

# **Training of Trainers Module on Orientation Programme for Frontline Workers of District Child Protection Society (DCPS)**

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**Five Working Days**



**National Institute of Public Cooperation & Child Development 5,  
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## Introduction

"India is home to almost 19 percent of the world's children. More than one third of the country's population, around 440 million, is below 18 years. According to one assumption 40 percent of these children are in need of care and protection, which indicates the extent of the problem. In a country like India with its multicultural, multi-ethnic and multi-religious population, the problems of socially marginalized and economically backward groups are immense. Within such groups the most vulnerable section is always the children. For the Ministry of Women and Child Development the challenge is to reach out to the most vulnerable and socially excluded child of this country and create an environment wherein, not only is every child protected, but s/he also has access to opportunities and education for her/his all round growth and development".(Study on Child Abuse, India 2007, Ministry of Women and Child Development Government of India)

India's commitment to the child as enshrined in its Constitution and several other national and international legal instruments which are binding on the nation is not adequate to address the problems of numerous children in difficult circumstances despite existence of various programmes and policies therein. Moreover, the Government of India has also ratified the United Nation Convention on the Rights of the Child (UNCRC) in 1992, which prescribes standards to be adhered to by all State parties in securing the best interest of the child. It emphasizes social integration of child victim, without resorting to judicial proceedings.

The Ministry of Women and Child Development has been dealing with a variety of child protection schemes which include Programme for Juvenile Justice, An Integrated Programme for Street Children, Childline Service, ShishuGreh Scheme, Scheme for Working Children in Need of Care and Protection, Rajiv Gandhi National Creche Scheme for Children of Working Mothers and Pilot Project to Combat Trafficking of Women and Children for Commercial Sexual Exploitation. An examination of these schemes has revealed major shortcomings and gaps in the infrastructure, set-up and outreach services for children. This also reveals that a large

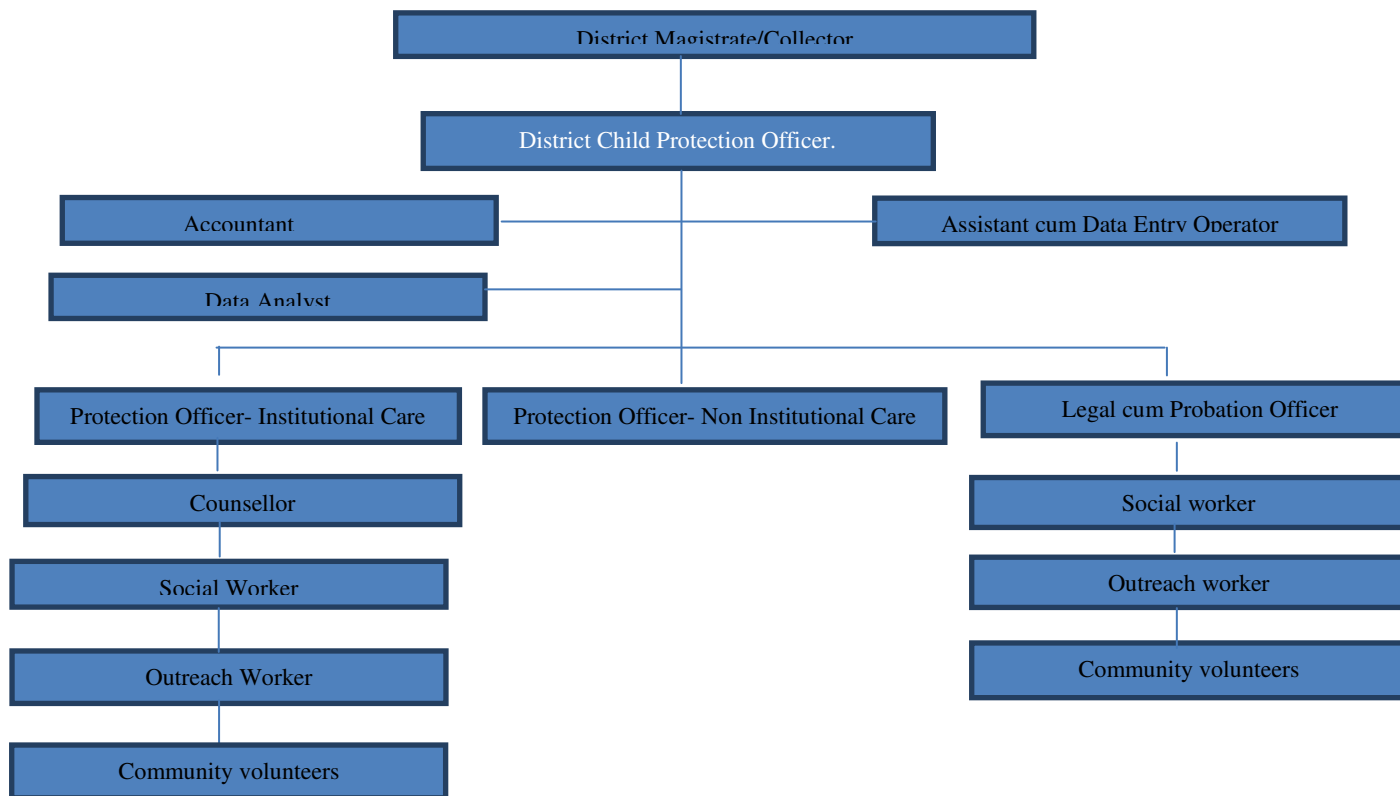
number of issues have been either partially addressed or not at all covered. These issues include the girl child, sex selection and female foeticide, child marriage, child labour, child domestic workers, child trafficking; commercial sexual exploitation of children and child pornography, children affected by HIV/AIDS, urban children in distress/difficult circumstances, children in disaster situations, children affected by substance abuse etc.

Therefore, considering these facts and various gaps, the Ministry of Women and Child Development launched a Scheme, namely, the Integrated Child Protection Scheme (ICPS) by merging the components of three existing Schemes – A Programme for Juvenile Justice; An Integrated Programme for Street Children (including Childline Services); and Scheme of Assistance to Homes (ShishuGreh) for children to promote in-country adoption along with some new interventions.

In order to ensure effective service delivery the ICPS is being implemented in Mission Mode by setting up State and District Child Protection Societies as the fundamental units at State and District levels for the implementation of the scheme. State Adoption Resource Agency (SARA) shall function as a unit under the State Child Protection Society. These Societies are registered under the Societies Registration Act, 1860 and function under the overall supervision and control of the State Governments/UT Administrations. However the District Child Protection Society (DCPS), not necessarily be registered as a separate society under the Societies Registration Act, 1860.

The DCPS coordinates and implement all child rights and protection activities at district level. Some of the specific functions of DCPS are: ensuring effective implementation of child protection legislations in the district, ensuring the Individual Care plan for each child in need of care and protection, identifying families at risk and children in need of care and protection, mapping of available child related services at district, etc. for effective implementation of these functions the DCPS is awarded with a set of human resources along with financial support. The structure of the district society is given as under:

### Structure of District Child Protection Society (DCPS)



Frontline workers of Juvenile Justice Homes play a key primary role in maintaining the discipline, security and safety of the institution effectively and has the responsibility of being readily available as and when required by the juveniles. Hence, comprehensive orientation on Juvenile Justice Act, ICPS, understanding the self- attitude to deal with children, child protection issues, situation analysis of different social problems viz. child labour, child marriage, child trafficking, and child abuse along with legislative support is necessary to ensure effective child protection. It is imperative for Frontline workers to develop an in-depth understanding of the implementation framework of Juvenile Justice Act and strategy of ICPS at State level as well as district level. Since they hold responsible positions, they should also be satisfied to the need for networking with Management Committees and District Board. This will not only enable them in effective implementation but also aid in the proper implementation of JJ Act and ICPS.

**Need for training of trainers:**

To prepare a pool of trainers who will serve as the core group of facilitators for training programme to be organised in the field of Child Rights and Protection to Frontline Workers.

**Aim of the training programme:**

To address a comprehensive need of trainers as well as provide an all-encompassing approach, using a theoretical and practical framework.

**Objective of the training programme is to:**

1. Enhance the knowledge base of participants on child rights and child protection issues
2. Expand the knowledge on Juvenile Justice system in India
3. Understand Integrated Child Protection Scheme and its implementation
4. Develop understanding on the specific roles and responsibilities of frontline workers under ICPS
5. Develop techniques of working with children in need of care and protection and juvenile in conflict with law
6. Understand the importance of convergence of stakeholders/services under ICPS.
7. To develop effective training skills among the participants

**Programme Coverage**

The training programme will cover the following areas:

1. Status of Children in India
2. Understanding Child Psychology
3. Child Rights – National and International Perspective
4. Child Protection – issues and concerns
5. Juvenile Justice System in India
6. Integrated Child Protection System
7. Tools and Techniques of Working the Children
8. Preventive strategies for Children in Need of Care and Protection

9. Need and importance of convergence of services at District Level
10. Implementing child participation

### **Expected Outcome**

**After completion of the training programme the participants would be able to**

1. Understand the Integrated Child Protection Scheme completely
2. Update knowledge on Juvenile Justice System in India and other laws and legislations related to children
3. Be able to clarify about their roles and responsibilities in ICPS
4. Learn more about the categories of Children in Need of Care and Protection
5. Develop skills of working with children and family
6. Develop preventive strategies like awareness generation programmes, training programme etc.
7. Work with stakeholders as a team member
8. Advocate child rights and child participation



**PROGRAMME SCHEDULE**  
for  
**ORIENTATION TRAINING OF TRAINERS OF SOCIAL WORKERS UNDER ICPS**

Participants: Trainers from Government/ NGOs working in the area of child rights and child protection  
Duration: 5 Days

Timing	Session	Content	Learning Objectives	Methodology	Expected Outcome
<b>DAY I</b>					
9: 30 AM to 10:45 AM	Registration and Inauguration	<ul style="list-style-type: none"> <li>• Welcome of participants</li> <li>• Introduction about NIPCCD/ Training Organization and its activities.</li> <li>• Welcome Address by Head of Organization.</li> </ul>	<ul style="list-style-type: none"> <li>• To provide an introduction about the Institute/ organization.</li> <li>• Introduction of participants.</li> <li>• Welcome address.</li> </ul>		<ul style="list-style-type: none"> <li>• Participants get basic orientation about the training programme</li> </ul>
10:45 AM to 11:00 AM	<b>Tea Break</b>				
11:00 AM to 12:30 PM	Introduction, Icebreaking and Ground Rules	<ul style="list-style-type: none"> <li>• Introduction of participants</li> <li>• Objective of training programme and expectations from the participants</li> <li>• Introduction to training methodology</li> <li>• Participants expectations</li> <li>• Setting ground rules for training programme</li> <li>• Hostel/Library/ Internet use rules</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a sense of ownership amongst the participants about the training programme</li> <li>• To reduce the participants' inhibitions</li> <li>• To create a congenial and informal environment of learning</li> <li>• Do's and don'ts</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Games</li> </ul>	<ul style="list-style-type: none"> <li>• Rapport building</li> <li>• Participants feel comfortable in the situation</li> <li>• Develop a sense of ownership in the programme</li> <li>• Clarity about the programme</li> </ul>
12:30 PM to 1:00 PM	Pre training assessment	<ul style="list-style-type: none"> <li>• Administration of Pre Assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>• To assess the level of knowledge , attitude and skills participants have</li> </ul>	Questionnaire	<ul style="list-style-type: none"> <li>• Assessment of baseline knowledge, aptitude and skills on the issue</li> </ul>
1:00 PM to	<b>Lunch Break</b>				

2:00 PM					
2:00 PM to 3:00 PM	Understanding 'Child' and Child Psychology	<ul style="list-style-type: none"> <li>• Who is a child?</li> <li>• What is Child Growth &amp; Development (physical social, mental and psychological)?</li> <li>• Needs and concerns during childhood</li> <li>• Special needs children</li> </ul>	<ul style="list-style-type: none"> <li>• To acquaint the participants about the significant developmental changes during childhood.</li> <li>• To explain the developmental needs of children</li> <li>• To explain the repercussions of unmet needs and developments</li> <li>• To learn about special needs children</li> </ul>	<ul style="list-style-type: none"> <li>• Power point</li> <li>• Group work</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Participants will be able to comprehend the term 'child' and 'child development' in context of India.</li> <li>• Develop an understanding about the reasons behind the problems faced by children in India</li> </ul>
3:00 PM to 4:30 PM	Situational Analysis of children in India	<b>Status of Children in India</b> <ul style="list-style-type: none"> <li>• Literacy Rate,</li> <li>• Health Status,</li> <li>• Employment,</li> <li>• Missing, violence etc.)</li> </ul> <b>Crimes against Children in India</b> <ul style="list-style-type: none"> <li>• Child Marriage,</li> <li>• Child Labour,</li> <li>• Child Trafficking,</li> <li>• Female Foeticide,</li> <li>• Special needs children</li> <li>• Children in Disaster Situation in India</li> <li>• Inter-generation cycle &amp; children</li> </ul>	<ul style="list-style-type: none"> <li>• To provide a glimpse of status of children in India in terms of their population, health, education status etc.</li> <li>• To explain the vicious circle of crime against children in India.</li> <li>• To develop an understanding of correlating various factors responsible interrupted development of children in India.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Group exercise</li> <li>• Power Point</li> </ul>	<ul style="list-style-type: none"> <li>• Participant will be able to know the situation of children in India</li> <li>• Participants will develop an understanding on the factors responsible for interrupted development of children in India.</li> </ul>
4:30 PM to 4:45 PM	<b>Tea Break</b>				
4:45 PM to 5:45 PM	Understanding Child Rights and related policies, programmes and legislations	<ul style="list-style-type: none"> <li>• Why do children need special attention/ rights</li> <li>• Constitution of India: article 21 (A), 24, 39 (e) (f) etc. provisions of children under IPC</li> <li>• Convention on Rights of the</li> </ul>	<ul style="list-style-type: none"> <li>• To sensitize the participants about the various legal provisions for the protection of children from all forms of exploitations and for development as well.</li> </ul>	<ul style="list-style-type: none"> <li>• Group exercise</li> <li>• Discussion</li> <li>• Power point</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Understanding on Child Rights</li> <li>• Develop an ability to analyse the policies and programmes for children in India</li> <li>• Understand the international</li> </ul>

		Child <ul style="list-style-type: none"> <li>• Riyadh Guidelines</li> <li>• SAARC Convention</li> <li>• Policies &amp; Legislations related to children e.g. NPA, NCPCR, ITPA, Labour Act, HAMA, JJ Act etc.</li> <li>• Review of the existing provisions related to children</li> </ul>	<ul style="list-style-type: none"> <li>• To acquaint the participants about the National Commitment for children</li> <li>• To sensitize the participants about the important features of international conventions on child rights</li> <li>• The participants will be able to analyse the policies and programme related to children.</li> </ul>		initiatives on child rights
<b>DAY II</b>					
9:00 AM to 9:10 AM	Feedback & discussion				
9:10 AM to 11:00 AM	Child Protection: Issues and Concerns	<ul style="list-style-type: none"> <li>• Definition of Child Protection</li> <li>• Need for Child Protection</li> <li>• Issues on Child protection: birth registration &amp; right to identity, sexual exploitation of children, violence and neglect, child marriage, child labour etc.</li> <li>• Policies and programmes for children</li> </ul>	<ul style="list-style-type: none"> <li>• To sensitize the participants about the need for child protection</li> <li>• To make the participants aware of the issues of child protection</li> <li>• To orient the participants about various policies and programmes related to children</li> </ul>	<ul style="list-style-type: none"> <li>• Case study</li> <li>• Power point presentation</li> <li>• Discussion</li> <li>• Film show</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what child protection is and its importance</li> <li>• Develop an understanding on the need of child protection policy and related procedures</li> <li>• Ability to share the knowledge on Child Protection with other trainees/beneficiaries</li> </ul>
11:00 AM to 11:15 AM	<b>Tea Break</b>				
11:15 AM to 1:00 AM	Salient features of Juvenile Justice (Care and Protection ) Act 2000 and its Amendment Act 2006	<ul style="list-style-type: none"> <li>• Principles of Juvenile Justice system</li> <li>• Need of the Act</li> <li>• History of JJ Act</li> <li>• Objectives of JJ Act</li> <li>• Beneficiaries of the Act (CNCP, CCL etc.)</li> <li>• Salient features of JJ Act</li> </ul>	<ul style="list-style-type: none"> <li>• To enhance the understanding of the participants about the main features of JJ Act 2000</li> <li>• To compare the difference between JJ Act 2000 and its amendment act of 2006</li> </ul>	<ul style="list-style-type: none"> <li>• Group exercise</li> <li>• Discussion</li> <li>• Lecture</li> <li>• Power point presentation</li> </ul>	<ul style="list-style-type: none"> <li>• The participants will be able to understand the circumstances for origin and later amendments in the juvenile justice legislations in India</li> <li>• The participants will be able to make the difference</li> </ul>

					between the present law and the earlier law of 1986
1:00 PM to 2:00 PM	Lunch Break				
2:00 PM to 3:30 PM	Introduction to Integrated Child Protection Scheme	<ul style="list-style-type: none"><li>• Origin of ICPS</li><li>• Child protection mechanisms (Child Line Services, CARA, NPCL etc.)</li><li>• Gaps in child protection services</li><li>• Objectives of ICPS</li><li>• Principles of ICPS</li><li>• Approaches of ICPS</li><li>• Target groups of ICPS</li><li>• Convergence framework for protecting children under ICPS.</li><li>• Target groups under ICPS.</li><li>• Implementation plan under ICPS.</li><li>• Organogram of different structures</li></ul>	<ul style="list-style-type: none"><li>• To acquaint the participants about the origin of ICPS and its various components</li><li>• To enhance the knowledge base of the participants ICPS</li></ul>	<ul style="list-style-type: none"><li>• Discussion</li><li>• Group work</li><li>• PowerPoint presentation</li></ul>	<ul style="list-style-type: none"><li>• the participants will develop an understanding of the ICPS</li></ul>
3:30 PM to 3:45 PM	Tea Break				
3:45 PM to 5:00 PM	Implementation of ICPS at District and State Level	<ul style="list-style-type: none"><li>• Functions of DCPS/SCPS</li><li>• Structure of DCPS</li><li>• Functionaries of DCPS</li><li>• Various committees at district level /state level</li><li>• Linkages with various committees/ organizations at district/state level</li></ul>	<ul style="list-style-type: none"><li>• To make the participants to understand the implementation of ICPS at district/state level</li></ul>	<ul style="list-style-type: none"><li>• Group work</li><li>• Discussion</li><li>• Power point presentation</li></ul>	<ul style="list-style-type: none"><li>• Strengthen the knowledge and awareness about the service delivery system</li><li>• Ability to share the knowledge in the field.</li></ul>
5:00 PM to 5:30 PM	(Prepare a list of children in conflict with and those who need care and protection ,list the reasons why children fall in these categories, methods of identifying these children )				
DAY III					
9:00 AM to 9:30 AM	Discuss the Home Assignment of Day II/ Feedback		Collect the Home Assignment		
9:30 AM to	<ul style="list-style-type: none"><li>• Role of</li></ul>	<ul style="list-style-type: none"><li>• Different role and responsibilities</li></ul>	<ul style="list-style-type: none"><li>• Orient the participants about</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li></ul>	<ul style="list-style-type: none"><li>• Enriched knowledge of</li></ul>

11:00 AM	Adoption Agencies in Promoting In-country Adoption and their Linkages with ICPS	being carried out by various adoption agencies in promoting in-country adoption <ul style="list-style-type: none"> <li>• Role of SARA</li> <li>• Areas of linkages between adoption agencies and ICPS</li> </ul>	different role and responsibilities being carried out by various adoption agencies in promoting in-country adoption <ul style="list-style-type: none"> <li>• Discuss with them about the areas of linkages between adoption agencies and ICPS</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Discussion</li> </ul>	participants about the in-country and Inter-country adoption procedure.
11:00 AM to 11:15 AM	<b>Tea Break</b>				
11:15 AM to 1:00 PM	Role and responsibilities of Frontline workers	<ul style="list-style-type: none"> <li>• Defining front line workers</li> <li>• Categories of frontline workers (outreach workers, housemother, house father, community volunteers, care taker etc.)</li> <li>• Duties of frontline workers</li> <li>• Disqualification for frontline workers</li> </ul>	<ul style="list-style-type: none"> <li>• To acquaint the participants about the role and responsibilities of frontline workers</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Power point presentation</li> </ul>	<ul style="list-style-type: none"> <li>• The participants will be able to orient others regarding the roles and responsibilities of frontline workers.</li> </ul>
1:00 PM to 2:00 PM	<b>Lunch Break</b>				
2:00 PM to 3:30 PM	Planning and Management of a Training Programme	<ul style="list-style-type: none"> <li>• Meaning, definition and objectives of training</li> <li>• Types of training programmes</li> <li>• Steps in planning a training programme :             <ul style="list-style-type: none"> <li>• Need of the training</li> <li>• Aims &amp; Objectives of training</li> <li>• Selection of participants</li> <li>• Selection of topics/contents</li> <li>• Selection of training methods and techniques</li> <li>• Implementation of training programme</li> <li>• Evaluation of training</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To develop the skills of organizing training an effective programme</li> <li>• To make the participants understand about the importance of ‘ Planning’ in training programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• The participants will be able to organize any training programme with proper planning</li> </ul>

		<p>programme</p> <ul style="list-style-type: none"> <li>• Characteristic of an effective plan</li> <li>• Key points while planning a training session</li> </ul>			
3:30 PM to 3:45PM	<b>Tea Break</b>				
3:45 PM to 5:00PM	Training Methodology and Techniques – Instructional Strategies	<p><b>Methods of training</b></p> <ul style="list-style-type: none"> <li>• Lecture, discussion</li> <li>• FGD</li> <li>• Role Play</li> <li>• Brain Storming</li> <li>• Games, Puzzles</li> </ul> <p><b>Good trainer- role, qualities and skills</b></p> <ul style="list-style-type: none"> <li>• Coping with problem participants</li> <li>• Use of effective participatory methods such as ice breakers, communication skills, use of audio-visual aids etc.</li> <li>• Skills required- leadership, team building etc.</li> </ul>	<ul style="list-style-type: none"> <li>• To acquaint the participants about various methods and skills required in an effective training programme</li> <li>• To develop the skills of a good trainer</li> <li>• To help the participants to come out of the inhibitions of public speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Mock sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Develop clear understanding about the method of training programme</li> <li>• Develop skills of a good trainers like communication skills, interpersonal skills etc.</li> </ul>
<b>DAY IV</b>					
9:00 AM to 9:30 AM	<b>Feedback</b>				
9:30 AM to 11:00 AM	Effective Participatory Methods- Ice breakers & Energisers	<ul style="list-style-type: none"> <li>• Understanding the knowledge level of participants</li> <li>• Introducing participatory methods</li> <li>• Enabling participants to open up</li> </ul>	<ul style="list-style-type: none"> <li>• To explain the importance of Ice breakers &amp; energizers</li> <li>• To develop skills to effectively use these methods</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Group work</li> <li>• Presentation and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ability to recognize the importance of Ice breakers &amp; energizers</li> <li>• Learn effective use of these methods</li> </ul>
11:00 AM to 11:15 M	<b>Tea Break</b>				
11:15 AM to 1:00 PM	Effective Participatory	<ul style="list-style-type: none"> <li>• Initiating group participation and demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• To develop effective communication skills for</li> </ul>	<ul style="list-style-type: none"> <li>• Role play, presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Effective communication skills</li> </ul>

	Methods-Communication and Public Speaking Skills	<ul style="list-style-type: none"><li>• Introducing indirect methods of communication such as drawing, picture and storytelling etc.</li><li>• Important steps to be followed while performing before the public</li></ul>	organizing training programme <ul style="list-style-type: none"><li>• To review public speaking skills and give participants a feel of public speaking</li></ul>	and discussion	<ul style="list-style-type: none"><li>• Ability and confidence of speaking in public and making presentations</li></ul>
1:00 PM to 2:00 PM	<ul style="list-style-type: none"><li>• Lunch Break</li></ul>				
2:00 PM to 5:00 PM	<b>Field Visit</b> <b>Individual Assignment</b> <b>(Develop few Ice breaking games for training of frontline workers )</b>				
<b>DAY V</b>					
9:00 AM to 9:30 AM	Discussion on the field visit/ Experience sharing		Collect Home Assignment		
9:30 AM to 11:00 AM	Effective participatory training methods- audio visual aids	<ul style="list-style-type: none"><li>• Types of audio visual aids</li><li>• Need for audio visual aid</li><li>• Use of audio visual aids</li></ul>	<ul style="list-style-type: none"><li>• To acquaint the trainers with the use and effectiveness of audio-visual aids during the trainings</li></ul>	<ul style="list-style-type: none"><li>• Stimulation exercise, discussion and presentation</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Develop ability to effectively handle the audio visual aid.</li></ul>
11:00 AM to 11:15 AM	<b>Tea Break</b>				
11:15 AM to 1:00 PM	Methods of working with Children in Need of Care and Protection and Juvenile in Conflict with Law	<ul style="list-style-type: none"><li>• Case work- individual needs and concerns</li><li>• Group work – helping children to understand and help each other.</li><li>• Counselling skills</li></ul>	<ul style="list-style-type: none"><li>• To develop the skills of working with children individually and with family</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Role play</li><li>• Discussion</li><li>• Documentary</li><li>• Power point presentation</li></ul>	<ul style="list-style-type: none"><li>• The participants will understand the process of dealing with children and apply the same in the field</li></ul>
1:00 PM to 2:00 PM	<b>Lunch Break</b>				
2:00 PM to 3:30 PM	Intervention with traumatized	<ul style="list-style-type: none"><li>• What is child abuse and neglect</li><li>• Reasons of child abuse and</li></ul>	<ul style="list-style-type: none"><li>• To develop the ability to identify traumatized children</li></ul>	<ul style="list-style-type: none"><li>• Role play</li><li>• Discussion</li></ul>	The participants will be able to deal CNCP &JCL more

	and abused children	neglect <ul style="list-style-type: none"> <li>• Psycho-social impact of abuse/neglect on the child</li> <li>• Who are the key players in dealing with the incidence</li> <li>• What is an intervention</li> <li>• Role of the institution incharge in dealing with the CNCP and JCL</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the trauma faced by the children</li> </ul>	<ul style="list-style-type: none"> <li>• Power point presentation</li> </ul>	efficiently
3:30 PM to 3:45 PM	<b>Tea break</b>				
3:45 PM to 4:45 PM	Post training Assessment	<ul style="list-style-type: none"> <li>• Sound knowledge of laws and legislations for children</li> <li>• Clarity of the terms used under the JJ Act</li> <li>• Clarity on the important provisions of the JJ Act</li> <li>• Clarity about the roles and responsibilities of various officials under ICPS</li> <li>• Development of skills of working with children</li> </ul>	<ul style="list-style-type: none"> <li>• To assess the effectiveness of training programmes in terms of knowledge and skills gained by the participants</li> </ul>	Questionnaire	<ul style="list-style-type: none"> <li>• The facilitator of the programme will come to know the usefulness of the programme in term of knowledge gained by the participants</li> </ul>
4:45 PM to 5:30 PM	<b>Valedictory session</b>				