290565/2018/CRECHE

National Minimum Guidelines for Setting Up and Running Crèches under Maternity Benefit Act 2017

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Ministry of Women and Child Development
Government of India
2018

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Following materials from Mobile Creches publications are referred to:

- Creche curriculum: Khel Pitara
- Creche manuals: Matri Chaya part 1 and 2
- Balwadi Manuals
- Accelerating Learning report - An Evaluation of the Balwadi Programme of Mobile Creches
- Day care programme SOPs
- Child Protection policy

27 July 2018

To,

The Secretary

Ministry of Women and Child Development

Government of India

Respected Sir/ Madam,

On behalf of the Committee of Stakeholders constituted by you dated 04th May, 2018 for drafting Standard Operating Procedure & Guidelines for institutions setting up crèche facilities, we would like to thank you for giving us this opportunity to develop and present the '**National Guidelines for Setting Up and Running Crèches under the Maternity Benefit Act 2017**'.

The committee comprised of:

Shilpa Shinde, Director WCD, Delhi – Chairperson of Committee

Amrita Jain, Chairperson, Mobile Creches

Sumitra Mishra, Executive Director, Mobile Creches

Dr Vinita Bhargava, Associate Professor, HDCS, Lady Irwin College, Delhi

Dr Bhanumathi Sharma, Associate Professor, HDCS, Lady Irwin College, Delhi

We are hereby submitting the final copy of the guidelines.

Thanks and Regards,

Yours truly,

Shilpa Shinde,

Director, WCD, Delhi

Ministry of Women and Child Development
Government of India

Foreword

The provisions of 'The Maternity Benefit (Amendment) Act', 2017 are effective from April 1, 2017. **The provision of crèche facility (Section 111 A) was effective from July 1, 2017.**

The Maternity Benefit Act 2017 protects the employment of women during the time of her maternity and entitles her of a 'maternity benefit' – i.e. full paid absence from work – to take care for her child. The act is applicable to all establishments employing 10 or more persons and **the crèche facility is mandatory for every establishment employing 50 or more employees.**

To standardize the quality of these crèches and ensure effective implementation, Ministry of Women and Child Development, Government of India, constituted a committee, chaired by Director, WCD, Delhi and comprised members from Lady Irwin College, New Delhi and Mobile Creches, New Delhi, to design and develop minimum crèche guidelines applicable for crèches run or supported by institutions complying as per the norms of Maternity Benefit Act 2017.

These guidelines are based on the scientific principles of early childhood development and attempt to meet the best interests of young children. And their parents.

The Guidelines provide a list of minimum standards and norms based on child development principles in alignment with the National ECCE Policy 2013. Some of the norms are categorized as non-negotiable while others are preferable norms which can be reviewed and adapted as per the need and situation.

The committee has developed a set of minimum guidelines to set up and run crèches for children between six months to six years, against key parameters of locations, timings, infrastructure, equipment, health and nutrition practices, safety and protection, trained human resource, parent's engagement and others to ensure holistic development and care of every child at the crèche.

These guidelines can be used as a reference resource by government offices, companies and all other establishments under the purview of the MBA 2017.

I am thankful to Department of Women and Child Development, Delhi government, Mobile Creches and Lady Irwin College for their support in developing the presented guidelines.

Aastha Saxena Khatwani
Joint Secretary

Profile of Organizations

The Department of Women and Child Development, Government of N.C.T of Delhi has been created vide Cabinet decision 1259 dated 20 August 2007. This separate department of Women and Child Development has the objective of giving the much needed impetus to the holistic development of children and their mothers to ensure a state of wellbeing for women and children especially those of the weaker sections of society.

The Department formulates plans, policies and programmes, guides and co-ordinates the efforts of both governmental and non-governmental organizations in the field of women and child development.

The department of women and child development promotes and assists the voluntary sector significantly in the implementation of government policies and programmes for women and children. The focus of the Department is the all-round development of women and children and empowerment of women. The activities of the department can be broadly classified into the following categories:

- Programmes for Women Welfare and Development
- Programmes for Child Welfare and Development
- Integrated Child Development Schemes (ICDS)

Mobile Creches: Since 1969 MC has been providing health and childcare services to children at construction sites and urban slums to the most vulnerable groups in need of urgent interventions. Over a period of time, apart from its core activities of addressing the health and development needs of children at construction sites, MC diversified its energies to work closely with urban slum communities in Delhi NCR. Simultaneously, it also expanded its training initiatives through PAN India and build facilitative partnerships with other players in the NGO and real estate sectors for crèches and health services.

Advocacy efforts for changes in policy, laws and program, have always been a distinguishing feature of MC, from its very inception. In the last 10 years, policy advocacy with networks at the national level has been complemented by grass root advocacy in Delhi to bring about change in the health and developmental status of the young child.

MC has worked with more than 200 building contractors, reached out to more than 8,70,000 children, trained 6500 childcare workers, run 800 day-care centers and trained and supported 250 government crèches and developed almost a dozen women's groups to demand for quality child care services.

Lady Irwin College is a constituent college for women, in University of Delhi, under the memorandum of Association of The Lady Irwin College Society vide Regd. Society Registration Act 1860 (Punjab Amdmt.) 1957 Registration No.4163 1969-70) & maintained by the Governing Body & UGC Grants. It is a premiere institution affiliated to University of Delhi for undergraduate and postgraduate education in Home Science. It also supports doctoral programs in five areas of Home Science. Other programmes are two year B.Ed. (for students of Home Science), B.Ed Special Education (MR) (For students from all streams) and one year Postgraduate Diploma in Dietetics & Public Health Nutrition.It aims for holistic development of women students, and their capacity building through carefully designed academic programmes and extramural activities.

Introduction

Early years of life are a period of most rapid development and growth. It can also be the period of maximum vulnerability. According to the Census of 2011, 15% of our population is under six years of age. There are 160 million young children under six. We often speak about the 'demographic dividend' of our young people, whose energies, enthusiasm and aspirations for a better future are a great resource for the country. In order to harness this tremendous advantage and resource for the well-being of the nation, we have to pay full attention to the early childhood development period. To thrive and develop these children and their older siblings need care. Yet in many parts of the world childcare support in the form of crèches and daycare remains scarce.

According to the Registrar General of India, the work participation rate for women stands at 25% which is one of the lowest in the world. Emerging reports show a growing decline in women's participation in the workforce. Repeated reports cite lack of safe and quality childcare support is a major contributing reason for this decline. With changes in the social and demographic profile of the families, provision of quality ECD services has become a necessity. There has also been changes in the composition of the family. Joint and extended families are changing into nuclear units even though the emotional bonds are maintained. Extended family members are no longer physically available to look after the young child when the mother goes out to work. In many cases this responsibility falls on the siblings too. The passage of the Maternity Benefit Act in 2016 and its amendment in 2017, paves the way for a landmark shift in providing quality childcare services to children between six months to six years.

For employers the lack of good quality and affordable childcare for their employees can translate into higher turnover and absenteeism, lower productivity and difficulty in recruiting skilled employees. This is because the unavailability and unaffordability of care affects the choices that parents make regarding the type of work they do, whether they stay at home or combine work with care. Because women are more likely than men to bear childcare responsibilities, lack of childcare is a major barrier to women's full and equal participation in work.

With these guidelines, Ministry of Women and Child Development, Government of India reaffirms its commitments to ensure both the early and holistic development of children under six years and its commitment to support increasing numbers of women to join and remain gainfully employed. The guidelines will serve a helpful start to employers to take decisions about guaranteeing minimums standards of quality care at crèches run at their premises, close to their area of operations, or in the neighbourhoods close to the children's homes.

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Guidelines for setting up and running crèche facility under Maternity Benefit Act 2017

Crèche for whom: The use of crèche facility is proposed to be extended to children of age group of **6 months to 6 years of all employees including** temporary, daily wage, consultant and contractual personnel.

Crèche Location: The centre should be near/at the work place site or in the beneficiaries' neighborhood, within 500 metres.

Advantages of a worksite/near worksite crèche	Limitations of a worksite/near worksite crèche
Those mothers who breast feed their babies can conveniently come to feed their child	Getting the child to the crèche may be difficult for a parent esp. if using a public transport and in extreme weather conditions
Parents can be easily contacted in case the child needs their immediate attention	
Advantages of a neighborhood crèche	**Limitations of a neighborhood crèche**
It is easier to pick up, bring or send the child home	May not be able to breast feed the child at frequent intervals
If a child is absent for a period of time, the crèche worker can herself go and find out about the child from their homes.	

Crèche Timings:

Most parents work eight hours a day. The timings of the crèche can be flexible based on the working hours and timings of the parents. Therefore the crèche preferably should open for **8 hours** to 10 hours. In this case, the workers can follow a shift system.

The crèche timings should be such that it suits a parent's need. In case the establishment has day and night shifts, then the crèche should also be run in shifts. The activities can be organized keeping in mind these shifts/ timings. It should always respond to the needs of the parents and keep the best interest of the children as well.

Infrastructure/ Space:

- Preferably at the ground floor to ensure safety of children
- The centre should have **concrete** (pukka) structure as per CPWD norms.
- A crèche centre must have a minimum space of **10 to 12 sq. ft. per child** to ensure that children can play, rest, and learn.
  Note: An ideal centre should have covered as well as open space area. Some of which should be shaded along with a kitchen and a child friendly toilet facility.
- The room should have **proper light** and should be well ventilated.
- There should be **no unsafe places** like open drains, deep and large pits, garbage bins etc. near the centre.
- The centre must have a **safe and potable drinking water** source with a water purifier installed.

- Ramps and hand rails for better accessibility.
- There should be **demarcated separate areas** for different age groups-under 3s and 3-6 olds each for sleeping, cleaning, eating, conducting activities and breastfeeding.

Norms and standards to be followed in a crèche

Crèche environment:

- Ensure a nurturing, responsive and inclusive environment in the crèche.
- The crèche should have bright, cheerful and child accessible displays of essential play and teaching learning material.
- Daily schedule, child safety and essential norms, and other relevant material to be displayed on the walls.
- Material prepared by children like their drawings and other art work to be displayed at the crèche to create a child friendly environment.

Crèche equipment/material:

- Provision of equipment and material for complementary nutrition, cleaning, personal hygiene, sleeping and medical aid.
- Furniture and play equipment provided at the crèche to be appropriate to the age and number of children.
- The specific requirements for furniture of children with special needs or disabilities will also be provided for.
- All equipment to be sturdy, safe, with no sharp edges and easy to maintain

Detailed Crèche set up material list is attached as annexure 1

Safety/Protection at the Crèche:

- The centre timings and shift should be followed as decided.
- Special care should be taken to keep the children safe and secure at the centre.
- Entry cards to be issued to parents and staff members.
- The doors and gates should be installed as per requirement.
- Materials and the equipment should be stored safely after the centre is closed every day.
- The centre should not be in proximity to any establishment with noxious fumes.
- The teacher should have full information about the child's identity, residential address etc.
- Personal details of the person who is picking up and dropping the child to the centre should be available with the worker and the child should be handed over to that person only. In case any other person picks up or drops the child, then his/her identity with the authorization from parents would be necessary.
- Attendance of all children should be taken in the morning on the child's arrival as well as at the time when child is picked up.
- All sharp objects like scissors, knives, blades, pins etc. should always be kept away from the children.
- Chemicals such as detergents, cleaning agents, phenyl etc. should be kept out of the child's reach.
- All the furniture and fixtures should be safe and sturdy.
- Toys should be child friendly, age appropriate, safe and with no sharp edges.
- It should be ensured that all electrical switches/plugs are out of children's reach.
- There should be no open wiring at any place near or inside the crèche.
- Fire extinguishing equipment and other firefighting material should be provided at the centre.
- Sprinkler systems are required for childcare facilities located in a building with three or more floors.
- Evacuation plan should be planned and displayed at the crèche.
- No child should be left alone at any point in the crèche, even during breaks.

- Any kind of verbal or physical abuse should be strictly prohibited.
- CCTV cameras should only be installed for the purpose of monitoring by the supervisor.
- Child protection policy should be made and adhered to. The establishment can refer to the safety and protection guidelines as mandated by National Commission for protection of child Rights.
- Any kind of sexual abuse and sexual exploitation to be strictly dealt under POCSO act.
- The supervisor has to ensure that no persons, known or unknown be allowed inside the crèche at any point of time, during the functioning hours of the crèche. For example, plumbing or any other civil work should be done during weekend/holidays only.
- Police verification of guard is mandatory.

Crèche protection policy is attached for reference as annexure 2

Health Practices:

- Ensure each child undergoes a regular medical check-up, preferably on monthly basis by a qualified medical practitioner.
- It can be either be done at the centre or the parents could provide a medical card in which the medical records are maintained.
- The centre must at all times be equipped with a basic First Aid Kit containing pediatric medicines for common ailments like fever, vomiting, cough and cold, dehydration, common stomach ailments, minor injuries, ointments, band - aids, cotton wool, disinfectants.
- Provide first aid as per the recommended measures.
- There should be a doctor on call for any medical emergency and parents should also be informed immediately.
- In case a child is undergoing a treatment, parent's authorization would be required to administer the medicine.
- Check the expiry date of the medicines every month and dispose of the expired ones immediately.
- Age-appropriate immunization should be ensured.

Immunization schedule under Indradhanush programme of Ministry of Health and Family Welfare is attached as annexure 3

Nutrition Practices:

- As per the recommendations and suggestions of parents and management the meals can be cooked and served at the crèche or can be sent by the parents.
- In either of the above cases, 3 meals should be served in a day which includes a morning snack, lunch and an evening snacks.
- If the meals are provided at the crèche, all the meals have to be uniform for all children as per the recommended meal chart.
- If the meals are provided by the parents then the recommended menu/ meal chart has to be followed.
- Ensure that children should get a well-balanced and nutritious diet as per recommendations and guidelines
- All hygiene procedures for food preparation/storage/service to be strictly followed.
- Monitor the growth of the child by taking height and weight on monthly basis.
- If the child is underweight then inform the parents immediately and consult doctor.

Charts on calorie requirements is attached as annexure 4
WHO standards for Growth Monitoring chart attached as annexure 5
Three sample meal charts are attached as annexure 6

Crèche Transactions:

- Age appropriate activities to be conducted for the holistic development of children.
- Age appropriate curriculum for 6 months to 3 years and 3 years to 6 years should be provided as a guide to carry out the above activities.
- The curriculum should be flexible enough to suit the diverse social, cultural, economic and linguistic contexts of our country, as well as adaptable enough to suit individual differences among children.
- The transactions should ensure children's participation - creativity should keep children interested and engaged.
- A daily schedule should be prepared and followed to ensure a balance between child-initiated and teacher-directed activities.
- Appropriate skills to be introduced to form a foundation for school readiness.
- Age appropriate disciplinary techniques should be used with children and no punishment, corporal punishment or verbal abuse to be tolerated under any circumstance.

Milestones checklist for under 3s and 3 to 6 attached as annexure 7
List of activities for 6 months to 3 years is attached as annexure 8

Note: For list of activities for under 3-6 years (Refer NIPPCD/NCERT curriculum for 3-6 years)

Hygiene and Sanitation Practices:

Environmental:

- Adequate materials for cleaning should be provided at the centre like soap, phenyl, disinfectants etc.
- Practice preventive measures such as sanitizing toys etc. to minimize spread of germs.
- Label all the dustbins and keep them clean.
- If there is identification of any pest, the administrative staff should be immediately informed and pest control done promptly.
- Maintaining cleanliness of the toilets, dining area, activity area and all the surroundings, especially at the corners, is necessary.
- The water taps should be placed at a height which can be easily accessed by the children independently.
- Use shoe rack for keeping children's shoes.
- Preferably, slippers should not be worn in the crèche.

Personal:

- Personal cleanliness of the child should be maintained.
- Practice preventive measures such as washing hands, wiping nose, changing diapers etc. to minimize spread of germs.
- Check the diaper once the child comes to the centre. If soiled, change the diaper.
- Crèche table should be set up at an appropriate place. Different size diapers, towels, wipes etc. should be kept at the crèche table.
- Diapers to be changed only on the crèche table.
- Change the diaper every 2 ½ to 3 hours and if needed, early
- Throw the soiled diaper after wrapping it with newspaper/ waste paper in the dustbin.
- The worker should wash her hands after every diaper change.
- Always use gloves for potty cleaning.

- If plastic potty's are used then they should be cleaned and sterilized after every use.
- Every week check children's nails. If the nails are long they should be trimmed. But if the parents ask not to trim then ask parents to do so.
- Place two spare slippers in front of toilets for children's use.
- Whenever required use separate towels for each child.
- Workers hair should be tied all the time while working at the crèche.

The Crèche Unit

Human Resource:

A crèche unit would have up to 30 children.

Recommended **adult: child ratio** is:

1:10 for the under 3s, plus one helper.
1:20 for the 3 to 6 years, plus one helper
One crèche in-charge in each case.
Note: the crèche in-charge may not be required if the number of children are less than 5.

- All the crèche personnel require adequate and relevant training.
- They could have either received this training before selection or such a training should be ensured after selection.
- **Salary/ Remuneration of the workers:** At-least minimum wages as per the State norms for social security
- **One guard** to be appointed to ensure safety and security of children
- A background check for all the workers should be done before appointment.

Selection criteria for the workers is attached as annexure 9
Training schedule is attached as annexure 10
Role of workers is attached as annexure 11

Monitoring and Supervision:

- Maintaining records:
  - ✓ Admission forms to be filled: attached
  - ✓ Attendance registers for staff and children to be maintained at the centre: attached as annexure
  - ✓ Stock register/record to be maintained: Format attached
- Set up a **creche monitoring committee** having a representation from the parents, one creche worker, creche in-charge, one admin/HR person should be formed for supervision and smooth running of the Crèche.
- Quarterly meetings with parents to be ensured for feedback and sharing of child's progress
- Periodic meetings with crèche monitoring committee and proper documentation of the same.
- Child Protection policy to be in place and abided by the employees as well as parents
- Periodic evaluation of the crèche quality through professional agency

Annexure 1

Crèche Materials

1. Furniture/ Appliances/Equipment (non-recurring)

- Cribs: as per requirement
- One refrigerator (of good capacity for summers)
- One water purifier/ filter
- One microwave (Optional)
- One washing machine (Optional)
- Wall clock
- One induction stove/gas stove with cylinder
- One music system
- Few locks and keys
- A table to be used to change the diapers and to clean young children. Dimension: length-55 cm, width 30 cm, height- 30cm
- Two almirah with shelves to keep children's daily and weekly belongings
- One almirah for storage of stationary, children folders, educational toys etc.
- One almirah /cupboard to store eatables, snacks etc.
- Two – four low height tables (preferably of wood): Dimension: length-48 cm, width 24 cm, height- 10 cm
- One-two low height dining tables and chairs or stools.
- High chairs for infants: as per requirement
- Bulletin/ display boards : at least two (3 feetx3 feet)
- One black board
- One white board
- Paper napkin dispenser (for good quality napkins not paper roll) for each wash basin or three hand towels per child
- Hand driers for each wash basin. (Optional)
- Plastic Potty: 2 or rings that can be fitted on western toilet seats for children's ease and safety.
- Shoe rack: for 30 children
- Small folding stools: 2
- Weighing scale and infantometers
- Stadiometres, for measuring height

2. Utensils and Fuels: Non recurring but need to replenish when needed

- Two medium sized induction pans with lid (3-4 L) (optional)
- Two Knives- 2 and kitchen scissors and peeler and chopping board
- Milk Strainer
- 30 Steel plates (medium size)
- 30 Spoons (small size)
- 30 Steel glasses (medium size)
- 30 Steel bowls (medium size)
- 10 Storage containers to store biscuits, snacks etc.
- 30 small rectangular trays for the children's food
- Net/Basket for covering the food trays
- Cooking instruments – induction stove, gas stove or any other safe cooking stove plus cylinder

Recurring material:

A) Monthly

1. Eatables:

a) In case the meals are provided by parents, the following eatables should be stored at the crèche for use during contingencies.

- Salt
- Sugar
- Biscuits
- Healthy roasted snack options

b) In case the food is cooked at the centre the raw materials should be purchased based on the locally accepted menu chart

2. Cleaning material:

- One Soft broom
- One Hard broom
- Floor mop
- Bucket and mug
- Toilet soap
- Handwashing liquid soap
- Two Soap case
- Antiseptic lotion
- Floor swab
- Four dustbins with lid
- 4 comb
- One Nail cutter
- Tissue paper
- Wet wipes

B) Quarterly

3. Stationary

- 20 Chart papers
- 4-5 colour glaze paper
- Old magazines/ greeting cards
- 10 fevi-sticks
- Fevicol
- Child friendly Water colours
- White chalk/coloured chalk
- Packets of Sketch pen and crayons
- Child friendly clay
- Bold markers
- Packet of Pencils
- 10 Sharpeners
- 10 erasers
- 10 large and 10 small rulers
- Rubber bands
- 4-5 small scissors for children use
- 4 registers
- A4 size blank sheets
- Few small size colorful long tubs with lids to store activity material

C) Annually or Bi- annually

4. Clothes

- 10 Medium size towels
- 30 small size towels
- One packet of 10 diapers/nappies of each size for emergency
- Large and small Tunics (Jhablas) for emergency
- 30 Bibs

5. Linen

- Foldable mats for each child to sleep (4 feet/ 3 feet)
- 5 Bed sheets, 5 Blankets--- single (for winters)
- 4 square floor mats for conducting activities
- 10 baby quick dry sheet for young children
- Curtains as per need

6. First aid material

- First aid box
- Thermometer
- Scissors
- Torch
- Cotton
- Antiseptic cream
- Bandage
- Paracetamol

7. Games and toys

- Small ball
- Large ball
- Skipping rope
- Large wooden blocks
- Carom board
- Puzzles
- Dolls
- Doll house
- Kitchen set
- Doctor set
- Squeaking toys
- Small wooden blocks for creative play
- Rubber toys
- Slide, swings, sea-saw, jungle gym etc.
- Story books
- Sand play corner, preferably in the open area

Annexure 2

Child Protection Policy, as reference

1. Definitions

For the purposes of Child Protection Policy:
A ***child*** means every person below the age of eighteen years.
Child protection denotes physical & mental safety from any kind of harm.

Child abuse is any kind of harm leading to sexual, physical and mental abuse, unintentionally / deliberately caused to a child.

3. Purpose of the Policy

To ensure a secure, safe and protective environment for all the children at (insert the name of your creche)

3. Objective of the Policy

To meet the objective, (organisation's name) will do the following-

- Take proactive action to **prevent child abuse** in any form **at** (organisation's name) **workplace and within its operating hours;**
- Institute processes/systems/mechanisms for **early detection, redressal and follow-up** of all cases of abuse **of children,** (organisation's name) **is working with**, **whether at workplace/within operating hours or in their homes/community, etc; and**
- **Take action**, possible within its domain, against **any abuser -** (organisation's name) **employee / any other person engaged with** (organisation's name) **children.**

5. Scope and Coverage of the Policy: one can formulate this

6. Operationalizing the Policy

- **The** (organisation's name) will take proactive action to prevent child abuse in any form at the workplace and within its operating hours, by -
- Developing guidelines for the physical safety and protection of children attending (organisation's name) creche centres and ensure adherence to them.
- Contributing to an environment where children are able to recognize unacceptable behaviour and discuss their rights and concerns.
- Sensitizing and orienting its employees to norms of behaviour which recognizes the child as an individual with rights.
- Sensitizing and orienting all others associated with (organisation's name) on the Child Protection Policy.
- Ensuring that all employees and others meet the child/children in the presence of other (organisation's name) employees and there is no one-to-one meeting with the child/children individually.

➢ (organisation's name) **will enable early detection, redressal and follow-up of all cases of abuse of children** (organisation's name) **is working with, whether at the workplace/within operating hours or in their homes/community, by –**

- Instituting systems to ensure that its Child Protection Policy has been disseminated to all its employees/others associated with (organisation's name)
- Training and sensitizing its employees and others to detect cases of child abuse.
- Raising awareness of the community on child abuse and the need to take appropriate action.

- Developing a redressal plan, with the child/children's immediate family, which will include immediate disconnect between the child and the abuser, counseling of the child and immediate family, establishing linkages with specialized agencies, etc.

➢ (organisation's name) **will take action, possible within its domain, against any abuser -** (organisation's name) **employee / any other person engaged with** (organisation's name) **children, as follows:**

- (organisation's name) will appoint a Complaints Committee for addressing complaints and carrying out the investigation
- In cases where the offence is proved to have been committed and disciplinary action is recommended by the Complaints Committee, (organisation's name) will take disciplinary action as per the service rules against the offender or in cases where it is so deemed appropriate through the criminal justice system.
- In cases where disciplinary action has been taken, a brief report with details of the offence, the investigation findings and the action taken will be shared with all staff members.
- In cases where the complaint is found to be false and motivated, (organisation's name) may initiate disciplinary action against the complainant and others who are proved to have provided false information or concocted evidence.

7. Duties and Responsibilities for Dissemination and Implementation of the Policy

- (organisation's name) will be responsible for the operationalization of the policy with regard to prevention, redressal and disciplinary action (when recommended by the Complaints Committee).
- (organisation's name) will ensure that the contents and implications of this policy have been disseminated by the department managers to their team members and others, through meetings and induction programs.
- All centers and the Head Office are required to have a copy of the policy.
- Managers/ Officers will be responsible for monitoring workplace practices and the work environment and may be held personally liable in cases where they knew or can reasonably be expected to have known about an incident of child abuse but did not take reasonable steps to deal with it.
- (organisation's name) will be responsible for training and sensitization of the staff members.
- (organisation's name) is responsible for creating an environment where employees do not feel that if they raise their voice against child abuse, it would adversely impact their promotion, increments or working conditions.
- It is the duty of the staff representative of the complaints committee to help the child and/or family in filing the complaint and providing moral support.
- The staff representative of the complaints committee ensures that procedures for registering complaints are simple, accessible and effective

8. Confidentiality and Protection

The Complaints Committee will address complaints and carry out the investigation process in a manner that respects the confidentiality and privacy of complainants, child abused and alleged offenders.

In exceptional situations, the Complaints Committee may decide to set aside the commitment to confidentiality, such as in cases where legal proceedings are initiated and the organization is required to disclose information, or in cases where disclosure is deemed necessary to protect the interests of others.

Under the terms of this policy, the organization is committed to provide support and protection to complainants. Measures will also be taken to prevent further abuse of the child on account of having filed a complaint.

9. Amendments to the Policy

Based on the experiences of implementing the policy, the complaints committee may make recommendations for changes.

Complaints Committee

A Complaints Committee expressly set up for this purpose, shall be empowered to carry out the mandate of the policy. Complaints of child abuse will be received, reviewed and investigated by a complaints committee

The Complaints Committee will have a term of 3 years and will be constituted by (organisation's name). The committee will be empowered to receive complaints, conduct formal enquiries and recommend appropriate action for redressal and punishment.
In cases where a complaint is received against a member of the Complaints Committee, the concerned individual will be required to step down, and will be replaced by another person of the same category.

In cases where a complaint is received against the Coordinator of the Committee, he/she will be replaced by the (organisation's name).

Authorities and Duties of Complaints Committee

- To take immediate cognizance of the complaints, conduct timely enquiries, provide redressal to the affected child and recommend action against the abuser.
- To seek legal, psychological, medical or police assistance, where required, with the consent of the affected child and/or family members.
- To offer/ ensure required psychological, emotional and physical support to the affected child.

Procedures

- **Filing of complaints**
- Any individual who is a (organisation's name) employee or is associated with (organisation's name) can approach any member of the Complaints Committee with a verbal or written complaint of sexual harassment against a staff member or a third party.
- A meeting of the Complaints Committee will be convened within 3 days of receipt of a complaint, to discuss the substance of the complaint and draw up a time-bound schedule for the subsequent process.

Formal Investigation Process

- In cases where an informal approach is deemed inappropriate, or is tried and fails to resolve the issue, a formal investigation will be instituted within 15 days of the receipt of the original complaint. The complainant (in case of minor, family members or caregiver in the centres) and alleged offender will be informed of the initiation of the formal process and asked to co-operate. If the initial complaint was made verbally, at this stage it will be taken in writing.
- The complainant will be asked to submit a statement with details of the alleged incident(s) of abuse, with supporting evidence and names of persons who can provide corroboration, if any.
- The alleged offender will be informed in writing of the substance of the complaint and the particular circumstances of the case. The alleged offender will be requested to respond either in writing or orally, to the Complaints Committee, which will record the response.
- The alleged offender will also be asked to submit documentary or other evidence in refutation of the complaint, if he/she refutes the complaint.
- In the course of investigating the complaint, the Complaints Committee will conduct interviews with and cross-question the complainant (in the presence of family members or caregiver in the centers), the alleged offender and any other individuals who can provide information in

support of, or in refutation of the complaint. The Committee may also examine documents, including confidential files and records pertinent to the case.
- The proceedings of the investigation and the deliberations of the Committee will be recorded both in writing and on tape.
- The complainant (or a person nominated by the complainant as an observer) will have the right to remain present during the depositions by the alleged offender and witnesses. Transcripts of the depositions may be made available in cases where the complainant chooses not to exercise the right to be present.

Report and Recommendations

- At the close of the investigation, the Committee will submit a report in writing to the(organisation's name), stating their findings and recommending the appropriate course of action.
- Barring extraordinary circumstances, the process of enquiry and submission of report will be completed within 30 days of the receipt of the complaint.
- If cases where the alleged offence is not proved, or where the offence does not merit disciplinary action, the investigation report should include recommendations for steps to be taken to prevent the recurrence of similar incidents in the future.

Policy regarding Photography/Video of Children at _____ centers and its dissemination

- ***Permission from children's parents/guardians for Photography or Videography***

– At the time of admission of a child at a (organisation's name) crèche, parents will be requested for permission for occasional photography/videography of the child, and its dissemination, if required for the purpose of the aims and objectives of (organisation's name), through a consent form.

- ***Photographs/Videos taken of the children should be respectful***

– Children should have adequate clothing that covers up the sexual organs
– Photographs/Videos of children in sexually suggestive poses or that in any way impact negatively on their dignity or privacy are not acceptable
– Stories based on Photographs/Videos of children should not, in any manner, have a negative impact on the dignity of the children

- ***Photographs/Videos taken for reporting of activities and for writing proposals***

– Should focus on the activity at the centre
– Should be group photographs of children (at least four or five) and not be pictures of a single child
– The names of the children may require to be changed, depending on the sensitivity of the case. The decision will be taken on a case-to-case basis.

– ***Pictures of a single child***
– These may be clicked in special cases only- a) by (organisation's name) team for preparation of communication materials required by (organisation's name) or for projection of (organisation's name) impact for external audience b) by an external person in cases when special permission has been taken from the Management
– These may be uploaded on our website with all precautions to ensure that they cannot be copied or downloaded by the viewer.
– These photographs will only be disseminated outside (organisation's name) with the scanned copy of consent.
– If used in any communication document like a poster, brochure etc then the consent form will be available in the source files folder in the picture/communication library folder.

DECLARATION OF COMMITMENT

To be signed by all (organisation's name) Directors, Staff, Volunteers, Visitors. A copy will be kept in the file in the (organisation's name) office.

I declare that:

1. I have read and understood the (organisation's name) Child Protection Policy and have attended/ will attend the Child Protection Training.

2. I will work within the procedure as laid out in the (organisation's name) Child Protection Policy.

3. I have not been accused or convicted to any offence involving physical or sexual abuse of children or young people.

4. I understand that if a complaint is brought against me regarding the abuse of children while engaged in (organisation's name) activities, the allegation will be thoroughly investigated in cooperation with the appropriate procedures.

290565/2018/CRECHE

Annexure 3

Sample Immunization Schedule

Eligibility	Vaccine/s
At Birth	BCG OPV – 0 Hepatitis – B
6 weeks of age	OPV – 1 Pentavalent vaccine – 1 Rota virus – 1 (in AP, Orissa, Haryana and HP only at present)
10 weeks of age	OPV – 2 Pentavalent vaccine – 2 Rota virus – 2 (in AP, Orissa, Haryana and HP only at present)
14 weeks of age	OPV – 3 IPV Pentavalent vaccine – 3 Rota virus – 3 (in AP, Orissa, Haryana and HP only, at present)
9 months of age	Measles Vitamin A – first dose
16 – 24 months of age	DPT – first Booster OPV booster Measles 2nd dose Vitamin A – second dose followed by every 6 months till 5 yr. age JE (in endemic districts only)
5 – 6 years of age	DPT second booster
10 and 16 years of age	TT

Annexure 4

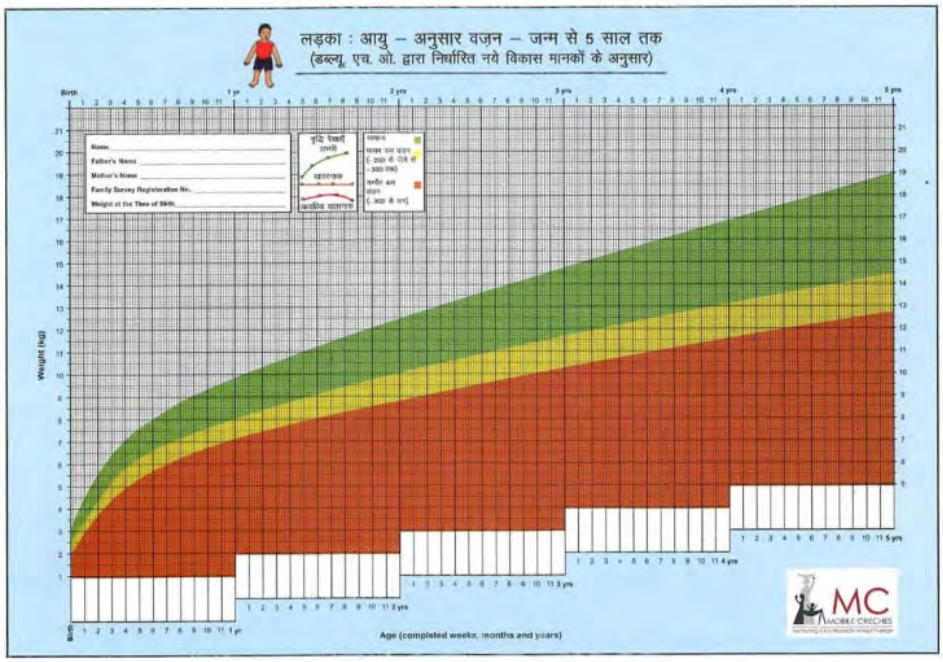
Calorie Requirement Chart

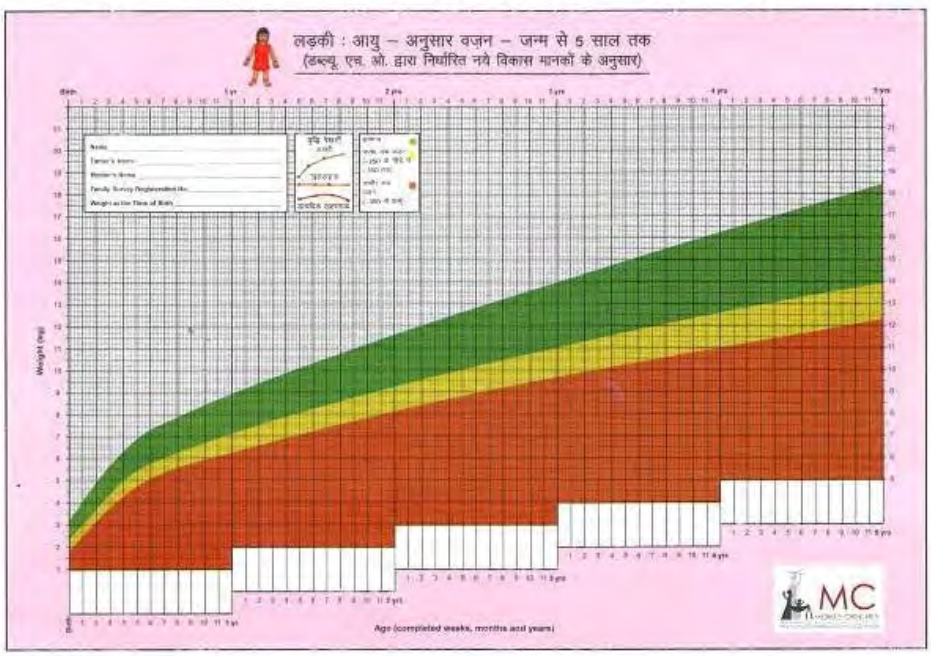
Energy requirements at different ages:

Age-Group	Category	Body Weights	Requirements	
			(Kcal/d)	**(Kcal/Kg/day)**
Infants	0-6	5.4	500	92
	6-12	8.4	670	80
Children	1-3y 4-6y 7-9y	12.9 18.1 25.1	1060 1350 1690	82 75 67
Boys	10-12y	34.3	2190	64
Girls	10-12y	35.0	2010	57

Annexure 5

WHO standard Growth Monitoring chart





Annexure 6

Sample meal charts

1) For parents, if meals are provided by them

6 months to 2 years

Meal Timing	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning (10 to 10.30)	Suji kheer (1 bowl: 100 ml)	Apple puree/ custard/ smoothie/cereal mix (1 bowl: 100 ml)	Dalia/oats/ halwa (1 bowl: 100 ml)	Poha kheer/ rice kheer (1 bowl: 100 ml)	Suji kheer/ sabudana kheer (1 bowl: 100 ml)	upma/ oats (1 bowl: 100 ml)
Afternoon (1.00 to 1.45)	Kichidi/daliya (1 bowl: 100 ml) with curd	Kichidi/daliya (1 bowl: 100 ml) with curd	Dal(pulse) chawal (1 bowl: 100 ml) with curd/raita	One stuffed paratha and dahi/ khichri with veggies (1 bowl: 100 ml)	Kichidi/daliya (1 bowl: 100 ml) with curd	Dal(pulse) chawal (1 bowl: 100 ml) with curd/raita
Evening (4.30 to 5)	One seasonal fruit/ milk/ cheese lings	150 ml milk and biscuit	1 bowl custard/ one seasonal Fruit	Biscuit /muffin with 150 milk	150 Milk and one nutritive ladoo	

2 years and above

Meal Timing	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning (10 to 10.30)	Upma/ 2 idli with chutney	Apple puree/ custard/ smoothie/cereal mix (1 bowl: 150 ml)	Dalia/oats/ suji halwa (1 bowl: 150 ml)	Poha/one uttapam	One chilla/ one pancake	One sandwich/Fruit salad
Afternoon (1.00 to 1.45)	Kichidi/daliya (1 bowl: 150 ml) with curd	Two roti sabji with curd and salad	Dal (any pulse) chawal (1 bowl: 150 ml) with curd/ raita	One stuffed paratha and dahi/ one dosa with chutney	Vegetable pulao (1 bowl: 150 ml) with curd and salad	2 poori with aloo sabji and curd, salad/ kheer or Ice-cream
Evening (4.30 to 5)	One seasonal fruit with one muffin/cake piece	2 cutlets	Fruit custard	One seasonal fruit with one muffin/cake piece	Roasted makhana/ Fries	

Notes:

- **Junk and packed foods not allowed.**
- **Milk will be given to children below 1 year as per the parents**
- **The above is the suggested menu, though parents can send variety of food based on their child's habits**

2) If meals are cooked at the centre

Meal	**Time**	**Age (yrs.)**	**Name of the dish**
Breakfast	9:00-9:30 am	6 Months -3 year	Milk and *Suji Kheer*
		3+	Suji Halwa
Lunch	12:00-12:30 pm	6 Months- 3 year	Nutritious *Dalia/ Khichdi with vegetables and soya keema*
		3+	Nutritious *Dalia/ Khichdi with vegetables and soya keema*
Evening Snack	3:30-4:00 pm	6 Months- 3 year	Soya cereal in milk
		3+	Groundnuts, roasted chana/boiled chana, jaggary and groundnuts, banana

Nutrient Analysis for 6 months to 3 years old children

Meal	**Menu**	**Ingredients**	**Amount (g)**	**Energy (Kcal)**	**Protein(g)**
Break Fast	Suji Kheer	Semolina	10	35	1
		Toned Milk	200	120	6.4
		Sugar	10	40	_
		Oil	5	45	_
Lunch	Khichri/porridge	Rice/oatmeal	12	42	1.7
		Red gram dal	8	26	1.8
		Oil	10	90	_
		Seasonal Veg	20	*Neg.	*Neg.
		Soya keema (Soya Nuggets)	10	34	5
Evening	Premix	Toned Milk	100	60	3.2
		Premix	32	119	2
Total				**611**	**22.1**

Note: Energy and Protein content in 3 + children are approx. 500 kcal and 12.1 g protein only as milk is excluded from their meal and amount of khichri/porridge is increased.

Special Diet nutrient analysis:

Menu	Ingredients	Amount(g)	Energy(kcal)	Protein(g)
Banana	Banana	40	42	*Neg.
Cereal Mix	Roasted wheat, rice, chana and sugar	32 (2 full spoons)	119	2
Roasted Chana	Chana	10	36	1.7
Total			**278**	**11**

The above are only sample meal charts. It is recommended that the crèche develops appropriate meal plans that are available local and the diet is close to the culture of the child.

Annexure 7

Milestones checklist for under 3s and 3 to 6

DEVELOPMENTAL CHECKLIST FOR 0-6 MONTHS

MOTOR SKILLS

Age (months)	Skills	Yes	No	Comments
0-3	When the baby is laying on his/her stomach on a flat surface can he/she lift his/her head off the surface?			
3-4	Does the baby play with his/her hands by touching them together?			
3-4	When the child is on his/her back does (s)he follow your movement from one side all the way to the other side?			
4-5	When you touch your finger to the back or tips of the baby's fingers, does he/she grasps the pencils for a few seconds?			
4-6	When sitting can the child holds his/her head upright and steady?			

COMMUNICATION SKILLS

		Yes	No	Comments
0-1	When you make a loud noise or sound, does the child startle?			
0-1	Can the child be quieted by a familiar, friendly voice?			
0-1	Does he/she cry frequently?			
0-1	Does he/she makes vowel like sounds similar to "e" and "a"?			
1-2	Does he/she appear to listen to speaker?			
1-2	Does he/she often looks at speaker and responds by smiling?			
1-2	Does he/she has a special cry for hunger?			
1-2	Does he/she repeat the same syllable while cooing or babbling?			
2-4	Does he/she regularly localizes speaker with eyes?			
2-4	When played with, laughs and uses other vocal expressions of pleasure?			
4-5	Does he/she recognize and respond to his/her name?			
4-5	Does he/she usually stop crying when someone talks to him/her?			
5-6	Can he/she recognize words like "daddy", "bye-bye", "mumma" etc.?			
5-6	Does he/she stop and withdraw in response to "no" at least half of the time?			

5-6	Does he/she make sounds and noises while playing alone or with others?			

DAILY LIVING SKILLS

Age (Months)	Skills	Yes	No	Comments
0-1	Does he/she indicate anticipation of feeding on seeing bottle, breast or food?			
1-4	Does he/she open mouth when spoon with food is presented?			
4-7	Does he/she remove food from spoon with mouth?			

SOCIALIZATION SKILLS

Age (Months)	**Skills**	**Yes**	**No**	**Comments**
0-1	Does he/she look at the face of the caregiver?			
1-3	Does he/she respond to voice of the caregiver or another person?			
2-4	Does he/she distinguish caregiver from the other person?			
3-5	Does he/she show interest in novel objects or new people?			
4-6	Does he/she express two or more recognizable emotions such as pleasure, sadness, fear or distress?			
5-6	Does he/she show anticipation of being picked up by caregiver?			

KEY:

0-3 MONTHS = RED

3-6 MONTHS = LIGHT GREEN

DAILY LIVING SKILLS = GREEN

MOTOR SKILLS = PURPLE

COMMUNICATION SKILLS = ORANGE

SOCIALIZATION SKILLS =BIUE

DEVELOPMENTAL CHECKLIST FOR 6 – 12 MONTHS

MOTOR SKILLS

Age (months)	Skills	Yes	No	Comments
5-7	Can the child pick up a toy within his/her reach?			
6-8	When the baby is on his/her back, gently pull him/her up to a sitting position by his/her wrists. Does the baby hold his/her neck stiffly?			
6-8	Can the baby pass something such as a small block or a small cookie from one hand to another?			
7-9	Can the baby pick up small objects such as raisins or pieces of foods or beads with his/her hand using a raking or grabbing motion?			
7-9	Can the baby sit by himself/herself without any support for 60 seconds?			
9-12	Can the baby crawl across floor on hands and knees without stomach touching floor?			
10-12	Can the baby pull himself/herself to a standing position without help?			
10-12	Can the baby get to a sitting position without help?			

COMMUNICATION SKILLS

Age (months)	Skills	Yes	No	Comments
5-6	Does he/she appear to recognize words like "daddy", "bye-bye", "mumma" etc?			
5-6	Does he/she stop and withdraws in response to "no" at least half of the time?			
5-6	Does he/she make sounds and noises while playing alone or with others?			
6-7	Does he/she respond with appropriate gestures to such words as "come-up", "bye- bye" etc?			
7-8	Does he/she appear to recognize the names of the common objects when their names are spoken?			
8-9	Does he/she use some gesture language such as shaking head appropriately for "no" etc.?			
9-10	Can he/she speak first words often "da-da", "ma-ma" etc.?			
9-10	Can he/she often give toys or other			

	objects to a parent on verbal request?			
10-11	Does he/she occasionally follow simple commands like "put that down"?			
10-11	Does he/she try to imitate new words?			
11-12	Does he/she use three or more words with some consistency?			
11-12	Does he/she demonstrate understanding by making appropriate verbal responses to some requests (say "bye-bye")?			

DAILY LIVING SKILLS

Age (Months)	Skills	Yes	No	Comments
4-7	Does he/she remove food from spoon with mouth?			
7-9	Can he/she suck or chew on crackers?			
8-10	Can he/she eat solid food?			
9-12	Can he/she drink from a cup or glass unassisted?			

SOCIALIZATION SKILLS

Age (Months)	Skills	Yes	No	Comments
5-7	Does he/she show affection towards familiar people?			
6-8	Does he/she show interest in children or peers other than siblings?			
7-9	Does he/she reach for familiar person?			
8-10	Does he/she play with toys or objects alone or with others?			
9-11	Does he/she play very simple interaction games with others?			
9-11	Does he/she use common household objects for play?			
10-12	Does he/she show interest in activities of others?			
10-12	Can he/she imitate simple adult movements such as clapping hands or waving good bye, in response to a model?			

KEY:

6-9 MONTHS= BLUE

9-12 MONTHS= GREY

DAILY LIVING SKILLS = GREEN

MOTOR SKILLS = PURPLE

COMMUNICATION SKILLS = ORANGE

SOCIALIZATION SKILLS = BROWN

DEVELOPMENTAL CHECKLIST FOR 12-24 MONTHS

MOTOR SKILLS

Age (months)	Skills	Yes	No	Comments
12-15	Can the baby stand alone without having to hold on to something for more than 30 seconds?			
14-16	Without holding on to something or touching the floor, can the baby bend over to pick up a toy or other object on the floor and stand up again?			
14-18	Can the child walk all the way across a large room without falling or wobbling from one side to another?			
14-18	Can the child pick up a small object such as a raisin or a bead using only his/her thumb and index finger?			
18-22	Can the child walk up steps by himself/herself or by holding on to the wall or railing for support? Answer NO if she/he has to crawl up the stairs or you do not let him climb up the stairs or he has to hold on to a person or next step.			

COMMUNICATION SKILLS

Age (months)	Skills	Yes	No	Comments
12-14	Can he/she use five or more true words with some consistency?			
12-14	Can he/she sustain interest for 2 or more minutes in looking at pictures if they are named?			
14-16	Can he/she recognize and identify many objects or pictures of objects when they are named?			
14-16	Does he/she clearly recognize names of various parts of the body (hair, mouth, ears, and hands)?			
14-16	Can he/she communicate mostly by using some true words along with gestures?			
16-18	Has he/she begun to use words rather than gestures to express wants and needs?			
18-20	Does he/she have a speaking vocabulary of at least 10 to 20 words?			
20-22	Does he/she follow a series of 2 or 3 very simple but related commands?			
20-22	Has he/she begun combining words into simple sentences like “go bye-bye”, “daddy come” etc.?			
22-24	Does he/she occasionally uses three			

	words sentences such as "play with blocks"			
22-24	Has he/she begun using pronouns but makes errors in syntax?			

DAILY LIVING SKILLS

Age (months)	Skills	Yes	No	Comments
12-14	Can he/she feed self with spoon?			
13-15	Does he/she demonstrate understanding that hot things are dangerous?			
14-18	Can he/she indicate wet or soiled pants or diaper by pointing, vocalizing or pulling at diaper?			
16-20	Does he/she willingly allows caregiver to wipe nose?			
18-22	Can he/she remove front opening sweater or shirt or bottoms without assistance?			
20-24	Does he/she pick up his/her own toys when asked?			

SOCIALIZATION SKILLS

Age (months)	Skills	Yes	No	Comments
12-16	Does he/she laugh and smile appropriately in response to positive statements?			
14-18	Can he/she address at least two familiar people by name?			
16-20	Does he/she show desire to please the caregiver?			
18-24	Does he/she participate in at least one game or activity with others?			

KEY:

12-18 MONTHS = PINK

18-24 MONTHS = YELLOW

DAILY LIVING SKILLS = GREEN

MOTOR SKILLS = PURPLE

COMMUNICATION SKILLS = ORANGE

SOCIALIZATION SKILLS =BROWN

Developmental Milestones
Preschoolers
3-6 years

Physical				
Age	**Skills**	**Yes**	**No**	**What a teacher can do/Comments**
2-3 years	• Walks backwards • Enjoy physical activities such as running, hoping, kicking, climbing, jumping, etc. • Strings large beads • Holds scissors correctly • Able to zips, buttoning and snaps • Beginnings of bladder and bowel control and beginning of toilet training. • Walks up and down stairs independently • Play games that require balancing. • Practice cutting with scissors on a one-on-one basis.			
3-4 years	• Run around obstacles • Walk on a line • Balance on one foot • Push, pull, and steer toys • Ride a tricycle • Use a slide without help • Throw and catch a ball Children's precision of motion improves significantly. Most are able to: • Build a tall tower of blocks • Draw crosses and circles • Manipulate clay by making balls, snakes, etc.			
4-5 years	• Can hop on one foot, skip and jump • Can catch a ball with both hands • Dresses and undresses him/herself completely • Can copy a simple design • Uses scissors to cut a straight line			
5-6 years	• Walks and runs proficiently in a straight direction. • Travels backwards at a slow speed. • Distinguishes between straight, curved and zig-zag pathways. • Continues to develop the ability to stop quickly and on balance, and to change direction rapidly and with control. • Skips, hops, gallops and slides by mimicking proficient movers. • Enjoys chasing and fleeing games, but has yet to master changing directions and stopping quickly, and often overruns the child being chased. Finds moving on the floor (e.g., crawling, log rolling, pulling weight with arms while dragging feet) especially appealing. • Can use simple combinations of movements (e.g., running and kicking a ball, jumping and twisting).			

	• Moves in response to various rhythmical beats, (e.g., slow and fast, even and uneven). • Distinguishes between round, narrow, wide and twisted shapes; symmetrical (the same on both sides of the body) and asymmetrical (different positions on left and right sides of the body) shapes. • Develops an awareness of space (e.g., travels in close proximity to others without bumping into them). • Can ride bicycle.			
Cognitive Development				
2-3 years	• Comprehends size • Beginning to understand time sequences (e.g. what activities would be performed after bathing, lunch etc.) • Counts and manipulates objects • Is beginning to think about consequences • Is able to concentrate for longer periods of time			• Provide dolls and simple props like cups and plates to encourage imagination and role play.
3-4 years	• Matches shapes and colors • Understand concepts like grouping and matching (for example, recognizing and matching colors) • Organize materials on their own, for example by stacking blocks or rings in order of size • Identify parts of a whole, like body parts, a slice of orange fruit. • Draw, name, and briefly explain somewhat recognizable pictures that are meaningful to them Actively seek information through why and how questions • Tell you their full name and age • Attend to an activity for a longer stretch of time (between 5 and 15 minutes) • Learn both by observing and listening to adults' explanations • Show awareness of past and present			
4-5 years	• Comprehends special concepts (e.g. around, in front, high, next to) • Rote counts up to 20 • Can complete a 6-8 piece puzzle • Begins to understand time concepts • Understands simple math concepts • Recalls main details of a story • Encourage dramatic play with puppets, dress up clothes, etc. • Add puzzles to manipulatives area. Help them when they first try a new puzzle.			
5-6 years	• Enjoys having opportunities to make simple decisions independently e.g. "which place would you like to go for picnic?" • Seeks out opportunities to gain new skills and experiences. • Asks open-ended questions to fulfill curiosity (e.g. asks, "What would happen if I put glue on my fingers?").			

	• Eager to attend first grade and learn to read (e.g. says, "Now I will be able to read the stories at night!"). • Pretend play becomes more complex. Enlists others in pretend play activity (e.g., says, "You are the owl, and you are awake at the night, so you make loud noises at the night.") • Develops creative ideas about completing tasks.			
Emotional/Social				
2-3 years	• Has a strong sense of ownership • May begin cooperative play • May show need for security object • Is becoming more independent			
3-4 years	• Follow a series of simple directions • Complete simple tasks with food without assistance, such as pouring water from a mayur jug. • Wash hands unassisted and blow nose when reminded • Children become more interested in other children. They are now more likely to: Share toys, taking turns with assistance • Initiate or join in play with other children and make up games • Begin dramatic play, acting out whole scenes (such as traveling, pretending to be animals)			
4-5 years	• Enjoys being with other children • Has an increased drive for independence • Expresses anger more dramatically • Is aware of social approval or disapproval • Performs for others when asked to do so • Has pride in personal accomplishments • Develops sex role identification • Begins taking turns and negotiating			
5-6 years	• Beginning of associative play and games with rules where children assign roles to each others for a particular character e.g. you will be acting like mother, you will be acting like a child while playing "ghar-ghar". • Sense of security is reliant on relationships with close adults. Very much relies on "secure base" relationships with adults (parents, teachers) to feel secure and comfortable. • Describes self based on external characteristics, such as physical attributes, name, possessions and age (e.g., says, "I am six and I have black hair."). • Often evaluates own abilities highly (e.g., when asked if s/he is good at painting, s/he looks somewhat confused and says, "Yes, I am a good artist."); such evaluations can be inaccurate or based on limited views. • Copes poorly with failure and does not take criticism well. • Begins to show an increasing awareness of own			

	and others' emotions. Can label what others are feeling (e.g., angry, happy etc.) • Identifies close friends on the basis of proximity and frequency of interaction (e.g., neighbors, school peers). Shares food and toys with friends.			
Language development				
2-3 years	• Combines words to form short sentences • Uses plurals • Answers routine questions • Provides appropriate answers • Comprehends some pronouns • Follows two step directions			
3-4 years	• Make themselves understood to strangers, despite some sound errors • Use and understand sentences • Use more complex grammar, such as plurals and past tense • Understand sentences involving time concepts (for example, "Dadi (Grand mother) is coming tomorrow") and narrate past experiences • Understand size comparisons such as big and bigger Understand relationships expressed by "if… then" or "because" sentences • Follow a series of two to four related directions			• Sing a song and repeat at least one nursery rhyme
4-5 years	• Uses possessives • Uses double negatives • Joins sentences • Can answer how, who, when questions • Follows up to 4 step directions • Uses third person • Tells simple stories • Has a 2000 word vocabulary			• During circle time, engage children in conversation with you and each other.
5-6 years	• Continues to rapidly develop vocabulary, with an estimate of about 3,000 new words learned during the year • Enjoys language play, including nursery rhymes, songs and word games where new nonsense words may be invented. Such play may include all aspects of language: sounds, meaning and forms. Increases skills for differentiating fact from fantasy. • Demonstrates the ability to control and adjust speaking rate, voice pitch (i.e., high and low sounds) and volume appropriately. • Initiates a conversation and can deliver directions to others. • Communicates and repeats stories that have a series of events in a logical order. Can both ask and reply to "wh-" questions: who what, where, when, and why. • Takes turns when speaking. • Can maintain the topic of the conversation and take turns speaking. Begins to use some elaboration when facing a conversational repair (i.e., when the listener indicates that the message is			

	not understood). • Speaks and expresses ideas using a range of complete sentences and most parts of speech correctly.			

Attached 8

List of activities for 6 months to 3 years

Stimulation activities and materials for infants based on the theory of Multiple Intelligences

1. Stimulation activities and material planned for 7 – 12 month old infants were as follows:

1.1. Verbal Linguistic intelligence:

i. After talking to the child, pause for short periods. Notice whether the child is learning functional talking and knows it is his/her chance to talk

ii. Reacts when you call her name

iii. Introduce 4 cubes to the child. 3 covered in blank white paper and 1 covered in white paper and with a letter written on each side. Notice which cube(s) the child manipulates.



1.2. Logical Mathematical intelligence

i. Make a two-colour grid for the child to complete. Keep one piece of the grid incomplete and give the child an option between the two colours to complete that box.



ii. Give the child a magnetic star and an opposite polarity magnet board. Give the child an opportunity to remove the shape and pause to see if the child explores putting it back and further.



iii. Show the child an attractive object and hide it in one hand. Observe if the child attempts to open hand to find out which hand the objects is hidden in.



1.3. Bodily Kinaesthetic intelligence

i. Create a string along activity by hanging colourful and noisy toys on a rope. Then stretch it horizontally behind the infant, close enough for him to see but far enough away so he can't reach it. Observe if the child manipulates the objects.



ii. Take a piece of double sided tape and place it, sticky side up, on the floor. Gather an assortment of small toys and arrange them on the double side tape firmly. Then allow the infant to manipulate the toys and observe the child's use of her body.

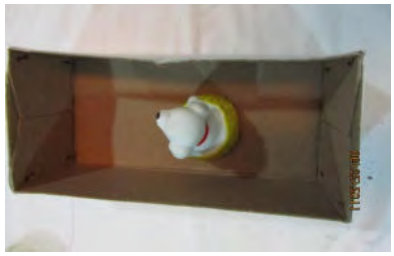


iii. Entangle woolen thread around infant's foot. Observe whether the child responds to the situation or attempts to uses her body to grasp the thread.



1.4. Visual Spatial intelligence

i. Give the child an attractive toy. Show it to the child and hide it inside a box, at 2 feet distance. Move the box and the toy closer to the child. Pause to notice whether the child looks inside.



ii. Give the child an attractive toy. Show it to the child and hide it behind the box, at 2 feet distance. Move the box and the toy closer to the child. Pause to notice whether the child looks behind.



iii. Construct a little obstacle course for the child to manoeuvre through. Set up a series of pillows, stuffed animals, books, chair and toys on the floor. Observe the child's ability to move through the obstacles from one end to another.

1.5. Intrapersonal intelligence

i. Give the child a mirror and observe the child's responses.
ii. Try a smile, a big, open mouth, raised eyebrows, or a stuck-out tongue. Make some quiet noises to hold his attention. Observe how the infant responds.
iii. If the child is left alone in the room, does the child call out to anyone or crawl towards people rather than stay alone.

1.6. Interpersonal intelligence

i. When the researcher is introduced to the child, notice the child's reaction and willingness to interact with an unfamiliar person.
ii. Give the child a favourite object. Researcher attempts to share the object with the child and observe the child's willingness.
iii. Lie the infant on her back and make the mother/researcher sit close by her, though with the adult's attention elsewhere deliberately. Notice whether the child tries to gain the mothers attention.

1.7. Musical intelligence

i. Ring a bell at 3 different volumes, from low to high. Notice the child's response to the music.



ii. Introduce different musical instruments to the child, like bell, dafli, rattle wooden piece, etc. Once introduced pause to see of the child explores the music within it and continues and enjoys the exploration.



iii. Observe the child's reaction to clapping, clicking fingers and tapping feet at different intensity.

1.8. Naturalistic intelligence

i. Introduce a floor covering of different textured fabrics and items to crawl over. Observe the infant's reaction to the textures



ii. Introduce real and artificial flowers to the child. Observe the child's reaction to both and which flower does the child prefer.



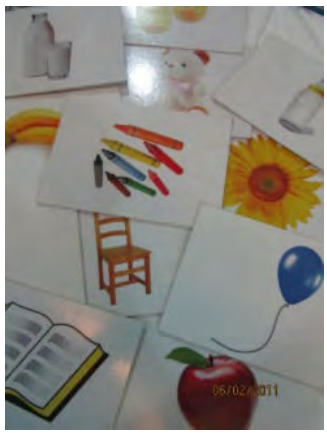
iii. Introduce different fragrances – sweet, chocolate, flowers, fruits, and bitter. Observe the child's reaction to the different fragrances.



Stimulation activities planned for 13 – 18 month old infants were as follows:

1.9. Verbal Linguistic intelligence:

i. Give the child picture cards of familiar items. See the child's interest and response to the images.



ii. Sit in front of the child without making direct eye contact. Read from a book in an energetic and inviting voice. Observe whether this draws the child's attention.



iii. Child reacts to basic instruction e.g. please give the book.

2.2 Logical Mathematical intelligence:

i. Give the child a peg board with 3 pegs to place appropriately. Observe the child's response



ii. Give the child a cloud puzzle to finish. The empty groove must have 2 pegs – one correct shape and another incorrect. Pause to see which piece the child chooses to complete the puzzle.



iii. Make a four colour grid for the child and provide the child with the same colour wooden blocks. See whether the child can sort the ball in the right grid.



2.3. Bodily kinaesthetic intelligence:

i. Hang an attractive object little above the child's reach. Notice the child's ability to use his body to reach the object.



ii. Lightly wind a woollen thread around the toes of the toddler. Pause to see if the child responds to it and uses his/her body to solve the problem.



iii. Make a marble paper path for the child. Observe whether the child can successfully place his/her feet in the marble paper squares while walking.

2.4. Visual spatial intelligence:

i. Find three same containers, with different colourcaps and one containing few noisy toys. Put all three containers down in front of the toddler. Move the container with the rattles and mix it up. Now ask child if she knows where the rattle container is.



ii. Place a box in front of the child with a lid lightly put. Place another box inside it and one smaller box in the second one with a colourful object. Pause to see if the child explores after the other



iii. Construct a little obstacle course for the child to manoeuvre through. Set up a series of pillows, stuffed animals, books, chair and toys on the floor. Observe the child's ability to move through the obstacles from one end to another.

2.5. Intrapersonal intelligence:

i. Give the child a mirror and observe the child's responses
ii. Introduce a picture card to the child when playing with wooden blocks. The picture card shows an image of how blocks can be stacked. Observe the child's observation of the image and how the child follows it.



iii. Notice the child's response when playing with blocks and toys for few minutes in the presence of researcher and mother. Observe whether the child attempts interacting with people rather than play alone.

2.6. Interpersonal intelligence:

i. Talk to the child with eye contact and with obvious facial expressions, though without use of language. Notice whether the child is interested and responds or turns away.

ii. Give the child pictures of 2 basic emotions – happy and sad. Observe the child's reaction.



iii. Observe the child's reaction when the researcher is alone with child in the room and attempts interacting with the child. Observe the child's response and willingness to interact.

2.7. Musical intelligence:

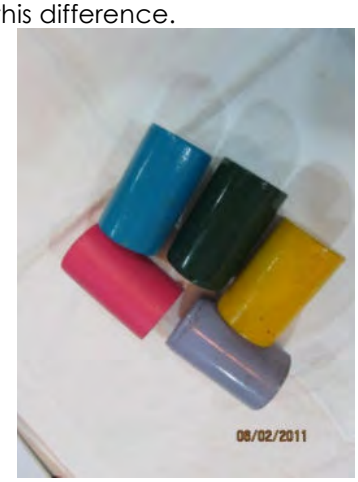
i. Play a bell at 3 different volumes, from low to. Notice if the child responds to the sound playing in the background.



ii. Hide an alarm clock under a napkin. Wait to observe if the child understands the direction of the music and find the bowl in the right place.



iii. Introduce 4 music rattles to the child. 2 rattles are empty and 2 make sounds. After introducing notice whether the child notices this difference.



2.8. Naturalistic intelligence:

i. Seal different cotton socks with objects from nature. Fill stones, shells, cotton, twigs, and items with obviously different textures. Introduce these socks to the child and notice the child's reaction the different textures.



ii. Make a path for the child using different natural objects and leave some space empty and notice the choice the child makes and his/her involvement with the natural objects.



iii. Introduce a basket full of animal models, paper cut-outs of shapes, cars, shells, cotton. Observe the choices the child makes to play with.



3. Stimulation activities planned for 19 – 24 month old infants were as follows:

3.1. Verbal Linguistic intelligence:

i. Give the child a thick crayon and blank sheets. Wait to see if the child attempts scribbling, doodling, writing.



ii. Introduce a word-picture book to the child with interesting images. Pause to observe the child's reaction.



iii. Child reacts to basic questions like what is your name?in more than 1 language.

3.2. Logical Mathematical intelligence:

i. Give the child a two-piece paper puzzle. Wait to see if the child puts the two pieces together.



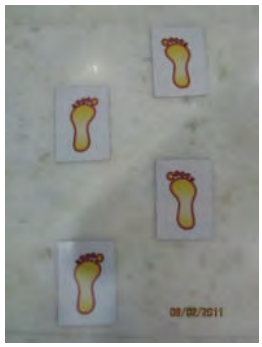
ii. Arrange for 3 different pairs of coloured socks. Give the toddler one sock and ask her to find its pair. Similarly follow for the other pairs.



iii. Complete the puzzle. Fit in the correct sized image.

3.3. Bodily kinaesthetic intelligence:

i. Create a path on the floor with footprints. Encourage the child to walk from one footstep to another. Notice if the child is able to do so skilfully.



ii. Introduce the activity as a game. Each time one claps the child has to alternately walk and crawl.

iii. Entangle thick black thread around the child's hands and feet. Notice the child's ability to disentangle himself



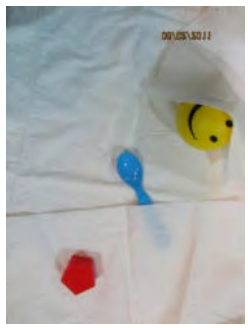
3.4. Visual spatial intelligence:

i. Cover a bright torch light with coloured cellophane paper. Attract the child's attention and use the torch light to move alternately in two directions at first and then four directions. Observe if the child learns the directions and follows the movement of the light, with his eyes.



ii. Play an object game with the child. Make obvious body movements for the direction in which you are going to throw the object. Observe whether the child understands direction and space.

iii. Select three different objects – spoon, ball and block. Show the objects to the child and cover these objects. Keep one item covered cloth. Ask the child to tell you which object is hidden.



3.5. Intrapersonal intelligence:

i. Introduce a game wherein the child has to put together blocks using pictographic instructions as steps to fit them together. Observe the child's interest in the steps and ability to follow the steps and put together the game.



ii. Give the child some time to play alone while you are involved in another activity such as reading a book. Notice what the child does and how she keeps engrossed without needing interaction with any other person.

iii. Give the child a mirror and observe if the child talks about self

3.6. Interpersonal intelligence:

i. Use pictures of people expressing different emotions.



ii. Set-up an imaginary play situation with an animal hurt. Observe of the child shows empathy, understands how the animal feels or reacts to help the animal.
iii. Researcher talks to the child questions about him/her related to choices, activities and routine. Notice whether the child enjoys talking about oneself to a stranger or not.

3.7. Musical intelligence:

i. Hide an alarm clock under an upside down napkin. Also arrange two more napkins with the activity. Wait to observe if the child understands the direction of the music and find the alarm under the right napkin



ii. Introduce 2-3 musical instruments such as a rattle, dafli and drums. Observe the child's interest and involvement with the activity.



iii. Play a bell at 3 different volumes, from low to. Notice if the child responds to the sound playing in the background.

3.8. Naturalistic intelligence:

i. Create a human board using different materials on each. Make similar cut outs of the different materials and hand it over to the child one at a time and ask the child to find the similar texture.



ii. Introduce real and artificial flowers together to the child. Observe child's interest.



iii. Introduce a basket of animal models, plastic shapes, cars and natural objects. Observe the choices the child makes to play with.

Annexure 9

Selection criteria for the workers

1. The preferred age group for crèche staff is 20 to 40 years.
2. Childcare workers: Minimum qualification 10th pass
3. Helper: Minimum qualification 8th pass
4. Crèche in-charge: Minimum qualification 'graduate'
5. Identified group of women should go through the prescribed training. Appointments to be made based on assessment of their skills, knowledge and attitude post training.
6. Preference to be given to the women living in nearby areas for easy accessibility and availability.
7. All selected workers will undergo prescribed pre service training before starting to work with children at the crèche.

Annexure 10

Proposed training schedule

Training period: 5 to 6 months

Days: 44 days (22 days theory and 22 days on job, excluding phase 1)

Phase 1: One Month

a) Need assessment (2 days)

- Visit to the new crèche premises and meeting with the admin staff (Coordinator for crèche programme) (1 day)
- Interactive session with the identified women along with the current staff members (2-3 Hours)
- 2 hours interactive session with the parents

b) Pre-service training (18 days)

- **16 day training** with 12 days theory and 4 days practice/demonstration sessions. (one can go for exposure visits, if possible)
- **2 days additional training on in-charge ship with the eligible candidates.**

Phase 2: 1st refresher trainings

After working for three months in the crèche, a three day refresher training will be organized.

Phase 3: 2nd refresher training

After another three months, second three day refresher training will be organized.

Content of training

Topics
Pre assessment and orientation and sensitization
What is creche, why and its importance, its components, Role of workers/motivation building
Nutrition, malnutrition and growth monitoring
Health: common diseases, immunization, first aid
Hygiene: personal and environmental
Protection
Developmental milestones
Holistic development, physical development and language development
Cognitive development and socio-emotional development and introduction of curriculums
Time table, Records, systems
Parent engagement and interaction
Setting up

By whom: There are different organizations providing training of childcare workers. These organizations can be contacted for training of identified workers when a new crèche is being set up.

Or, the women trained in childcare through NSDC, NIPCCD can also be appointed. A refresher is always recommended for them, once appointed

Annexure 11

Role of the Crèche Staff Members

Crèche worker

The crèche worker who looks after the children has to play the role of warm and loving parent as well as teacher. Her attitudes, skills and knowledge influence her interaction with the children, colleague and parents. A crèche worker has to attend to all the needs of the children. Training can further develop child care skills, communication skills and update the knowledge of the worker.

Job Description- Responsibilities included and not limited to -

1. Monitor the attendance of creche children and bring to the notice of parents and Incharge any irregularity in attendance
2. Organize and carry out age appropriate developmental activities as per schedule
3. Keep track of each child's developmental milestones
4. Bring to the notice of Centre Incharge, any child with special needs.
5. **Health & Nutrition-**

- Feed supplementary meals and snacks as per schedule to all creche children, including special diet to identified children
- Monitor appropriate growth of children with the help of Center Incharge and bring to the notice of the doctor about any issues
- Identify any specific ailments/abnormalities in children and bring to the notice of Incharge.
- Administer medicines prescribed by the visiting doctor and monitor improvement of condition

6. **Hygiene**

- Keep the crèche area clean and the crèche table organized as per the systems.
- Keep the children clean, change wet nappies regularly, wipe noses, etc
- Follow systems for cleanliness before and after meals.
- Follow all other systems laid down by the Management to ensure a clean environment for the children

7. **Safety**

- Follow all laid out safety procedures for taking/handing over the child and wrt quality of toys and other materials given to the children

8. **Participation of parents in their child's growth/learning/hygiene, etc-**

- Interact with parents to understand the child's background and history. motivate them for ensuring regular attendance
- Educate them on the importance of health, hygiene, education, etc and update them on their child's progress in all aspects
- Bring to their notice any problems related to their child

9. **Maintaining Records and following system**

- Prepare and submit to Incharge periodical assessment report of Creche children
- Adhere to Quality standards as per process document/checklist - Safety, Health & Hygiene, Nutrition & Learning

10. As team member of the centre, carry out all tasks assigned by the Incharge as per schedule- preparation of food, organizing for doctor's visit, etc.

Important key skills required-

- High level of patience and immense love and compassion for children
- Skilled child care worker with knowledge of developing interesting and fun activities.
- Physical stamina and the ability to get along with children and entertain/engage them.
- Excellent child supervision skills and is able to communicate with parents and colleagues about the progress of child in their care.

Role of the in-charge/Supervisor

She is a guide who would have information about her team of workers, children and parents. The supervisor should have an understanding of the objectives of the organization/programme. The supervisor should regularly monitor and appraise the skills of her team and the programme and will also identify training need of her colleagues. Supervisor should build contacts with other agencies and seek support of resource persons to improve quality. A regular check of records is an important function of the supervisor/in-charge. She would be responsible for the amooth functioning of the crèche centre.

Job Description- Responsibilities included and not limited to -

1. **Operationalization of Daycare Centers**
- Keep track of shortage in attendance, analyze reasons and talk to parents to ensure regular attendance.
- Regularly monitor the weight, nutrition status, general health and growth parameters of children to ensure development within 3 months of stay at the center.

2. **Achieving age appropriate development milestones, literacy levels and mainstreaming into schools-**
- Monitor the implementation of curriculum for learning of all children, level of literacy.
- Ensure identification of children with special needs for timely action
- Organize outings, festival celebrations, parent meetings

3. **Participation of parents in their child's growth/learning/hygiene, etc**
- Interact with parents to understand the child's background and history
- Motivate them for ensuring regular attendance
- Educate them on the importance of health, hygiene, education etc and update them on their child's progress in all aspects

4. Utilize local available resources at the center level
5. Effectively utilize and manage inventory and stocks

6. **Center Operations-**
- Follow and ensure the following of all protocols, quality norms and processes related to health, safety, cleanliness, nutrition and education- safety guidelines, growth monitoring, curriculum for learning, etc
- Prepare indent for materials/supplies required for the centre and for procurement from head office and for identifying local vendors
- Maintain and keep clean and in working order, all equipment, fixed assets and other material at the center
- Ensure the maintenance of updated records at the center- attendance, growth monitoring, health cards and progress in development.
- Maintain health cards for crèche children
- Make plans and assist the center team in preparing daily plans
- Prepare reports
- Maintain account of expenses incurred at the center
- Ensure that all team members are following the guidelines and tasks assigned to them
- Encourage and motivate the team to carry out the activities efficiently

Important key skills required-

- Can demonstrate leadership skills, able to take an effective lead in short and long term planning
- Able to motivate others to work as a team and be an effective role model for the team.
- Administrative and organizational skills. Able to have strategies for coping in a crisis.
- Sound understanding of child development and differing needs of children in all the three categories of age groups.

- Has firm understanding and knowledge of issues and criteria related to a creche settings

Crèche helper

She is required for cleaning and cooking, and also to assist with care and play if required. She must therefore receive appropriate training and remuneration.

Monitoring Mechanism

To ensure that the guidelines are followed a monitoring committee will be established. A crèche monitoring group to be formed like School Monitoring Committee or Anganwadi Support Monitoring Committee, which should constitute of the following:

- Parents: 3 to 4
- Crèche worker
- Crèche supervisor
- HR/Admin officer