

SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA
FIELD VISIT REPORT

Empowering Education: A Day at Mitraniketan
Organized by: Internal Quality Assurance Cell (IQAC)
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As part of the institution's commitment to integrating experiential learning with community-based development, the Internal Quality Assurance Cell (IQAC) of Sree Narayana Training College, Nedunganda, organized an educational field visit to **Mitraniketan Vishwavidyapeetam**, an inspiring hub of rural development, sustainable education, and social empowerment. This one-day field visit was curated to expose students to alternative models of education and development where learning seamlessly intersects with community service, self-reliance, and innovation.

The visit was coordinated by **Dr. Sangeetha N.R.**, Associate Professor and IQAC Coordinator, and **Dr. Biju Sukumar**, Assistant Professor, Department of Physical Education. The programme commenced in the morning with a **briefing session** delivered by the Principal of **People's College, Mitraniketan**. In his welcome address, he introduced the history and philosophy of Mitraniketan, founded by the visionary social reformer and educator **Prof. K. Viswanathan**, whose legacy of sustainable rural development continues through various wings of the institution. He highlighted Mitraniketan's commitment to Gandhian ideals, self-sufficiency, and holistic education.

Following the briefing, a guide assigned by the institution led the student-teacher group through various centres of the sprawling Mitraniketan campus. The first stop was the **Mitraniketan School**, where students had an opportunity to interact with **Mrs. Sethulekshmi**, wife of the late Prof. Viswanathan and the current moral and symbolic leader of the institution. Her recollections of the early days of Mitraniketan and its evolution into a model of community-oriented education were both moving and inspiring. Students were captivated by the simplicity and effectiveness of the school's teaching methods, which focus on skill development, sustainability, and value-based education.

The next phase of the tour included a visit to the **student hostels** and the **food processing unit**, where participants learned about the preparation of health-oriented food products and the role of vocational training in empowering youth. This was followed by a visit to the **indoor stadium**, where the visiting students engaged in a lively interaction with local school children currently

attending summer vacation programmes at Mitraniketan. The atmosphere was energetic and full of camaraderie, highlighting the institution's inclusive educational ethos.

The **dairy farm** was another significant stop, offering insights into how Mitraniketan integrates agricultural practices with education and self-reliance. After a wholesome lunch prepared using organic produce grown on-site, the group explored various **industrial and vocational units** that form the economic backbone of the institution. These included the **coir making and production unit**, where students witnessed traditional coir weaving processes; the **pottery unit**, showcasing indigenous craftsmanship; metal workshop and the **sales counter**, where products made by students and residents are marketed to support the institution's self-sustaining model.

The final stop of the visit was the **Krishi Vigyan Kendra (KVK)**, a centre for agricultural research and rural development. Here, the students attended a **short presentation** delivered by members of the KVK team. The presentation covered sustainable farming practices, organic cultivation, climate-resilient agriculture, and the role of science in transforming rural livelihoods. Students actively participated in the discussion and were particularly enthusiastic about learning how traditional agricultural wisdom is blended with modern scientific techniques. Many of them also made small purchases of handmade and organic products, contributing to the economic activities of the institution.

Overall, the visit to Mitraniketan was a profound educational experience that went far beyond conventional academic exposure. It sensitized students to the relevance of community engagement, rural empowerment, and sustainable practices in the context of contemporary education. The hands-on experience and meaningful interactions made the day not only informative but also deeply reflective. The initiative by the IQAC of Sree Narayana Training College exemplified the vision of fostering future educators who are socially aware, ethically grounded, and practically oriented. The visit left a lasting impression on all participants and set a compelling example of how educational institutions can collaborate with grassroots movements to empower both learners and communities.




PRINCIPAL
Sree Narayana Training College
Nedunganda, Pin: 695307