

**Yearly Report**  
**April 2017 - March 2018**



**Submitted by**  
**Institute of Social Studies Trust (ISST)**

**Submitted to**  
**EASACT**

## **INTROSPECTION AND WORDS OF GRATITUDE**

**Youth** are often accused of making excuses for not reading, such as being too busy or having other things to do like household jobs and school homework, but actually they are not truly motivated to the point of how much fun reading can be, also there are not enough libraries or not enough books in the existing libraries. ISST, Saathi Centre's determination to make books available and hold monthly discussions with youth has left the library flooded with more than 550 members; most of them are regularly visiting the place.

Freedom- when asked how much freedom they have, the majority of youth say they feel as if they don't have any freedom at all. They can't dye their hair, they can't wear the shirts the way they want, they don't have enough money to buy things etc. In a way this is natural. So, a lion's part of our counseling sessions is devoted to softly make them understand to differentiate between superficial freedom and true freedom. Real freedom doesn't mean loafing around with nothing to do. It isn't spending money like water and having all the free time in the world. True freedom lies in countering challenges to develop yourself to achieve your chosen goal.

Youth often display their unique individuality but they are seldom aware of it rather many times they are ashamed of it. They are afraid to dress up look different from others. But we all have our individual characteristics. They need to know they have a treasure that belongs to them only. They have a mission that only they can fulfill. Those who recognize their individual purpose and give their best to achieve it are one's who also respect and appreciate other's individuality; they never try to sabotage others.

Now please allow us to be deeply grateful to you, team EASACT for extending trust and confidence in Saathi Centre. Let's embark together on a journey of heart to heart exchange for the greater good to bring joy to the young men & women who are the future leaders of our movement. With best regards

**Saathi Centre Team, ISST  
Kalyanpuri, Delhi**

## **ABOUT ISST**

The Institute of Social Studies Trust (ISST) is a non-profit, non-government organization. It was registered as a Trust in 1980. The main office of the Trust is located at the India Habitat Centre, New Delhi and its community outreach programme, Saathi, runs out of the Kalyanpuri Police Station located in East Delhi. In recognition of its contribution, ISST has been conferred with the NGO Consultative Status (Special) by the United Nations.

ISST's overall aim is research for social change with focus on work and well-being of the vulnerable communities from a gender perspective. It attempts to bridge the gaps between research, action and policy.

Saathi Youth Resource Centre, the community out-reach programme of ISST, is an innovative project with a firm conviction to change the crime graph through a positive approach. We believe that every positive value added to the young mind with compassionate, preventive and rehabilitative interventions can reverse the social environment.

## **BACKGROUND**

The ISST community centre was initiated in the year 2000 in three slum communities located in the Trans-Yamuna region. These were, West Vinod Nagar resettlement colony, Sonia camp and Nehru camp. Initially, the centre mainly focussed on child education and development, but slowly expanded to include a more holistic engagement with community development, with particular focus on youth groups. In June 2006, a new centre, SAATHI Centre, was started out of the Kalyanpuri Police Station in East Delhi to continue the work of the organisation with special focus on young children and youth groups and also to facilitate the use of RTI by the marginalised communities of the region. This centre is now the main field office of the organization for carrying out community work. The Kalyanpuri Police Station has provided space and basic amenities for the centre, while ISST provides the staff and the 'software'.

Kalyanpuri and its surrounding areas like Trilokpuri, Khichripur, Mandawali (slums and resettlement colonies), in East Delhi, are areas with a very high incidence of crime and drug abuse, besides other problems faced by any urban slum in Delhi. Women here are mostly engaged in domestic work and in home based work (embroidery, jewellery making) and men work as informal sector workers such as rickshaw pullers, factory workers, fruits and vegetable vendors, petty retailers or construction labour. These families have migrated from Bihar, M.P., U.P., Maharashtra and Rajasthan. For children and youth in these households, there are limited opportunities for anything beyond very minimal care or education, and risks posed by the surroundings. These include drug dealers and drug abuse, gambling and frequent outbreaks of violence, and fear of sexual violence. While many children are enrolled in school, there is a high rate of dropout and also some non-enrolment. In many cases, it is found that many girls either

never enroll in schools or drop out after 5th standard in order to take over child care responsibilities of younger siblings and of household chores as both parents have to work to make ends meet. Boys drop out as well and get involved in petty crimes.

ISST Saathi Centre seeks to engage individuals and communities of the area through holistic education, awareness building, and skill-building activities in order to enable them gain better understanding of their environment, which in turn would further facilitate them to enhance their quality of life through productive usage of resources available to them.

The work with the community at the Saathi centre has over the years, largely focused on four strands:

- Bachpan programme,
- Youth Resource Centre
- Community development, Domestic Workers programme.

## **YOUTH RESOURCE CENTER**

The Youth Resource Centre is an essential component of the community outreach programme of ISST's Saathi Centre. It has been a key feature of the outreach programme which has the primary objective of enhancing the employability and life chances of young people residing in Kalyanpuri and its neighbouring areas. Youth of these communities vary in their educational qualifications. This ranges between class 5(or even below this) to graduation level. Thus, in order to benefit each and every entrant, the centre adopts several strategies. These include:

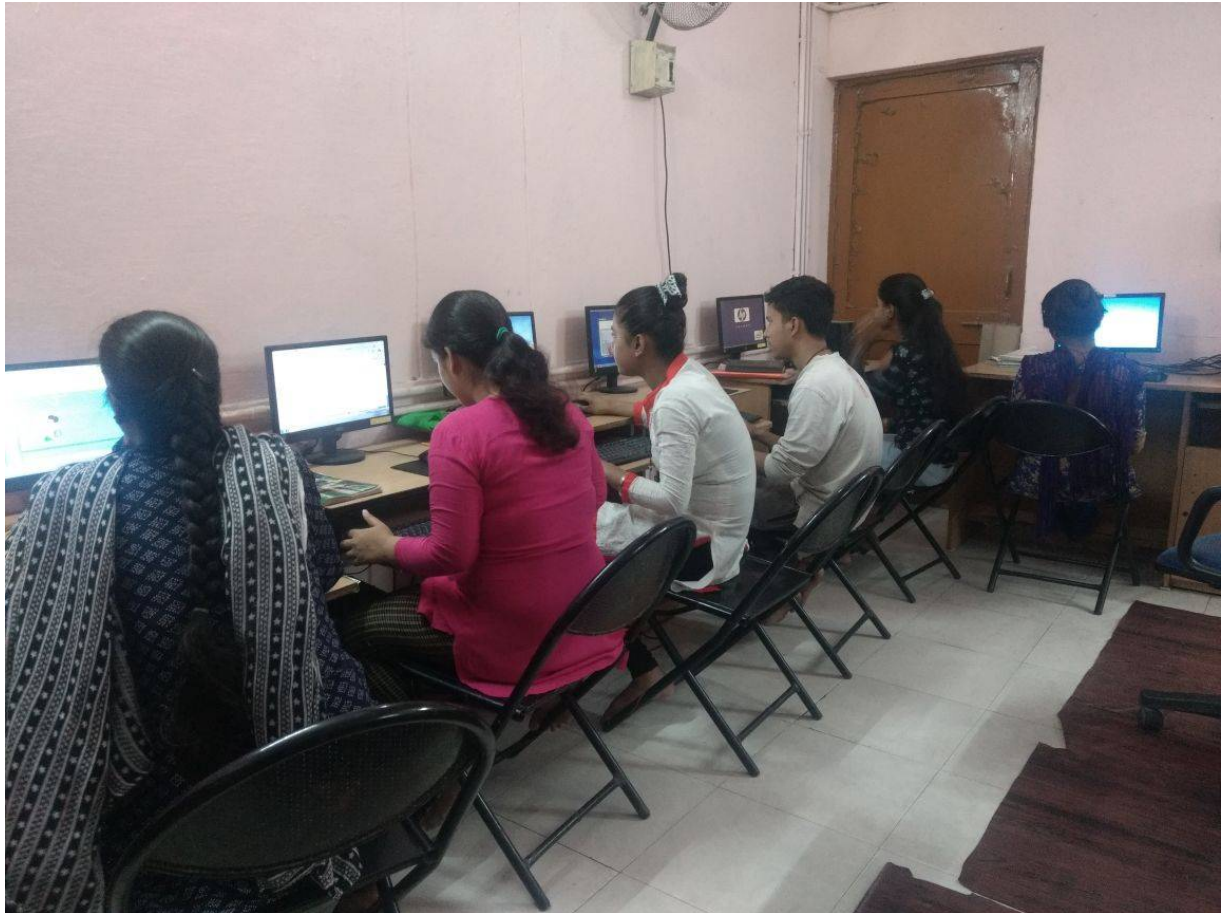
- Introducing computer literacy programme in order to enhance and supplement the education of the targeted youth.
- Providing functional English courses to the targeted youth in order to strengthen their communication skills.
- Providing periodic vocational training programmes on trades such as photography, mobile repairing, carpentry, tailoring, pottery and crafts, tailoring and dress designing, electrician training, plumbing etc. To the targeted group..

Over the years, several students who participated in the skill development, educational enhancement and life skills training programmes of the Saathi centre, have been able to gain suitable employment and work opportunities for themselves.

### **Computer Literacy Programme**

The computer literacy programme at the Saathi centre currently runs five batches per day with approximately 50-60 students per batch. Two batches pass out every year. The minimum qualification required for enrolling for the course is class 10<sup>th</sup>. Saathi centre also helps the students to gain employment after completion of the course but it has been seen that most of the young people do not want to get into full-time employment in malls and show rooms as they are interested in continuing their education. Saathi centre has linkages with few companies. When our sessions end, we refer our students to these companies and sometimes these companies invite our students for jobs according to their requirements.

1. Vertex Noida Sector-4, (Life Insurance, call centre) works as a telly caller
2. Manage India (NGO), Kondali (Data Entry and presentations) works with youth. They appointed freshers and give opportunities to prepare presentations on life skills and present it in colleges & schools.
3. AMS sector-6(Airtel, Vodafone, Call centre) works as call centre for Airtel and Vodafone.



## **VOCATIONAL COURSES**

**Vocational course** is another important component of Saathi centre. Under vocational course mobile repairing, photography, electrician, videography are the most popular courses amongst the youth. Vocational course is a short term course which runs two weeks to four weeks depending on the nature of the course. There is no educational qualification required for vocational courses. After getting skill in any vocational course mostly youth show interest in self work. They continue their study with part time earning.

This year two vocational courses were conducted.

### **1. Photography workshop**

Date:- 1<sup>st</sup> September 2017 to 28 September 2017 (Two weeks)

Time: 4:00pm to 6:00pm

Venue: - ISST, Saathi Centre

Total no of participants: - 29

### **Content Summary**

This workshop was organized to provide some basic skills of photography to the young people. During the workshop students learnt the techniques of handling a DSLR camera and clicking pictures with it. Some of the key lessons that the workshop focused upon were:

- History of the photography.
- Types of photography.
- Types of light.
- Manual setting in DSLR.
- Aperture.
- Shutter speed.
- Types of lenses (Normal, Zoom, Micro, Wide Angle, Fish eye, Telly Lenses etc.)
- Parts of camera.
- Paper size.
- Poses

To display the photographs clicked by the children a mini photo exhibition “JHAROKHA -3” was organized on 14<sup>th</sup> November-2017 inaugurated by the Assistant Commissioner of Police, Kalyanpuri Police Station.





## **2. Electrical knowhow workshop**

Date:- 1<sup>st</sup> February-18 to 10<sup>th</sup> March-18 (four weeks)

Time: 4:00pm to 6:00pm

Venue: - ISST, Saathi Centre

Total no of Participants:- 22

### **Content Summary**

The objective of this workshop was to enhance the skills of the youth. The resource person for this workshop has been linked with Jan Shikshan Sansthan (JSS) and he has also worked with prisoners of Tihar Jail, Delhi, in the past.





The key areas that the workshop focused upon were:

- To prepare circuit board.
- To fit switches.
- Laying the line of electricity.
- To repair electricity items of daily use like:- fan, cooler, press, heater, etc.
- Fitting the lights, fan, bulbs, tube light etc.
- To join the light with main electricity meter
- installing the MCB

The workshop was thoroughly practical based and the participants were given opportunities to practice on different electrical items throughout the course of the workshop.

## **LIFE SKILL WORKSHOP.**

Saathi centre also organizes life skill workshops on different topics for the youth and adolescents of community to help them work on their inter-personal relationships, attitude, self confidence and leadership qualities.

**This year total four life skills workshops were organised for the youth and adolescents.**

### **a) Enhancing Inter-personal relationships**

Date:-19<sup>th</sup> &20<sup>th</sup> May-2017

Time:-10:30 to 4:30

Participants:-48

Venue: - ISST, Saathi centre, Police Station Kalyanpuri

**Content Summary:** The aim of this workshop was to provide inputs about inter personal relationship problems and other social relationships and also how to bring changes in behaviour so that participants could use these skills to solve their problems which they might face in future life. Topics covered in this workshop included, inter-personal relationship, friendship, listening skills, empathy, attention skills, self esteem etc.

### **Day-1**

Day one started with an ice breaking game. Participants were given cards and sketch pens and were told to write their names with one good habit. The objective of the activity was to know what they feel about themselves. Objective of the activity was achieved. Mostly students felt difficulty to find out their good habit because they never ever thought about it.

Thereafter participants were asked what is a relationship? Replies were written on board and points were discussed:

- Relationship with family
- Relationship with friends
- Relationship with pets
- Relationship between boy and girl
- Relationship with teacher or boss

After discussion cards and pencils were given to participants to draw a circle & write “I” in the middle of the circle & draw lines and write names of the relations which they felt near to them with shorter lines and with longer lines the relationships which they feel are far and why they feel so.

Answers were amazing. The objective of the activity was to know that with whom they shared their feelings and experiences.

The next activity was friendship. “What they understand by friendship?” when asked the participants answered the following.

- A true friend is who listens to us.
- Prevents us from going on the wrong path
- With whom we share our secrets. etc.

After that discussion was held on peer pressure. Four volunteers were selected and divided into group of two and told them to prepare a role play on positive peer pressure and negative peer pressure. After the presentation of role play resource person discussed that sometime we face pressure of elders. Resource person discussed how should we face that type of pressures? Like:

- Should say No firmly and politely.
- Should avoid going to that place.
- Inform the reliable person. etc

Day one closed down with that activity.

## **Day-2**

Day two started with the recap of day one. Participants sang a song “Geet gaa rahe hain aaj ham ham”.

The next topic was creating an understanding of sympathy, empathy and apathy.

To understand the topic six volunteers were selected and divided into three groups and three different situations were given (sympathy, apathy, empathy) to them to prepare a role-play. After presentation of role plays resource person discussed the three situations and together with them concluded that empathy was the best way to handle any kind of problem.

### **Meditation for Relaxation**

The next topic was self-esteem. Participants were asked to write their three good habits but most participants found it difficult to point out their three good habits. Participants were asked why it was difficult to identify good habits and the role of self esteem was discussed.

Resource person focused upon:

- ❖ What is Self Esteem?
  - A person's overall sense of self-worth or personal value.
  - appraisal of one's own appearance, beliefs, emotions, and behaviors.
  - self perception
  - self -respect/worth/value
  
- ❖ What is Positive Self Esteem
  - Positive self-esteem gives strength and flexibility to take charge of life and grow from mistakes without the fear of rejection
  
- ❖ Signs of Low Self Esteem
  - Negative view of life, perfectionist attitude, mistrusting others – even those who show signs of affection, blaming behaviour, fear of taking risks, feelings of being unloved and unlovable, dependence – letting others make decisions, fear of being ridiculed
  
- ❖ How To Handle Low Self Esteem person
  - Behave friendly, give them time, listen & speak to them from the heart, maintain eye contacts for 2/3 rd of time, avoid speaking about their weaknesses, affirm feelings, give positive feedback, help to solve problem.

## **2. Self confidence, Emotions management, Leadership and Team spirit**

Date:-18<sup>th</sup> & 19<sup>th</sup> August-2017

Time:-10:00 to 5:00

Participants:-51

Venue: - ISST, Saathi centre, Police Station Kalyanpuri

### **Content Summary**

#### **Day-1**

Day one started with an ice breaking game. Participants were told to write their name & the meaning of their name on cards in bold letters. The activity was made to have some fun because many of them did not know the right meaning of their names, so other participants helped them to find the meaning.

There after participants were asked about self confidence. Following points were discussed:-

- What is self confidence?

- When our self confidence goes down?
- When our self confidence goes up?
- Which types of things or situations break our confidence level?
- How can we improve or increase our confidence

The answers were written on black board. Following answers were received

- On timing of giving speech self confidence wobbles.
- When stands on stage.
- While propose to anyone.
- During the exam time.
- While quarrelling etc.

There after resource person discussed, how we increase our self confidence.

The next activity was “Emotions”. The following points were discussed during the session:-

- What are emotions?
- There are many types of emotions like:- sadness, fear, joy, disgust, surprise, anger, trust, anticipation etc.
- How they all managed their negative emotions like anger, sadness, fear etc.

Resource person discussed that there were two types of emotions positive and negative. Over reaction on any situation is negative. If it is under control it is positive. But anger can never be a positive emotion because it always damages the giver as well as the receiver.

The resource person ways to transform emotions into something creative and positive.

## **Day-2**

Day two started with the recap of Day one. After recap participants sung a song “ aa chal ke tujhe main leke chaloon ek aise gagan ke tale”.

The topics of the day were team spirit and leadership.

To achieve the objective twelve participants were invited and were divided in four teams. Each team was told to do an activity. They had to select one member from their team who had to jump from height and other members had to catch him. Only one team could achieve the goal. The following points were discussed after the activity:

- What is a team?
- What are the qualities of a team?
- Why could three teams not perform well and other one achieved its goal? etc.

After the discussion participants looked excited to repeat the activity.

The next topic was leadership. Resource person divided the participant in four groups and told each group to select a leader among them. The eyes of each team member were tied with cloth except the leader and some objects were kept laying down on the floor (zigzag way). They all had to follow the instruction of their leader and cross the objects. The activity was very funny. Some participants did not cross the objects in right manner and sometime the leader couldn't explain them properly. Only one team could do the activity.

### **3. Skills of living together**

Date:- 23<sup>rd</sup> and 24<sup>th</sup> November-2017

Time:-10:00 to 5:00

Participants:-51

Venue: - ISST, Saathi centre, Police Station Kalyanpuri

#### **Content Summary:**

. The topics discussed in this workshop included, knowing myself and knowing others, my dreams, listening skills, concentration, observation skills and anger managements. The workshop was organized in two parts i.e. morning and evening session.

#### **Day-1**

The day started with an ice breaking game "Mera aaina meri tasveer". The motive of the activity was to know about self ( ). Participants were told to draw a picture on a card which represents them. They made tree, flowers, leaf, house, pot etc. Participants were asked to present what they made and reason was explored for the same.

The next activity was "Main kon tum kon". The objective of the activity was to know each other in better way. Participants were told to walk here and there in the room and while walking, if they meet with known person they had to tell "Hurr" and if they meet someone unknown they had to say "Hello" and collect information about them. After the activity, participants were asked how many times they said "Hurr" and how many they said "Hello". The next activity was "Follow me". A volunteer from the group was invited and told to do different actions like: laughing loudly, weeping, jumping etc. and others had to follow his/her actions. Activity made environment light and funny. The aim of the activity was to explain that how we follow other without knowing causes.

The next activity was "Tere mere Sapne". Participants were divided into group of two and asked to share their dreams and other things which they want to do in their life. The motive of the

activity was to know each other in a better way. Participants noticed that their dreams had similarity with others’.

The Day ended with a song.



## Day-2

Day 2 started with a prayer and recap of day 1. After the recap 18 volunteers were invited and divided in three groups (1, 2, 3) of six each. Group one had to give a message to group third and group two had to stop them by making noises. The objective of the activity was to make the participants understand that noise makes it difficult to listen to others. Thereafter resource person discussed that if we were in a class or in a workshop or any other place, we should maintain silence, otherwise we couldn't understand the right message.

The next activity was “Sun Mere Bhai”. Participants were made to sit in a circle. Resource person gave a message in the ear of a participant and he had to circulate the message to other in ear. The message was circulating one by one in whole circle. After completing the circle resource person asked the message from first participants and the last participants. The message

given to the first and received by the last was completely different. The message had fully changed.

Through the activity participants understood that rumors spread like that. The next activity was “A corner from a heart”. The activity was on anger management. Participants were asked to write an incident when they got angry and lost a good relationship. Participants wrote different incidents and they accepted that they had lost friends due to their anger. Resource person discussed techniques of anger management.

The day ended with this activity.

#### **4. Gender sensitization**

Date:-20<sup>th</sup> &21<sup>st</sup> March-2018

Time:-10:00 to 4:00

Participants:-40

Venue: - ISST, Saathi centre, Police Station Kalyanpuri

#### **Content Summary:**

The aim of this workshop was to discuss appropriate ways of conveying our message & to whom, the correct position of sitting during a conversation, why should we get aware about gender sensitization.

The workshop was fully equipped with activities.

#### **Day 1**

The day one started with an ice breaking game. The participants were asked to tell their names and what quality they want in their life partner. All participants gave amazing answers. Most of boys said that their partner should obey them and their parents also and should be little educated but most of girls replied that their partner should be highly educated, they should have good job, they should understand their feelings etc.

After the ice breaking game, resource person selected 6 volunteers from the participants and divided them in three groups of two and gave them different situation of conversation. Group one sat face to face, group two sat down behind each other and the last group sat down back to back. After the activity resource person asked the participants that what was the correct position of sitting and what was the correct position of conversation. All participants told that the first group was sitting correct because they were talking face to face and with eye contacts. Other two were not in correct position. Resource person wrote down all answers on board. She told the participants that to listen to others, it was important to sit or stand face to face as for a good



conversation careful listening, observing expressions and understanding meaning were important. The next activity was “Look with my eyes”. Resource person told the participants to sit down in a circle and called a volunteer, gave him a picture, told him to stand back to back the participants and he instructed the participants to draw picture like:-circle, triangle, square etc. The participant had no permission to ask any question. After that the resource person stood in the circle and instructed the participants to draw the same picture again and this time participants had permission to ask questions and discuss their pictures.

The next activity was “dialogue”. The aim of the activity was to understand the right and wrong attitude and to understand the result of swear words. Resource person told a story to the students and discussed that harsh language could be avoided as it spoil relationships. Resource person divided the participants in three group and gave them different topic like: - how should we talk with friends, parents, teachers? They had to write on chart paper. Participants also presented it before the other groups.



The day was curtain down with a song sung by participants.

## **Day -2**

Day-2 started with the recap of day one. After the discussion resource person took next topic “Stress”.

The aim of the activity was to understand the causes of stress and the ways to come-out from stress. Resource person called ten volunteers from participants and divided them into group of two, gave them five different situations and told them to prepare role play on them. After the presentation of role play resource person discussed the following topics:-

- Who was the stressed one in those situations?
- How he/she was behaving during the stress?
- What was the cause of stress: the person or external factors? etc.

After the discussion resource person told the participants that there were three major causes of stress:

1. Disappointment
2. Struggle
3. Pressure

Resource person discussed ways of reducing stress and highlighted several strategies which included,

- Meditation
- Listen soft music
- Laughing
- Play games
- Look problems in a positive way and try to find solutions
- Adopt positive attitude

Fifteen minutes guided meditation was also with the participants. They felt relaxed after meditation.

### **The next activity was gender sensitization.**

There is a lot of gender based violence prevalent in the community and hence the need was identified to make students aware of existing gender stereotypes. For this purpose, firstly the participants were asked about the difference they see between a boy and a girl. Participants pointed out that girls are responsible for household work while boys earn money, girls are sincere and obedient, girls are weaker, boys are strong etc. They were then showed few pictures which break the gender stereotypes like a man cooking and cleaning while a girl working in office or flying airplane, men with long hairs while girls with short hairs, girls with strong muscles, boys taking care of newborn etc.

From here the concept of sex and gender was introduced by dividing these characteristics in a table as per below.

	<b>Looks</b>	<b>Attributes</b>	<b>Work/Activities Performed</b>
<b>Gender(social differences)</b>	<ol style="list-style-type: none"> <li>1. Girls wear saree and suits but boys wear pants, shirts.</li> <li>2. Girls do makeup and wear jewellery but boys don't etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Girls are shy, speak slowly and little but boys are bold and talk loudly.</li> <li>2. Boys can drive heavy vehicles but girls can't. etc</li> </ol>	<ol style="list-style-type: none"> <li>1. Boys do hard work but girls don't.</li> <li>2. Girls do household work and boys earn. etc</li> </ol>
<b>Sex(body related differences)</b>	<ol style="list-style-type: none"> <li>1. Boys are strong and girls are weak.</li> <li>2. Boys grow beard but girls don't.</li> </ol>	Girls can give birth to a child and can feed but boys can't.	Girls are emotional and can cry but boys can't,

Then a short video was shown to them namely '1993 UNICEF Cartoon on Gender Equality' which highlighted the disparity that exists between boys and girls in terms of work they are expected to do, the recognition of that work and finally the difference in food received by both. The discussion was then held on these issues and both girls and boys recognized these differences and how these differences impact their daily routine and their studies.

To further deepen the understanding around gender and sex, the participants were asked to take sides of whether the statement said comes under sex or gender. This activity seemed effective to some extent as many participants did not just take side because of the majority influence and a healthy discussion was held. For the statements which were related to sex, no difference in opinion was there but for gender based stereotypes there were differences and the participants of both the sides were asked to put forward their views. Facilitation was done to make participants understand and not judge or humiliate. Few of the statements made were:

1. Girls are better care takers.
2. Boys are more violent.
3. Girls have higher tolerance level.
4. addiction to drugs was more prevalent amongst boys.
5. Girls can cook better food.

Apart from facilitating discussion amongst participants, facilitator also explained the reason and background for formation of certain stereotypes. The session ended with discussion about things

which girls and boys inculcate in their daily activities to break these norms like boys can help in household chores while girls can take up unconventional professions or look for husbands earning even lower than them.

The workshop was curtain down with a song “Beti hoon Main Beti, Main Tara Banungi”.

### **Other Activities**

#### **➤ Library:-**

Many schools have their own library but they don't issue books to the students. Students wander here and there in search of the syllabus books and also story books, fiction and competition books. The library set up by Saathi, aims to provide all kind of reference books to students in one place so that they can continue with their studies without any break. It also aims to nurture a healthy reading habit amongst all its students. The library at Saathi centre currently has 4200 books and approximately 550 members. Some books were bought while some have been donated.



#### **➤ PHYSICAL FITNESS ( Games and Sports) :-**

Weekly a day is reserved for the children to play different outdoor and indoor games like:- badminton, volleyball, kho-kho, kabaddi, carom, ludo etc. The aim of these activities is to keep the children mentally and physically healthy and try to develop a team spirit, leadership, punctuality, discipline etc. in the children. Competitions are organized on inter-centre level, with other NGOs and sometimes with Delhi police.

- **Cultural activities:**Theatre, dance, singing, are some of the main cultural activities that Saathi centre conducts for the children. These activities provide a platform to the children to showcase their hidden talents.
- **Help Desk:-** An RTI help desk runs at Saathi Centre full day to assisted the people for different reasons like complaints, caste certificates, income certificates, open school admissions, EWS admissions etc. total.
- **Parent teacher dialogue:-** Parents teacher dialogue meetings is conducted time to time to make them aware about their child's progress. ISST Saathi Centre believes that without access/approach to family it is not possible to change the community. Parent' teacher dialogue is seen as a bridge between the centre and community.
- **NIOS and EWS admissions:-** In community there are many cyber cafes and coaching centres that charge huge amount of money to fill any form especially for NIOS. They charge double or triple. Now they know that the staff and volunteers of Saathi centre can fill their forms and provide right guidance to them free of cost. 35 NIOS admissions, 10 EWS registration forms and 5 DU registration forms were filled during this year.

## **COMMUNITY DEVELOPMENT**

### **Saathi centre also works towards holistic development of the community. For this it follows the following strategies:**

**Community Awareness Meetings:** Saathi organizes these monthly meetings with the women from the economically poor and socially backward communities primarily to make them aware about government entitlements, legal provisions, domestic violence acts, alcoholism, Right to Information, reproductive and general health and hygiene aspects. On an average 100 women from the neighbouring slum communities participate in the meeting. The locations of the meetings are changed to include more number of women from various parts of Kalyanpuri and Trilokpuri areas.

**Community Help Desk:** Community help desk facilitate and provide basic trainings in writing applications for opening bank accounts, school admission forms, application forms for various government entitlements, old-age pension, caste certificate etc. Under this activity, ISST also created a group of community volunteers who extend the activities of the help desk directly at the neighbourhood level.

Apart from these ongoing activities ISST Saathi Centre also conducted a **skill development programme** for women in the communities till June 2014. Under this programme the following trainings were provided to around 300 women from the community: housekeeping, stitching and tailoring, using of modern electrical equipments, para-legal and para-medical training, kitchen hygiene and self hygiene, nutritional health, old age care and child care. However, this skill development programme has been discontinued since July due to lack of funds.

## Annexures

1. List of computer batch January-June-2017
2. List of computer batch July-december-2017
3. List of computer batch January-June-2018
4. List of Vocational Training (Photography)
5. List of Vocational Training (Electrician)
6. List of life Skill Workshop(May-2017)
7. List of life Skill Workshop(August-2017)
8. List of life Skill Workshop(November-2017)
9. List of life Skill Workshop(March-2018)

### LIST OF COMPUTER BATCH JAN 2017 TO JUNE 2017

S.No	STUDENT'S NAME
1.	Mewa ram
2.	Vijay kumar
3.	Rahul kumar
4.	Rahul kumar
5.	Amandeep
6.	Shailendra
7.	Devendar kumar
8.	Krishna
9.	Jitendar
10.	Vinod kumar
11.	Shatrudhan
12.	Kanchan nagar
13.	Ashwni kumar
14.	Ashwni
15.	Tarun
16.	Rakesh kumar Sharma
17.	Irfan
18.	Imran
19.	Rahul ramprasad
20.	Rakesh
21.	Ajay yadav
22.	Harender
23.	Yogener
24.	Yash
25.	Rahul singh
26.	Madina
27.	Deepa
28.	Kirti
29.	Neetu
30.	Kajal
31.	Menu

32.	Shobha
33.	Paras kumar
34.	Afsar khan
35.	Pushpa
36.	pooja kumari
37.	Roshan
38.	Kavin kumar
39.	Anjali
40.	Kanchan
41.	Ravish kumar
42.	Manish
43.	Ankit kumar
44.	Jitin
45.	Vicky kumar
46.	Sunny
47.	Jaswanti kaur
48.	Santosh kumar
49.	Satyam gupta
50.	Harender kumar Sharma
51.	Simran kaor
52.	Anisha
53.	Srishti jain
54.	Neha
55.	Tubassum
56.	Heena
57.	Jitender
58.	Sushita
59.	Kanchan
60.	Anjali
61.	Shalu
62.	Dolly
63.	Yogesh

64.	Arshad ansari
65.	Madhuri
66.	Anjali singh
67.	Sapna
68.	Manisha

69.	Himanshu
70.	Nirmala
71.	Sanam
72.	Manjeet singh

**LIST OF COMPUTER BATCH JUNE 2017 TO DECEMBER 2017**

S.No	STUDENT'S NAME
1.	Asha rani
2.	Priyanka
3.	Khushboo
4.	Chander prakash
5.	Himalaya
6.	Shubham joshi
7.	Ketan kumar
8.	Vinay bhatt
9.	Rajener kaur
10.	Deep kaur
11.	Annu
12.	Rakhi
13.	Arun kumar
14.	Kartikey Sahai
15.	Archana Rani
16.	Kalpna Bharti
17.	Rahul
18.	Rahul
19.	Chandan
20.	Pawan
21.	Meenakshi Narayan
22.	Saurabh
23.	Neetu
24.	Rajni
25.	Ajaz
26.	Sunil
27.	Abhishek
28.	Kiran
29.	Abhay Kumar
30.	Sunny

31.	Khushwant
32.	Shekhar
33.	Yash Kumar
34.	Ankit Kumar
35.	Arun Kumar
36.	Lovely
37.	Akash Kumar
38.	Laxmi
39.	Pinky
40.	Mohit Gautam
41.	Krishna
42.	Baby
43.	Parveen Singh
44.	Arjun Singh
45.	Baljeet Singh
46.	Gayatri
47.	Hemant Kumar
48.	Yogesh
49.	Sagar Kumar Pal
50.	Meena
51.	Himanshu
52.	Himanshu
53.	Kapil
54.	Bittu
55.	Md. Gurfan
56.	Harshit Gupta
57.	Nitishi
58.	Raja Rohit
59.	Himanshu
60.	Roopali

**LIST OF COMPUTER BATCH JAN 2018 TO JUNE 2018**

S.No	STUDENT'S NAME
1.	Shamim
2.	Faiz
3.	Mukul Dev
4.	Jitenter Kumar Gautam
5.	Rahul
6.	Atul
7.	Ruby Singh
8.	Shahina
9.	Faizan
10.	Aanchal Singh
11.	Arun Kumar
12.	Nisha Bhati
13.	Khush Ranjan
14.	Deepak Kumar Saini
15.	Rahul
16.	Madhu
17.	Jai Singh
18.	Darakhshan Perween
19.	Neelam Kumari
20.	Jooli
21.	Swati
22.	Manish Kumar

23.	Nikhil Kumar
24.	Luxmi
25.	Gaurav
26.	Aman
27.	Indra
28.	Anjali
29.	Komal
30.	Sakshi
31.	Shubham Gupta
32.	Sapna Singh
33.	Lakki
34.	Pooja
35.	Rinki
36.	Chetan
37.	Vipin Singh
38.	Mehul Kumar
39.	Pinki
40.	Yash
41.	Deepak
42.	Arti Maurya
43.	Rekha
44.	Kishan Kumar

**LIST OF VOCATIONAL COURSE (PHOTOGRAPHY)**

S.No	STUDENT'S NAME
1.	Nitishi
2.	Raja Rohit
3.	Pwan
4.	Meenakshi
5.	Yogesh
6.	Kapil
7.	Hemant
8.	Himanshu
9.	Rajender
10.	Kiran
11.	Rahul
12.	Himanshu
13.	Ketan
14.	Mamta

15.	Gulishta Khatoon
16.	Chanchal Kashyap
17.	Pankaj
18.	Madhuri
19.	Anchal
20.	Gaytri
21.	Urvashi
22.	Preeti
23.	Sangeeta
24.	Jyoti
25.	Poonam
26.	Anjali
27.	Simran
28.	Lalit Prjapati
29.	Ajay



### LIST OF VOCATIONAL COURSE (ELECTRICIAN)

S.No	STUDENT'S NAME
1.	Akash
2.	Sagar
3.	Vishal
4.	Md. Gurfan
5.	Vikas Kumar
6.	Sonu
7.	Dinesh
8.	Harish
9.	Karan
10.	Ankit

11.	Ravi
12.	Aman
13.	Ajay Kumar
14.	Md. Suhail Safi
15.	Nitesh
16.	Nitin Kumar
17.	Yogesh Gupta
18.	Dinesh Singh
19.	Deepak
20.	Sandeep
21.	Sumit
22.	Jitender

### LIFE SKILL WORKSHOP

DATE: 19<sup>th</sup> or 20<sup>th</sup> May 2017

S.No	NAME
1.	Nikhil
2.	Aman
3.	Pawan
4.	Deepak
5.	Priyanka
6.	Jyoti kiran
7.	Pinki
8.	Rinki
9.	Jyoti
10.	Sangeeta
11.	Sujata
12.	Urvashi
13.	Karishma
14.	Preeti
15.	Tanuja
16.	Sunil
17.	Nitin
18.	Vishnu
19.	Vicky
20.	Vijay
21.	Lucky Singh
22.	Aakash
23.	Dev
24.	Nisha

25.	Sulender
26.	Sanjana
27.	Nidhi
28.	Karan
29.	Jyoti
30.	Anjali
31.	Prachi
32.	Rani
33.	Roshini
34.	Priyanka
35.	Amrita
36.	Kaushal
37.	Priyanka
38.	Anil Kumar
39.	Ravi Kumar
40.	Aman kumar
41.	Priyanka
42.	Deepali
43.	Neha
44.	Md.Faiyaz
45.	Rekha
46.	Shweta
47.	Amita joshi
48.	Kamlesh Gaur

**LIFE SKILL WORKSHOP**DATE: 19<sup>th</sup> 20<sup>th</sup> August 2017

S.No	Name
1	Ankit Kumar
2	Ketan Kumar
3	Vinay Bhatt
4	Yogesh Naagar
5	Arun Kumar
6	Kapil Kumar
7	Ketan Kumar
8	Vinay Bhatt
9	Yogesh Naagar
10	Arun Kumar
11	Kapil Kumar
12	Ketan Kumar
13	Vinay Bhatt
14	Yogesh Naagar
15	Arun Kumar
16	Kapil Kumar
17	Ketan Kumar
18	Vinay Bhatt
19	Yogesh Naagar
20	Arun Kumar
21	Kapil Kumar
22	Jyoti
23	Sangeeta
24	Poonam
25	Urvashi
26	Preeti

27	Rinki
28	Mansi
29	Shweta
30	Kiran
31	Meenakshi Narayan
32	Khushboo
33	Nitishi
34	Raja Rohit
35	Himalaya
36	Chander Prakash
37	Pinky
38	Laxmi
39	Neha
40	Anjali
41	Ritu
42	Kavita
43	Archna
44	Anjali
45	Roshini
46	Krishna
47	Pawan
48	Rajender Kaur
49	Deep Kaur
50	Shrishti
51	Rahul
52	Preeti
53	Pooja

**LIFE SKILL WORKSHOP**DATE 23<sup>rd</sup> and 24<sup>th</sup> November 2017

S.No	NAME
1	Faiyaz
2	Prem
3	Anil Kumar
4	Sumit kumar
5	Rahul Kumar
6	Vicky
7	Vijay
8	Deepak
9	Shri Krishna
10	Deepak
11	Rohit Kumar

12	Vishnu
13	Aniket
14	Rahul
15	Aman
16	Sohit
17	Arun
18	Sarfaraz Ansari
19	Umesh
20	Sandeep Kumar
21	Arun Singh
22	Sunny Singh
23	Tarun Singh

24	Ashish
25	Pradeep
26	Sahil
27	Deepanshu
28	Sagar
29	Ravi Kumar
30	Ajay Kumar
31	Vikash Kumar
32	Dev Gupta
33	Chanchal
34	Ruchi
35	Riya
36	Shilpi
37	Laxmi
38	Sumitra
39	Hemlata
40	Archana
41	Rinki
42	Poonam
43	Sanjana
44	Pinki
45	Nisha

46	Kiran jha
47	Priyanka Kumari
48	Roshni Jha
49	Kasak
50	Sangeeta
51	Anjali
52	Bhoomi
53	Chavi
54	Komal Rawat
55	Nidhi
56	Sanjana
57	Hemlata
58	Jyoti
59	Amrita
60	Vishakha
61	Rupali
62	Jyoti
63	Nibha
64	Karishma
65	Sujata
66	Nikhil Kumar

### LIFE SKILL WORKSHOP

DATE 23<sup>rd</sup> and 24<sup>th</sup> November 2017

S.NO	NAME
1.	Rohit Kumar
2.	Rahul Yadav
3.	Vishnu
4.	Ajay Kumar
5.	Anil Kumar
6.	Vicky
7.	Dev Gupta
8.	Rohit Sha
9.	Aman
10.	Arun Singh
11.	Sandeep Kumar
12.	Shri Krishna
13.	Deepak
14.	Neetu
15.	Kiran Jha
16.	Amrita
17.	Jyoti
18.	Hariom

19.	Arachna
20.	Deepanshu
21.	Urvashi
22.	Tarun
23.	Roshni Jha
24.	Rakesh
25.	Rinki Kumari
26.	Sagar
27.	Preeti
28.	Rahul
29.	Nidhi
30.	Sanjana
31.	Vijay
32.	Sunil
33.	Nisha
34.	Anjali
35.	Jyoti
36.	Shanti



**Institute of Social Studies Trust (ISST)**

U.G. Floor, Core 6A, India Habitat Centre

Lodhi Road, New Delhi 110 003

Tel: +91-11-47 68 2222

ISST Saathi Centre  
Kalyapuri Police Station  
Delhi

[www.isstindia.org](http://www.isstindia.org)