

Syllabus for the trade  
Of  
**Pre/Preparatory School Management Assistant**

(SEMESTER PATTERN)

UNDER

CRAFTSMAN TRAINING SCHEME

Redesigned in: 2014

By

Government of India  
**CENTRAL STAFF TRAINING AND RESEARCH INSTITUTE**  
Directorate General of Employment & Training  
Ministry of Labour & Employment  
EN - 81, Sector – V, Salt Lake City,  
Kolkata, **West Bengal - 700 091**

## GENERAL INFORMATION

1. **Name of the Trade** : Pre / Prep. School Management Assistant
2. **NCO Code No.** : 3320.90
3. **Duration of Craftsman Training** : One year (2 semesters)
4. **Power Norms** : 3.0 KW
5. **Space Norm** : a) Work shop : 48 Sq. Meter  
: b) Class Room : 30 Sq. Meter
6. **Entry Qualification** : Passed 10th class examination
7. **Unit Strength** : 20 Trainees
8. **Instructors/Trainer's Qualification** : a) NTC/NAC in the trade with three years' experience in the relevant field.

OR

- b) Certificate in Teachers Training with three years' experience in the relevant field

OR

- c) Degree in Education with one year experience in the relevant field.

9. **Desirable Qualification:** : Preference will be given to a candidate with Craft Instructor Certificate (CIC).

**Note: Out of the two craft instructors at least one must have degree / Diploma in the relevant field**

10. **Job Description** : After successful completion of training, the person will be able to: -
  - ✓ Assist the supervisor in the day to day running of the pre-school.
  - ✓ Provide a stimulating and varied programme of play and learning opportunities.
  - ✓ Ensure the safety and well-being of the children.
  - ✓ Undertake a key worker role with special children.

**Note: -**

- a) At least one Instructor must have degree /Diploma in the relevant field.
- b) Trainees should be taken to Pre/Prep./Nursery Schools for practical wherever necessary.

## Syllabus for the trade of “Pre/Prep School Management Assistant” under CTS System

**Duration:** Six Month

**Semester:** First

**Semester Code:** PSMA: SEM I

Week	Trade Practical	Trade Theory
1-2	<ul style="list-style-type: none"> <li><b>a)</b> Familiarization with the Institute.</li> <li><b>b)</b> Types of work done by the trainees in the institute.</li> <li><b>c)</b> Importance of tools and equipment used in the trade.</li> <li><b>d)</b> Introduction to safety and general precaution to be observed by the trainees.</li> </ul>	<ul style="list-style-type: none"> <li><b>a)</b> Introduction to the institute.</li> <li><b>b)</b> An orientation programme on the course and related job opportunities by the industry expert / instructor.</li> <li><b>c)</b> Usage of equipment.</li> <li><b>d)</b> General &amp; safety precautions.</li> </ul>
3-4	<ul style="list-style-type: none"> <li><b>a)</b> Familiarizing the trainees with the development of a child.</li> <li><b>b)</b> Various factors and concepts affecting the child development.</li> <li><b>c)</b> Aesthetic Need of a Child</li> <li><b>d)</b> Housekeeping training</li> </ul>	<ul style="list-style-type: none"> <li><b>a)</b> Introduction to child development and its concept:                             <ul style="list-style-type: none"> <li>➤ Growth and development maturation and learning,</li> <li>➤ Genetic factors in development,</li> <li>➤ Environmental factors in development,</li> <li>➤ Individual differences,</li> <li>➤ Stages of development &amp; the tasks,</li> <li>➤ Needs of Children,</li> <li>➤ Holistic approach.</li> </ul> </li> <li><b>b)</b> Emphasis on educating child to finish routine</li> <li><b>c)</b> Emphasis on child care in school, their hygiene and cleanliness including class room and surroundings</li> <li><b>d)</b> Drawing and painting, creating structures, pretend play and using props during games.</li> </ul>
5-7	<ul style="list-style-type: none"> <li><b>a)</b> Weighing and taking measurement of the child (Anthropometrics) &amp; recording the same.</li> <li><b>b)</b> Observing the motor development and motor skill of gross and finer muscles, indoor play activities, blocks, beads, Puzzles and toys etc.</li> <li><b>c)</b> Outdoor equipment like swings, jungle gyms, merry-go-round, slide, tricycles, sand and waterplay.</li> <li><b>d)</b> Organizing drama, storytelling, action songs, role-plays and language games.</li> <li><b>e)</b> Home visits – visiting schedules, interviewing parents and writing reports of individual child study.</li> <li><b>f)</b> Selecting special children and doing a detailed study of his/her physical and motor development.</li> </ul>	<ul style="list-style-type: none"> <li><b>a)</b> Major aspects of child development, physical, motor, socio-emotional, cognitive, language, moral and aesthetic development, physical and motor development.</li> <li><b>b)</b> Principles of development: meaning and significance of motor development, gross and fine muscle, factors influencing motor development, eye-hand co-ordination.</li> <li><b>c)</b> Significance and principles of language development, vocabulary and pronunciations, language skills, listening &amp; speaking, readiness for reading &amp; writing, factor affecting language development and speech defects.</li> <li><b>d)</b> Methods and techniques of child study: Observation of child’s development, physical, social, emotional and intellectual development, interviews of parents &amp; parents of special children, their case studies &amp; reports.</li> </ul>

8-9	<p><b>a)</b> Observing social development of children:</p> <ul style="list-style-type: none"> <li>➤ Recording observations</li> <li>➤ Promoting desirable social behaviors,</li> <li>➤ Cooperation, co-ordination &amp; sharing.</li> <li>➤ Observing children with socio-emotional problems and recording their observations.</li> </ul>	<p><b>a)</b> Social development: Pattern of social development, its forms and the forms affecting it.</p> <p><b>b)</b> Social and emotional behavior problems like temper tantrums, bed wetting &amp; thumb sucking etc.</p> <p><b>c)</b> Unsocial behavior, lying, stealing, destructive behavior &amp; anti-social behavior.</p> <p><b>d)</b> Helping children in socio-emotional problems causing symptoms and ways of prevention and its treatment, reward and punishment.</p> <p><b>e)</b> The role of teachers, school, family and the Community.</p>
10-12	<p><b>a)</b> Exercising different types of indoor and outdoor activities and games.</p> <p><b>b)</b> Walking and balancing exercises, hopping, skipping, running, tri-cycling, scooter and motor driving, simple games, circle games, hide and seek, dancing and Rhythmic exercises.</p>	<p><b>a)</b> Play: Nature and significance for learning and development, types of play and play activities</p>
13-14	<p><b>a)</b> Observing children's emotional development and writing observation, reports, developing feelings of belongingness – celebrating birthdays &amp; festivals.</p>	<p><b>a)</b> Characteristics of children of all stages from conception to pre-adolescence.</p> <p><b>b)</b> Emotional development: Pattern of emotional development and characteristics of childhood emotions like - fear, anger, jealousy, joy, curiosity etc. and factors affecting them.</p>
15-16	<p><b>a)</b> Use of Bandage, napkins, ice packs etc.</p> <p><b>b)</b> Knowledge of Important services &amp; telephone numbers</p>	<p><b>a)</b> First Aid practical for use of common first aid medicines and products.</p> <p><b>b)</b> Ability to render help and seek help when necessary</p>
17-20	<p>On the job Training (OJT) (4 weeks)</p> <p><b>Note: - During OJT student have to maintain a log book on daily basis indicating activities performed during the day which shall also be countersigned by the section / department supervisor.</b></p>	
21-23	<p><b>a)</b> Setting up &amp; Knowledge of operation of Electrical appliances used in general</p>	<p><b>a)</b> Operation and setting up of:</p> <ul style="list-style-type: none"> <li>➤ Computer</li> <li>➤ Mike</li> <li>➤ Smart Board</li> <li>➤ CD Player</li> <li>➤ Digital TV</li> <li>➤ Music System</li> <li>➤ Photo copier machine etc.</li> </ul>
24	Revision	
25	Examination	
26	One Week Holiday	

**Duration:** Six Month

**Semester:** Second

**Semester Code:** PSMA: SEM II

Week	Trade Practical	Trade Theory
1-4	<p>a) Observing and identifying special children, mentally retarded, gifted, orthopedic ally handicapped children and suggesting activities for their Rehabilitation.</p> <p>b) Conducting a survey of community for establishing the center and preparing a Report.</p> <p>c) Visit and study of different programme of nursery schools in the community.</p> <p>d) Preparing a list of equipment used in pre-schools.</p>	<p>a) Exceptional/ Special children: Identification of special children like mentally retarded, gifted and physically handicapped children, their needs and dealing with them.</p> <p>b) Significance of early childhood education, need and importance.</p> <p>c) Aims and objectives of Pre-schools.</p> <p>d) Techniques of community survey with special reference to selection and location of pre-school centers.</p> <p>e) Essential components of establishing the building/center.</p> <p>f) Planning of budget, resources and mobilization of finances, physical set up of pre-schools building, location, classrooms, ventilation equipment, indoor and outdoor staff selection, duties etc.</p>
5	<p>a) Serving of Meals:</p>	<p>a) Meal Planning</p> <ul style="list-style-type: none"><li>➤ Flameless like salads, fruits, milk &amp; milk products</li><li>➤ With Flame- main meals</li></ul> <p>b) Serving with hygiene</p>
6-9	<p>a) Preparing aids for concept and language development:</p> <ul style="list-style-type: none"><li>➤ Flash cards,</li><li>➤ Charts,</li><li>➤ Soft toys</li><li>➤ Puppets.</li></ul> <p>b) Preparing specimen activities for cognitive development:</p> <ul style="list-style-type: none"><li>➤ Cloth pieces of different textures,</li><li>➤ Games for identifying and discriminating different smells,</li><li>➤ Testing different food items like sweet, sour, bitter, pungent, salty and taste-less.</li></ul> <p>c) Exposure to variety of objects in the environment having different columns, Shapes and sizes, number, time, space.</p> <p>d) Attractive displays inside and outside the classroom:</p> <ul style="list-style-type: none"><li>➤ Plants</li><li>➤ Flower arrangement,</li><li>➤ Music and rhythmic Activities.</li><li>➤ Prepare songs, games, number</li></ul>	<p>a) Cognitive development: Meaning of cognitive development, memory, thinking, reasoning and problem solving. Importance of concepts and concept formation, Common concepts like space, time, number, color, size &amp; shape and living &amp; non-living things.</p> <p>b) Significance of language development and importance of its concepts.</p> <p>c) Development of creativity and aesthetic sense: Pattern of development of creativity and learning appreciation of beauty and aesthetic appreciation in drawing and painting.</p>

Week	Trade Practical	Trade Theory
10-13	<p><b>a)</b> Preparation of simple toys and teaching aids for 6 months to 3 years and 3-5 Years age groups.</p> <p><b>b)</b> Organizing a parent teacher association and listing components of parent education on: Acquainting parents about school activities.</p> <p><b>c)</b> Imparting knowledge to parents about child growth and development, child care etc.</p> <p><b>d)</b> Acquainting parents about the resources and agencies for child welfare.</p> <p><b>e)</b> Guiding mothers about their proper nutrition during pre-natal and post-natal periods.</p> <p><b>f)</b> Exchange and share experiences of parents by home visits and observing their living and conducting interviews with the parents, involvement of parents in community activities like fairs, exhibitions, festival celebrations, demonstrations and holding competitions.</p>	<p><b>a)</b> Pre-school activities – significance and their procedures: Indoor activities – story telling, language games, music, science free play and nature study, rhymes, creative art activities, health inspection &amp; block-play.</p> <p><b>b)</b> Outdoor activities – swings and jungle gym. Water play, clay modeling, sand play, field trips, slide, see-saw etc. routine activities like spreading of napkins during snack break, using of washrooms.</p> <p><b>c)</b> Agencies of education and their classified formulae and informal agencies and its role in proper development of the child.</p> <p><b>d)</b> Need and importance of parent education and its programme, methods and its contents.</p>
14	<p><b>a)</b> Data Handling</p>	<p><b>b)</b> Type of stocks:</p> <ul style="list-style-type: none"> <li>➤ Eatables,</li> <li>➤ Tools &amp; Equipment</li> <li>➤ Stacking of items in the store etc.</li> </ul>
15-16	<p><b>a)</b> Preparing short term and long term plans:</p> <ul style="list-style-type: none"> <li>➤ Daily Plans</li> <li>➤ Weekly Plans</li> <li>➤ Monthly Plans</li> <li>➤ Quarterly Plans</li> <li>➤ Annual Plans</li> </ul> <p><b>b)</b> Compilation and preparation of:</p> <ul style="list-style-type: none"> <li>➤ Progress report</li> <li>➤ Observation schedule</li> <li>➤ Questionnaire for family background,</li> <li>➤ Attendance register</li> <li>➤ Stock register</li> <li>➤ Cashbook</li> <li>➤ Teacher’s diary.</li> </ul> <p><b>c)</b> Planning and organizing community activities.</p> <p><b>d)</b> Exhibition of audio-visual aids on nutrition, childcare and early childhood education.</p> <p><b>e)</b> Demonstration on weaning foods, nutritious recipes, childcare practices.</p> <p><b>f)</b> Organizing competitions for community/families like baby shows, toy making and storytelling.</p> <p><b>g)</b> National and cultural festivals.</p>	<p><b>a)</b> History and progress of pre-school education. Pre-school curriculum, programme planning, implementation and evaluation, maintenance of records: admission register, fee register, stock register, school fund, PTA fund and accounts, attendance register, progress reports, teacher’s diary, qualifications, job requirements and duties of different cadre of workers and their training.</p> <p><b>b)</b> Supervision of pre-school center.</p> <p><b>c)</b> Role of family and the community in education of children and smooth functioning of pre-school.</p> <p><b>d)</b> Community and parent education programmes.</p> <p><b>e)</b> Care components of national integration, national anthem, national bird and national animal etc.</p>

<b>Week</b>	<b>Trade Practical</b>	<b>Trade Theory</b>
17-20	On the job Training (OJT) (4 weeks) <i>Note: - During OJT student have to maintain a log book on daily basis indicating activities performed during the day and which shall also be countersigned by the section / department supervisor.</i>	
21-22	<b>a) Verbal Skills</b> <ul style="list-style-type: none"> <li>➤ Narration of Stories</li> <li>➤ Singing Rhymes</li> <li>➤ Ability to convince children</li> </ul>	<b>a) Communication skills development</b>
23	<b>a) Basic knowledge of Fire Fighting</b>	<b>a) Types of Fire</b> <b>b) Extinguishers Used for different types of Fire</b> <b>c) Its Operating Procedure</b> <b>d) Knowledge of FF Equipment Locations with their Types in the premises</b>
24	<b>a) Types of Disaster</b> <ul style="list-style-type: none"> <li>➤ Natural</li> <li>➤ Man Made</li> </ul>	<b>a) Basic Disaster management knowledge</b>
25	Revision	
26	Examination	

## List of Tools & Equipment

S.No.	Description of Item	Quantity
1.	Table Tops	1No.
2.	Scissors (Big)	2 Nos
3.	Scissors (Small)	2 Nos.
4.	Cupboards (Steel)	1 No.
5.	Show cases	1 No.
6.	Display Boards 60" x 40"	1 No.
7.	Measuring Foot rule	1 No.
8.	Puppet show back Drop curtain Block cloth 80" x 80"	1 No.
9.	Bulletin Board 70" x 40"	1 No.
10.	Brushes 2" big, Brushes 1" big, Brushes 0 to 9	1 No.
11.	Punching Machine big	1 No.
12.	Easel made of wood with a stand	1 No.
13.	Flannel Board 30" x 40"	1 No.
14.	Rolling Black Board	1 No.
15.	Plastic basin: 8 lit. cap. And 4 lit. cap.	1 No.
16.	Flannel Board 30" x 40"	10 No.
17.	Plastic containers to keep things	2 lit. /1 lit. / ½ lit / 100ml.
18.	Globe 15" diameter	1 No.
19.	Height/weight measuring instrument	1 No.
20.	Magnetic Board	1 No.
21.	Alphabets and numbers measuring 1.1/2" to 2"(4 cm to 5 cm) Plastic With attached iron backs	2 Nos.
22.	Dustbin	2 Nos.
23.	Trays(Plastic)	. 2 Nos.
24.	Nylons wires	20 Mtrs.
25.	Chart of animals, birds, flowers, fruits, shapes, sizes, vehicles, numbers, alphabet, stories, first aid, hygiene, famous people of the country and flag of different countries.	05 Nos.
26.	Audio-visual aids – TV, VCR, OHP with transparencies	1 No.
27.	Computer with multimedia facilities	1 No.
28.	Colour Printer	1 No.
29.	Story Books for level I & II/Nursery level	15 Nos.
30.	Rhymes Books for Nursery Level	15 Nos.
31.	Wall Clock	2 Nos.
32.	First Aid Box	2 Nos.
33.	Thermometer	2 Nos.
34.	Fire Extinguisher	01 No.



**Space Requirement:**

- 1) Outdoor Play space with fences (15 x 20 Sq. Mtrs.) for 20 children
- 2) Indoor space (5' x 10 = 35 Sq. Mtrs.) for 20 children  
(Low washbasin should be installed in each classroom)
- 3) Toilet with Water facility & drinking water facility
- 4) Balcony

**List of Tools & Equipment**

**A) Indoor Play Materials/equipment**

- 1) Soft toys
- 2) Toys for stimulation
- 3) Cradles
- 4) Almirah
- 5) Movable low chairs and low tables
- 6) Mattresses
- 7) Different shapes of wooden blocks
- 8) Dolls
- 9) Toy sets for different professions
- 10) Story Cards
- 11) Charts/Posters
- 12) Picture cards
- 13) Drawing Papers
- 14) Crayon boxes
- 15) Puzzles
- 16) Poster colour
- 17) Small scissors
- 18) Big scissors
- 19) Brushes
- 20) Chalk Board
- 21) Flannel Board
- 22) Display Board

**B) List of Outdoor play materials/equipment Quantity**

- 1) Rocking horses  
1 No.
- 2) Merry-go-round 4-seater 1 No.
- 3) Swing (2-seater) 1 No.
- 4) Conventional slide 1 No.
- 5) Rocking chair/boat 1 No.
- 6) Rubber rings 1 No.
- 7) Plastic balls 5 Nos.
- 8) Sand pit/Sand box with trays, plastic containers, moulds of different types 4 Nos.
- 9) Water play arrangement with basin, bucket, mugs and cups of different sizes, Sieves etc.  
4 Nos.