

# The SDG Accord

*The University and College Sector's Collective Response to the Global Goals*

## Clean and Green Village Campaign – A Sustainability Learning Initiative



**SRM TRP**  
**ENGINEERING COLLEGE**  
Affiliated to ANNA UNIVERSITY  
**TIRUCHIRAPPALLI**

### SDG focus

- ☒ Goal 3 - Good health and wellbeing
- ☒ Goal 6 - Clean water and sanitation
- ☒ Goal 11 - Sustainable cities and communities

### What did you do?

As part of the Unnat Bharat Abhiyan (UBA), SRM TRP Engineering College launched the Clean and Green Village Campaign in five adopted rural villages. This initiative integrates sustainability into learning and teaching by involving students and faculty in real-world rural development activities. Through village surveys, Grama Sabha meetings, and awareness programs on waste management and organic farming, the campaign promotes environmental consciousness and community participation. Engineering students apply classroom knowledge to solve rural sanitation and sustainability challenges, aligning with SDG goals such as clean water, good health, sustainable communities, and climate action. The initiative also nurtures leadership, empathy, and civic responsibility among students, contributing to holistic education and impactful community transformation.

## What were the benefits and outcomes?

The Clean and Green Village Campaign yielded tangible educational, environmental, and social benefits for students, staff, and the rural community:

### 1. For Students:

- Over 150 students from engineering and science disciplines actively participated.
- Students reported enhanced practical understanding of sustainable technologies and problem-solving skills.
- "Interacting with the villagers helped me see the real impact of clean water and sanitation beyond textbooks," said R. Swetha, Final Year Civil Engineering student.

### 2. For Faculty and Staff:

- Faculty engaged in field-based teaching, linking curriculum with grassroots sustainability challenges.
- Improved inter-departmental collaboration for planning and implementation.

### 3. For the Community:

- Conducted 10+ awareness sessions on solid waste segregation, water conservation, and tree planting.
- Planted 500+ saplings, creating shaded and cleaner common areas.
- Villagers adopted eco-friendly practices in waste disposal and kitchen gardening.
- A village panchayat member shared: "This campaign brought students and villagers together. The youth explained things in simple terms, and we followed."



**Image:** Village survey done at Thathamangalam & Rajampalayam



**Image:** Event for organic farming to the nearby village



**Image:** Tree plantation at the nearby village by Students and Faculty



**Image:** Grama Sabha meeting at Rajampalayam



**Image:** Grama Sabha meeting at Gunaseelam





**Image:** Clean and green village campaign at the village 'Gunaseelam'

Overall, the campaign fostered environmental stewardship, academic enrichment, and community resilience, aligning strongly with SDGs 3, 6, 11, 13, and 15.

### **What barriers or challenges did you encounter in embedding sustainability into your learning and teaching practice and how did you overcome them?**

#### **1. Initial Lack of Awareness and Engagement:**

At the outset, both students and faculty had limited understanding of how sustainability connects to their academic disciplines. To address this, we conducted awareness sessions, interdisciplinary workshops, and integrated SDG-related examples into classroom teaching.

#### **2. Limited Real-World Exposure:**

Students found it difficult to relate theoretical sustainability concepts to practical applications. The solution was to implement field-based learning through initiatives like the *Clean and Green Village Campaign*, which provided hands-on experience.

#### **3. Curriculum Constraints:**

Rigid syllabi made it challenging to include new sustainability-focused content. To overcome this, we used co-curricular activities, value-added courses, and project-based learning aligned with sustainability themes.

#### 4. Resistance to Change:

Some faculty were hesitant to modify traditional teaching methods. This was mitigated through faculty development programs and peer mentoring to build confidence in using sustainability-driven pedagogy.

These efforts have led to greater integration of sustainability in our teaching practices across departments.

### **What are your conclusions and recommendations for others?**

Embedding sustainability in learning and teaching has proven to be both impactful and transformative. Our experience with initiatives like the *Clean and Green Village Campaign* demonstrates that real-world engagement enhances student learning, builds civic responsibility, and creates positive social and environmental outcomes.

#### Conclusions:

- Sustainability education is most effective when experiential — students learn better by doing, especially when their work benefits the community.
- Interdisciplinary collaboration among faculty and students enriches outcomes and fosters a culture of shared responsibility.
- Community-based projects not only serve pedagogical goals but also strengthen institutional visibility and relevance.

#### Recommendations:

1. Start small – pilot sustainability activities aligned with the curriculum before scaling up.
2. Engage local communities – they provide real-world challenges and serve as active partners in learning.
3. Train faculty continuously – build their confidence in integrating SDG themes into existing subjects.
4. Leverage national missions and frameworks (like Unnat Bharat Abhiyan) to institutionalize efforts.

Sustainability in education is not an add-on — it's a mindset shift that empowers both learners and educators to become agents of change.

### **Web link to further information**

<https://trp.srmtrichy.edu.in/activities-campus-life/>