



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 (now MoE)

Re-accredited with A++ Grade by NAAC. CGPA 3.65/4, Category I by UGC

Coimbatore - 641 043, Tamil Nadu, India

Master's Degree Examination – May 2025

II Semester

Class : I P.G.
Major : Human Development

Time: 3 Hours
Max. Marks: 100

23MHDC12 Organization of ECE Programme

Course Outcomes:

CO1: Identify types of ECE curriculum, programme, teaching pedagogy, medium of learning and assessment

CO2: Understand the concept of early childhood education in Western and Indian context and recognize the ECE policy framework at national level

CO3: Analyze the various models and approaches of ECE curriculum to identify its advantages and limitations

CO4: Design a developmentally appropriate ECE curriculum

CO5: Evaluate the designed developmentally appropriate ECE curriculum based on the specified indicators of effective curriculum

Part A

10 x 1 = 10

Choose the Correct Answer

- is the main goal of the National ECCE Curriculum Framework. CO1K1
a. To standardize ECE programs b. To provide a flexible and inclusive curriculum
c. To focus on academic excellence d. To emphasize teacher training
- The significance of scaffolding in ECE pedagogy is CO1K2
a. helps children learn independently b. focuses on routine learning
c. provides temporary support to children d. emphasizes standardized testing
- The National Early Childhood Care and Education (ECCE) Policy was framed in the year. CO1K1
a. 2013 b. 2015 c. 2018 d. 2020
- is a key feature of the Montessori approach. CO3K2
a. Teacher-directed learning b. Child-centered learning
c. Structured curriculum d. Standardized testing
- is a type of creative activity in ECE. CO3K2
a. Painting b. Repeating story c. Running d. Reciting poem
- Reggio Emilia Approach emphasizes the child to use all their CO3K2
a. capacity b. Senses c. Experience d. Potential
- When the child plays separately from others but close to them and mimicking their actions is referred as CO3K2
a. Associative b. Solitary play c. Parallel Play d. Unoccupied play
- is the developmental-interaction approach that encourage children to be curious, love learning, be respectful and embrace human differences CO3K1
a. High scope b. Froebel c. Montessori d. The Bank Street approach
- is associated with the Reggio Emilia approach. CO3K1
a. Piaget b. Lev Vygotsky c. Loris Malaguzzi d. Maria Montessori
- is the main focus of the National ECCE Policy. CO1K2
a. Standardized testing b. Holistic development of children
c. Teacher training d. Parental involvement

Part B

5 x 6 = 30

Answer ALL questions

Each answer should not exceed 400 words or two pages

- 11.a. What are some of the significant features of the National Early Childhood Care and Education (ECCE) policy? CO1K2
(or)
- 11.b. What are some of the significant features of the National Early Childhood Care and Education (ECCE) Framework? CO1K2
- 12.a. Define ECE curriculum and list two types of ECE curriculum. CO1K2
(or)
- 12.b. What are the components of curriculum planning in ECE? CO1K2
- 13.a. What are the key features of the Montessori approach in ECE? CO3K2
(or)
- 13.b. Explain the Reggio Emilia approach in early childhood education. CO3K2
- 14.a. Differentiate between long-term and short-term planning in ECE. CO2K2
(or)
- 14.b. Differentiate between formative and summative assessment in ECE. CO1K2
- 15.a. What is the thematic approach in curriculum planning? Illustrate with examples. CO3K2
(or)
- 15.b. What is the Bank Street approach in ECE, and how does it differ from the Montessori approach? CO3K2

Part C

5 x 12 = 60

Answer ALL questions

Each answer should not exceed 800 words or four pages

- 16.a. Discuss the role of the National Focus Group Position Paper on ECE in shaping early childhood education in India and elaborate on some of the critical component of the position paper. CO2K4
(or)
- 16.b. Discuss the role of Vygotskian tools of the mind in the development of early childhood curriculum. CO2K4
- 17.a. Discuss the role of observation in assessing young children. What are the different methods of recording observations? CO1K2
(or)
- 17.b. Discuss the different types of assessment used in ECE. How can formative assessment be effectively implemented? CO1K2
- 18.a. Design a weekly plan for an ECE program, highlighting the key components. CO4K5
(or)
- 18.b. What are the indicators of an effective ECE program? How can the quality of an ECE program be measured? CO5K4
- 19.a. Explain the role of creative arts in the holistic development of young children. Provide examples of creative activities that can be included in an ECE program. CO3K3
(or)
- 19.b. Explain Parten's stages of social play and discuss its relevance. CO2K3
- 20.a. Explain the significance of play in ECE curriculum. How can play be promoted in the curriculum? CO3K2
(or)
- 20.b. Explain the significance of play equipment and supportive conditions for quality play in ECE. CO3K2
