

A Study on Promoting Sustainable Development Goals (SDG) via Unnat Bharat Abhiyan (UBA), with Particular Emphasis on Chennai's Sri Sai Ram Institute of Technology and its Engagement with Sethupattu Village in Kancheepuram District.

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Abstract: *This study examines the promotion of Sustainable Development Goals (SDGs) through the Unnat Bharat Abhiyan (UBA) program, specifically focusing on the initiatives undertaken by Sri Sai Ram Institute of Technology, Chennai, in Sethupattu Village, Kancheepuram District. The research explores how a higher educational institution contributes to rural development by addressing local challenges in areas such as health, identification, and disaster preparedness, aligning with global sustainability targets. It details the nature of community engagement, including free medical camps, eye care services, PAN and Aadhaar card drives, and disaster management training for Self-Help Groups (SHGs) and students. The study aims to provide insights into the practical implications and effectiveness of UBA in translating global SDGs into tangible local impacts, offering a real-world case study of academic-community collaboration.*

Keywords: Sustainable Development Goals (SDGs), Unnat Bharat Abhiyan (UBA), Rural Development, Community Engagement, Health & Wellbeing, Digital Inclusion, Disaster Management

I. INTRODUCTION

In the 21st century, everyone needs to focus on sustainable development. In 2015, all UN member states agreed to the Sustainable Development Goals (SDGs). These goals will make the world more equitable, richer, and better for the environment by 2030. These 17 goals are all related and deal with a lot of global problems, such as ending hunger and poverty, ensuring sure everyone has access to good education, promoting gender equality, supporting renewable energy, and fighting climate change. India is a very important part of the global endeavour to reach the SDGs since it has a lot of people and a wide range of social and economic conditions. India knows that progress at the national and global levels depends on sustainable development at the local level.

In 2014, the Government of India started Unnat Bharat Abhiyan (UBA) to speed up development in rural areas and close the big gaps between urban and rural communities. UBA is a visionary program that seeks to leverage the intellectual and technological resources of Higher Educational Institutions (HEIs) to bring about transformational change in rural communities. By fostering a symbiotic relationship between academia and villages, UBA aims to



identify local challenges, develop appropriate and sustainable solutions, and facilitate the effective implementation of government schemes, thereby contributing directly to the achievement of various SDGs.

This study focuses on understanding the practical implications and effectiveness of UBA in promoting the Sustainable Development Goals, with a specific emphasis on the initiatives undertaken by **Sri Sai Ram Institute of Technology, Chennai**, and its engagement with **Sethupattu Village in Kancheepuram District, Tamil Nadu**. As a participating institution in UBA, Sri Sai Ram Institute of Technology has been actively involved in community outreach and development projects in its adopted villages.⁸ By examining their interventions in Sethupattu Village, this research aims to provide insights into how a technical educational institution contributes to real-world sustainable development challenges. This investigation will delve into the specific SDGs addressed through their projects, the methodologies employed for community engagement, and the discernible impact on the livelihoods and well-being of the villagers. The findings are expected to contribute to the broader discourse on the role of HEIs in national development and offer valuable lessons for enhancing the efficacy of community-based sustainable development initiatives.

Research Methodology

The study's range

This study's purpose is to present a complete picture of how the Unnat Bharat Abhiyan (UBA) initiative is helping to achieve the Sustainable Development Goals (SDGs). It will focus on the work done by the Sri Sai Ram Institute of Technology in Sethupattu Village, Kancheepuram District. The study will find and group the specific SDGs that the institution's UBA programs are trying to achieve. These include things like ending poverty, improving health, education, water and sanitation, and energy. It will go into detail about the kinds of community engagement activities and development projects that were carried out, such as technological interventions, skill development, awareness campaigns, and infrastructure improvements. It will also look at the methods used for engagement, such as participatory needs assessment and working with local organizations. The geographical scope is limited to Sethupattu Village, and the institutional scope is limited to the UBA activities of the Sri Sai Ram Institute of Technology within a certain time frame. This allows for a detailed, qualitative, and descriptive analysis of this specific case study instead of a broad comparative assessment.

Need of the study

The need for this study is multifaceted, addressing critical gaps in understanding and implementation of sustainable rural development. Firstly, it is crucial for evaluating how global SDGs are effectively localized and translated into tangible impacts at the grassroots level through programs like UBA, providing insights for improved policy design and execution. Secondly, this research is essential for assessing the practical role of Higher Educational Institutions, specifically technical institutions like Sri Sai Ram Institute of Technology, in contributing to rural development beyond their traditional academic functions, offering a real-world case study of the "town and gown" concept. Finally, by examining the specific challenges and enablers faced by Sri Sai Ram Institute of Technology in Sethupattu Village, the study can identify best practices and areas for improvement within UBA, offering valuable lessons for enhancing the efficacy and sustainability of future community-based initiatives across rural India.

Area of the study

The study focuses on Sethupattu Village, Kancheepuram District a rural locality where UBA initiatives have been implemented. This area was selected due to its diverse socio-economic conditions and the potential for transformative change through UBA's sustainable development strategies.

Objectives of the study

Here are the simplified versions of your research objectives:

- To understand the current socio-economic, infrastructure, education, and environmental conditions of Sethupattu village.
- To measure how the medical camp immediately improved health and health awareness in Sethupattu village.
- To determine how well the free eye services (testing, operations, and glasses) helped improve eyesight in Sethupattu village.



- To assess if the PAN and Aadhaar card camp helped more people in Sethupattu village get official ID and access digital services.
- To measure how much the disaster management and fire safety training improved the knowledge and readiness of SHG members and students in Sethupattu village.

Hypotheses

A comprehensive baseline survey will reveal specific disparities and deficiencies in socio-economic conditions, infrastructure (roads, water, and sanitation), educational access and quality, and environmental practices (waste management, resource availability) within Sethupattu village, highlighting key areas for UBA intervention.

The free medical camp conducted in Sethupattu village led to an immediate and measurable improvement in the reported health status of participants and an increase in their health awareness regarding common ailments and preventive care.

The provision of free eye services (testing, operations, and spectacles) significantly improved the eyesight of beneficiaries in Sethupattu village, leading to enhanced functional capacity and quality of life.

The PAN and Aadhaar card camp successfully increased the number of villagers possessing official identification documents, thereby improving their access to government services, financial inclusion, and digital platforms.

The disaster management and fire safety training program significantly enhanced the knowledge, readiness, and confidence of Self-Help Group (SHG) members and students in Sethupattu village to effectively respond to fire incidents and other disaster scenarios.

Period of the study

The research was conducted over a period of six months, from June 2024 to May 2025. This timeframe allowed for a thorough examination of the socio-economic conditions before and after the implementation of UBA initiatives in Sethupattu Village.

Limitation of the study

The study gives us useful information about how UBA affects things, but it also has certain problems. These are:

- **Time Constraints:** The six-month period may not have been sufficient to capture long-term impacts of UBA initiatives.
- **Data Availability:** Access to comprehensive data on socio-economic conditions prior to UBA implementation was limited, making it challenging to establish a clear baseline for comparison.

1.1 Sustainable Development Goals (SDGs)

Sustainable Development Goals (SDGs)

The United Nations decided on the Sustainable Development Goals (SDGs) in 2015. There are 17 global goals that are all connected to each other. The 2030 Agenda for Sustainable Development is a call to action for the whole world to end poverty, safeguard the environment, and make sure everyone has peace and riches.

Important parts of the SDGs: • **Universal Call to Action:** The SDGs are for all countries, both rich and poor, because every country needs to do its part to make the world a better place.

Integrated and Indivisible: The 17 goals are linked, which means that development in one area typically depends on progress in another. They find a balance between the three parts of sustainable development: social, economic, and environmental.

Wide Range: The SDGs deal with a lot of global problems, such as:

Social Goals: No Poverty (SDG 1), No Hunger (SDG 2), Good Health and Well-Being (SDG 3), Quality Education (SDG 4), Gender Equality (SDG 5), Reduced Inequalities (SDG 10), Peace, Justice, and Strong Institutions (SDG 16).

SDG 6: Clean Water and Sanitation, **SDG 7:** Affordable and Clean Energy, **SDG 12:** Responsible Consumption and Production, **SDG 13:** Climate Action, **SDG 14:** Life Below Water, and **SDG 15:** Life On Land.



Economic Goals: SDG 8: Good Work and Economic Growth; SDG 9: Industry, Innovation, and Infrastructure; and SDG 11: Sustainable Cities and Communities.

Partnerships for the Goals (SDG 17): This objective stresses how important it is for people all around the world to work together to reach all the SDGs.

Goals and Indicators: Each SDG has its own set of goals and indicators that show how far along we are in reaching them by 2030.

The "Leave No One Behind" Principle: One of the main goals of the SDGs is to make sure that development helps everyone and that the most disadvantaged groups are not left out.

The SDGs are basically a plan for a future that is more peaceful, fair, and sustainable. Everyone, from governments to civil society to businesses to individuals, needs to work together to make it happen.

1.2 Unnat Bharat Abhiyan (UBA) and its objectives

Unnat Bharat Abhiyan (UBA)

The Ministry of Education (previously the Ministry of Human Resource Development) in India runs the Unnat Bharat Abhiyan (UBA) initiative. The goal of the program, which started in 2014, is to use the knowledge and resources of India's Higher Educational Institutions (HEIs) to make big changes in how rural development works.

Core Idea: UBA's goal is to link colleges and universities with rural areas in India. It encourages teachers and students at these schools to get involved in their communities, learn about the problems they face in terms of development, and work toward finding solutions that will last.

Objectives of UBA:

Engage HEIs in Rural Development: To enable higher educational institutions to work directly with the people of rural India, fostering a sense of social responsibility and practical engagement.¹⁷

Identify Development Challenges and Evolve Solutions: To facilitate the identification of key development issues in rural areas and to leverage the expertise of HEIs to devise practical, sustainable, and locally relevant solutions.

Bridge the Gap between Academia and Society: To create a "virtuous cycle" between society and the academic system, where HEIs provide knowledge and technology support for rural livelihoods and upliftment, while also reorienting their academic and research programs to address societal needs.

Promote Appropriate Technologies: To identify, select, customize, and implement innovative technologies that are suitable for rural contexts, aiming to improve livelihoods, provide basic amenities, and ensure sustainable practices (e.g., in agriculture, water management, rural energy, sanitation).

Strengthen Implementation of Government Programs: To leverage the knowledge base of educational institutions for more effective and efficient implementation of various government rural development schemes and programs.

Foster Research and Innovation for Societal Impact: To emphasize fieldwork, stakeholder interactions, and problem-solving approaches in academic and research activities, leading to new ideas, outputs, and professional opportunities relevant to rural India.

Develop a Sense of Collective Destiny: To foster a dialogue and connection between urban and rural India, promoting a shared understanding of national development and a sense of dignity and collective destiny.

In essence, UBA seeks to harness the intellectual capital of India's HEIs to contribute directly to the socio-economic betterment and sustainable development of rural communities, thereby building a more inclusive India.

II. REVIEW OF THE LITERATURE

This part goes into more detail on what we already know about Sustainable Development Goals (SDGs) and how community involvement programs like Unnat Bharat Abhiyan (UBA) can help them.

2.1. What are the Sustainable Development Goals (SDGs) and where did they come from?

The Global Goals, or Sustainable Development Goals (SDGs), ask everyone to work together to end poverty, safeguard the environment, and make sure that everyone has peace and prosperity by 2030. As part of the 2030 Agenda for Sustainable Development, all of the UN's member nations agreed to them in 2015. They build on the work that had



already been done on the Millennium Development Goals (MDGs) from 2000 to 2015. Some important background and key features are:

- **Holistic and Integrated:** The SDGs are different from the MDGs since they apply to all countries, no matter how developed they are. The MDGs only looked at developing countries and certain areas of poverty. They know that the social, economic, and environmental parts of sustainable development are all linked. This means that achievement in one area often affects progress in others, and that working alone is less effective.
- **17 Goals and 169 Targets:** There are 17 major goals in the SDGs, and each one has particular targets and indicators to keep track of progress. Some of these goals include to end poverty (SDG 1), end hunger (SDG 2), make sure everyone has access to good education (SDG 4), promote gender equality (SDG 5), support clean energy (SDG 7), and deal with climate change (SDG 13).
- **"Leave No One Behind":** One of the main ideas behind the SDGs is that everyone should benefit from development; especially the most disadvantaged and excluded groups. This stresses fairness and inclusivity in all efforts to progress.
- **Partnerships for the Goals (SDG 17):** The last SDG makes it clear that strong global partnerships and cooperation between governments, civil society, the commercial sector, and individuals are needed to reach the ambitious 2030 Agenda.
- **Not legally binding, but a strong norm:** The SDGs are not legally binding, but they represent a strong standard that guides national policies and initiatives for sustainable development. Countries are encouraged to make their own plans for how to carry out the programs.

People around the world are starting to realize that conventional development approaches often made social and environmental problems worse. This is where the SDGs came from. The 1992 Rio Earth Summit and the Millennium Development Goals that came after it set the stage for a more complete and long-lasting approach that led to the 2030 Agenda, which was agreed upon by all countries. 2.2. Previous Studies on Promoting SDGs through Community Engagement Programs like UBA

Numerous studies have explored the role of community engagement, particularly through educational institutions, in advancing the SDGs. Programs like Unnat Bharat Abhiyan (UBA) are prime examples of this approach.

Role of Higher Educational Institutions (HEIs): Research consistently highlights the pivotal role of HEIs in driving sustainable development. They contribute through:

Education and Awareness: Integrating SDG concepts into curricula, fostering sustainability literacy among students, and raising awareness within communities (e.g., through workshops, campaigns).

Research and Innovation: Developing innovative solutions, appropriate technologies, and evidence-based strategies to address local and global sustainability challenges. This includes studies on sustainable agriculture, renewable energy, waste management, and public health relevant to rural contexts.

Community Engagement and Outreach: Directly engaging with local communities to understand their needs, co-create solutions, and implement development projects. This is where programs like UBA become critical.

UBA's Contribution to SDGs: Studies on UBA specifically emphasize its alignment with several SDGs:

Poverty Eradication (SDG 1) and Enhanced Livelihoods: By promoting skill development, entrepreneurial opportunities, and sustainable agricultural practices, UBA aims to uplift rural economies.

Good Health and Well-being (SDG 3) & Clean Water and Sanitation (SDG 6): UBA projects often focus on improving access to clean drinking water, promoting sanitation and hygiene practices, and addressing health-related issues in villages.

Quality Education (SDG 4): HEIs involved in UBA can contribute to improving educational outcomes in rural areas through various interventions, including digital literacy, vocational training, and curriculum development relevant to local needs.

Affordable and Clean Energy (SDG 7): Initiatives promoting solar energy, biogas, and other clean energy solutions are often part of UBA's mandate.

Sustainable Cities and Communities (SDG 11): While UBA primarily focuses on rural areas, its efforts to build resilient, self-sufficient, and sustainably developed villages contribute to the broader vision of sustainable human settlements.



Partnerships for the Goals (SDG 17): UBA itself is a partnership that brings together the government, higher education institutions, and local communities. Researchers typically look into how well these collaborative approaches work.

Importance of Promoting Sustainable Development

For long-term ecological balance, economic viability, and social equality, it is important to promote sustainable development in rural areas. This paper talks about why it's important to encourage sustainable behaviours in rural areas, focusing on how they help the environment, the economy, and social structures. Rural communities may become more resilient, improve the quality of life for their citizens, and help the world reach its sustainability goals by focusing on sustainable development.

Environmental Benefits

Encouraging sustainable development in rural regions is good for the environment and biodiversity. Crop rotation, organic farming, and agroforestry are all examples of sustainable farming practices that help the environment and keep soil healthy. Rural areas can keep the water clean and make habitats for wildlife healthier by using fewer chemical fertilizers and pesticides. Sustainable land management strategies can also help lessen the effects of climate change, like soil erosion and deforestation, so that natural resources will still be available for future generations.

Economic Viability

Sustainable development helps rural communities prosper economically by producing jobs and helping local businesses. Rural areas may develop green jobs and become less dependent on fossil fuels by investing in renewable energy sources like solar and wind power. Farmers' markets and community-supported agriculture are two other ways to promote local food systems. These can help local economies and make food more secure. Sustainable tourism projects can also bring in visitors, which can bring in more money while protecting the cultural and ecological legacy of rural communities.

Social Equity

Sustainable development promotes social equity by empowering rural communities and ensuring that all residents have access to essential services and resources. By prioritizing education, healthcare, and infrastructure development, rural areas can improve the quality of life for their residents. Engaging local populations in decision-making processes fosters a sense of ownership and responsibility, leading to more effective and inclusive development strategies. Additionally, promoting gender equality and supporting marginalized groups can enhance social cohesion and resilience within rural communities.

Current challenges in sustainable development

Like many other rural regions in India, Sethupattu village has a hard time figuring out how to develop in a way that is good for the environment. To understand the problems the community is having, it's important to look at the confluence between social fairness and livelihoods. This document goes into detail into the villagers' economic and social problems, environmental issues, and the overall effect on their livelihoods.

Social Equity Challenges

Inequality in Resource Distribution

One of the primary challenges in Sethupattu is the unequal distribution of resources. Access to land, water, and financial services is often skewed in favour of a few, leaving marginalized groups, including women and lower caste communities, at a disadvantage. This inequality hampers their ability to participate fully in economic activities and limits their access to education and healthcare.

Gender Disparities

Gender inequality remains a significant barrier to social equity in Sethupattu. Women often face restrictions in accessing education and employment opportunities. Traditional norms and practices can limit their roles in decision-making processes, further entrenching their socio-economic status. Addressing these disparities is essential for fostering an inclusive environment that promotes sustainable development.

Livelihood Challenges

Relying on farming



Sethupattu's economy is mostly based on farming, and many families depend on farming for their income. But climate change, soil deterioration, and water scarcity are all problems that could hurt farming productivity. Farmers generally don't have access to new farming methods or money, which makes it hard for them to adapt to changes in the environment. Limited Employment Opportunities

Beyond agriculture, there is a scarcity of diverse employment opportunities in Sethupattu. The lack of industrial development and infrastructure limits the potential for job creation. Many villagers migrate to urban areas in search of better prospects, leading to a brain drain and further economic challenges for the village.

Environmental Sustainability

Resource Depletion

The overexploitation of natural resources, including water and forests, poses a significant threat to the sustainability of Sethupattu. Unsustainable agricultural practices and deforestation contribute to environmental degradation, impacting both the ecosystem and the livelihoods of the villagers.

Vulnerability to Climate Change

Sethupattu is becoming more and more sensitive to the effects of climate change, such as strange rainfall patterns and severe weather occurrences. These changes make problems in agriculture and water management worse, therefore the community has to adopt sustainable practices and ways to build resilience.

Sri Sai Ram Institute of Technology

Located near Tambaram Sanatorium, Chennai, Sri Sai Ram Institute of Technology is a private school that teaches technical skills. Anna University is connected to it, and it was founded in 2008. This school has bachelor's and master's degree programs in fields like IT and software, business and management studies, and engineering. It is also a corporation that has been accredited by ISO 9001:2015 and recognized by a number of government accrediting authorities.

What the Sri Sai Ram Institute of Technology does

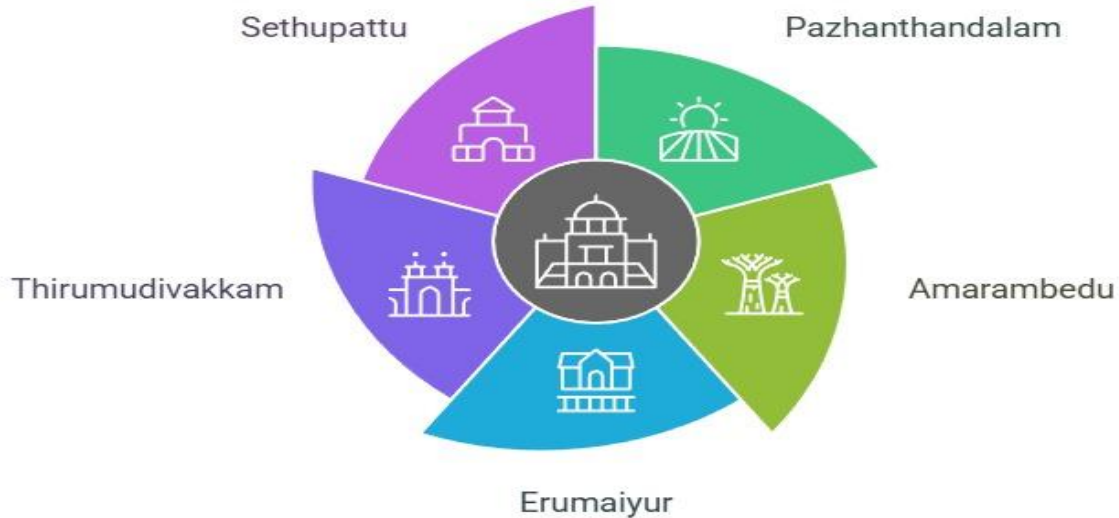
The UBA Club has been an active Participating Institution (PI) in this national program since 2017 at the Sri Sai Ram Institute of Technology (SIT). Our school has taken in five surrounding villages as part of the initiative. The UBA Club has been doing a lot of development work over the past three years. Some of these activities include conducting surveys, using sustainable technology, improving sanitation, finding ways to get clean water, and encouraging new farming methods. These projects fit with the bigger picture of the Sustainable Development Goals (SDG). They aid local communities by meeting their individual needs and problems.

Through these efforts, SIT's UBA Cell contributes to the development of rural communities and provides students with invaluable hands-on experience. The involvement of students and faculty in these projects fosters a sense of social responsibility and leadership. It helps them understand the importance of community engagement in achieving inclusive, equitable, and sustainable growth.

Adopted Villages at Kancheepuram District



Sri Sai Ram Institute of Technology Adopted Villages,
Kancheepuram District



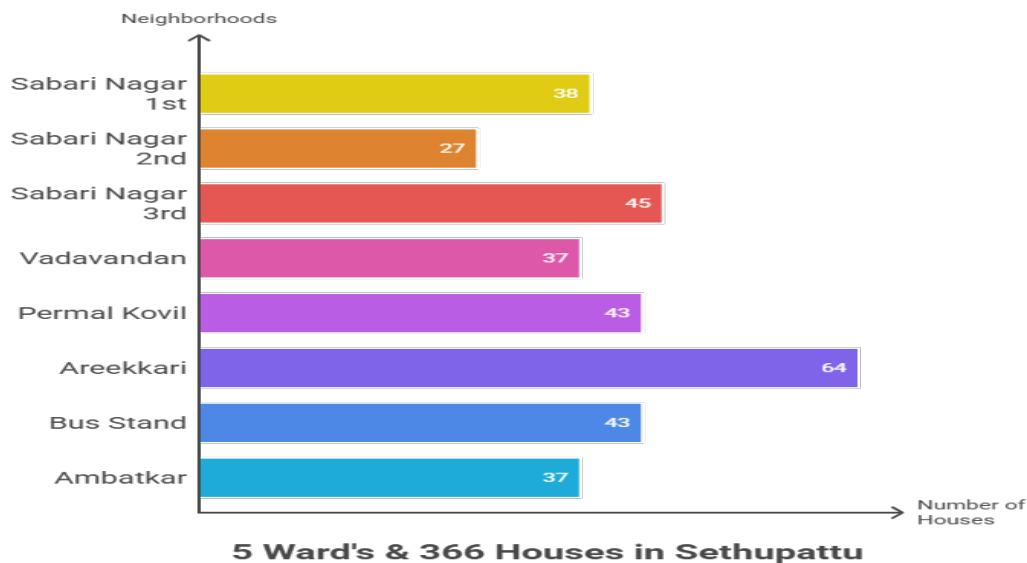
SETHUPATTU

Sethupattu is a quaint village located in the Kancheepuram district of Tamil Nadu, India. Known for its rich cultural heritage and traditional lifestyle, the village is a reflection of the rural charm that characterizes many parts of Tamil Nadu. The landscape is dotted with lush greenery and agricultural fields, where local farmers engage in various forms of cultivation, contributing to the agrarian economy of the region. The village is also home to several temples and historical sites, which serve as a testament to the rich spiritual and cultural history of the area.

Most people in Sethupattu work in agriculture, and rice and other crops are the main things that keep them alive. People in the village are noted for being kind and having a strong sense of community. They often gather together to enjoy cultural events and festivals that show off their traditions. Sethupattu's simple way of life and friendly people provide us a look at the traditions and customs that have been passed down through the years. As cities continue to grow in India, villages like Sethupattu are still important for keeping the cultural fabric and farming methods that make rural life in Tamil Nadu what it is. Street wise Sethupattu Village & House

This detailed overview of the residential distribution within Sethupattu Village, highlighting the various streets and the total number of houses in each area. The data is organized by village name, ward, street name, and the corresponding total number of houses, offering a clear insight into the housing structure of the community.





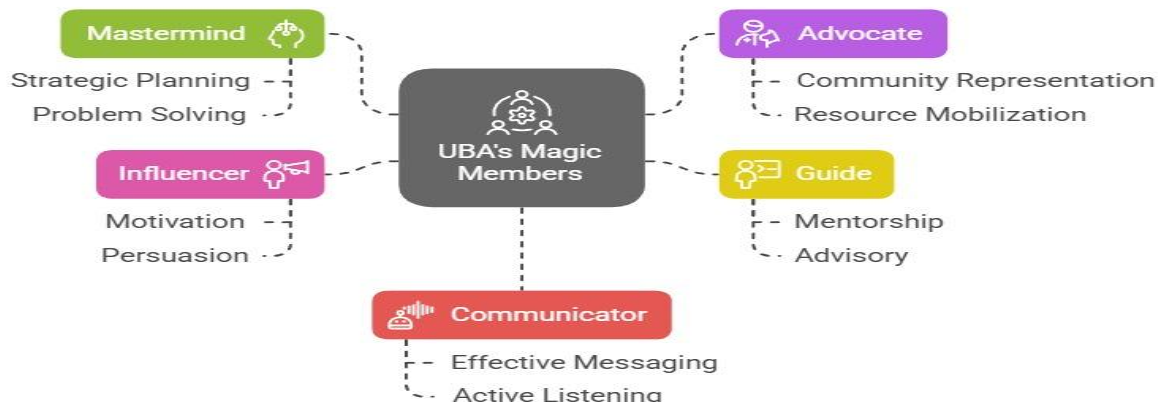
UBA's SCOPE and MAGIC Members:

Our Sai Ram Institute of Technology has created this thoughtful idea of **SCOPE (Staffs)** and **MAGIC (Students) members** for each village to share their ideas and insights about improving their village. This regulation helps in achieving the standards of UBA. Expansion of SCOPE AND MAGIC members:

UBA SCOPE Members on staff



UBA Students Magic Members



Success stories of sustainable development projects:

Objective 1: To understand the current socio-economic, infrastructure, education, and environmental conditions of Sethupattu village.

Before implementing any developmental initiatives, it is crucial to establish a comprehensive baseline understanding of the community. This initial objective aims to conduct a detailed survey of Sethupattu village, meticulously gathering essential data across various critical domains. This includes mapping the socio-economic landscape, assessing the state of existing infrastructure such as roads, water supply, and sanitation, evaluating the quality and accessibility of educational facilities, and identifying key environmental indicators like waste management practices and natural resource availability.

This foundational information will serve as a critical reference point, providing a clear picture of the village's current strengths, weaknesses, and specific needs. By systematically collecting this data, future interventions can be accurately measured for their impact, ensuring that programs are precisely tailored to address the unique challenges and leverage the existing assets within Sethupattu, thereby maximizing the effectiveness and sustainability of any developmental efforts.



Objective 2: To measure how the medical camp immediately improved health and health awareness in Sethupattu village.

The free medical camp at Sethupattu village was meticulously organized with the overarching goal of enhancing the health and well-being of its residents, particularly focusing on immediate and accessible care. This research objective is



designed to rigorously assess the direct and short-term impact of this significant initiative. By meticulously evaluating changes in participants' reported health status, documenting the diagnoses made by medical professionals, recording the types and volume of treatments provided, and gauging their increased awareness of crucial health issues, we can ascertain the camp's effectiveness.

The findings from this assessment will provide valuable insights into how successfully the camp addressed immediate medical needs within the community. Furthermore, it will highlight the extent to which it promoted better health practices and understanding among the villagers, ultimately demonstrating its contribution to improving public health and encouraging preventive care in Sethupattu.



Objective 3: To determine how well the free eye services (testing, operations, and glasses) helped improve eyesight in Sethupattu village.

Vision impairment can profoundly impact an individual's quality of life, significantly hindering their ability to perform daily tasks, pursue education, or engage in productive work. As an integral component of the broader free medical camp, specialized eye care services were thoughtfully offered to the residents of Sethupattu village, encompassing comprehensive eye testing, necessary surgical operations, and the provision of free spectacles.

This specific objective is designed to rigorously evaluate the success and reach of these ophthalmic interventions. By analysing data on the number of individuals, whose vision improved, the success rates of the eye operations performed, and the effective uptake and utilization of the distributed free spectacles, we can determine the true impact of this initiative in alleviating the burden of visual impairments and thereby enhancing the overall well-being and functional capacity of the villagers.



Objective 4: To assess if the PAN and Aadhaar card camp helped more people in Sethupattu village get official ID and access digital services.

In the contemporary landscape, official identification documents such as PAN cards and Aadhaar cards are absolutely vital. They serve as foundational keys for accessing a myriad of essential government services, facilitating financial



inclusion through banking and credit, and enabling active participation in India's rapidly expanding digital economy. This research objective specifically zeroes in on understanding the profound impact of the dedicated camp held in Sethupattu village, which was designed to assist residents in obtaining or updating these crucial identification documents.

The primary aim is to systematically ascertain whether this initiative successfully reduced pre-existing barriers to formal identification, particularly for marginalized populations. Furthermore, it seeks to explore and quantify if, as a direct consequence, a greater number of villagers were empowered to access essential services, seamlessly participate in formal financial systems, and effectively leverage various digital platforms that are increasingly fundamental for socio-economic advancement.



Objective 5: To measure how much the disaster management and fire safety training improved the knowledge and readiness of SHG members and students in Sethupattu village.

Building resilient communities is an absolutely critical cornerstone of sustainable development, particularly in the face of escalating environmental challenges, the unpredictable impacts of climate change, and various potential human-made hazards. This research objective is meticulously designed to evaluate the tangible effectiveness of the disaster



management and fire safety training programs that were specifically provided to Self-Help Group (SHG) members and students within Sethupattu village.

By systematically measuring the enhancement in their foundational knowledge regarding disaster preparedness, assessing the practical improvement in their readiness levels, and gauging their perceived ability and confidence to effectively respond to emergent fire incidents and other disaster scenarios, we can accurately determine the program's success. This assessment will illuminate the extent to which this training has enhanced the community's collective capacity to mitigate risks, respond efficiently to crises, and ultimately ensure the safety and sustainability of Sethupattu.





SDG Outcomes in Sethupattu Village

The initiatives undertaken by Sri Sai Ram Institute of Technology through the Unnat Bharat Abhiyan (UBA) in Sethupattu Village have directly contributed to several Sustainable Development Goals, demonstrating a tangible impact on community well-being, civic participation, and resilience.

SDG 3: Good Health and Well-being

Outcome 1: Enhanced Access to Primary Healthcare: The free general medical camp successfully provided 118 villagers with access to essential health check-ups and medical consultations. This directly addresses the need for accessible healthcare services, particularly for rural populations who may face barriers to regular medical attention and helps ensure healthy lives and promote well-being for all at all ages.

Outcome 2: Improved Diabetes Screening and Awareness: With 128 patients undergoing diabetes testing, the initiative significantly increased screening for a prevalent non-communicable disease. Early detection and diagnosis are crucial for managing diabetes and preventing severe health complications, contributing to better health outcomes and a reduction in premature mortality from non-communicable diseases.

Outcome 3: Addressing Visual Impairment and Improving Eye Health: The eye testing camp provided check-ups for 88 individuals, leading to the provision of free spectacles for 45 patients. This directly tackles visual impairments, improving the quality of life, productivity, and access to education for beneficiaries who might otherwise struggle due to uncorrected vision, thereby contributing to universal health coverage.

SDG 16: Peace, Justice, and Strong Institutions

Outcome 4: Increased Access to Formal Identification and Digital Inclusion: The PAN Card camp facilitated applications for 7 individuals, and the Aadhaar Card camp supported 35 people in applying for this foundational identity document. By helping villagers obtain crucial government identification, this initiative directly contributes to promoting effective, accountable, and inclusive institutions. It enhances access to justice and public services for all,



particularly marginalized populations, enabling them to exercise their rights and access government schemes and financial services.

SDG 11: Sustainable Cities and Communities (Specifically enhancing safety and resilience)

Outcome 5: Strengthened Community Preparedness for Disasters: The disaster management and fire safety training equipped 22 Self-Help Group (SHG) members and 38 students with vital knowledge and practical skills. This initiative directly enhances the community's capacity to prepare for, respond to, and mitigate the impact of disasters, fostering a more resilient and safer living environment for Sethupattu villagers. This empowers local individuals to become active participants in building safe and sustainable communities, reducing the human and economic impact of disasters

Hypothesis Results

Application of Results for Hypothesis 1: Baseline Understanding

If Hypothesis 1 is supported (the baseline survey reveals specific disparities and deficiencies):

Result Application: The detailed information collected will serve as the foundational data for all subsequent interventions. It will allow Sri Sai Ram Institute of Technology (SIT) and UBA to precisely tailor their programs to the most pressing needs of Sethupattu village. For example, if the survey identifies a critical lack of sanitation facilities, future UBA efforts can prioritize the construction of toilets, directly addressing SDG 6 (Clean Water and Sanitation). If educational disparities are prominent, resources can be directed towards improving school infrastructure or providing supplementary education, aligning with SDG 4 (Quality Education). This baseline is crucial for measuring the long-term impact of interventions.

Application of Results for Hypothesis 2: Medical Camp Impact

If Hypothesis 2 is supported (medical camp improved health and awareness):

Result Application: This would demonstrate the immediate positive impact of direct health interventions. The findings can be used to advocate for continued and expanded medical camps, potentially including specialized health services, nutrition education, or regular health screenings. This directly contributes to SDG 3 (Good Health and Well-being). The data on increased health awareness could also inform the development of community-led health education programs, ensuring sustainable improvements in public health practices.

Application of Results for Hypothesis 3: Eye Services Effectiveness

If Hypothesis 3 is supported (eye services improved eyesight):

Result Application: This result would highlight the significant difference specialized interventions can make in quality of life and productivity. Improved eyesight for villagers, especially for those engaged in agriculture or other skilled work, can directly lead to enhanced livelihoods (SDG 1: No Poverty; SDG 8: Decent Work and Economic Growth). The success of this initiative could lead to a model for other UBA-adopted villages and encourage collaborations with eye care specialists for wider outreach, further reinforcing SDG 3 (Good Health and Well-being).

Application of Results for Hypothesis 4: PAN and Aadhaar Card Camp Impact

If Hypothesis 4 is supported (PAN and Aadhaar camp increased ID possession and access to services):

Result Application: This would underscore the critical role of basic identification in achieving socio-economic inclusion. Increased access to official IDs directly facilitates financial inclusion (SDG 1: No Poverty) by enabling bank accounts and credit access. It also improves access to government welfare schemes and digital services, contributing to SDG 10 (Reduced Inequalities). The findings could lead to recommendations for similar camps in other rural areas and highlight the need for simplifying processes for obtaining these vital documents.

Application of Results for Hypothesis 5: Disaster Management and Fire Safety Training

If Hypothesis 5 is supported (training improved knowledge and readiness):

Result Application: This result would demonstrate the effectiveness of capacity-building programs in fostering community resilience. Enhanced knowledge and readiness in disaster management directly contributes to SDG 11 (Sustainable Cities and Communities), as it helps communities become more resilient to various shocks. The success of this training could serve as a blueprint for developing comprehensive disaster preparedness modules for rural communities, potentially integrating them into school curricula or on-going SHG activities. This fosters a more secure and sustainable environment.



III. CONCLUSION

This study demonstrates the significant and tangible impact of the Unnat Bharat Abhiyan (UBA) program, as implemented by Sri Sai Ram Institute of Technology, in fostering sustainable rural development in Sethupattu Village, Kancheepuram District. By strategically leveraging its academic and intellectual resources, the institution has successfully translated the ambitious global framework of the Sustainable Development Goals (SDGs) into actionable, grassroots initiatives that directly address critical community needs.

The interventions in Sethupattu Village showcase a multi-faceted approach to sustainable development. The free medical camp, including general check-ups, diabetes testing, and comprehensive eye care services, has demonstrably improved access to crucial healthcare and enhanced health awareness for over a hundred villagers, directly contributing to SDG 3: Good Health and Well-being. Furthermore, facilitating the application for PAN and Aadhaar cards for numerous residents highlights a vital step towards SDG 16: Peace, Justice, and Strong Institutions, by empowering citizens with formal identification necessary for accessing government services and promoting digital inclusion. Finally, the disaster management and fire safety training provided to SHG members and students significantly bolsters the village's resilience, a direct contribution to SDG 11: Sustainable Cities and Communities.

Despite the limitations of time constraints and data availability, this case study effectively illustrates the "town and gown" concept in action, where higher educational institutions can play a transformative role beyond traditional academics. The findings underscore the immense potential of such collaborations in bridging urban-rural disparities and advancing India's progress towards the 2030 Agenda for Sustainable Development. Continued engagement and further research building upon these initial successes will be crucial for scaling these impacts and fostering long-term, self-sustaining development in rural communities.

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