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N.C.P.C.R.  
(C.R. UNIT)

Dy. No. 94/2-2-DI.9/13/13

The Chairperson  
National Commission  
for Protection of Child Rights,  
New Delhi-110001

20 February 2013

**Sub.: Work report and request for issuance of stipend and certificate**

Dear Ma'am,

My heartfelt thanks for being given the opportunity to intern in this august institute. I have been interning for a period of 3 months i.e from 20th Nov, 2012-20th Feb, 2013 under Gunjan ma'am who had assigned me to work on the policy document for Adolescents viz education and trafficking.

As I have ended the said term, my humble request for you to release my stipend and certificate at the earliest. Please find enclosed herewith my internship work report for your reference

Thanking you.

Yours sincerely,

Keerthi. J

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## WORK REPORT (NOV 2012 – FEB 2013)

The National Commission for Protection of Child Rights was set up in 2007 under the Commission for Protection of Child Rights Act, 2005. The Commission's ambit is to ensure that all laws, policies, programmes, and administrative mechanisms are in consonance with the Child Rights perspective as enshrined in the Constitution of India and the UN Convention on the Rights of the Child. It ensures a sturdy imprint of rights based perspectives in the national policies and programs being designed along with appropriate responses at the National, State, District and Block levels.

The Commission's mandate includes inter alia

- to look at the gaps in the policy framework and the legal framework and make recommendations to see that rights-based perspective is adhered to by the Government, while it makes its policies.
- to arm itself with proper research and documentation. The legitimacy and credibility to what the Commission says and does is based on solid research and data. As mere peals to better judgment cannot be transcend into action without strong empirical data and research.

I was interested in this very research work as I wanted to get a better sense of understanding of the various wheels of the State machinery and as to where all it falters and what steps can be taken to curb these chasms. As such, I was directed to work under the supervision of Ms. Gunjan Wadhwa, Professional Support to the Chairperson.

I reported to NCPCR, New Delhi at 10.00 am on 20<sup>th</sup> November, 2012. I was given a general tour of the place and a basic orientation of the workings of the Commission by Ms. Gunjan. I was shown my work station and assigned the first task of my internship. As the commission was working on a comprehensive policy document on Adolescents and as my special area of interest was Child Education via RTE, I was asked to compile

a table of various State initiatives taken up since the time of Independence by the Government of India for adolescents specifically.

**A word on the state of Adolescents in the country:**

A child is defined by the UN Convention on the Rights of the Child as from the age group of 0 yrs to that of 18 years. This document has been signed and ratified by the Government of India in the year 1992. As such, the State is bound by its duty to provide for a nurturing environment and an enabling atmosphere for every child in the country. However, the Directive Principles of State Policy in part IV of the constitution of India had guided the states to provide for universal education in the age group of 6-14 and thereby the passage of the Right To Education Act, 2009. However, this narrow confinement of the age group has resulted in a lack of State support for the age group of 14-18. These children in the age group of 14-18 fall in the vulnerable age group of adolescents. This age is particularly characterized by strong physical, hormonal, emotional changes as they face pangs of adulthood and childhood at the same time. Since there are no constitutional guarantees for this age group, many children drop out of schools to pursue employment to support their families as child labor in carpet industries, embroidery, domestic labor in many Tier 1 and 2 cities, trafficking for sex trade/organ trade as indicated by official statistics. Of particular concern is the alarming rate of girl drop-outs post their 8<sup>th</sup> standard as they end up getting married early, conceive children early with lack of awareness in matters of sex education and condom usage and are prone to anemia and child malnutrition.

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As such, there is a need for collaborative approach by the State, Civil society organizations and local institutions to protect these children. The NCPCR feels that a constitutional guarantee is the best methods to fast track such a process. Advocating for the extension of RTE to the age group of 14-18 as well, so that the child can complete his/her basic education without any societal, economic and social hindrances, NCPCR has taken up the cause of Adolescents, for better designed policies to address the peculiar problems of this age.

In pursuit of the same, I have been working in aiding the formulation of the policy. With regards to this, I have particularly worked on Adolescent Education and Child Trafficking.

**Work:**

I had started working on Coverage of Central Schemes on Adolescents in India where I had to study various schemes, their area of focus and their efficacy in terms of coverage and targets achieved. In the process I had compiled a table of 38 central programs under various ministries. However the problems I faced during such a compilation was of lack of official data. The few instances where there was requisite data, I was dismayed to see that the State has good state policies but the benefits envisioned never reach the people or reach very few. For instance, the Mahila Samakhya Program has reached only 15,823 girls in a country of 252 million child population.

After which I started working on Coverage of State Schemes on Adolescents with some good performing States like Bihar's Free cycles for girls scheme. I could compile about 29 programs. The problem was of lack of any follow up data. I also worked on best practices internationally particularly by the developing nations. African countries and small nations like Bangladesh had taken up many initiatives for Youth by engaging them in sports and incentivized education.

Later, as directed I started working on a critique of various programs like RTE Act, 2009, Sabla, Rashtriya Madhyamik Shiksha Abhiyan, Mahila Samakhya, Adolescent Education Program for which I had read many reports like the Anil Bordia report on Education of Youth and Adolescents in India, Secondary Education in India: Universalising Opportunity by World Bank. A thorough research on the scheme's facilities, the limitations in meeting the desired targets and a few suggestions had followed.

After which, I had the benefit of attending a National Consultation on Education in Areas Affected by Civil Strife conducted by UNICEF for 2 days, Dec 10-11, 2012 at the India Habitat Centre. I had a great learning experience throughout these two days as I got an opportunity to hear variegated experiences of the State in the form of IAS officers from

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Manipur and Dantewada districts experiences, of Civil Society actors like Ramakrishna Paramhansa Foundation, professors from JNU who have done extensive study in the field of child education. It was a very enriching experience and I had a lot to learn from it thanks to Gunjan ma'am.

I also got the opportunity to attend the National Consultation on Research on Child Rights organized by NCPCR on Dec 12<sup>th</sup>, 2012. The consultation was organized to impress upon the need for rigorous research in the field of child rights, and also for the founding of a platform for ideas to share the already existing vast research knowledge. Various educationists like Dhir Jhingran, academicians like Poonam Batra, social workers, officials from varied universities like Ms. Geeta Nambissan of JNU, government bodies like Dr. Praveen Jha from DISE, NGO's like Ms. Enakshi Ganguly Thukral of CRY had participated in the consultation. It was an extensive discussion on the subject of research of child rights with many suggestions for the initiatives that could be taken up by NCPCR.

I also got the opportunity to attend the lecture by Prof. Asha S. Kanwar, President and Chief Executive Officer of Commonwealth of Learning, Vancouver, Canada an Inter-Governmental organization of Commonwealth countries conducted by NIOS on the topic Open & Distance Learning (ODL) in commonwealth nations along with Gunjan ma'am. The open system of learning is a new paradigm in universalizing education and the discussion was extremely informative especially about the various international best practices established by countries like Nigeria, Uganda.

After which, I started working on Child Trafficking report- the crippling conditions of poverty that lead to it, the various purposes to which trafficked children are directed to, the State's interventions, Programs like Ujjwala, the existing legal framework and their critique, a note on the socio-cultural practices of the Bachara tribe, Chukri system, Devadasi system. Trafficking is a serious cancer that is robbing the basic natural rights of the child. The State's initiatives are lacking in their focused application and outreach.

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This is a summarized version of all that I did in the course of my 3 month internship at NCPCR. My heartfelt gratitude to Gunjan ma'am for her constant support and guidance. A word of appreciation to the cordial atmosphere at work made possible by the friendliness of the staff. I have had a great learning experience at the Commission and I am happy at the opportunity given by the Chairperson, Shantha ma'am to work and learn at the finest working commission in the country.

My request to consider my work under the task of 'analysis of data or laws, evaluations and research/special studies relating to child rights, documentation and preparation of resource materials including many things, preparation of child rights literacy materials' and to issue a certificate stating the same. As I have worked for 12 weeks (3 months), I request you to kindly consider my work and accept my pleas for the release of my stipend at the earliest. Thanking You.

Yours sincerely,

Keerthi Jalli