are socialised primarily by parents/family that make children understand and realise the difference between right and wrong and help in developing a code of conduct in them. Gradually, the social world of children expands and includes their teachers and peer group in preschool/school and in the neighbourhood.

**Based on your understanding of the passage, answer the questions 17 to 19**

|   |  |  |   |   |   |                                       |   |                                |   |  |  |         |
|---|--|--|---|---|---|---------------------------------------|---|--------------------------------|---|--|--|---------|
| Q.17  | Define socialisation.<br>i) Who is the first agent for socialisation of children?  | 2  |   |   |   |                                       |   |                                |   |  |  |         |
| Q.18  | i) Give the appropriate title for the above passage.<br>ii) The above passage is associated with which domain of child development?  | 2  |   |   |   |                                       |   |                                |   |  |  |         |
| Q.19  | i) You visited a monument/park to celebrate your birthday with your friends. How will you dispose of the waste material after the birthday party?<br>ii) Which skill makes child to understand and realise the difference between right and wrong?   | 2  |   |   |   |                                       |   |                                |   |  |  |         |
| Q.20  | <b>Match the column -</b> <table><tr><td>Equality of opportunity in public employment</td><td>Article 17 of the constitution of India</td></tr><tr><td>Free and compulsory education to all children of the age of six to fourteen years</td><td>Article 24 of the constitution of India</td></tr><tr><td>Prohibition of employment of children</td><td>Article 19 of the constitution of India</td></tr><tr><td>Freedom against untouchability</td><td>Article 16 of the constitution of India</td></tr><tr><td></td><td>Article 21a of the constitution of India</td></tr></table> | Equality of opportunity in public employment | Article 17 of the constitution of India | Free and compulsory education to all children of the age of six to fourteen years | Article 24 of the constitution of India | Prohibition of employment of children | Article 19 of the constitution of India | Freedom against untouchability | Article 16 of the constitution of India |  | Article 21a of the constitution of India | 1x4 = 4 |
| Equality of opportunity in public employment                                      | Article 17 of the constitution of India  |  |   |   |   |                                       |   |                                |   |  |  |         |
| Free and compulsory education to all children of the age of six to fourteen years | Article 24 of the constitution of India  |  |   |   |   |                                       |   |                                |   |  |  |         |
| Prohibition of employment of children   | Article 19 of the constitution of India  |  |   |   |   |                                       |   |                                |   |  |  |         |
| Freedom against untouchability  | Article 16 of the constitution of India  |  |   |   |   |                                       |   |                                |   |  |  |         |
|   | Article 21a of the constitution of India   |  |   |   |   |                                       |   |                                |   |  |  |         |

**Write True (T) or False (F) for the questions 21 to 23**

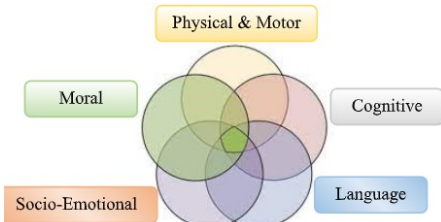
|             |   |            |
|-------------|---|------------|
| <b>Q.21</b> | i) Play groups are formed on the basis of children's shared interests, backgrounds or activities<br>ii) To provide concrete experience to children about different cultures, theme families can be planned. | <b>1x2</b> |
|-------------|---|------------|

|   |   |            |
|---|---|------------|
| <b>Q.22</b>   | ECCE teachers should be patient and persistent to address different needs of children in the class.   | <b>1</b>   |
| <b>Q.23</b>   | If the medium of instruction is Bhojpuri but the parents speak English at home, this is a case of home and school language divide.  | <b>1</b>   |
| <b>Fill in the blanks for the questions 24 to 26 -</b>      |   |            |
| <b>Q.24</b>   | <i>i)</i> Lack of products is a ..... to Assistive Technology.<br><i>ii)</i> One child is fully unable to see (visually impaired), ..... is an assistive technology parents prefer for him/her.   | <b>1x2</b> |
| <b>Q.25</b>   | Services for ECCE programmes in India are provided by .....and.....   | <b>1</b>   |
| <b>Q.26</b>   | 5-12 year old children understand rules and thus prefer games like .....and .....   | <b>1</b>   |
| <b>Write a one word answer for the questions 27 to 29 -</b> |   |            |
| <b>Q.27</b>   | <i>i)</i> Being a mentor/caregiver of a child, mention any intervention you will prefer for delayed milestones in gross motor skills?<br><i>ii)</i> Give an example of sensory stimulation in early years.<br><i>iii)</i> Which activity will you organise for all round development of the child of age 3-4 years? | <b>1x3</b> |
| <b>Q.28</b>   | <i>i)</i> Which policy will you prefer to prevent India from stunting, under-nutrition and anemia?<br><i>ii)</i> If you've observed a child who appears very weak and unhealthy, mention the factor/cause which is responsible for child's health.  | <b>1x2</b> |
| <b>Q.29</b>   | Being the manager of ECCE centre, mention the strategy Radha will opt to raise funds for the ECCE centre.   | <b>1</b>   |
| <b>Q.30</b>   | What do you understand about domains of development? Diagrammatically present the various domains of development.<br><br><b>OR</b><br>Differentiate between Heteronomous Stage and Autonomous Stage   | <b>2</b>   |
| <b>Q.31</b>   | How can caregiver ensure proper growth and development of a child while prioritizing the importance of meeting their physical needs?  | <b>2</b>   |
| <b>Q.32</b>   | Do you agree that play plays a crucial role in fostering all-round development and growth in children? Support your answer by highlighting the various values of play.  | <b>2</b>   |
| <b>Q.33</b>   | Discuss role of teacher as facilitator in children's play.  | <b>2</b>   |
| <b>Q.34</b>   | Explain two components of readiness for preschool which ensures smooth transition of the child?<br><br><b>OR</b><br>Define the term transition and enlist different factors that impact transition  | <b>2</b>   |

|             |  |          |
|-------------|--|----------|
| <b>Q.35</b> | <p>Identify eight factors due to which you feel that people around you are diverse from you.</p> <p style="text-align: center;"><b>OR</b></p> <p>What could be the impact on children if the ECCE centre fails to sensitize students about the diversity in the class?</p>   | <b>2</b> |
| <b>Q.36</b> | <p>Do you agree that there is a need to provide quality early childhood care and education to young children of ages 3 to 8 years? Support your answer with suitable reasons</p>   | <b>3</b> |
| <b>Q.37</b> | <p>“Development of children is a complex and a continuous process. It takes place in many areas or domains which together influence their holistic development” Comment the statement.</p> <p style="text-align: center;"><b>OR</b></p> <p>Though all infants are expected to follow a ‘normal’ pattern of prenatal development, some factors might impinge normal growth. Comment on the statement and discuss the various factors affecting prenatal growth and development.</p> | <b>3</b> |
| <b>Q.38</b> | <p>Explain the stages of play defined by Smilansky.</p> <p style="text-align: center;"><b>OR</b></p> <p>Define Indicators of Progress. Evaluate different ways of children learning along with learning areas.</p>   | <b>3</b> |
| <b>Q.39</b> | <p>Explain with an example from day-to-day life that how all domains are interdependent to each other?</p> <p style="text-align: center;"><b>OR</b></p> <p>What principles of caregiving will you keep in mind as a mentor/caregiver of children under three years?</p>  | <b>3</b> |
| <b>Q.40</b> | <p>Differentiate among Supervision, Monitoring and Mentoring in the context of an ECCE centre.</p>   | <b>3</b> |
| <b>Q.41</b> | <p>What steps will you take to overcome the home-school language divide while working with tribal children?</p>  | <b>3</b> |
| <b>Q.42</b> | <p>What do you understand by ECCE? On the basis of your observation; describe essential components that together contribute to the development and wellbeing of children during early childhood.</p> <p style="text-align: center;"><b>OR</b></p> <p>The first three years are crucial as children ‘use or lose’ what they have, also as ‘serve and return’. Comment on the statement and discuss three factors that influence early childhood.</p>                                | <b>5</b> |
| <b>Q.43</b> | <p>As a class teacher, plan different five types play for the age group of 1 to 4 years, as per the opinion of Parten.</p> <p style="text-align: center;"><b>OR</b></p> <p>As a class teacher, plan five developmentally appropriate activities for different domains (1@each domain) for the age group of 1 to 4 years.</p>   | <b>5</b> |

### Marking Scheme - Early Childhood Care and Education-376

| Q.No | EXPECTED VALUE POINTS FOR EACH STEP   | Distribution Of Marks | Total Marks |
|------|---|-----------------------|-------------|
| 1.   | a) Birth to six   | 1                     | 1           |
| 2.   | c) Breast milk  | 1                     | 1           |
| 3.   | d) All of the above   | 1                     | 1           |
| 4.   | b) Wasting  | 1                     | 1           |
| 5.   | d) All of the above   | 1                     | 1           |
| 6.   | a) I & II   | 1                     | 1           |
| 7.   | a) Distinguishing between 'you' and 'me'  | 1                     | 1           |
| 8.   | d) Cognitive Development  | 1                     | 1           |
| 9.   | c) Reflexes   | 1                     | 1           |
| 10.  | b) Physical need  | 1                     | 1           |
| 11.  | c) Care at provider's home  | 1                     | 1           |
| 12.  | d) Will arrange a parent teacher meeting  | 1                     | 1           |
| 13.  | b) Different types of Play  | 1                     | 1           |
| 14.  | d) Portfolio  | 1                     | 1           |
| 15.  | d) Awareness  | 1                     | 1           |
| 16.  | a) Learning disability  | 1                     | 1           |
| 17.  | i) Socialisation is the process by which children acquire skills to become responsible adults in their society.<br>ii) Parents/Family   | 1+1                   | 2           |
| 18.  | i) Social Development of Child/Socialisation of Child/Child and Social Development/ Child and Socialisation/ Any other relevant title<br>ii) Social   | 1+1                   | 2           |
| 19.  | i) After the birthday party at the monument/park, I would gather all the waste material, place it in trash bags, and then use the designated trash bins or carry the waste back with me to dispose of it properly, ensuring no litter is left and area remains clean and litter-free.<br>ii) Social   | 1+1                   | 2           |
| 20.  | Equality of opportunity in public employment      Article 16 of the constitution of India<br><br>Free and compulsory education to all children of the age of six to fourteen years      Article 21a of the constitution of India<br><br>Prohibition of employment of children      Article 24 of the constitution of India<br><br>Freedom against untouchability      Article 17 of the constitution of India | 1x4                   | 4           |
| 21.  | i) True<br>ii) False  | 1+1                   | 2           |
| 22.  | True  | 1                     | 1           |

|     |  |                             |   |
|-----|--|-----------------------------|---|
| 23. | True   | 1                           | 1 |
| 24. | i) Barrier<br>ii) Braille, Speech-Audio Recorders, Screen-Reader ( <i>Any one</i> )  | 1+1                         | 2 |
| 25. | Government Sector, Private Sector and Non-Government Sector ( <i>any two</i> )   | 1                           | 1 |
| 26. | Cricket, Football, Basketball, Badminton (any game with rules)   | $\frac{1}{2} + \frac{1}{2}$ | 1 |
| 27. | i) Nutrition/Sensory Stimulation/Organising Activities/Seeking Professional Help ( <i>Any one</i> )<br>ii) Speaking, Listening, Hearing, Touch, Taste ( <i>Any one</i> )<br>iii) Any relevant activity   | 1x3                         | 3 |
| 28. | i) National Nutrition Mission (POSHAN Abhiyan), 2018/ National Nutrition Policy, 1993<br>ii) Hygiene (Self and Environmental), Sanitation Practices, Nutrition, Immunization, Maternal Health ( <i>Any one</i> )   | 1x2                         | 2 |
| 29. | i) Grant-in-aid from the Government, Community Involvement, Fair/Functions, Volunteerism, Renting Out the Space, Camp, Donation, any other relevant point ( <i>Any one</i> )   | 1                           | 1 |
| 30. | Domains of development refer to different areas or aspects in which children's development takes place.  | 1                           | 2 |
|     |    | 1                           |   |
|     | <b>OR</b>  |                             |   |
|     | <b>Heteronomous Stage</b> - Children believe that rules are universal, fixed and handed down by any external authority. They believe that rules cannot be changed and anyone who breaks the rules will be punished. Since children in this stage see rules as unchangeable, they seldom show any flexibility towards changing rules.   | 1                           | 2 |
|     | <b>Autonomous Stage</b> - As children grow older, their sense of morality moves towards more flexibility and they start believing in everyone's good. Children believe that rules are for the benefit of all and if any rule does not benefit all, it can be changed by common consensus.  | 1                           |   |
| 31. | Ensuring the proper growth and development of a child while prioritizing their physical needs is a crucial aspect of parenting/caregiving. Caregiver can ensure proper growth and development of a child by ensuring and prioritizing their physical needs such as Nutritious food, Protection, Adequate Sleep and Exercise, Immunization and Promotive Health Care and Cleanliness and Hygiene.<br>Every child is unique, and it's important to adapt parenting approach to their individual needs and personality. Regularly consult with healthcare professionals and seek guidance from parenting/caregiving resources to ensure best possible | 1x2                         | 2 |

|           |   |                        |   |
|-----------|---|------------------------|---|
|           | care for the child's physical and developmental needs.  |                        |   |
| 32.       | <p>Play is a universal phenomenon. It benefits children in their all-round development and growth. Yes, play plays a crucial role in fostering all-round development and growth in children. The most important values of play are: Physical value, Social value, Cognitive value, Moral value, Therapeutic value, Recreational value, Educational value.</p> <p>While playing, children exercise their limbs (Physical Value). During play, children get the opportunity to interact with peers, which strengthens social relations (Social Value). Emotional development is the result of play. When children play together, they exchange ideas, discuss, argue, and share their thoughts &amp; feelings (Language Development). It increases their power of reasoning, imagination and thinking (Cognitive Value). Children learn what is right and what is wrong, how to respect elders and how to behave with peers from the same age group, friends and playmates (Moral Value). Play activities bring enjoyment and relaxation (Recreational value)</p> | <p>1</p> <p>1</p>      | 2 |
| 33.       | <p>Role of Teachers as Facilitators in Children's Play</p> <ol style="list-style-type: none"> <li>1) Teacher as an observer</li> <li>2) Teacher as a facilitator</li> <li>3) Teacher as a reviewer</li> <li>4) Teacher as an organiser</li> </ol>   | $\frac{1}{2} \times 4$ | 2 |
| 34.       | <p>Components of Readiness for Preschool-</p> <ol style="list-style-type: none"> <li>1) Independence</li> <li>2) Academic readiness</li> <li>3) Social readiness</li> </ol> <p>(Any other relevant component. Any two with brief explanation)</p>   | 1x2                    | 2 |
| <b>OR</b> |   |                        |   |
|           | <p>Transition is a process which refers to a period of change from one situation to another.</p> <p><b>Factors that impact transition are-</b></p> <ol style="list-style-type: none"> <li>1) Their own personal characteristics (e.g. temperament, personality)</li> <li>2) parent's characteristics (e.g. awareness, education, attitudes to school)</li> <li>3) community characteristics (e.g. accessibility and quality of local services)</li> </ol> <p>(Any Two)</p>  | <p>1</p> <p>1</p>      | 2 |
| 35.       | <p>Components on which you feel that people around you are diverse from you</p> <p>Cast, Colour, Race, Religion, Region, Physical Structure, Language spoken, Age, Learning style, Socio-economic status, Ethnicity, Gender, Eating habits, any other relevant point (Any Eight)</p>  | $\frac{1}{4} \times 8$ | 2 |
| <b>OR</b> |   |                        |   |
|           | <p>If an ECCE (Early Childhood Care and Education) center fails to sensitize students about the diversity in the class, children may develop biases and prejudices among students. This may lead to exclusion and bullying of individuals perceived as different, which can negatively affect the social and emotional well-being of children. Sensitizing students to diversity is essential for promoting empathy, inclusivity, and a more harmonious learning environment.</p>   | 2                      | 2 |





|     |   |  |   |
|-----|---|--|---|
|     | <div>OR</div> <div><div>Indicators of Progress</div><div>By progress, we mean that children have gained skills and competencies. How we review that learning is occurring by watching for changes is called indicators of progress. Neck control, creeping, crawling, standing, walking, running, making sounds, responds to faces, communicates are all indicators of development in different domains.</div><div><div>Ways of Children Learning</div><div>Learning Areas</div><div><div>Observation</div><div>Understanding and responding</div></div><div><div>Asking Questions</div><div>Communication, Solving problems</div></div><div><div>Listening</div><div>Vocabulary Enhancement, Language Development</div></div><div><div>Exploring</div><div>Learning by Experiences</div></div><div><div>Experimenting</div><div>Curiosity, interest, categorization,</div></div><div><div>Repeating Activities</div><div>Building skills</div></div><div><div>Repeating rhythm, stories</div><div>Memory, recall</div></div><div><div>Playing with Others</div><div>All-round development</div></div><div><div>Free indoor play with puzzles, beads, blocks etc</div><div>All-round development</div></div><div><div>Role play, Dramatization</div><div>Self-control, pro-social behaviour; expressing feelings, accepting others' feelings.</div></div><div>(Any four ways with learning areas)</div></div></div> <td>1</td> <td>3</td> | 1                                      | 3 |
| 39. | <div>Any relevant example with justification of Interdependence of Domains Of Development. (Physical and Motor, Socio-emotional, Cognitive, Language, Moral</div> <div>OR</div> <div><div>Principles of Care giving of Children Under Three Years</div><div><div>1) Supportive and Responsive Environment</div><div>2) Responsive Relationships and Strong Life Skills</div><div>3) Reduce Sources of Stress</div></div></div> <td>3</td> <td>3</td>  | 3                                      | 3 |
| 40. | <div><div>Supervision</div><div>Supervision is essentially the practice of monitoring the performance of ECCE centre staff, noting the merits and demerits and using suitable techniques to improve the shortcomings. It is an interaction between two or more persons with a combination or integration of processes, procedures and conditions.</div><div>Monitoring</div><div>Monitoring is about supervising activities in progress to ensure that they are on course and on schedule in meeting the objectives. Monitoring is the continuous review of programme implementation to identify and solve problems so that activities can be implemented correctly and effectively. It involves regular collection and analysis of information/ data on aspects of the programme's activities.</div><div>Mentoring</div><div>Mentoring is a partnership of mutual benefits between the mentor (teacher/caregiver) and children. This is based upon encouragement, constructive</div></div>   | <div>1</div> <div>1</div> <div>1</div> | 3 |



|           |   |   |   |
|-----------|---|---|---|
| 43.       | <p>Five types of play defined by Parten</p> <ol style="list-style-type: none"> <li>1) Unoccupied play</li> <li>2) Solitary play</li> <li>3) Onlooker play</li> <li>4) Parallel play</li> <li>5) Associative play</li> <li>6) Cooperative play</li> </ol> <p><i>(Any five with relevant example of play)</i></p>   | <p>½x5 (for type of play)</p><br><br><br><br><br><p>½x5 (for example of play)</p>                     | 5 |
| <b>OR</b> |   |   |   |
|           | <ol style="list-style-type: none"> <li>1) <b>Gross Motor Skills</b> - Hopping, Climbing (Ascending and Descending), Rhythmic Movement, Playing With Ball, Throwing, Catching, Kicking etc.</li> <li>2) <b>Fine Motor Skills</b> - Pre-writing, Drawing, Painting, Clay Modelling, Play With Manipulative Materials etc.</li> <li>3) <b>Language Development</b> – Reading, Writing, Interaction, Action Rhymes, Dramatisation, Role Play, Puppet Play, Oral Expression, Nature Walk, Creating Sentences etc.</li> <li>4) <b>Cognitive Development</b> – Concrete and First-Hand Experiences’ Activities, Reading, Writing, Interaction etc.</li> <li>5) <b>Social Development</b> – Indoor Games, Outdoor Games, Visits etc.</li> <li>6) <b>Emotional Development</b> – Celebrations, Music and Dance, Plays, Role Play etc.</li> <li>7) <b>Moral Development</b> – Coordinating activities, Interaction on Situation, Putting an example, Role Play etc.</li> </ol> <p><i>(Any five with example of relevant activity)</i></p> | <p>½x5 (for each domain)</p><br><br><br><br><br><p>½x5 (for developmentally appropriate activity)</p> | 5 |