Outreach Educational Activities for the Wider Community AT SRM University-AP

SRM University-AP is committed to conducting outreach educational activities for the wider community. Its departments and the Directorate of Student Affairs take learning and awareness beyond the campus, to school children and teachers, farmers, low-income urban residents and local communities. In 2025 the University ran **12 outreach activities** with **1,142 participants** recorded. They include child-safety and wellness programmes in government schools, water and sanitation awareness in a local school, and student-led field projects with farmers and low-income residents.

2. List of outreach activities

No.	Activity	Organiser	SDGs	Date	Participants
1	UPI: A Digital Infrastructure Catalyst	Department of Management	8, 9	10-09-2025	126
2	MindSpire – Mindful Living and Consuming	Department of Management	3, 12	29-09-2025	20
3	Back to Roots	Department of Management	8, 12	08-09-2025	100
4	Seats for Sustainability	Department of Management	13	22-09-2025 to 29-09-2025 (8 days)	30
5	Fruitful Waste: A Sustainable Approach to Dragon Fruit Surplus	Department of Management	8, 12	29-09-2025	212
6	Clean Water and Sanitation	Department of Management	6	15-09-2025	108
7	Zero Plastic	Department of Management	13	22-09-2025	106
8	Agri-Link: Connecting Farmers and Markets	Department of Management	2, 8, 9, 12	20-09-2025	100

No.	Activity	Organiser	SDGs	Date	Participants
9	Enhancing Urban Poor through Financial Inclusion	Department of Management	1, 8	05-09-2025	100
10	Beyond the Fabric: Weaving Sustainability into the Handloom Industry	Department of Management	12	09-09-2025	101
11	Good Touch and Bad Touch Child Safety Awareness Programme	Department of CSE	16, 3, 4	20-11-2025	59
12	ZPH School (Govt School, Nidamarru) – Wellness Outreach	Directorate of Student Affairs	4, 3	04-04-2025	80

3. Outreach to schools

Activity 11: Good Touch and Bad Touch child safety programme (20 November 2025)

The Directorate of Student Affairs took this programme to MPPS School, a government school for classes 1 to 5. It was led by the University Counsellor, Ms Alekhya Sankara, a trained psychologist with experience of awareness programmes for school children. Through storytelling, examples and open discussion, it taught young children about personal safety, body boundaries and appropriate and inappropriate touch, and how to say "no" and report uncomfortable experiences to a trusted adult. About 150 students from classes 1 to 5 took part. The children understood the difference between good and bad touch, many answered questions confidently, and teachers appreciated the early-age awareness.



Figure 1. Good Touch and Bad Touch child safety programme: session with school staff and children (20 November 2025).



Figure 2. Children and teachers after the Good Touch and Bad Touch programme (20 November 2025).

Activity 12: Wellness outreach at ZPH School, Nidamarru (4 April 2025)

University counsellors Ms Alekhya Sankara and Mr Joel Gibbs held a two-hour workshop (11:00 am to 1:00 pm) at the ZPH School (a government school) in Nidamarru, with 80 external participants, on time management and study preparation. The workshop helped 9th-grade students who are moving to the 10th grade to manage their time, using the Pomodoro Technique of focused study intervals followed by breaks. It also discussed common distractions, such as mobile phones and household duties. Teachers reported that the students were more motivated and hopeful afterwards. The recommended follow-up actions are regular follow-up sessions, awareness sessions for parents, and peer study groups.



Figure 3. Wellness outreach workshop at ZPH School, Nidamarru (4 April 2025).

Activity 6: Clean water and sanitation awareness at Sri Vidyalaya EM High School

Student teams surveyed 108 community members and students on awareness of, access to and problems with clean water and sanitation, and then held awareness sessions on safe water storage, regular handwashing and proper sanitation, with question-and-answer sessions to clear up misconceptions. Students at the school took a pledge at the awareness activity. Participants reported a better understanding of safe water storage and the importance of handwashing, and more discussion of safe drinking water and waste disposal. The team recommended rainwater harvesting, waste segregation and composting, regular cleanliness drives, local groups to monitor water quality, and partnerships with local bodies and NGOs for continued water, sanitation and hygiene support.



Figure 4. Awareness activity on clean water and sanitation at Sri Vidyalaya EM High School.



Figure 5. Students at Sri Vidyalaya EM High School.

4. Outreach to farmers and low-income communities

Activity 5: Fruitful Waste, dragon fruit surplus (29 September 2025)

Students worked with 102 farmers and 110 consumers through surveys, interviews and field observations on how cracked, overripe or unsold dragon fruit is wasted. They proposed value-added products such as jam, juice, powder and cosmetic extracts, to cut post-harvest waste and raise farmers' incomes. The farmer survey showed that awareness of sustainable alternatives and processing is limited.

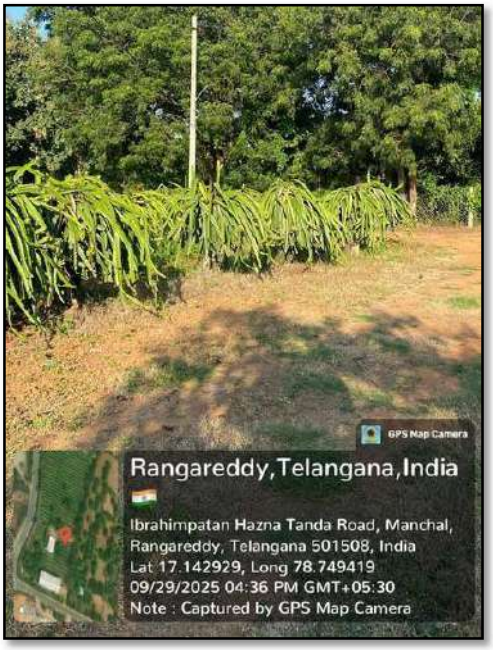


Figure 6. Dragon fruit farm visited for the Fruitful Waste project.

Activity 8: Agri-Link, connecting farmers and markets (20 September 2025)

Students made a field visit and held interactions with farmers to study how smallholders reach markets and the part played by middlemen in pricing. The project gave them exposure to agricultural supply chains and raised awareness of organic farming and sustainable production. They proposed a digital platform, "Agri-Link", to connect farmers directly with markets. Its future scope includes a mobile app, partnerships with government agencies and cooperatives, and digital-literacy awareness programmes for farmers.



Figure 7. Field visit and interactions with farmers for the Agri-Link project.



Figure 8. A student speaking with a farmer during the Agri-Link field visit.

Activity 9: Enhancing urban poor through financial inclusion (5 September 2025)

Students made field visits to low-income urban areas and collected responses from 100 people through questionnaires and one-on-one interviews on their financial practices. The study found that 49% had bank accounts but few used them regularly, 44% had no savings, and education was clearly linked with financial inclusion. It concluded that banking access should be combined with awareness, literacy and skill

development, and that government, NGOs and communities should work together to promote small savings schemes.



Figure 9. Field survey for the financial inclusion project (5 September 2025).



Figure 10. Field survey for the financial inclusion project (5 September 2025).

5. Student-led awareness projects

Activity 7: Zero Plastic (22 September 2025)

Students surveyed about 100 respondents on how they use single-use plastic on campus, how often they use a refillable bottle, what stops them from using reusables and what incentive would help them switch. They then ran an awareness campaign through digital and direct channels. The team recommended embedding plastic reduction in campus culture and partnering with local authorities and NGOs to expand infrastructure and policy support.



Figure 11. Zero Plastic awareness campaign team (18 September 2025).



Figure 12. Zero Plastic campaign: students with the awareness poster.

Activity 4: Seats for Sustainability (22–29 September 2025)

This project under SDG 13 set out to cut the carbon emissions from daily campus travel. Students ran a baseline survey on travel habits, an awareness campaign with posters, classroom visits and social media, and a WhatsApp-based Carpool Buddy System that matched students by route and schedule and thanked early adopters as "Green Commuters". The survey found that around 38% of students are ready to carpool regularly and nearly 45% are open to it if it is convenient. The recommendation is to expand the system into a campus-wide programme or app.



Figure 13. Seats for Sustainability: project objectives.

Activity 2: MindSpire, mindful living and consuming (29 September 2025)

The project linked mental well-being with sustainable habits (SDG 3 and 12). Students built the MindSpire website with simple tips on mindful living and consuming, and surveyed respondents on stress levels and consumption habits. They then interviewed 20 people who explored the website, to find out how it affected their awareness and practices and simplified the navigation menu and added short motivational quotes in response.

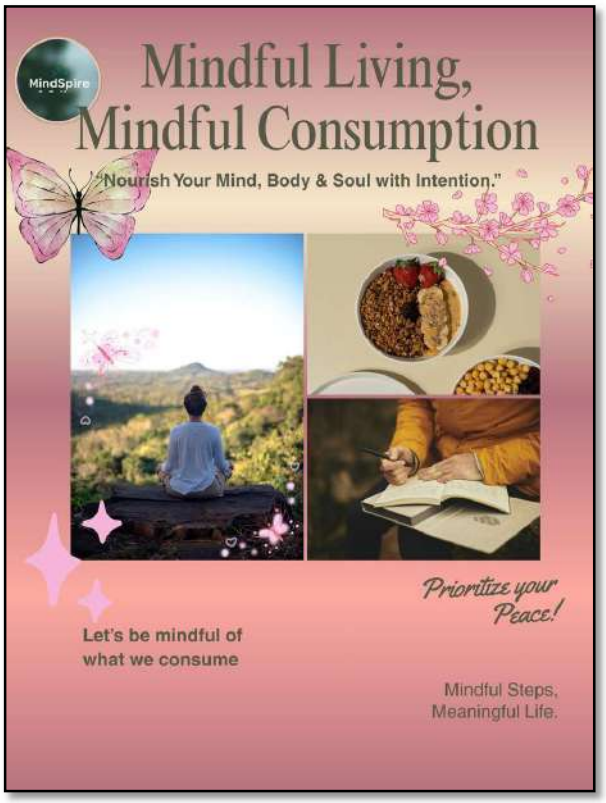


Figure 14. MindSpire project poster.



Figure 15. MindSpire project poster: Mindful Living, Mindful Consuming.

Activity 3: Back to Roots, sustainable hydration with clay bottles (8 September 2025)

The project aimed to replace plastic and metal water bottles with clay bottles (SDG 8 and 12). Students surveyed mainly students aged 18 to 24 on demand and purchase drivers, studied the market and competitors, and gathered cost data from local potters in Guntur. The findings confirmed a clear market demand among students for sustainable alternatives such as clay bottles, and the project supports the livelihoods of local artisans.

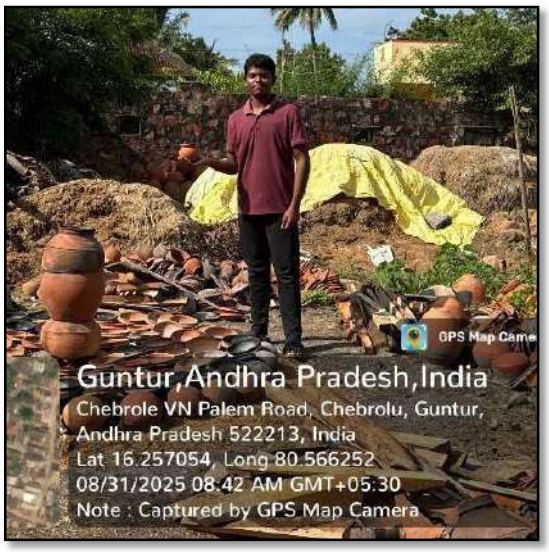


Figure 16. Local potter's workshop visited for the Back to Roots project (31 August 2025).



Figure 17. Students with local potters during the Back to Roots project (31 August 2025).

Activity 1: UPI, a digital infrastructure catalyst (10 September 2025)

Students assessed how UPI and digital banking support SDG 8 (Decent Work and Economic Growth) and SDG 9 (Industry, Innovation and Infrastructure), using secondary data and a primary survey to test how people see UPI's role in financial inclusion and a cashless economy. They presented the results with posters and set out policy recommendations.

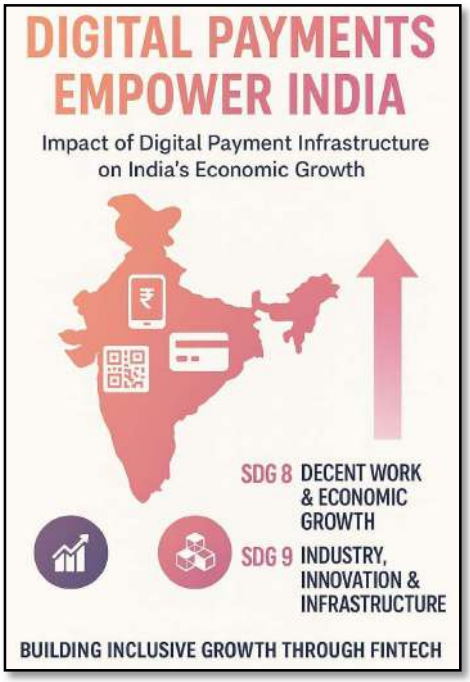


Figure 18. Poster: Digital Payments Empower India.



Figure 19. Poster: Digital Payments Powering India's Inclusive and Innovative Economy.

Activity 10: Beyond the Fabric, weaving sustainability into the handloom industry (9 September 2025)

Students studied the handloom value chain, including weavers, retailers, middlemen and consumers, and surveyed consumers on their interest in handloom products. They proposed solutions such as expanding into handloom menswear (shirts, kurtas and dhotis) to help weavers reach new markets.



Figure 20. Student team for the Beyond the Fabric project.

6. Conclusion

Through these 12 activities in 2025, SRM University-AP took education beyond its campus to school children and teachers, farmers and low-income urban residents, on child safety, wellness and study skills, water and sanitation, plastic, farming and financial inclusion. They are dedicated outreach activities run by the University's departments and its Directorate of Student Affairs.