

CRECHE ASSISTANT (CRASA)

Syllabus

(Safety Practices 25 Hrs, Theory 100 Hrs, Practical 450 Hrs, Employability Skill 75 Hrs)

Details of theory syllabus

Sl. No.	CONTENT	DETAILS	Hours
1.	Trade related hazards and precautions - Part of Employability Skills	1.1 Personal protection in work place 1.2. Basic first aid 1.3. Safety signs for Dangers and Stop Caution and Personal Safety measures 1.4. Safety related to health 1.5. Prevention of accident 1.6 Identification of Sickness	25
2.	Introduction	2.1 Concept and definition of crèche 2.2. Different organizational pattern of Crèche management 2.3 Major structural component for Crèche management 2.4. Different practices of crèche Management 2.5. Essential components of a good Crèche management	20
3	Developmental Milestones and its significance	3.1 Areas and mile stones of development 3.2 developmental tasks in different age 3.3. Effect of heredity and environment in Child's development.	10
4.	Different developmental areas	4.1. Language and communication development 4.2 Sensory development 4.3 Cognitive development 4.4. Social development 4.5. Play development	15
5.	Concept of Special need children	5.1 Children with Intellectual Disability 5.2 children with sensory disability 5.3 children with learning disability 5.4 Children with loco motor disability	15
6.	Food and nutrition and meal time activity	6.1 Conception regarding vital vitamin and minerals 6.2 Hygienic food preparation and storage 6.3. Concept of Balanced diet 6.4. Causes of Malnutrition 6.5 Basic rules to hygienic food serve. 6.6 Basic personal hygienic rules during meal time activities.	15
7.	Causes of various childhood diseases & its prevention	7.1.Common childhood disease 7.2.Concept regarding water Bourne disease 7.3 Concept regarding Air Bourne disease 7.3.Concept regarding Vector Bourne disease	10
8.	File case history report of a child	8.1.Interview with the parents. 8.2.Filling up the case history format. 8,3 Reporting and rating the progress of a child in different skills. 8.4Reporting of the Basic activities in the crèche an	15

Total Theory	125
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Details of Practical syllabus

Sl. No.	CONTENT	DETAILS	Hours
1.	Identify the activities of a crèche	1.1 Identification of the equipment used 1.2 Identification of the environmental hazards 1.3 Identification of personal safety (Make record book to present the activity mentioned) 1,4 Visit to a Crèche Centre and prepare a report on various activities practised there.	70
2.	File Case history report	2.1 Filling up the format of the case history through interview 2.3 Construction of an immunization chart 2.4 Construction of a chart containing common childhood diseases seen in the children in the Crèche 2.5 Filling up a record sheet to indicate child's progress 2.6 Make an outline of the activities of a crèche.	70
3.	Planning and organizing activities to develop different age appropriate skills	3.1 planning and organizing activities to develop cognitive skills 3.2 planning and organizing activities to develop social skills 3.3 planning and organizing activities to develop language and communication skills 3.4 Planning and organizing activities to develop creativity. 3.5 Planning and organizing activities to develop play . 3.6 Planning and organizing activities to develop recreational skills.	70
4.	Children with special needs and their characteristics	4.1 Outline problem of children with Intellectual Impairment 4.2 outline problem of children with sensory Impairment 4.3 Outline the problem of children with learning Disabilities 4.4 Outline the problem of Loco motor Impairment 4.6 Outline activities to increase participation the crèche of a child and communicate with the parents . 4.7 outline the activities of a crèche assistant to increase the preschool skills of the children	70
5.	Food and nutrition and Meal time activities	5.1 Outline a balanced diet for children 5.2 Outline a diet chart for children with specific illness. 5.3 outline the lunch time activities in the crèche. 5.4 outline the feeding schedule of a child with nutritional deficiency. 5.5 Outline age appropriate diet chart of the	70

		children (preschool to adolescent) 5.6 Outline cleaning activities before ,during and after meal time for the children 5.7 Outline cleaning activities before during and after meal time for the crèche assistant.	
6	Practical Demonstration and record book	-Practical demonstration in simulated condition maintaining record book	100
Total Practical			450

Detail of Employability Skills Syllabus – 75 hours

Sl. No.	Content	Details
1.	English Literacy & Communication Skills	<p>Accentuation (mode of pronunciation) on simple words, Diction (use of word and speech)</p> <p>Transformation of sentences, Voice change, Change of tense, Spellings. Reading and understanding simple sentences about self, work and environment. Construction of simple sentences, Writing simple English.</p> <p>Speaking with preparation on self, on family, on friends, classmates, on know, picture reading gain confidence through role-playing. Taking messages, passing messages on and filling in message forms Greeting and introductions office hospitality, Resumes or curriculum vita essential parts, letters of application reference to the previous communication.</p> <p>Communication and its importance, Principles of Effective communication, Types of communication – verbal, non-verbal, written, email, talking on the phone. Non-verbal communication – characteristics, components-Para-language, Body – language, Barriers to communication and dealing with barriers. Handling nervousness/ discomfort.</p> <p>Self-awareness, Importance of Commitment, Ethics and Values, Ways to Motivate Oneself, Personal Goal setting and Employability Planning.</p> <p>Manners, Etiquettes, Dress code for an interview, Do's & Don'ts for an interview, Problem Solving, Confidence Building, Attitude.</p>
2.	I.T. Literacy	<p>Introduction, Computer and its applications, Hardware and peripherals, Switching on-Starting and shutting down of the computer.</p> <p>Basics of Operating System, WINDOWS, The user interface of Windows OS, Create, Copy, Move and delete Files and Folders, Use of External memory like pen drive, CD, DVD etc, Use of Common applications.</p> <p>Basic operating of Word Processing, Creating, opening and closing documents, use of shortcuts, Creating and Editing of text, Formatting the Text, Insertion & creation of Tables, Printing document.</p> <p>Basics of Excel worksheet, understanding basic commands, creating simple worksheets, understanding sample worksheets, use of simple formulas and functions, Printing of simple excel sheets</p> <p>Internet, Concept of the Internet (Network of Networks),</p>

		<p>Meaning of World Wide Web (WWW), Web Browser, Website, Web page and Search Engines. Accessing the Internet using Web Browser, Downloading and Printing Web Pages, Opening an email account and use of email. Social media sites and its implication.</p> <p>Information Security and antivirus tools, Do's and Don'ts in Information Security, Awareness of IT - ACT, types of cybercrimes.</p>
3.	Entrepreneurship Skills	<p>Entrepreneurship vs. management, Entrepreneurial motivation. Performance & Record, Role & Function of Entrepreneur, Qualities of a Good Entrepreneur, SWOT and risk analysis. Concept & application of PLC, Sales & Distribution Management. Different Between Small Scale & Large Scale Business, Market Survey, Method of marketing, Publicity and advertisement, Marketing Mix.</p> <p>Preparation of Project. Role of Various Schemes and institutes for self-employment i.e. DIC, SIDA, SISI, NSIC, SIDO, Idea for financing/non-financing support agencies to familiarizes with the Policies / Programmes & procedure & the available scheme.</p> <p>Project formation, Feasibility, Legal formalities i.e., Shop Act, Estimation & Costing, Investment procedure - Loan procurement - Banking Processes.</p>
4.	Productivity & Quality Tools	<p>Definition, Necessity, Meaning of GDP.</p> <p>Personal / Workman - Incentive, Production linked Bonus, Improvement in living standard. Industry Nation.</p> <p>Skills, Working Aids, Automation, Environment, Motivation. How improves or slows down.</p> <p>Banking processes, Handling ATM, KYC registration, safe cash handling, Personal risk and Insurance.</p> <p>Meaning of quality, Quality characteristic. Definition, Advantage of small group activity, objectives of quality Circle, Roles and function of Quality Circles in Organization, Operation of Quality circle. Approaches to starting Quality Circles, Steps for continuation Quality Circles.</p> <p>The idea of ISO 9000 and BIS systems and their importance in maintaining qualities.</p> <p>Purpose of Housekeeping, Practice of Good Housekeeping. Basic quality tools with a few examples</p>

Outcomes

Outcome to be assessed	Assessment criteria for the outcome
1. Apply safe & hygiene practices at the working place	<p>1.1 Able to achieve a safe working environment in line with professional safety and health related issues according to the requirement</p> <p>1.2 Able to identify any situation which is unsafe for the occupation and report accordingly.</p> <p>1.3 Able to demonstrate the use of first aid box and the use of materials and medicines in the box.</p> <p>1.4 Able to demonstrate safety sign for danger, stop, caution and personal safety measure accordingly</p>

	<p>1.5 Able to report or record to competent authority regarding the event of accident, sickness or other personal damage in detail.</p> <p>1.6 Able to take precautionary measures in case of sickness or any urgent lifesaving matters</p> <p>1.7 Able to use sanitizer properly.</p> <p>1.8 Able to use soap properly before and after any activity.</p> <p>1.9 Able to keep small objects in a covered place properly.</p> <p>1.10 Able to keep sharp objects like knife, scissors, in a safe place.</p> <p>1.11 Able to take precautionary measures for electrical gadgets and live electrical points properly.</p> <p>1.12 Able to inspect clean floor and toilet with proper disinfectant.</p> <p>1.13 Able to use PPE Kit, Hand Gloves ,Head Cap for personal protection .</p>
2. Explain the basic concept of crèche management.	<p>2.1 Able to explain the importance of crèche management</p> <p>2.2 Able to explain the organisational pattern & structural component of crèche management</p> <p>2.3 Illustrate the daily management schedule for a pre-primary age group child.</p> <p>2.4 Illustrate the daily management schedule for a primary age group child.</p> <p>2.5 Illustrate the daily management schedule for a secondary age group child.</p> <p>2.6 Able to maintain record book to ensuring that the activities are observed.</p>
3. Perform activities leading to developmental Milestones of various age group children.	<p>3.1 Able to explain the changes in the different social, cognitive and emotional developmental areas from pre-primary to secondary age group of children.</p> <p>3.3 Able to perform some activities to provide the environment for overall development of pre-primary age group children, such as Jumping, Walking, running and turning pages, holding pencil, scribbling etc.</p> <p>3.4 Able to perform some activities to provide the environment for overall development of a primary-age group children through play activities, drama, imaginative play, cooperative play and competitive play.</p> <p>3.5 Able to perform some activities to provide the environment for overall development of secondary age group children such as giving some responsibilities to organise a musical programme/ celebration of various events etc.</p>

<p>4 Participate in developing cognitive, language, sensory social areas for children with different age groups</p>	<p>1.1 Able to identify basic sensory responses of a child in pre-primary level such as eye-sight, hearing ability.</p> <p>1.2 Able to participate in developing cognitive, language, sensory social areas for pre-primary age group of children by arranging following performances:</p> <p>(a) Showing flash cards to explain concepts of size & distance, shape, basic concept of number.</p> <p>(b) Reading and writing of words, identify pictures of animals, fruits etc.</p> <p>(c) Playing games such as hide & seek, passing the ball, musical chair, ring a ring a roses.</p> <p>1.3 Able to participate in developing cognitive, language, sensory social areas for primary age group of children by arranging following performances:</p> <p>(a) Solving jig-saw puzzles for jumbled words, pictures, Counting number after and before a given number, back counting, concept of math along with basic four operations addition subtraction, multiplication and division.</p> <p>(b) Making words, making sentence, recite poems, learning opposite words.</p> <p>(c) Playing games such as Ludo, carom, Chinese checker etc.</p> <p>1.4 Able to participate in developing cognitive, language, sensory social areas for secondary age group of children by arranging following performances:</p> <p>(a) Through project and brainstorming activity.</p> <p>(b) Activities like letter writing, paragraph writing. Comprehension writing, bio data writing.</p> <p>(c) Participate in drama, music, concert, chess, kitchen activities or gardening.</p> <p>1.5 Able to organise or perform some games in a simulated environment like</p>
<p>5.Understand the children with special need</p>	<p>1.1. Explain different types of special need children with their specific characteristics like intellectual, visual, hearing, locomotors & learning impairment</p>
<p>6 Perform meal time activity as per crèche schedule</p>	<p>6.1 Able to follow specific time schedule for arrangement of meal /tiffin for the children.</p> <p>6.2 Able to perform pre-meal time activity such as washing hands, utensils, place etc.</p> <p>6.3 Able to perform various meal time activity like serving the scheduled food to the specific child in a hygienic manner like proper placement of plates, napkins, spoons, water, covering food, wearing gloves, aprons, head covers etc.</p>

	<p>6.4 Able to help a child take the food during the meal times</p> <p>6.4 Able to perform various post meal time activity like washing of hands & mouth of children, cleaning of place, proper use of dust bins, proper arrangement of washed utensils etc.</p> <p>6.5 Able to demonstrate all above points through simulated environment.</p>
7 Explain causes of various childhood diseases & its prevention	<p>7.1 Able to explain causes & prevention of the following diseases among the children, i.e.</p> <p>a) Common childhood diseases like Sore Throat, Ear Pain, urinary Tract Infections, Skin Infections.</p> <p>a) Water borne diseases like diarrhoea, typhoid, cholera, amoebiasis, hepatitis A.</p> <p>b) Air borne diseases like The common cold, Influenza Chickenpox, Mumps, Whooping cough, Tuberculosis, Coronavirus and Covid 19.</p> <p>c) Vector borne diseases like Dengue fever, Chikungunya Malaria, Yellow fever.</p>
8 File case history report of a child	<p>8.1. Able to converse with parents of the children before admission regarding case history of a child and write a preformatted report, based on the conversation.</p> <p>8.3 Able to write a monthly regular observation report as per given proforma on the activities of a child.</p>
9. Understand and practice soft skills	12.1 Assessor will rate the trainee on his ability to practice soft skills, including clear and concise communication, in day to day work with team and with higher authority
10. Demonstrate knowledge of concept and principles of basic arithmetic and financial calculation and apply Knowledge of specific area to perform practical operations.	<p>13.1. Apply basic arithmetic calculations for arriving dimensional parameters as per drawing.</p> <p>13.2 Apply basic financial calculation to understand cost of materials & labour and basic concepts of profit/loss,</p> <p>13.3 Engage in basic banking transactions as customer</p>
11.Explain time management, entrepreneurship and manage/organize related task in day to day work for personal & social growth.	<p>14.1 Ascertain appropriate time for the assigned task.</p> <p>14.2. Execute the assigned task within time frame.</p> <p>14.3. Manage own work within specified time.</p> <p>14.4. Explain importance & factors affect the development of entrepreneurship.</p> <p>14.5. Identify service providers for developing entrepreneur/business establishment.</p>