



# DADI INSTITUTE OF ENGINEERING & TECHNOLOGY

## An Autonomous Institute

Approved by A.I.C.T.E & Permanently affiliated to JNTU GV

Accredited by NAAC with 'A' Grade and Inclusion u/s 2(f) & 12(B) of UGC Act

An ISO 9001:2015, ISO 14001:2015 & ISO 45001:2018 Certified Institute.

NH-16, Anakapalle – 531002, Visakhapatnam, A.P.

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## CRITERIA- 7

### Criterion-7: Institutional Values and Best Practices

#### 7.2 Best Practices

**Title of the Practice:** DROP- DIET Rural Outreach Program

**Objectives of the Practice:**

1. To engage students and faculty in meaningful community-oriented activities addressing rural developmental needs.
2. To provide experiential learning opportunities that connect academic knowledge with practical field application.
3. To create awareness among rural communities on education, health, sanitation, digital literacy, environmental sustainability, and social welfare schemes.
4. To foster social responsibility, empathy, and leadership qualities among students.
5. To empower rural communities, especially youth and women, through capacity building and skill development initiatives.
6. To contribute towards holistic and sustainable rural development aligned with national goals such as Swachh Bharat, Digital India, and Skill India.

**The Context:**

Rural communities often face challenges such as limited access to quality education, healthcare awareness, digital facilities, and livelihood opportunities. To bridge this gap, institutions need to integrate academic resources with community development initiatives. The DROP-DIET Rural Outreach Program was conceptualized to connect students' learning with real-life rural challenges, fostering both community development and student growth.

**The Practice:**

The program involves students and faculty visiting adopted villages under the outreach initiative.



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Activities include:

1. Health & hygiene awareness campaigns
2. Digital literacy and e-governance training
3. Remedial education and tutoring for school children
4. Environmental awareness drives (tree plantation, waste management, water conservation)
5. Workshops for women on self-employment and livelihood skills
6. Guidance on government welfare schemes and financial literacy
7. Students prepare reports, document outcomes, and present solutions for identified rural issues.
8. The program runs periodically throughout the academic year ensuring sustained engagement.

### Evidence of Success:

1. Increased participation of rural youth and women in digital literacy and skill-based training.
2. Improved awareness on sanitation, health, and environmental practices among villagers.
3. Strengthened student competencies in communication, leadership, and problem-solving.
4. Recognition from local communities for consistent efforts and positive impact.
5. Students developed a sense of social responsibility and civic engagement, aligning with institutional values.

Problems Encountered and Resources Required:

### Problems Encountered:

1. Language and cultural barriers in communication with rural communities.
  2. Limited resources and infrastructure in villages to support large-scale activities.
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3. Need for continuous follow-up to sustain the impact of initiatives.

### Resources Required:

1. Transportation facilities for students and faculty.
2. Financial support for materials (awareness pamphlets, training kits, teaching aids).
3. Collaborations with NGOs, local authorities, and healthcare organizations.

The DROP-DIET Rural Outreach Program has become a model practice for integrating social responsibility with academics. It strengthens community-institution linkages and enhances students' holistic development while contributing to rural progress.

### 2. Best Practice – Collaboration with Professional Bodies

**Title of the Practice:** Strengthening Academia-Industry Linkages through Professional Bodies

#### Objectives:

1. To enhance academic excellence and professional competency.
2. To expose students and faculty to latest industry practices.
3. To provide a platform for seminars, workshops, competitions, and research activities.
4. To strengthen industry-institution collaboration and improve employability.

#### The Context:

Bridging the gap between academics and industry needs is essential. Professional bodies like IEEE, ISTE, CSI, and IEI provide opportunities for knowledge sharing, innovation, and professional networking. Active involvement helps students and faculty gain practical exposure and remain updated with emerging technologies.

#### The Practice:

The institute has established student chapters of various professional bodies. Membership drives are organized for students and faculty. Activities include expert lectures, workshops, hackathons,



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industry visits, research paper presentations, and training programs. Faculty and students are encouraged to pursue certifications, publish papers, and participate in conferences.

Evidence of Success:

1. Increased student participation in technical events and research activities.
2. Awards, recognitions, and certifications through professional societies.
3. Improved placement opportunities due to enhanced skills and industry exposure.

### **Problems Encountered:**

1. Limited awareness among new students.
2. Financial constraints for memberships.
3. Balancing academics with professional activities.

Collaboration with professional bodies is a best practice that empowers students, enhances faculty competence, and builds strong academic–industry linkages.