



**Avinashilingam Institute for Home Science and Higher Education for Women**

(Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD)  
Re-accredited with 'A++' Grade by NAAC. Recognised by UGC Under Section 12B  
Coimbatore - 641 043, Tamil Nadu, India

**Continuous Internal Assessment Test I – February 2025**

**SEMESTER- II**

Class : I.B.Ed

Max. Marks: 60

Time: 2 Hrs

**24BAEME1: MONTESSORI EDUCATION**

**Course outcomes**

- CO1 understand Maria Montessori's insights on child development and practices in education
- CO2 describe Montessori's approaches to foster independence in children
- CO3 utilize Montessori role of movement in early childhood learning and development
- CO4 develop activities aligned with children's developmental stages in Montessori classrooms
- CO5 assess health and wellness program within a Montessori classroom

**PART – A**

**Choose the correct answer**

**6 x 1 = 6**

1. Maria Montessori was a CO1K2
  - a. Physician and Educator
  - b. Physician and Writer
  - c. Physician and Politician
  - d. Physician at Ocean side wellness
2. What is the primary focus of the first plane of development in the Montessori method? CO1K1
  - a. Development of the Imagination and Intellectual Curiosity
  - b. Development of the Social skills and Emotional Stability
  - c. Development of the Critical thinking and Problem Solving Skills
  - d. Development of the Senses, Language and Movement
3. In Montessori practices, children are allowed to choose their work instead of the teacher choosing the work for them. Thus Learning Environment is CO2K1
  - a. Child - centered
  - b. Not representative of real classroom
  - c. Teacher- centered
  - d. Sterile and without character
4. Independence develops when the child has the freedom to learn in an CO2K1
  - a. Structured Environment
  - b. Prepared Environment
  - c. Structured and Prepared Environment
  - d. Social Environment
5. According to Montessori, the absorbent mind is divided into \_\_\_\_ Stages CO3K1
  - a. 5
  - b. 4
  - c. 3
  - d. 2
6. Montessori theory encourages children to learn from the CO3K1
  - a. Teachers
  - b. Environment
  - c. Peers
  - d. Environment and Peers

**PART – B**

**Answer ALL questions**

**3 x 6= 18**

**Each answer should not exceed 200 words**

7. a. Highlight the Montessori's work on Education CO1K2  
(OR)
7. b. Give an overview of the secondary Montessori teaching strategies. CO1K3
8. a. Elucidate the types of independence. CO2K2  
(OR)
8. b. Elaborate the educational implications of the absorbent mind CO2K3
9. a. Describe the key characteristics of Sensitive period and Movement in Montessori. CO3K3  
(OR)
9. b. Examine the methods of movement in Montessori education. CO3K3

**PART – C**

**Answer ALL questions**

**3 x 12 = 36**

**Answer should not exceed 800 words**

10. a. Elucidate the four planes of development, accompanied by appropriate illustrations. CO1K5  
(OR)
10. b. Analyze and compare the Montessori approaches implemented in elementary versus high school education. CO1K5
11. a. Enumerate in detail, Montessori practices that aid Independence among children. CO2K4  
(OR)
11. b. Elaborate Absorbent mind and its characteristics. CO2K5
12. a. Identify the sensitive periods in child development and draw a comparison between the sensitive periods for language and sensory refinement. CO3K5  
(OR)
12. b. Compare and contrast mind and movement education with its techniques CO3 K4

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