



7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Provide web link to:

- Best practices in the Institutional website
- Any other relevant information

Annexure No.	Description	Page no./Links
7.2.1	Gamified Assessments for Enhanced Learning Engagement with Nukkad Natak	2-3
7.2.1	Empowering Communities through Holistic Development And Students Led Initiatives	4-6

Prof. (Dr.) Ashutosh Agarwal
Director & IQAC Chairperson

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Supporting Documents for 7.2.1: Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Title of the Practice: - Gamified Assessments for Enhanced Learning Engagement with Nukkad Natak

Objectives of the Practice

To transform traditional assessments into engaging and interactive experiences using gamification techniques and Nukkad Natak (street theatre), fostering creativity, critical thinking, practical application, and social awareness among students.

The Context

In today's fast-evolving economy, students must develop not only theoretical knowledge but also the ability to apply that knowledge practically. Traditional assessments and business idea presentations often fail to engage audiences or spark meaningful discussions. By leveraging Nukkad Natak, an accessible and culturally engaging medium, Trinity Institute aims to encourage students to present their business ideas in a creative and relatable way, fostering communication skills, creativity, and social responsibility.

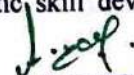
The Practice

At Trinity, we've integrated gamified assessments and Nukkad Natak performances to engage students in the entrepreneurial process in an interactive manner. The practice includes the following key elements:

1. Game-Based Quizzes

Gamification has revolutionized teaching pedagogy at Trinity Institute of Professional Studies, creating a dynamic and engaging learning environment across various departments. By incorporating game-based elements like leader boards, rewards, and interactive quizzes, students experience an enhanced level of participation and motivation. In the BBA department, gamified quizzes on marketing strategies and business simulations foster strategic thinking and teamwork. The BAJMC department integrates gamification through media-themed challenges, helping students master journalistic ethics, fact-checking, and storytelling in a fun, competitive manner. Similarly, the BALLB department uses gamified quizzes and role-playing activities to simulate courtroom scenarios, enhancing critical thinking and legal reasoning. The BCA department benefits from coding challenges, cyber security tasks, and AI problem-solving games, which promote innovation and practical application of knowledge. The B.Com department leverages gamification to simplify complex financial concepts, taxation rules, and market analysis through interactive activities that encourage analytical thinking. This gamified approach bridges theoretical learning with practical application, driving student engagement, collaboration, and holistic skill development across all disciplines.

2. Real-Time Problem-Solving Challenges


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Real-time problem-solving challenges are a cornerstone of innovative teaching pedagogy at Trinity Institute of Professional Studies, fostering critical thinking and practical application of knowledge across departments. In the BBA department, students tackle time-sensitive business scenarios, such as creating marketing strategies for hypothetical products or resolving HR crises, sharpening their analytical and decision-making skills. The BAJMC department presents real-world media challenges, like devising crisis communication strategies or curating content for breaking news, which enhance adaptability and creativity. BALLB students engage in simulated legal disputes, drafting arguments or resolving client cases under strict deadlines, refining their legal acumen and persuasive abilities. For the BCA department, coding hackathons and system debugging tasks in real-time develop technical proficiency and innovative problem-solving. The B.Com department uses live financial case studies, such as market trend analysis or taxation problem-solving, to instill a practical understanding of economic concepts. These challenges not only encourage a hands-on approach to learning but also nurture teamwork, adaptability, and the ability to perform under pressure, preparing students for the complexities of real-world professional environments.

3. Escape Room Challenges

Escape room challenges are a dynamic and engaging teaching method used across departments at Trinity Institute of Professional Studies, offering a unique, interactive approach to problem-solving. In the BBA department, escape room challenges are designed around business scenarios, where students must solve puzzles related to financial planning, marketing strategies, or organizational behavior to "escape." These tasks encourage students to apply their theoretical knowledge in a practical, time-sensitive setting, fostering teamwork and strategic thinking. In the BAJMC department, escape rooms are centered around media-related tasks, such as uncovering hidden facts in investigative journalism or creating a crisis communication plan under pressure. These activities develop quick thinking, collaboration, and real-time decision-making in the media field. For BALLB students, escape rooms simulate legal challenges, like solving intricate legal puzzles or deciphering case law, which sharpens their legal reasoning and research skills. The BCA department incorporates technical escape rooms, where students solve coding puzzles, debug software, or work through IT system failures, improving their technical problem-solving abilities. In the B.Com department, escape room challenges revolve around financial simulations, where students solve tax, audit, or market-related problems, enhancing their understanding of business and finance concepts. These challenges not only make learning more engaging but also develop crucial skills like critical thinking, creativity, teamwork, and time management, preparing students for complex problem-solving in their respective fields.

4. Nukkad Natak (Street Theater) for Business Ideas and Social Impact

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Nukkad Natak (Street Theater) at Trinity Institute of Professional Studies is a dynamic and captivating pedagogical approach that empowers students across departments to address complex problems in creative and compelling ways. In the BBA department, students take on the challenge of

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crafting intricate business strategies, demonstrating entrepreneurial skills, and highlighting the complexities of corporate social responsibility. Through the art of street theater, they transform these abstract concepts into engaging performances that captivate audiences while unraveling complex business scenarios. In BAJMC, students delve into the nuances of social issues, such as media ethics, public relations, or crisis communication, presenting these multifaceted topics in an accessible, thought-provoking manner. This theatrical format not only facilitates the communication of complex messages but also encourages students to think critically about the role of media in shaping public perception. BALLB students, meanwhile, use Nukkad Natak to tackle the complexities of legal issues such as human rights violations, gender justice, or environmental law, using drama to highlight societal challenges and propose solutions in an interactive, impactful manner. For BCA students, the integration of street theater allows them to engage audiences in technology-related discussions, simplifying the intricacies of cybersecurity, data privacy, and tech ethics. This not only makes these topics more understandable but also sparks conversation about the ethical implications of modern technologies. In the BCom department, students weave intricate narratives about financial literacy, market dynamics, and economic reforms, using the theatrical medium to break down the complexities of the financial world into relatable, engaging stories. This method of teaching doesn't just simplify the process of solving complex problems; it transforms students into dynamic storytellers, capable of conveying solutions in an impactful and accessible manner. By using Nukkad Natak, students not only hone their problem-solving and communication skills but also develop the ability to tackle multifaceted issues with creativity and critical thinking, all while engaging and inspiring their audiences.

Evidence of Success

- **Higher Engagement:** Students have shown increased enthusiasm, actively participating in gamified activities and Nukkad Natak performances, resulting in reduced anxiety during assessments.
- **Better Learning Outcomes:** Academic performance has improved, with students demonstrating a deeper understanding and better application of concepts through these interactive assessments.
- **Positive Feedback:** Both students and faculty have expressed that these innovative approaches to assessment are more enjoyable and effective compared to traditional methods.
- **Social Impact:** Nukkad Natak performances have sparked discussions on important social issues, contributing to heightened social awareness and community involvement.

Problems Encountered and Resources Required

- **Challenges:**
 - Faculty needed time and training to adapt to the new assessment methods.
 - Developing subject-specific content for gamified challenges and Nukkad Natak performances required creativity and collaboration.
- **Resources Required:**
 - Access to gamification platforms, and other digital assessment tools.
 - Space and props for escape room activities and Nukkad Natak performances.
 - Faculty development programs and workshops for training on gamification and performance-based assessments.


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Notes (Optional)

Institutions interested in adopting this practice can start with simpler gamified elements, such as quizzes, and progressively introduce more complex activities like escape rooms or Nukkad Natak performances. Regular student feedback is essential for improving and adapting these practices to student needs.

This initiative blends creativity with education, ensuring that students not only learn in an interactive and enjoyable way but also develop the practical skills necessary for success in real-world settings. By incorporating entrepreneurship, social responsibility, and community engagement, this practice prepares students for the challenges of the future.

Best Practice 2:

Title of the Practice: Empowering Communities through Holistic Development And Students Led Initiatives

Objectives of the Practice

To enhance community development by addressing societal challenges through student-led projects, fostering leadership, collaboration, and meaningful social impact.

The Context

Trinity Institute has established itself as a hub for impactful community engagement by identifying and addressing critical rural and urban societal needs. Through surveys conducted in five villages, students uncovered pressing issues such as healthcare gaps, agricultural inefficiencies, and the need for skill-building opportunities. Additionally, flagship projects like *Gyananda* (educational empowerment) and *Noor* (mental health awareness) exemplify the institute's commitment to fostering sustainable social progress. Collaboration with IIT Delhi, Unnat Bharat Abhiyan, and district-level programs through its NSS and Rotract Club has further enhanced the institute's ability to create holistic solutions while empowering students with leadership and organizational skills.

The Practice

The initiatives at Trinity Institute are a blend of rural and urban community engagement, targeting critical areas like health, agriculture, education, mental health, and cultural appreciation.

Survey and Needs Assessment

- Students conducted extensive surveys in five villages to identify issues such as healthcare gaps, agricultural inefficiencies, and vocational training needs.
- Findings shaped strategic project planning and collaboration with IIT Delhi and Unnat Bharat Abhiyan, securing ₹50,000 in funding.

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Collaborative Development and Flagship Projects

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1. Panchayat Meetings and Issue Resolution:

- Facilitated regular discussions with village panchayats, ensuring community participation and accountability.
- Addressed sensitive topics like hygiene, women's health, and water conservation through interactive sessions.

2. Health Initiatives:

- Conducted health camps, vaccination drives, and awareness campaigns on nutrition and hygiene.

3. Agriculture and Skill Development:

- Delivered workshops on sustainable farming and irrigation techniques.
- Organized vocational training programs in IT, tailoring, and small-scale entrepreneurship.

4. Educational and Mental Health Projects:

- *Gyananda*: Empowered underprivileged children through resources, workshops, and mentorship.
- *Noor*: Focused on mental health awareness via counseling, workshops, and campaigns.

5. Cultural Exchange and Community Participation:

- *Namaste Delhi*: Celebrated cultural heritage to promote unity and inclusivity.
- Contributions to district events, including RYLA (Rotary Youth Leadership Awards), where Trinity students held leadership roles.

6. Cleanliness and Data-Driven Solutions:

- Led cleanliness drives inspired by Swachh Bharat Abhiyan, promoting waste management practices.
- Analyzed data to identify actionable insights for sustainable rural development.

Evidence of Success

• Recognition:

- Won eight prestigious awards, including *Outstanding President*, *Outstanding Secretary*, *Best Community Project (Gyananda)*, and *Best Revived Club (2023-2024)*.

• Community Impact:

- Improved hygiene, healthcare access, agricultural productivity, and vocational opportunities in targeted villages and urban communities.

• Student Development:

- Enhanced leadership, organizational skills, and real-world problem-solving capabilities among students.

• Sustainable Partnerships:

- Secured ongoing collaborations with IIT Delhi, Unnat Bharat Abhiyan, and Rotary International for long-term impact.

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Problems Encountered and Resources Required

Challenges:

- Balancing academic commitments with extensive community work.
- Ensuring consistent funding and volunteer participation for long-term projects.

Resources Required:

- Financial support for project implementation and logistics.
- Expertise and mentorship from institutional and external partners.
- Materials for workshops, cleanliness drives, and training sessions.

Notes (Optional)

This practice demonstrates how Trinity Institute integrates community service with student development to create a replicable model for social impact. By fostering a culture of empathy, innovation, and leadership, these initiatives empower both students and communities, making Trinity a pioneer in holistic education and societal transformation.

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NUKKAD NATAK :
UNMASKING DIGITAL SCAMS
"HOGAYA HAI AISA BURA HAAL"

Introduction

In order to make class interactive and provide practical knowledge, a Nukkad Natak for the subject Corporate Governance, Ethics and Social Responsibility was organised by the subject coordinator, Dr. Neha Arora ma'am with the aim of providing an interactive example of ethics and their real life applications.

The natak shed light on the growing digital scams by illustrating few real life scenarios.

The nukkad natak was divided into three scenes, each depicting instances of scams that violated corporate and social ethics. The scenes explored themes of transparency, accountability, privacy, honesty, and responsibility, both in the corporate world and social interactions.

Scene 1: Corporate and Social Implications of Scams

The first scene focused on a phone call scam impersonating an electricity board representative. It highlighted the breach of privacy as personal information was exploited, and transparency was compromised by false claims.

Scene 2: Exploiting Vulnerability

The second scene delved into the emotional vulnerability of an individual facing financial challenges due to a scam related to his daughter's wedding. This depicted the unfair and dishonest tactics employed by scammers, violating both social and corporate ethics.

Scene 3: Donation Scam and Manipulation

The third scene portrayed a donation scam exploiting religious sentiments. It showcased the lack of transparency and accountability as the scammer disappeared after extracting money. The violation of privacy through the misuse of personal information emphasized the social consequences of such unethical practices.

Teacher's Insights

On the completion of natak by the participants, Neha mam appreciated the students for their active participation, while she also highlighted the importance of being aware from these increasing scams and to be alert about the negative effects of digitalization.

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Conclusion and Reflection:

The nukkad natak effectively conveyed the repercussions of unethical practices in both corporate and social contexts. It prompted the audience to reflect on the importance of transparency, accountability, privacy, honesty, and responsibility.

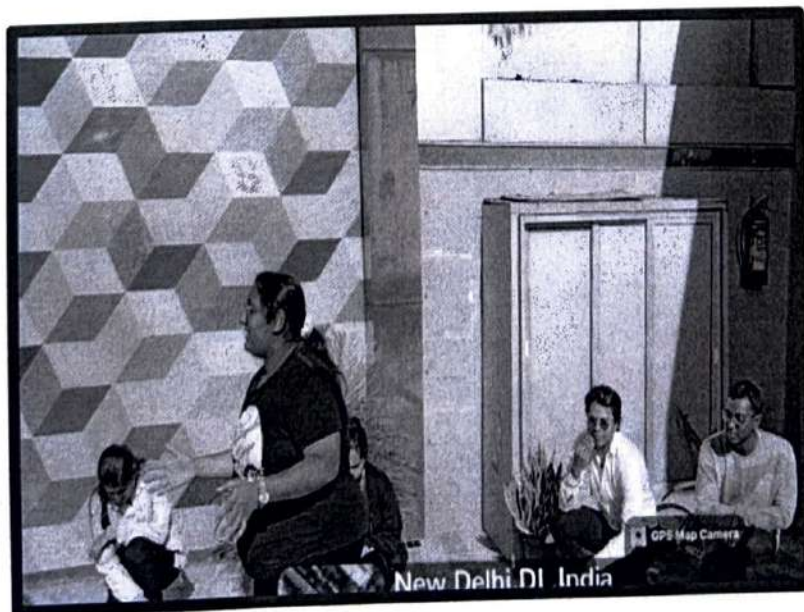
In conclusion, the nukkad natak effectively achieved its objective of educating the audience on the significance of corporate and social ethics. By blending entertainment with a powerful message, it engaged the audience and left a lasting impact, encouraging individuals to uphold ethical principles in their interactions and dealings.



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(Topic: Henry Fayol's Principles of Management)

1. To avoid wastage of time and resources while communicating in the formal chain, Fayol introduce the concept. What is it known as?
2. According to Fayol, Authority was a combination of Official power as well as ----- power?
3. The process of concentrating or dispersing authority as per Fayol's principles is called?
4. Understanding the relationship between human and material resources in achieving organizational goals is aided by the Principles of Management. Which element of the Management Principles is described in the above statement?
5. What is the main objective of Unity of Direction Principle?
6. Concentration of decision making authority according to Fayol's principles is known as?
7. Which of the following is true for the Process of Management?
 - a) It is evolutionary
 - b) It involves inventiveness
 - c) It follows a chronology
 - d) All of them
 - e) B and C only
8. Understanding the relationship between human and material resources in achieving organizational goals is aided by the Principles of Management. Which element of the Management Principles is described in the above statement?
9. If a manager is biased in dealing with people from different states, he is violating?
10. Any organization is supposed to have an invisible unbroken line of authority that extends from the topmost level of management to the bottom levels. What is it called?

Date	24th February 2023
Topic	Lex Theatre
Platform	Multimedia Hall

Insights > Leaderboard Quiz!

Score: 41/50

Score: 10/10

31

Participants

3.1

Average score

6/10

Highest score

1

Participants with highest score

Leaderboard

Participants	Score	Time taken
 1st Ash	6/10	59s
 2nd Shantini	5/10	1m 0s
 3rd Daisy	5/10	1m 2s
 4th Popcorn	5/10	1m 15s
 5th Aswin Anil	5/10	1m 30s
 6th Clara	4/10	56s

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Lex Theatram: where drama meets law....

Date	24th February 2024
Topic	Lex Theatram
Platform	Multi Purpose Hall

The Department of Legal Studies at Trinity Institute of Professional Studies orchestrated "Lex Theateram," an event where drama intersected with law. This platform showcased enactments of landmark legal cases through the lens of emotions, narration, and expressions presented by students from various batches of the law department. The event was graced by Dr. Ompal Shokeen, Learned Secretary SW-DLSA. The ceremonial lighting of the lamp marked the beginning of the event, seeking the blessings of Maa Saraswati. The honored guest, Dr. Ompal Shokeen, was felicitated by Director Dr. Ashutosh Aggarwal and Principal Law Dr. Shashi Bala.

The event featured four landmark cases presented on stage:

The Shattered Reflections:

Portrayed the trials of the Laxmi Aggarwal case, an acid attack survivor.

Justice Prevails:

Narrated how justice was eventually served in the Jessica Lal Murder case.

The Odyssey of Mistril:

Provided a firsthand narrative of Darbara Singh vs. State of Punjab, where an alleged criminal lost his identity, and the quest for justice began.

The Lethal Elixir:

Depicted the famous cyanide case where a common lady used cyanide to commit heinous crimes to fulfill her desires in God's own state.

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The performances were highly appreciated by the guest of the evening, and he expressed his impression of the unique theme and ideas presented.

Objectives of the Event:

Educational Outreach:

To educate students and the community about significant legal cases and their societal impact.

Experiential Learning:

To provide students with a practical and experiential understanding of legal cases through dramatic enactments.

Cultural Integration:

To integrate cultural and creative elements into legal education, making it more engaging and accessible.

Community Engagement:

To engage with the community, legal professionals, and experts, fostering connections and raising awareness of legal issues.

Inspiration and Empathy:

To inspire empathy and understanding by portraying the emotional aspects of legal cases, especially those involving victims.

Recognition of Legal Achievements:

To acknowledge and recognize the achievements and milestones in legal history, honoring those who have contributed to the pursuit of justice.

Networking Opportunities:

To provide networking opportunities for students with legal professionals, creating a bridge between academic learning and practical insights.

Overall, "Lex Theateram" aimed to create a platform that goes beyond traditional legal education, embracing creativity and emotions to enhance the learning experience for students and the community.

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Prof. (Dr) Shashi Bala

Principal Law



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Trial Proceedings under the Jessica Lal Murder Case

Date	22 nd February 2024
Topic	Trial Proceedings under the Jessica Lal Murder Case
Venue	Moot Court Room, TIPS, Dwarka

The organization of a skit on the Jessica Lal Murder Case by the Law Department of Trinity Institute of Professional Studies was successfully accomplished on 22nd February 2024. The criminal trial proceedings in the case of Manu Sharma v/s NCT of Delhi, popularly known as the Jessica Lal murder case, were portrayed, emphasizing intricate legal complexities. The aim was to enhance comprehension of these proceedings, elucidating the facts, contentions, and judgment of the case, while also highlighting the phenomenon of media trial in India.

The theatrical production was curated by the Department of Legal Studies at Trinity Institute of Professional Studies. A synopsis of the play includes a vivid portrayal of the circumstances surrounding Jessica Lal's murder, setting the stage for the ensuing legal drama. The audience was immersed in the tumultuous ambiance of the crime scene and subsequent investigative procedures through dramatic enactment and dialogue.

As the narrative progressed, the nuances of the criminal trial proceedings were intricately delved into. Spectators were provided with a firsthand experience of courtroom proceedings, including the presentation of evidence, witness testimonies, and the exchange of legal arguments between the prosecution and defense counsels. Critical junctures within the trial, such as the examination of pivotal witnesses and the introduction of forensic evidence, were underscored to highlight their relevance in the determination of guilt or innocence.

The play also addressed the pervasive influence of the media on public perception and trial dynamics. The portrayal of media personnel allowed the audience to witness the pursuit of sensationalist narratives and the potential ramifications on the trial's outcome. Ethical considerations surrounding media coverage and its impact on the administration of justice were thoughtfully explored.

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Key takeaways from the skit included a comprehensive understanding of trial dynamics by immersing spectators in the legal process. Audiences gained insight into the roles of judicial officers, legal representatives, and witnesses, as well as the burden of proof and evidentiary standards required for conviction. The depiction of legal arguments and counterarguments provided insight into the intricacies of the case, including the defense's endeavors to establish reasonable doubt and challenge the prosecution's case, alongside the prosecution's efforts to prove guilt beyond a reasonable doubt.

The portrayal of media dynamics underscored the pervasive influence of sensationalist reporting on trial proceedings and public perception, encouraging spectators to contemplate the ethical implications of media sensationalism and its potential to unduly influence juror opinions.

In conclusion, the theatrical representation of criminal trial proceedings in *Manu Sharma v/s NCT of Delhi* offered a compelling educational experience, enabling a deeper understanding of the case complexities and broader societal issues, including media trial dynamics. The play, by merging legal analysis with dramatic portrayal, fostered critical engagement and comprehension among both students and legal practitioners, serving as a valuable pedagogical tool.

The participation of the students of the Trinity Institute of Professional Studies was marked by great enthusiasm and active involvement in the event.

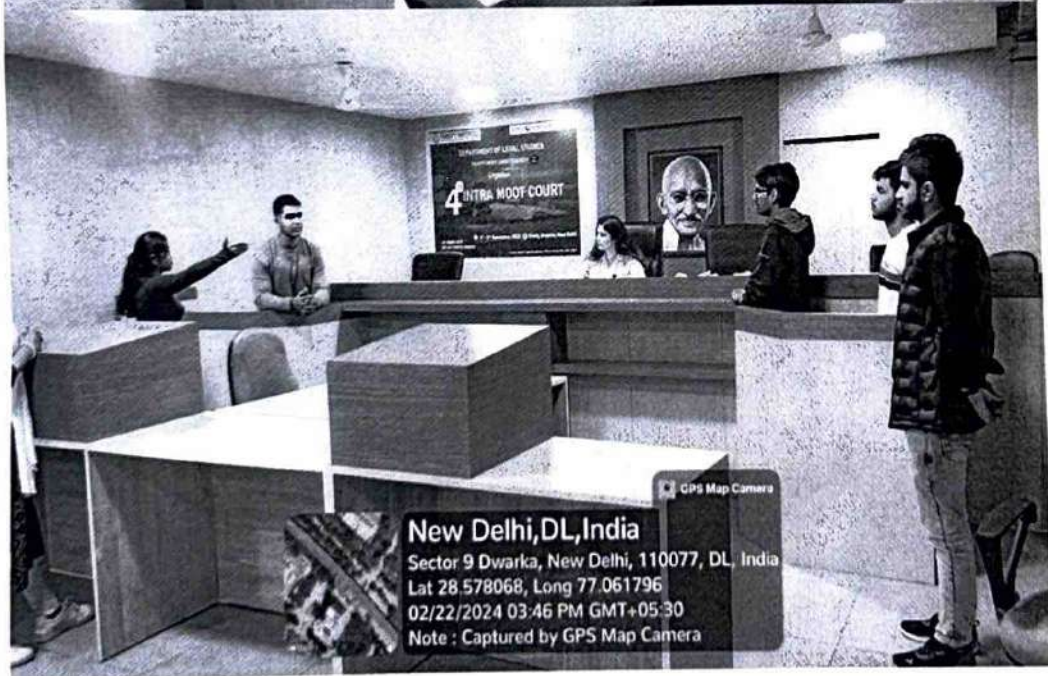
A handwritten signature in green ink, appearing to be 'J. Singh', is written above the title 'DIRECTOR'.

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Shashi Bala
DIRECTOR

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Prof.(Dr.) Shashi Bala

Principal Law



IFP

CERTIFICATE OF PARTICIPATION

This is to certify that Jatin Chaurasia from
Team 'Kahani Kaar' has successfully
participated in 50 Hour Filmmaking
Challenge and created the film 'Not
Qualified' in Amateur Filmmaking
Category at IFP Season 14



Ritam Bhatnagar

Festival Director



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**50 HOUR
FILM
MAKING
CHALLENGE**



Congratulations! Your Certificate for the 50 Hour Challenge at IFP Season 14 🐾
1 message**Certifier** <no-reply@certifier.io>
To: jatin.work.99@gmail.com

Fri, Nov 15, 2024 at 9:57 PM

**Congratulations on completing the 50
Hour Challenge at IFP Season 14!**

Your dedication and creative energy were truly inspiring, and we're thrilled to recognize your commitment to pushing boundaries in just 50 hours.

Please find your certificate attached as a testament to your hard work, passion, and achievement during this unforgettable challenge. We hope it serves as a lasting reminder of your journey and the incredible creativity you brought to the IFP community.

Kindly download and save your certificate before November 29th, 2024 before they expire.

Thank you for being part of this creative movement. Here's to many more inspired creations!

Warm regards,
IFP Team

[View Certificate](#)**DIRECTOR**

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Research Report on Planning and Execution of Eye Camp in Amber Hai Village *Conducted by: Students of Trinity Institute of Professional Studies, under Unnat Bharat Abhiyan*

1. Introduction

As part of the Unnat Bharat Abhiyan initiative, students of Trinity Institute of Professional Studies embarked on a community development project in Amber Hai village. This report documents the research conducted by students leading up to the planning and execution of an eye camp to address the prevalent health issues identified during a community survey. The focus of this report is on the research methodology, analysis of findings, and how these informed the planning and organization of the eye camp.

2. Objective of the Research

The primary objective of the research was to assess the health needs of the Amber Hai village community, particularly focusing on vision-related problems, and to develop a plan for organizing an effective eye camp. The research aimed to:

- Identify the major health concerns related to eye care in the village.
- Assess the accessibility of eye care services.
- Analyze the awareness levels about eye health among villagers.
- Design an intervention plan based on the research findings to organize a community-driven eye camp.

3. Research Methodology

To gain insights into the community's health issues, students employed a combination of primary and secondary research methods. The process included:

1. **Community Surveys:** A detailed survey was designed to gather first-hand information from the villagers. The survey focused on questions related to:
 - The general health status of the residents.
 - Prevalence of vision-related problems (such as cataracts, refractive errors, etc.).
 - Access to eye care services (both medical professionals and local healthcare facilities).
 - Awareness about the importance of regular eye check-ups.
2. **Focus Group Discussions (FGD):** Students conducted FGDs with local panchayat members, elderly villagers, and community leaders to gain deeper insights into the cultural attitudes towards health and eye care.
3. **Secondary Data Review:** Students reviewed health reports and studies from nearby government health centers and health organizations to understand broader trends in eye care issues affecting rural areas.
4. **Site Visits:** Students visited local healthcare facilities, neighboring villages, and community centers to understand existing medical infrastructure and assess the logistics required for organizing a health camp.

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4. Findings from the Research

The research yielded several key findings that informed the planning of the eye camp:

4.1 Vision-Related Health Issues

- A significant portion of the population, particularly the elderly, reported problems such as blurred vision, cataracts, and difficulty in seeing at night.
- Children were also found to have undiagnosed refractive errors, which could lead to long-term educational and social implications if not addressed.
- Many elderly individuals had never undergone an eye check-up, and most were unaware of available solutions for cataracts and refractive issues.

4.2 Limited Access to Eye Care Services

- The survey revealed that there was a scarcity of eye care professionals in Amber Hai and nearby villages. The nearest eye care facility was located about 30 kilometers away, which posed a challenge for the elderly and low-income residents to access medical attention.
- Many villagers also reported financial constraints that prevented them from seeking professional help for eye conditions.

4.3 Awareness Gaps

- A significant lack of awareness was found regarding the importance of regular eye check-ups. Many villagers were unaware of preventable eye conditions and their long-term impact.
- There was a general misconception that only severe conditions, like blindness, required medical attention, whereas common issues like refractive errors were often neglected.

4.4 Interest in an Eye Camp

- When asked about the willingness to participate in an eye care camp, over 70% of the respondents expressed interest, indicating a strong community need for such services.

5. Design of the Eye Camp Based on Research Findings

Based on the findings of the survey and focus group discussions, the students designed an eye camp aimed at addressing the immediate needs of the community. The planning focused on the following:

5.1 Camp Logistics and Planning

- **Location Selection:** The camp was held at the chaupal in Amber Hai, on 31st March 2024 a centrally located space accessible to the majority of the villagers.
- **Dates and Duration:** The eye camp was scheduled for a full day, with provisions for follow-up visits to ensure that the villagers received the necessary care.
- **Team Coordination:** The students coordinated with local healthcare professionals, including ophthalmologists, optometrists, and health workers from nearby health centers.

5.2 Services Provided

- **Free Eye Check-ups:** The camp offered comprehensive eye exams to all villagers, particularly focusing on common conditions like cataracts and refractive errors.

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- **Eyeglass Distribution:** Free eyeglasses were provided to villagers diagnosed with refractive errors. Prescription glasses were distributed to those who needed them.
- **Cataract Awareness and Referral Services:** For villagers with cataracts or more severe conditions, the team provided information about possible treatments and referrals to specialized clinics.

5.3 Community Engagement and Education

- **Health Awareness Sessions:** The students conducted short sessions to educate the villagers about the importance of eye health, preventive measures, and the significance of regular eye check-ups. These sessions were integrated into the camp to ensure awareness was raised alongside the medical interventions.

6. Implementation and Execution

The students worked on every aspect of the eye camp, from organizing transport for villagers to ensuring all necessary equipment and supplies were available. The camp ran smoothly with over 200 villagers receiving free eye care services.

The students were involved in:

- **Registration and Setup:** Managing participant registrations, ensuring smooth flow of activities.
- **Patient Assistance:** Guiding patients to the correct stations, helping them with forms and procedures.
- **Post-Camp Care:** Ensuring follow-up for those needing further treatment, especially for cataract surgeries.

7. Impact and Outcomes of the Eye Camp

The eye camp was a resounding success, addressing a critical community need. Key outcomes included:

- **Over 200 Villagers Served:** The eye camp served more than 200 villagers, providing them with essential eye care services and resources.
- **Increased Awareness:** The awareness sessions ensured that villagers understood the importance of eye health, encouraging regular check-ups and preventive care.
- **Long-Term Benefits:** The distribution of eyeglasses and the referral process for cataract surgeries are expected to result in long-term improvements in the villagers' quality of life.
- **Community Empowerment:** Through their involvement in this project, the students not only helped the community but also learned valuable skills in leadership, teamwork, and project management.

8. Conclusion

The research and planning conducted by the students highlighted the importance of identifying community needs and taking proactive steps to address them. Through their detailed survey and analysis, the students recognized the health challenges faced by the Amber Hai village and organized a successful eye camp to mitigate these issues. This project exemplifies how student-led initiatives, driven by research and community collaboration, can make a significant impact on rural health care and foster long-term social development.

By successfully executing this initiative, the students have not only contributed to improving the health of the village but also enhanced their own leadership, problem-solving, and organizational skills. This project is a prime example of how students, when given the opportunity and resources, can make a meaningful contribution to their communities.

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Survey Questionnaire for Eye Care Assessment in Amber Hai Village

Conducted by: Students of Trinity Institute of Professional Studies, under Unnat Bharat Abhiyan

Purpose of Survey:

To assess the vision-related health issues, accessibility to eye care services, and awareness of eye health in Amber Hai village, with the goal of planning and organizing an eye camp to address these concerns.

1. Basic Demographics:

- **Name:** _____
- **Age:** _____
- **Gender:**
 - ☐ Male
 - ☐ Female
 - ☐ Other: _____
- **Occupation:**
 - ☐ Farmer
 - ☐ Housewife
 - ☐ Student
 - ☐ Laborer
 - ☐ Other: _____
- **Family Size (Number of people in your household):**
 - ☐ 1-3
 - ☐ 4-6
 - ☐ 7-10
 - ☐ 11+

2. General Health Status:

- **Do you have any ongoing health problems?**
 - ☐ Yes
 - ☐ No
 - If yes, please specify: _____
- **Do you have any chronic health conditions?**
 - ☐ Yes
 - ☐ No
 - If yes, please specify: _____
- **Are you currently taking any medication for health problems?**
 - ☐ Yes
 - ☐ No
 - If yes, please specify the type of medication: _____
- **Do you have any disabilities?**
 - ☐ Yes
 - ☐ No
 - If yes, please specify: _____


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3. Vision-Related Health Problems:

- **Do you have any issues with your eyesight?**
 - ☐ Yes
 - ☐ No
 - If yes, what kind of issues are you facing? (Please select all that apply)
 - ☐ Blurred vision
 - ☐ Difficulty reading or seeing objects up close
 - ☐ Difficulty seeing at night
 - ☐ Red or itchy eyes
 - ☐ Pain or discomfort in the eyes
 - ☐ Sensitivity to light
 - ☐ Other: _____
- **Have you experienced any of the following vision problems for more than six months?**
 - ☐ Yes
 - ☐ No
 - If yes, describe: _____
- **When was the last time you had your eyes checked by a doctor?**
 - ☐ Less than 6 months ago
 - ☐ 6 months - 1 year ago
 - ☐ 1-2 years ago
 - ☐ More than 2 years ago
 - ☐ Never
- **Do you wear glasses or contact lenses?**
 - ☐ Yes
 - ☐ No
 - If yes, are they prescription glasses?
 - ☐ Yes
 - ☐ No
 - If no, would you be interested in receiving free eyeglasses?
 - ☐ Yes
 - ☐ No

4. Accessibility to Eye Care Services:

- **Is there an eye care clinic near your home?**
 - ☐ Yes
 - ☐ No
- **How far is the nearest eye care facility from your home?**
 - ☐ Less than 5 km
 - ☐ 5 - 10 km
 - ☐ 10 - 20 km
 - ☐ More than 20 km
- **Have you ever visited an eye care facility for a check-up?**
 - ☐ Yes
 - ☐ No
 - If no, what prevented you from visiting?
 - ☐ No eye care facility nearby


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- ☐ Lack of transportation
- ☐ Financial constraints
- ☐ Lack of awareness about the need
- ☐ Other: _____

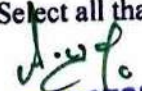
- **Do you know where the nearest hospital or clinic for eye care is located?**
 - ☐ Yes
 - ☐ No
- **How would you describe the cost of eye care services?**
 - ☐ Affordable
 - ☐ Expensive
 - ☐ Very Expensive
 - ☐ I don't know

5. Awareness about Eye Health:

- **Are you aware of common eye problems like cataracts, refractive errors, and glaucoma?**
 - ☐ Yes
 - ☐ No
 - If yes, which conditions do you know about? (Select all that apply)
 - ☐ Cataracts
 - ☐ Refractive errors (near-sightedness, far-sightedness)
 - ☐ Glaucoma
 - ☐ Macular degeneration
 - ☐ Other: _____
- **Are you aware of the importance of regular eye check-ups for maintaining eye health?**
 - ☐ Yes
 - ☐ No
- **Do you believe that most eye problems can be prevented or treated if detected early?**
 - ☐ Yes
 - ☐ No
 - ☐ Not Sure
- **Have you ever heard of cataract surgery or treatments for refractive errors?**
 - ☐ Yes
 - ☐ No

6. Interest in Eye Camp:

- **Would you be interested in participating in an eye care camp in your village?**
 - ☐ Yes
 - ☐ No
- **What services would you be most interested in during the eye camp? (Select all that apply)**
 - ☐ Free eye check-up
 - ☐ Eyeglasses (prescription)
 - ☐ Cataract screening and awareness
 - ☐ Free medication for eye problems
 - ☐ Eye surgery or treatments


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- ☐ Health education on eye care
- ☐ Other: _____
- **How many family members are you willing to bring to the eye camp?**
 - ☐ 1
 - ☐ 2
 - ☐ 3
 - ☐ 4+
- **Would you be willing to attend an awareness session about eye health during the camp?**
 - ☐ Yes
 - ☐ No

7. Final Thoughts and Suggestions:

- **What do you think is the most important eye health issue in your village?**

- **Do you have any suggestions for organizing the eye camp in a way that would be most helpful to the community?**

- **Would you like to receive information about the eye camp before it takes place?**
 - ☐ Yes
 - ☐ No

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Trinity Institute of Professional Studies(2023-24)

Receipt Voucher

No. 545 Dated 3-Dec-23

Particulars	Amount
Account : Misc Income	50,000.00

Through :
Kank Mahendra Bank - 609010057808

On Account of :
NACHDB03122300729567, received from IIT Delhi for
Unnat Bharat Abhiyan for Project to adopt 5 villages in
delhi for social work

Bank Transaction Details:
Misc Income 3-Dec-23 50,000.00
Cheque/DD

Amount (in words) :
Fifty Thousand INR Only

50,000.00 ₹

Authorised Signatory

Prepared by Checked by Verified by

A Grant of 50000 received by IIT Delhi under Unnat Bharat Abhiyan

[Signature]
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विकसित भारत
अभियान



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-: सौजन्यकर्ता :-

राष्ट्रीय सेवा योजना

ट्रिनिटी इंस्टीट्यूट ऑफ प्रोफेशनल स्टडीज

सेक्टर 9, द्वारका, दिल्ली 110075



-: आयोजक :-
तारा संस्थान, उदयपुर (राज.)

दिनांक एवं समय : रविवार, 31 मार्च, 2024 प्रातः 10.00 बजे से 2.00 बजे तक
शिविर स्थल : चौपाल, शिव मन्दिर के सामने, गाँव अम्बराही, सेक्टर 19 द्वारका, दिल्ली

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