

No. of Printed Pages : 5

MCD-003

**POST GRADUATE DIPLOMA IN
EARLY CHILDHOOD AND
FOUNDATIONAL STAGE EDUCATION
(PGDEC FE)**

Term-End Examination

December, 2024

**MCD-003 : CURRICULUM AND PEDAGOGY FOR
EARLY CHILDHOOD AND FOUNDATIONAL
STAGE EDUCATION—PART 2**

Time : 3 Hours

Maximum Marks : 100

Note : *There are three Sections—Sections A, B and
C. All Sections are compulsory.*

C-2038/MCD-003

P. T. O.

Section—A

Note : Answer each question in about **600** words.

*Please note there is internal choice in each question. In all you have to answer **three** questions in this Section.*

3×20=60

1. Explain what is meant by 'emergent writing'. Describe, giving examples, any *two* strategies the teacher can use to develop and sharpen children's writing skills during the foundational stage. 20

Or

Explain any *two* features of the nature of mathematical concepts and the implication of each feature for teaching, giving examples to support your answer. 20

2. Discuss the concept of 'reading readiness' and the limitations of this approach for teaching of literacy. 20

Or

Why is it important to integrate the teaching of curricular areas 'Language and Literacy', 'Mathematics' and 'World Around Us' ?

Identify any *one* theme/topic relevant for transaction with children in Grade 2 and suggest *two* activities through which integrated teaching can be carried out. 20

3. Using examples, explain any *three* strategies that a teacher can use to foster values in early primary children with respect to the natural and socio-cultural environment. 20

Or

Differentiate among 'pattern', 'design' and 'symmetry'. Briefly describe the stages children go through in developing an understanding of patterns. Describe *one* activity you can carry out with children at each stage to foster their understanding. 5+5+10

Section—B

Note : Answer any **three** of the following questions
in about **300** words each. 3×10=30

4. Explain the limitations of the Direct/Full Immersion method for teaching of English to children in low exposure settings. 10
5. Explain what is meant by phonological awareness and phonemic awareness. State *one* activity each that you will carry out with children for each of the following : 10
 - (a) Syllable identification
 - (b) Phoneme addition
6. Explain what is a 'Unit Plan' and the rationale for developing it. 10
7. Discuss the limitations of text-book oriented approach for curriculum planning for the curricular area 'World Around Us'. 10
8. Describe *one* activity for Grade 1 and *one* for Grade 2 children to strengthen the understanding of the concept of area. 10

Section—C

9. Write notes on any *two* of the following in about **100** words each : $2 \times 5 = 10$
- (a) Print Awareness
 - (b) Prior Knowledge
 - (c) One-to-one correspondence
 - (d) Process skills

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