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D.E.C.E.-1

ORGANISING CHILD CARE SERVICES

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By: Taruna Jain



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**Sample Preview
of the
Solved
Sample Question
Papers**

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QUESTION PAPER

June – 2023

(Solved)

ORGANISING CHILD CARE SERVICES

D.E.C.E.-1

Time: 3 Hours]

[Maximum Marks: 100

Note: Question No. 1 is compulsory. Answer any other four questions.

Q. 1. (a) Plan a schedule of activities for one day for a group of 20 children of 4 years of age, stating the activities they will do from 9.00 a.m. to 12.30 p.m.

Ans. Ref.: See Chapter-30, Page No. 133, 'Half Day Schedule'.

(b) Explain what aspects you have kept in mind while formulating the schedule of the day's activities.

Ans. Ref.: See Chapter-30, Page No. 131, 'Formulating Daily Schedules'.

(c) State in which area does each of the following activities mainly foster development. Refer to the example:

Activity	Area of Development
e.g. : Jumping over an obstacle	Gross motor development

(i) Separating cards on the basis of their shapes

Ans. Cognitive development

(ii) Role play

Ans. Social and language development

(iii) Listening to a story

Ans. Language development

(iv) A trip to the zoo

Ans. Environment learning development

(v) Walking on a straight line drawn on the floor

Ans. Gross motor development

Q. 2. (a) Explain the characteristics of play.

Ans. Ref.: See Chapter-5, Page No. 17, 'What is Play' and 'Role of Play in Development'.

(b) Explain giving examples, any two features of children's thinking abilities during the first two years of life.

Ans. Ref.: See Chapter-8, Page No. 29, 'Thought in the First Year' and Chapter-13, Page No. 47, 'Thought in the Second Year Sensory Motor Period'.

Q. 3. (a) Describe and differentiate between the terms 'stranger anxiety' and 'separation anxiety'.

Ans. Ref.: See Chapter-10, Page No. 37, 'Emotional Expression'.

(b) Describe any two styles of parental behaviour and their impact on the child's personality.

Ans. Ref.: See Chapter-20, Page No. 78, 'Styles of Parental Behaviour'.

Q. 4. Describe one play-based activity each for developing each of the following:

(a) The ability to seriate in five-year olds

Ans. Ref.: See Chapter-23, Page No. 95, 'Play Activities to Foster Ability of Comparing and Seriation'.

(b) Visual discrimination abilities of three year-olds.

Ans. Ref.: See Chapter-24, Page No. 103, 'Activities for Visual Perception and Discrimination'.

(c) Gross motor skills of two-year-olds.

Ans. Some play activities to help develop gross motor skills in two-year-olds:

Obstacle Course: Create a simple obstacle course using pillows, cushions, and soft toys. Encourage your child to crawl under, climb over, and walk around the obstacles.

Balancing Act: Set up a balance beam using a low, sturdy surface like a plank or a drawn line on the floor. Have your child walk along the beam, promoting balance and coordination.

Ball Play: Rolling, kicking, and throwing a ball can help improve coordination and strength. Start with a soft, lightweight ball and gradually progress to larger and heavier ones.

(d) **Imagination ability of four-year-olds.**

Ans. Ref.: See Chapter-26, Page No. 11, 'Clay'.

Q. 5. (a) "The best way to help children understand a concept is to give them a lecture about it." Do you agree with this statement? Give reasons in support of your answer, giving example(s).

Ans. No, I do not entirely agree with the statement that the best way to help children understand a concept is to give them a lecture about it. Lectures, especially for young children, may not be the most effective method of learning. Here are some reasons why, along with examples:

Limited Attention Span: Children, especially at a young age, often have shorter attention spans. Lectures can be lengthy and may not effectively capture and maintain a child's interest. Without engagement, the information may not be retained.

Varied Learning Styles: Children have different learning styles. Some may be visual learners, while others may grasp concepts better through auditory or kinesthetic methods. A one-size-fits-all approach, such as a lecture, may not cater to the diverse learning preferences of children.

Interactive Discussions: Instead of a one-way lecture, engaging in interactive discussions with children encourages them to ask questions and express their thoughts. This promotes critical thinking and a deeper understanding of the concept.

Imagination and Creativity: Children's imagination and creativity should be encouraged during the learning process. Lectures might limit this aspect, whereas activities like storytelling, drawing, or role-playing can stimulate creativity and make learning more enjoyable.

Hands-On Learning: Children learn best through hands-on experiences and interactive activities. Providing tangible examples and allowing them to explore concepts through play or experiments can make learning more meaningful. For instance, explaining the concept of gravity through a simple hands-on experiment rather than a lecture.

(b) Explain the meaning of the term 'gross motor development'. State the sequence of emergence of gross motor abilities of the child during the first two years.

Ans. Ref.: See Chapter-12, Page No. 44, 'Gross Motor Skills'.

Q. 6. (a) Explain any three principles an educator must keep in mind to nurture the creativity of pre-school children.

Ans. Ref.: See Chapter-28, Page No. 120, 'Creativity and the Child'.

(b) "If a child can recite number names in the correct sequence, it means that the child is definitely able to count." Do you agree with this statement? Give reasons in support of your answer.

Ans. While the ability to recite number names in the correct sequence is an important precursor to counting skills, it does not guarantee that a child fully understands the concept of counting. Here are some reasons to support this answer:

Rote Memorization: Reciting numbers in sequence may be a result of rote memorization rather than a true understanding of the counting process. A child might have memorized the sequence without grasping the concept of one-to-one correspondence, which is fundamental to counting.

Lack of Conceptual Understanding: Counting involves more than just saying numbers in order. It requires an understanding that each number represents a quantity, and there is a one-to-one correspondence between numbers and objects being counted. Simply reciting numbers may not demonstrate this understanding.

Skipping Numbers: Some children may be able to recite numbers sequentially but might skip or repeat certain numbers when asked to count a set of objects. This suggests a lack of understanding of the correspondence between numbers and individual items.

Limited to Forward Counting: Reciting numbers often focuses on forward counting (1, 2, 3, etc.), but counting also involves backward counting and understanding the concept of 'how many.' If a child can only recite numbers in one direction, it may not reflect a comprehensive understanding of counting.

Thus, while the ability to recite numbers in sequence is an important early skill, it should be considered just one aspect of a child's overall numerical development. A more comprehensive assessment of counting skills should involve observing a child's ability to apply counting in various situations, ensuring there is a meaningful connection between numbers and quantities.

Sample Preview of The Chapter

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ORGANIZING CHILD CARE SERVICES

INTRODUCTION TO CHILD CARE AND DEVELOPMENT

1

The Experience of Childhood

INTRODUCTION

Let us try to recollect some of the incidents and experiences of our childhood. While doing so, we realize that some of the experiences are clear in our memory, while some are hazy and some are completely forgotten. In this chapter, we will understand and try to recapture our experiences and feelings as a child. Each one of us has different experiences in our life and is different from the childhood experiences of another child.

It is of utmost importance to understand our children, their feelings and thoughts which in turn will help in interacting with them in a better way and in organizing services and programmes for them. There are some experiences which are common in every child's life. This aspect is covered in this chapter. Also, we will learn about the different types of social and cultural settings that influences the experience of childhood.

CHAPTER AT A GLANCE

BEING A CHILD

Every child is unique in his/her characteristics and perception. A child can react in different way in different situations. The acts that a child performs in a particular situation reflect his/her acceptance to the situation and therefore the reaction ranges from the jealousy, trust to being independent in life.

The reactions of the adults around the child are very different and may not always be right. Some of the adults

think that children are immature, irrational, and inaccurate and therefore hesitate in giving responsibilities to them. Also, they are wrong in believing that nothing of consequence happens during childhood, whereas children do have their own thoughts and emotions like the adults and have their own way and sense of perceiving the world and also then expressing their feelings accordingly.

Children of different age groups have their own sense of feeling love and affection. Even a new born child can sense these feelings by the way the parents hold them and look after their needs. Similarly an 8-month old child can respond to the sentences that his parents tell him. A 10-month old child participate with his parents in different games played by the parents. All these situations clearly prove that the child is thinking. Similar to this there are many instances that proves that a child is learning and developing simultaneously.

A girl who is 5 years old is having her lunch and observes some rai seeds in the curry and take them out and start playing with it and says "look mummy these are tiny balls".

In another example, a 3 year old child has a sibling and fears that the parents will start loving him more and when one day they are late because of the baby, he said "lets give the baby back to the hospital".

In other example, a 4 year old girl is playing in the rain and keep coming in and going out and hugs her aunt and goes back and when the aunt ask her to sit, she refuses and goes out again.

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Childhood teaches a child the different forms of relationships with the people around him which includes the parents, then the family circle and later on the other adult group and children. All these experiences require a lot of courage and confidence. There are some children who are curious by nature and are always keen in exploring the world. A child is restless in nature and cannot sit still even five minutes and is always ready to examine things and objects around them. Their questions are often testing for the parents and adults patience.

The world of the adults fascinates a child and then they desire to grow up fast and become adults. For this they imitate the adults, wear their clothes and act like them. All these aspects are reflected in the games, played by them like Doctor-Doctor, Mummy-Papa, etc. A child learns to eat, to dress, to talk and also how to behave in the society during the period of childhood. Children follow the instructions given to them by the adults and simultaneously learn different rules of life which at times are painful to them as these stop them from doing what they want to do.

Though every child is unique and different and is from diverse backgrounds, religions, countries, etc. but are similar in many ways. Every child has a different meaning of his childhood but some of their experiences are universal and an inevitable part of growing up. We will learn about different experiences of a child in his childhood in the next section of this chapter.

THE SOCIO-CULTURAL CONTEXT OF CHILDHOOD

The childhood of a child is directly influenced and affected by the social and the cultural environment of a child. They learn to speak their mother tongue. At the age of five, where one child start to school, at the same stage, another boy in a tribal settlement start helping his father in the activities like farming, milking the buffallo, etc. A child's childhood is affected by the various factors like number of people in the family, the customs, traditions, beliefs, the community, economic status of the family, the place of living, etc. All these factors are the socio-cultural context of childhood. Within a country also like India, the culture, values, customs and beliefs of one group differ from another group. This is because each group is different in their economic level, their education, their occupation, language, religion, etc. Thus the experience and learning of a child is different in each group.

Gender: One of the most important factors that determine the experience of a child is gender i.e. whether the child is a boy or a girl. The gender factor determines how one is brought up, the type and the number of

opportunities available and the interaction of the people with the child. In our country boys are given more importance compared to that of girls and the birth of a boy is considered as an occasion to celebrate whereas parent's eyes get filled with tears in case of a girl. Also in many parts of our country boys gets more education compared to that of girls. The code of conduct for girls is very strict compared to that of boys. Girls are expected to be efficient in household tasks and to be obedient and respectful whereas boys are encouraged to be assertive, independent and ambitious. A girl is not allowed to speak or laugh loudly and is scolded in case they do so or also when they argue with others.

But not all the girls get the same kind of treatment and are not neglected and unloved. It is the attitude of the family that determines their behaviour towards the child and in most of the families especially in cities, there is no discrimination between boys and girls.

Social Class: The education, occupation and the income of the family determines the social class of a person. Upper class people have high incomes and live in big houses whereas lower class people are poor, live close to poverty, have low level of education and marginal income. Thus social class determines the opportunities and facilities available to a child like eating habits, clothing habits, facilities like water and electricity, etc.

Families of the Lower Social Class: Children belonging to this class do not have enough money to buy necessities of life even food and clothes. Houses are small and crowded, dirty and unhygienic which leads to infections and diseases. Some living below the poverty line do not get even one square meal a day and live on sides of roads, railway stations, etc.

Children of such families share responsibilities at an early age. Girls help their mothers in household work whereas boys shoulder the responsibilities of their father in his occupation. Children work as domestic servants, rag pickers, cleaners, etc. Some parents take their children at their working site. Education for such class is of at least importance and emotional maturity in children is high and in some ways they become worldly wise. They demand the right price for the goods they sell and get trained in the art of bargaining.

Besides all these experiences, there are some pleasant experiences too. They play with toys like stones, twigs, empty boxes, etc. They too get warmth and love from their parents, but compared to other classes life of the children of this class is comparatively harder.

Families of the Middle and High Social Class:

Children belonging to this class do not lack the basic necessities of life and get sufficient amount of food and clothes and also health related facilities. Most of the economic needs of the children belonging to this class are fulfilled to a great extent. Children enjoy the luxuries of life and get different varieties of food.

Educations hold a lot of importance for children of this class and are expected to do well in their academic work. Children spent most of their time in school and in doing their homework and in playing. Because this class is economically sound. Children make use of all the available opportunities without any worry.

Child Labour: Children assist their parents in earning money by working at home or as wage earners and in return get love from their parents. This type of children's involvement is called child work which is different from child labour.

Child labour involves children working under unhealthy and difficult conditions which are dangerous for them. They do not get time to play or to study. Children work in small scale industries or domestic industries as labour. They also work as domestic help, cleaners or mechanics. Child labour is prevalent in industries like match manufacturing, slate pencil making, Lock industry, etc.

At the lock industry in Chandigarh, children start working at the age of 6 and 7 years. They work for 12 to 14 hours or even for 18-20 hours. The working conditions are unhealthy and hazardous and their wages are very low. They do electroplating in which they have to dip metal in acidic and alkaline solution. They use dangerous chemical solutions which is harmful for their health. They face electric shocks and suffer from many chest and other harmful diseases.

Religion: Religion holds a lot of importance in day-to-day living of people and helps in laying down the rules, values and also in code of conduct. The rituals of each religion is different and therefore we see variations in children, but now the rituals are not that strict in most of the families because of the changes in society.

Some of the rituals in Hindus are:

Namkaran, for naming the child.

Annaprāsana, the first semi-solid food given to the child.

Mundan, the first shaving of the hair.

Vidya-aarambh, the introduction of the alphabet to the child.

The Christians and Muslims also have their rituals and customs which they practice religiously.

Family Structure and Inter-Relationships:

The structure of the family also influences the experiences of a child. If a family is small consisting of parents and their one or two children, then mother is the main and the only caretaker of the family, whereas if the family consists of grandmother, grandfather, aunt, uncle, parents and children, then child forms emotional bonds with many people of the family.

In small families, if both the parents are working, then the child is left in a crèche or in the house with some domestic help. Parents get little time to spend with the child, but what matters is the quality of time spent with the child. It is the proper response of the adult to the child's questions which make the child feel wanted and loved. It is the meaningful interaction with the child that matters the most. In families, where father has migrated due to work or in case of widowhood, the mother is the sole parent who earns as well as takes care of the child. The loss of one parent at times leaves a negative effect on the child which can be compensated to some extent with the presence of other family members.

Ecological Contexts: The physical environment in which a person live constitutes the ecology which includes the location, the vegetation, the natural resources, etc. It also refers to the facilities like availability of roads, schools, water and electricity, facilities etc. Also it refers to the clothing, food and occupational habits. Geographical regions can be divided into rural, urban and tribal areas. Let us study each one by one.

Living in a City (Urban Area): A city has a large population consisting of rich people who can afford almost everything and poor who work hard for a living. Different facilities like hospitals, hotels, schools, cinemas are available in the city. The living condition of the children depends upon the economic status of the family. Their social class determines the way they will spend their day and the type of facilities available to them. The one common thing in all the children living in a city is their fast pace of life as people are busy rushing for their own business.

Living in a Village (Rural Area): A village has smaller population with fewer facilities such as transport, roads, hospitals, schools, etc. A child spend a lot of time in their people's houses and grow up with many friends. Children work with their parents in farming, pottery, weaving, etc. Here also children assist their parents in their work which depends upon the economic status of the family. Education is becoming important in rural

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areas also. The type of tasks that children perform in rural areas differs from the tasks performed by children in cities. A city child is confident of using the electronic gadgets whereas a child in a village has to travel outside the village to increase his range of information.

Now with the changes in the technology, radio and television have brought the outer world in the villages also. People living in the villages are now commuting to cities for better pay packages. There are some remote villages in which the nearest primary health care or school is minimum 50 kms away.

Living in Tribal Settlement: The tribes in India have distinct customs, laws, occupation, etc. Some tribes close to the cities have been integrated into the mainstream of life whereas some are still living in isolation from the rest of the world. The children living in such tribal areas believe that this is the only world and live in a particular way. There are tribes in India in which solidarity holds a lot of importance and they follow their own laws, customs and norms.

Some tribes have their own traditional healers but they also go to the hospitals. Some have started sending their children to school. Some have tubewells and facilities of roads. Some tribes are experiencing the changes in food and clothing habits also. Let us study about one such tribe.

In the Bastar district of Madhya Pradesh, shifting agriculture is their means of living and the tribe shift in 2-3 years. However for chillies, tobacco and salt, they have to depend upon the outside world. The tribe is very strict in performing customs and religious practices. Literacy level is low in this area. But with the intervention of the State Government and voluntary agencies, they are now in touch with the outside world. Their life-style has changed and they have schools and hospitals. They have tubewells and other facilities and are connected to the outside world with road. Their food habits and agricultural practices have changed.

CHECK YOUR PROGRESS

Q. 1. From your experiences and recollections note down an example of one of the following:

(a) Children's curiosity

Ans. When I was a child of about 6 years, I was always curious to know what my father do in the office the whole day. I always wanted to go with him and understand what jobs father do in the office. Don't they get bored in the office doing the same work the whole day? I wanted to accompany him and see his routine in the office.

(b) Children's imitation of adults

Ans. When I was a child of about 5 years, I used to imitate my mother for wearing a saree and the make-up that she used to do like wearing bindi, lipstick, combing and pinning the hair, etc. I used to take a dupatta and try to wear saree like mother used to do. At times I used to take her help. I also imitated the cooking that my mother used to do, I did this on my kitchen set.

Q. 2. From your reading and general observation in your family or neighbourhood, write about the following:

(a) Reaction of parents to:

(i) Birth of a Son

Ans. Birth of a son is always considered as a moment of joy for the parents, for the family members and for the society also. The joy and the happiness is totally different in case of birth of a son. The parents are loaded with congratulation and best wishes when a boy child is born.

(ii) Birth of a Daughter

Ans. The birth of a daughter is accompanied with mixed reaction of parents. Some parents who are educated and less bothered about the sex of a child sees equal happiness in case of birth of a daughter whereas some parents become upset and even cry when a girl child is born.

(b) Differences in the school attendance of boys and girls of lower social class.

Ans. The lower social class is not educated and do not give too much weightage to make their child educated. Therefore either the school attendance of their children is low or only upto the mark. Because the class is economically weak, they cannot afford to send their children to good schools because in their eyes the value of education is not high, the children too are not interested in going to school and therefore their attendance is low in school.

(c) The kind of tasks children do in the home to help the family.

Ans. A girl child helps the mother in doing the household chores like washing clothes, utensils or in cooking food. Some children help their mother in shopping also. A boy child accompanies his father in earning money and go out and learns the jobs that his father do. Some boys also help their mothers in doing the household tasks.

Q. 3. Explain the term 'Child Labour'.

Ans. There are some children who work under unhealthy, difficult and exploitative conditions. For their work, they get wages which are inadequate compared