



Vanya Vignana Vihaara

Nature education outreach program for government schools

Final Report 2023-2024



Department of School Education and Literacy



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Final Report 2023-2024



Submitted by:

Wildlife Conservation Group

Adavi Field Station (AFS), Ontemaranadoddi, Ragihalli
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Acknowledgement

We would like to extend our heartfelt gratitude and appreciation to the many individuals and organisations that have played a pivotal role in the success of Wildlife Conservation Group's Vanya Vignana Vihaara project. Their unwavering support, dedication, and commitment to our mission have made a significant impact on the communities we serve.

First and foremost, we would like to express our deepest gratitude to Jungle Lodges and Resorts LTD (JLR) whose generous contributions made this project possible. Your belief in our vision and your financial support have been instrumental in bringing about a positive change.

We are grateful to Mr.Manoj Kumar IFS, Managing Director, Jungle lodges and Resorts LTD, Mr.V.Venkatesh Gowda IFS, Executive Director, Jungle lodges and Resorts LTD, Mr.Yuvaraj M., Senior General Manager, Jungle lodges and Resorts LTD who agreed to implement this project.

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We express our gratitude to Mr.Poovappa M.T., Manager, Bannerghatta Nature Camp for their hospitality and providing on time transportation facility.

Many Government school students residing around Bannerghatta National Park haven't visited the Bannerghatta Biological Park and also Bannerghatta safari for many reasons. Keeping this in mind Mr.Shankarappa K.P. gave the idea to provide a platform for those students to bring them to these places. We are thankful to him for his idea. Also thankful to Dr.Ashwatha K.N., Mr.Nagesh O.S., Mr. Mahadeva K C., Mr. Yashwanth., and all WCG members for taking the idea forward.

Special thanks to Smt.Jayalakshmi J.M., BEO, Anekal taluk, who wholeheartedly agreed to carry out this project in schools located in their block.

Thanks to Headmasters / headmistress and to teachers of all the selected schools for bringing students to their respective program.

Thanks to Mr. Dhanaraj M., Naturalist, Jungle lodges and Resorts LTD and Mr. Madhusudan M., Accountant, Bannerghatta Nature camp for their regular interaction with WCG and JLR to implement the idea.

We would like to express our sincere thanks to Nrupatunga University and Dayananda Sagar Academy of Technology and Management students who volunteered and devoted their time and knowledge in the implementation of this project.

Lastly, we want to thank all the kitchen staff of Bannerghatta Nature Camp, and Hill view restaurant for providing delicious meals and thanks to the JLR safari vehicle drivers Mr. Yowan, Mr. Raju Naik and Mr. Avinash for their support.

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1. Introduction

Modern India's education system emphasises on creating a materialistic life, society and culture which isolates humans from Nature that surrounds us. As pure air, pure water and fertile soil serve as the basis for the better quality of life, there is a need to focus on the conservation of wildlife through reflecting on our ancestor's way of co-existence with the surrounding nature and by acquiring knowledge on them. As stated by K P Poornachandra Tejaswi, a renowned Kannada writer, it is important to promote environmental education among children to live eco-friendly and sustainable lives. As a result, individuals develop a deeper understanding of environmental issues and gain skills to make informed and responsible decisions in the future. With the same motto, WCG is involved in imparting conservation education among children from the past 12 years.

1.1 Wildlife Conservation Group (WCG)

Works towards the conservation, management and development of forests and protection of wildlife habitats on a sustainable basis, for the welfare of current and future generations. We plan, execute, coordinate and monitor the implementation of forestry, forest fire management and nature conservation programs. We also conduct wildlife photo exhibitions and nature film shows - at schools surrounding Bannerghatta National Park and Bandipur Tiger Reserve buffer-zone which introduce children to nature and its many inhabitants, arousing curiosity and creating awareness at the same time. We always emphasise on mutual interdependence of humans and nature.

1.2 Jungle Lodges & Resorts (JLR)

Pioneer in Eco - Tourism since 1980 Dedicated to responsible and sustainable tourism, Jungle Lodges & Resorts is India's largest public sector company, aiding in efforts of wildlife conservation, assisting enthusiasts in experiencing pristine nature and promoting livelihoods of communities living adjacent to the forest areas. It offers breath taking destinations, from isolated beaches to dense tropical forests, from magnificent rivers to rugged hillsides in the beautiful wildlife reserves of Karnataka.

2. Purpose of the Project

- Inculcating environmental awareness in children's learning so that the next generation lives sustainably on this earth.
- To introduce students to science in nature, encourage them to observe, appreciate and link it to their curriculum by enabling them to observe their surrounding environment from a scientific point of view.
- Many children have no knowledge of the living world around them, to make them aware of its existence and how we live with them and then to conserve it for the coming generation.
- Learning is not between the book and the four walls of the school! Rather, it is to create awareness that everyone can learn a lot by seeing and experiencing the outer world.
- To help students to learn by an attitude of curiosity and questioning.
- To introduce human relationships with the other living beings by conducting nature related skits (dramas) and other nature related activities.
- To enable them to understand the difference between wild animals and captive animals.

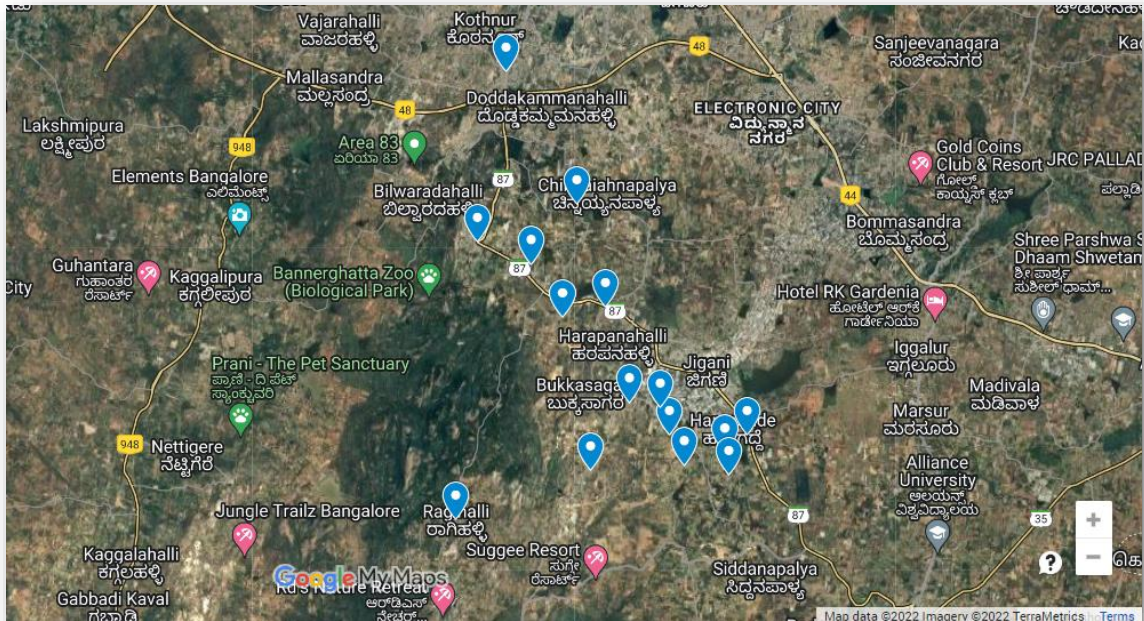


3. Introduction to Vanya Vignana Vihaara

According to recent research, if there is to be awareness and interest in environment and science, it is necessary to take children outside and give them an opportunity for experiential learning instead of keeping them inside the four walls. Because, science is not just about reading and memorising the contents of the textbook and passing the exam. There is no point in learning without experiencing the science that exists within us and everywhere in this environment. In this regard, this Vanya Vignana Vihaara project is a small effort that has been emphasising on learning through experience.

Hence in first phase 17 schools which are located in the fringes of Bannerghatta National Park from Anekal block were selected and effort is made to inculcate nature education by taking them to Bannerghatta Biological Park, Safari, Butterfly Park and also involving them to simple activities.

3.1 Location Map of selected schools



3.2 List of selected schools

Sl.no	School Name	No. of Students attended	No. of School Teachers attended
1	GHPS Shanubhoganahalli	31	04
2	GHP Urdu School Anekal	31	02
3	GHS Koppa	28	02
4	GHPS Koppa Gate	31	02
5	GHPS Madapatna	30	02
6	GHPS Sakalavara	30	02
7	GHPS Begihalli	30	02
8	GHPS Mantapa	30	02
9	GHPS Jigani	30	03
10	GHPS Ragihalli	28	02
11	GHPS Bannerughatta	30	02
		329 STUDENTS	27 TEACHERS

3.3 Resource person and Volunteers list

Sl No	Resource persons	Volunteers
1	Dr. Ashwatha K. N., Mr. Yashwanth	Ms. Meghana D Y., Ms. Monisha M., Mr. Gowtham A
2	Dr. Ashwatha K. N. Mr. Yashwanth	Ms. Rakshitha mn., Ms. Monisha Acharya., Mr. Prateek Prakash.
3	Mr. Yashwanth	Ms. Meghana D Y., Mr. Manoj preetham N., Mr. Prathveek.
4	Mr. Nagesh O S Mr. Yashwanth	Mr. Gopi.c., Ms. Shraddha S Desai.
5	Mr. Yashwanth	Ms. Likhitha., Ms. Shraddha S Desai.
6	Mr. Yashwanth	Ms. Meghana D Y., Mr. Siddesh
7	Mr. Yashwanth	Ms. Nandini S., Ms. Mamatha
8	Mr. Yashwanth	Ms. Rakshitha M N., Mr. Darshan.
9	Mr. Yashwanth	Mr. Arun., Mr. Saran
10	Dr. Ashwatha K. N. Mr. Yashwanth	Ms. Mythri, Ms. Manjushree
11	Dr. Ashwatha K. N. Mr. Yashwanth	Mr. Harshavardhan Reddy B., Mr., D Akhira Nandan., Mr. Sharat Kumar

3.4 Schedule for each program

9:30 AM	Students Arrival to Bannerghatta Biological Park
9:30 Am - 9:45 AM	Introduction about the programme
9:45 AM - 10:45 AM	Butterfly Park Visit
10:45 AM - 11:00 AM	Activity: 1 (Butterfly life cycle)
11:00 AM - 12:15 PM	Grand Safari
12:15 PM - 12:30 PM	Short Break
12:30 PM - 02:00 PM	Bannerghatta Biological Park and filling out worksheet by observing the park
02:00 PM- 02:30 PM	Lunch Break
02:30 PM - 03:30 PM	Nature related activities
03:30 PM - 04:00 PM	Feedback from students and teachers and Take-Home Materials distributions

4. Structure of the program

4.1 Visits

One thing that fosters environmental consciousness more than anything else is: the simple act of **getting children outdoors**, says recent research. Therefore, we take students out of the four walls of the classroom and explore science that is all around us. That gives them freedom to get curious, observe, explore and ask questions. Hence, we provided an opportunity for students to explore their surroundings by showing animals in safari, butterfly park, zoo which they have only seen in textbooks.

4.1.1 Butterfly Park

By taking them to the butterfly park, the butterfly life cycle was shown live as many students don't know about the life cycle of butterflies. Provided the opportunity to observe butterfly host plants, moths and butterfly specimens. By filling out the worksheets which we developed for this project, students learnt about different types of butterflies in a butterfly park, butterfly life cycle, their food, their host plants, camouflage characteristics in some butterflies, differences in their sexes, polyphenism in some butterflies, uses of butterflies in nature and also learnt about differences between butterflies and moths.

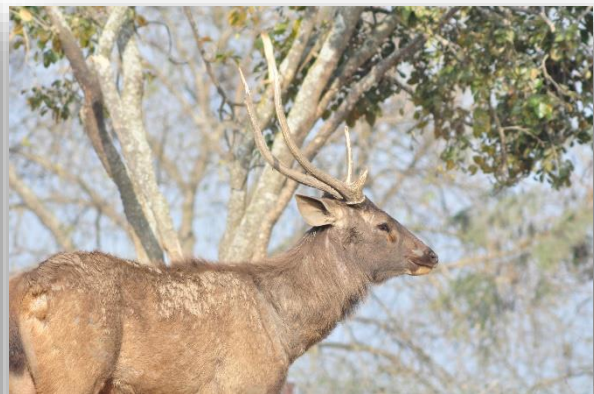


4.1.2 Safari

Students were very happy to see elephants, spotted deers, blackbucks, sambar deers, nilgais, gaurs in the herbivore safari. children got very surprised when they heard about shedding of antlers every year in deer species. They also got to know about the difference between male and female elephants and also the difference between African elephants and Asian elephants. Our resource persons also explained about each species' food habits, their behaviour and they were very eager to listen to everything.

In bear safari students were very curious and anxious to see sloth bears. To create more interest and to involve everyone in the discussion our resource persons asked many questions like what do sloth bears eat? whether it is herbivore or carnivore? Why do sloth bears have long hair in their body? so on. These questions gave the opportunity for their logical thinking. They were surprised when our resource persons told them sloth bears are omnivores. We too were surprised by the questions asked by the students. some students asked why some bears walk on the same path? We also learnt many things from them. but the joy the children gained from seeing these animals were unexplainable.

All the students were overjoyed by seeing lions and tigers from very near in the carnivore safari. Here also many questions were asked by our resource persons like why do tigers have black marks on its body? Does this have any significance? How to distinguish between lion and lioness? Even in framing asking questions our volunteers were very conscious about the children's mentality. The questions asked were not fact oriented.



4.1.3 Zoo (Bannerghatta Biological Park)

In the Zoo, students got the opportunity to see animals from different parts of the world. Worksheets designed for this project helped them to observe everything in detail. They were very cautious about what they saw. They used to ask many questions to fill out the worksheet. But many of them were not so happy by seeing animals in captivity. Even some of them asked why we need to keep them in captivity? Will they get sufficient food? The thinking level in them abused us also. To fill the snake worksheet, students observed patterns in each snake species very carefully.



4.2 Activities

2500-year-old dictum “**I hear and I forget. I see and I remember. I do and I understand**” is pertinent now more than ever. In this regard we not only focus on taking them to safari or visiting butterfly park and biological park but also make them learn through activities and worksheets. These worksheets and activities are designed in such a way that it interacts with students and they can only fill them when they visit those places by clear observation. These activities include:

A. Activity Name: Story building

- **Purpose**
Enhance creativity, collaboration, and storytelling skills through a collaborative story-building activity.
- **Method**
Students were divided into small groups with 3 to 5 members in each group. Around 40 to 50 different words selected randomly and written in a chit separately. All the chits were put in a container after mixing. One student has to come forward and has to pick 7 chits from the box. Using these words, the team has to create a story of their own and write the same in the book within a given time. After constructing their own story, they should share it with their friends by reading.
- **Learning**
Participants learn to think creatively and use their imagination to develop characters, settings, and plots for the story.

Story telling

- **Purpose**
To cultivate effective communication, foster creativity, and promote empathy by engaging individuals in the art of constructing and sharing narratives.
- **Method**
Four students have to come in front. Three of them should sit/stand in a row, and one should stand behind them and act as a controller. Give the controller a stack of cards with wildlife species names written on them.

The controller will hand a wildlife species name to one of the three students, who will start to tell a story. The student continues telling the story until the controller decides to hand another wildlife species name to another student, who will then take over the story. This will continue till the controller asks to stop the story.
- **Learning**
enhancing communication skills, fostering creativity, and encouraging active listening, thereby contributing to holistic personal and cognitive development.

B. Activity Name: Bark and Leaf Tracing

Purpose

To realise that different trees have unique bark and leaf patterns and also to study trees using touch and observation skills.

Method

Students are divided into two groups. One group is asked to collect 5 different dry leaves and another group is asked to choose a tree which they like from their surroundings.

Ask second group students to touch and feel the bark of the tree which they chose and also ask them to observe closely for any insects. They need to record the same if they observe any. After this, ask them to smell the bark of their tree. If it has any smell ask them to describe the smell.

Ask students to place a blank sheet of paper on the bark and hold it with one hand and rub it with a soft pencil with the other hand. The structure of the bark starts to appear on the paper. If they completed one, ask them to repeat the same process for 4 more different trees.

Ask first group students to keep one leaf which they collected below a sheet of white paper and they should trace the same with pencil. They should repeat this for all the leaves which they have collected.

After sufficient time both the group has to exchange their activities.

Later a common platform is given to exchange what they have observed and learnt by their respective activities.

Learning

Students will learn that trees have unique bark and leaf patterns and they will also learn dependency of many creatures on barks and leaves.

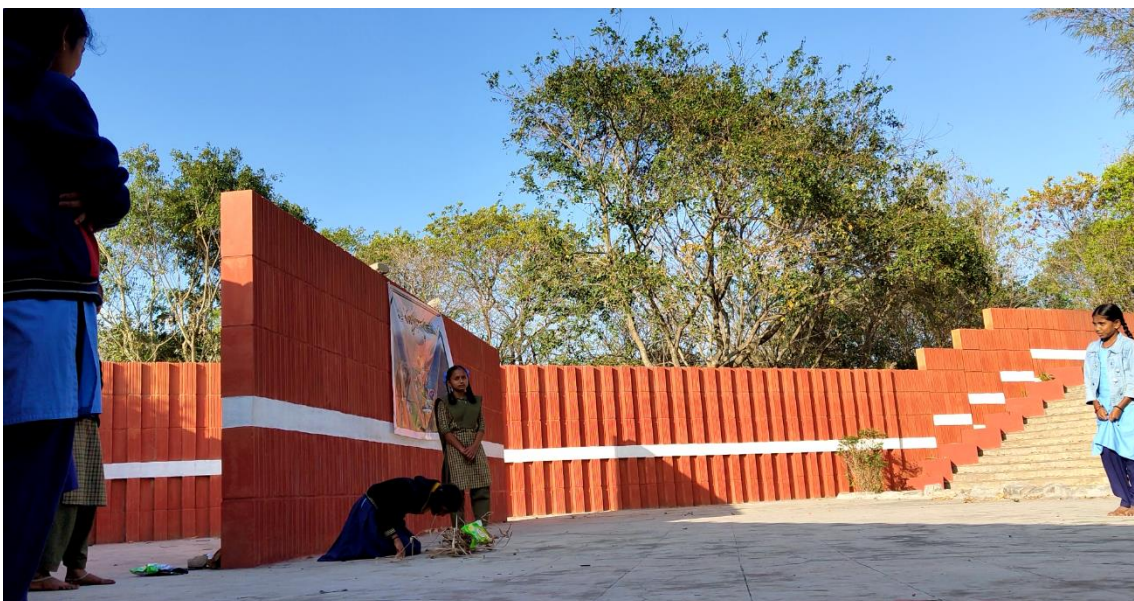


C. Activity Name: Skit about nature

By nature, Children are extremely talented and creative. To encourage their talent, students were divided into three groups and were asked to perform skits on the topic provided. They have to frame the skit, distribute characters in the group, they should also create dialogues and they should practise within 45 minutes. After 45 minutes they were asked to present the same in front of the audience i.e. in front of their classmates.

Selected topics for skit

1. Human and elephant conflicts.
2. Snake bite. Dos and Don'ts.
3. Zoo and plastic.



D. Activity Name: Nature craft

Purpose

To appreciate the nature of art in the environment. And providing an opportunity to recreate the same using naturally available materials around them.

Method

Students were given a blank sheet of paper and glue. They were asked to bring naturally available materials like sand, mud, sticks, dead leaves, fallen fruits, fallen flowers from their surroundings without harming any living beings. They have to create an art, something related to nature, like a river flowing, trees, an animal, an insect, an bird etc.. from the materials which they have collected without using pencil, scale, pen by pasting collected materials on a paper.

Learning

They will appreciate the artistic way in nature and they will create art related to nature from naturally available materials.



E. Activity Name: Memory game

Purpose:

Importance of observation skill in understanding the environment.

Method

Students were asked to collect and bring one natural material found around them without harming the living things and were asked to keep these materials on a large table.

Ask the students to gather around the table and they should see all the materials which are kept on the table. Ask the students to sit away from the table and write the names of materials which they remember. If they can't write the exact name they can write the characteristics of that material.

Learning

They will appreciate the observation capacity to see nature around them.



4.3 Study materials and take-home materials for all students

- Booklets on snakes, trees, birds, animals,
- Notepad, pen, and Pencil
- Crayons
- Drawing book



4.4 Study materials and take-home materials for all Teachers

- Jeevankura Book contains stories on wildlife and Nature

5. Expenditure

Sl.no	Particulars	Expenditure
1	Study materials	8507.45
2	Honorarium for Volunteers	3,000.00
Total cost per Batch		11507.00
Total Expenditure for the Project (01 Batch × 11 Schools)		1,26,582.00
1	Wildlife photographs print (One time cost)	15,000.00
2	Jeevankura books for teachers and volunteers	9,000.00
	Grand Total	1,50,582.00

6. Outcome of the project

- Through this project an attempt is made to take government school children to butterfly park, safari and Bannerghatta Biological Park since many of these children will have rare or no opportunities to visit these places. If they visit these places also, they won't get the opportunity to observe animals in detail. Through this project students were engaged through different activities and worksheets for better understanding.
- They could connect their curriculum with the surrounding world.
- The feeling of we are also one among many species on this planet earth.
- They got the opportunity to see Elephants, deers, sloth bears, lions, tigers and many more species from very near and also learnt about these species from the resource persons accompanying them.
- Provided a platform to showcase their talent and also in many cases provided opportunities to enhance their observation skills through engaging them in activities.



6. Conclusion

It cannot be forgotten that the Vanya Vignana Vihara program is a model of observing, experiencing, and learning with a scientific attitude, which is different from the way it is learned in schools.

An English proverb goes like this: 'Face is the index of the mind'. By seeing the students' faces we could identify how much they enjoyed the Vanya vignana vihara project. They used to discuss what they learnt in vihara with their friends, with their teachers and with our resource persons. They used to fill all the worksheets with joy and were also involved in all the activities happily.

Although some of the students had already seen Safari, Zoo before, this time it was different. They not only enjoyed their outing but also learnt many things. Some teachers even said they too learnt many things from this program.

We are in a situation where we need to act very quickly for the betterment of our nature. Day by day the situation is worsening. Due to our lifestyle many wildlife species are at the verge of extinction. Hence through this project an attempt is made to educate our future generations about this. Let us join hands for the well-being of our planet.

7. References

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2. ಪಕ್ಷಿ ಪ್ರಪಂಚ - ಹರೀಶ್ ಆರ್. ಭಟ್, ಪ್ರಮೋದ್ ಸುಬ್ಬರಾವ್.
3. Joy of learning, Handbook of Environmental Education activities Developed by Centre for Environmental Education and Vikram A. Sarabhai Community Science Centre, in collaboration with VIKSAT and Darpana Academy of Performing Arts for the National Council of Educational Research & Training (NCERT).
4. A field guide for tree spotters' jungle trees of central India - Pradip Krishen

8. Worksheets filled by students



ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು : Rehan

ತರಗತಿ : 7th Std

ಶಾಲೆಯ ಹೆಸರು : CHRS Kaggale

ಚಟುವಟಿಕೆ 1: ನನ್ನ ಮನೆ

ಕೆಳಗಿನ ಪ್ರದೇಶದಲ್ಲಿ ವಾಸಿಸುವ ಪ್ರಾಣಿಗಳ ಹೆಸರನ್ನು ಬರೆ

ನೀರಿನಲ್ಲಿ



1. ಕಿವಿ
2. ಮೀನು
3. ಮೀನು

ಮರದಲ್ಲಿ

1. ಗಿಳಿ
2. Peacock
3. ಪಕ್ಷಿಗಳು

ನೆಲದ ಮೇಲೆ

1. ಹಾವು
2. ಲೆಕ್ಕಿ
3. ಕಿರಣ

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ಚಟುವಟಿಕೆ 2: ನಾ ಕಂಡದ್ದು

ನಿಮ್ಮ ವಿಹಾರದಲ್ಲಿ ಕಂಡದ್ದನ್ನು ಟಿಕ್ ಮಾಡಿ

- | | |
|--|--|
| ☒ ಕೆಂಪು ಹೂ | ☒ ಕಸದ ಬುಟ್ಟಿ |
| ☒ ಹಳದಿ ಹೂ | ☒ ಪ್ಲಾಸ್ಟಿಕ್ ಕವರ |
| ☒ ಹಳದಿ ಚಿಟ್ಟೆ | ☒ ಹಸಿರು ಬಸ್ |
| ☒ ಕೆಂಪು ಬಣ್ಣದ ಚಿಟ್ಟೆ | ☒ ಎಲೆಕ್ಟ್ರಿಕ್ ವಾಹನ |
| ☒ ನೀಲಿ ಚಿಟ್ಟೆ | ☒ ಕಲ್ಲು ಬಂಡೆ |
| ☒ ಕಪ್ಪು ಚಿಟ್ಟೆ | ☒ ಶುದ್ಧ ನೀರು |
| ☒ ಚಿಟ್ಟೆಯ ಮೊಟ್ಟೆ | ☒ ಕೊಳಚೆ ನೀರು |
| | ☐ ಬೇಸರದಿಂದಿರುವ ಪ್ರಾಣಿ |
| ☒ ಕಪ್ಪು ಬಿಳಿ ಪ್ರಾಣಿ | ☒ ಆನೆ |
| ☒ ಮೊಸಳೆ | ☒ ಹುಲಿ ಮರಿ |
| ☒ ಜಿರಾಫೆ | ☒ ಚಿರತೆ |
| ☒ ನೀಲಿ ಪಕ್ಷಿ | ☒ ಕರಡಿ |
| ☐ ಹಳದಿ ಕೊಕ್ಕಿನ ಪಕ್ಷಿ | ☒ ಮೈ ಮೇಲೆ ಚುಕ್ಕೆ ಇರುವ ಪ್ರಾಣಿ |
| ☒ ಉದ್ದ ಕಾಲಿನ ಪಕ್ಷಿ | ☒ ಗಂಡು ಸಿಂಹ |
| ☐ ಬಿಳಿಯ ಪಕ್ಷಿ | ☒ ಬಿಳಿ ಹುಲಿ |
| ☒ ಹೆಬ್ಬಾವು | ☒ ದೊಡ್ಡ ಮರ |
| ☒ ಒಣಗಿದ ಮರ | ☒ ನರಿ |

ಚಟುವಟಿಕೆ 3: ಅರೇ... ಹಾವು ಹಾವು

ಬುಸ್ ಬುಸ್ ಎಂಬ ಹೆಡೆಯ ನಾಗ
ತೆಗೆಯಿತು ನೋಡಿ ಬಾಯಿಯ ಬೀಗ
ಕಂಡು ಹಿಡಿಯಿರಿ ನನ್ನಯ ಮಾಹಿತಿ ಬೇಗ



ಕೆಳಗಿನ ಮಾಹಿತಿಯಲ್ಲಿ ಸರಿ (✓) ತಪ್ಪು (X) ಗುರುತಿಸಿ

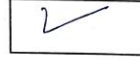
ಮಾಹಿತಿ

✓ ಅಥವಾ X

ಹಾವುಗಳಿಗೆ ಕಾಲಿಲ್ಲ



ಹಾವುಗಳ ತವಳುತ್ವವೆ



ಹಾವುಗಳ ಆಹಾರ ಹಾಲು



ಹಾವುಗಳ ಮೈ ಮೇಲೆ ಪಟ್ಟಿಗಳಿವೆ



ಹಾವುಗಳ ಮರ ಏರುವುದಿಲ್ಲ



ಚಟುವಟಿಕೆ 4: ನನ್ನ ಜೀವಿ

ಝೂನಲ್ಲಿನ ನನ್ನಿಷ್ಟದ ಜೀವಿ: White Tiger, Leopard

ಇದು ಗಾತ್ರದಲ್ಲಿ ☒ ದೊಡ್ಡದಾಗಿದೆ ☐ ಚಿಕ್ಕದಾಗಿದೆ

ಬಣ್ಣ White and Yellow and Black

ಆಹಾರ

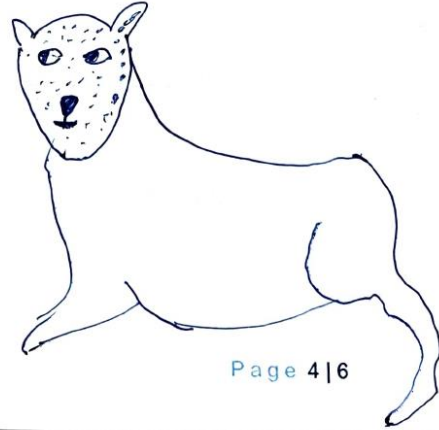
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- ☐ ನೀರಿನಲ್ಲಿ
☒ ನೆಲದ ಮೇಲೆ
☐ ಮರದ ಮೇಲೆ

ನಿನ್ನ ಜೀವಿಯ ಚಿತ್ರ ಬಿಡಲು ಯತ್ನಿಸು



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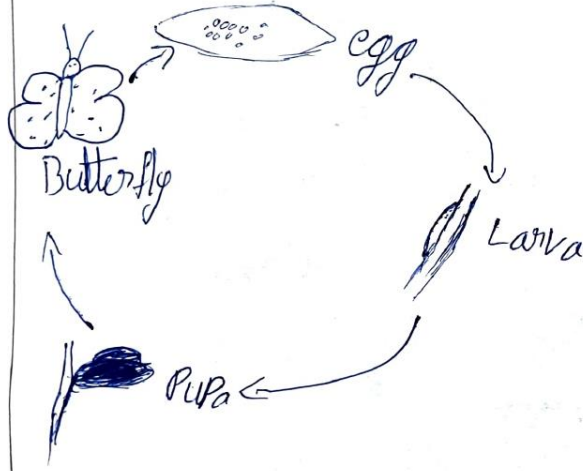
ಚಟುವಟಿಕೆ 5: ಜೀವಿಗಳ ಬಿಂಗೋ

ನಿಮ್ಮ ವಿಹಾರದಲ್ಲಿ ನಿಂತ ಜಾಗದಲ್ಲಿಯೇ ಒಮ್ಮೆಲೆ ಸುತ್ತಲು ಕಂಡ ಮೂರು ಜೀವಿಗಳನ್ನು (ಜಾಗಗಳನ್ನು) ಗೆರೆ ಎಳೆಯುವ ಮೂಲಕ ಗುರುತಿಸಿ (ಒಂದೇ ಜಾಗದಲ್ಲಿ ನಿಂತು ಗಮನಿಸಬೇಕು, ಎಷ್ಟು ಗೆರೆಗಳು ಇರುತ್ತವೆಯೋ ಅಷ್ಟು ಅಂಕ ದೊರೆಯುತ್ತದೆ)



ಒಟ್ಟು ಅಂಕ 11

ಚಟುವಟಿಕೆ 6: ನೀವು ಗಮನಿಸಿದ ಚಿಟ್ಟೆಗಳ ಜೀವನ ಚಕ್ರದ ಚಿತ್ರ ಬಿಡಿಸಿ.



9. Teachers Feedback

S M T W T F S
8 9 10 11 12 13 14 15 16 17 18 19 20 21
22 23 24 25 26 27 28 29 30 31

Week 08 (050 316) | WED

Date: 18/12/2023

From
Shilpa V
GHPS
Madapatna

First and Foremost, I would

like to thank wild life Conser

-vation Team and thanks to
manager, who gave opportunity.
Really, it was awesome experie

nce, They took us to Butter

-fly park explained about
life cycle of butterfly.

Next to safari, very good
live experience to the students
who never see, it was first
best experience.

MARCH

APRIL

NOTES

ಇಂದ,
ಸ. ಸಿ. ಪ್ರ. ಶಾಲೆ
ಬೆಂಗಳೂರು
ಆನೇಕಲ್

ದಿನಾಂಕ : 04-01-2024 ರಂದು ನಮ್ಮ
ಶಾಲೆಯ ವಿದ್ಯಾರ್ಥಿಗಳು ಬನ್ನೇರುಘಟ್ಟ ಜೈವಿಕ
ಉದ್ಯಾನವನಕ್ಕೆ ಭೇಟಿ ನೀಡಿದರು. ಮೊದಲು ಚಿಟ್ಟೆ
ಉದ್ಯಾನವನಕ್ಕೆ ಇಲ್ಲಿನ ಸಿಬ್ಬಂದಿಗಳು ಕರೆದುಕೊಂಡು
ಹೊಗಿ ವಿವಿಧ ಚಿಟ್ಟೆಗಳು ಪರಿಚಯ ಮತ್ತು ಚಿಟ್ಟೆಯ
ಜೀವನ ಚಕ್ರವನ್ನು ವಿವರಿಸಿದರು.

ನಂತರ ಸಫಾರಿಗೆ ಮಕ್ಕಳನ್ನು ಕರೆದುಕೊಂಡು
ಹೊಗಲಾಯಿತು. ಅಲ್ಲಿ ಕರಡಿ, ಆನೆ, ಜಿಂಕೆ, ಹುಲಿ,
ಸಿಂಹಗಳನ್ನು ನೋಡಿ ಮಕ್ಕಳು ತುಂಬಾ ಖುಷಿ ಪಟ್ಟರು.
ಕಾಡು ಪ್ರಾಣಿಗಳನ್ನು ಅವುಗಳ ಆವಾಸ ಸ್ಥಾನದಲ್ಲೇ ನೋಡುವುದು
ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಹಿಂದು ಮರೆಯಲಾಗದ ನೆನಪು.

ಇದಾದ ಮೇಲೆ ಮಕ್ಕಳಿಗೆ 200 ನ್ನು ತೋರಿಸಿ-
ಲಾಯಿತು ಅಲ್ಲಿನ ವಿವಿಧ ಪಕ್ಷಿಗಳು, ಹಾವುಗಳು,
ಜಿರಾಫೆ ಇನ್ನಿತರ ಪ್ರಾಣಿಗಳನ್ನು ನೋಡಿ ಖುಷಿ ಪಟ್ಟರು.
ನಂತರದಲ್ಲಿ ಲಾಝದ ವ್ಯವಸ್ಥೆ ಎಲ್ಲಾ ಮಕ್ಕಳಿಗೆ ಇಲ್ಲಿಯ
ಸಿಬ್ಬಂದಿ ಮಾಡಿದರು.

ಇದರ ಜೊತೆ ಜೊತೆಗೆ ವಿವಿಧ ಚಟುವಟಿಕೆಗಳನ್ನು
ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ನೀಡಲಾಯಿತು. ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳು
ಅತ್ಯತ್ಮದಿಂದ ಪಾಲ್ಗೊಂಡರು.

ಹಿಟ್ಟಿನಲ್ಲಿ ಈ ವಿಹಾರದಿಂದ ಮಕ್ಕಳು
ಕಾಡು ಪ್ರಾಣಿಗಳ ಬಗ್ಗೆ ಅದರ ಆವಾಸ ಸ್ಥಾನದಲ್ಲೇ
ನೋಡಿ ಹೊಸ ಅನುಭವ ಪಟ್ಟರು. ಈ ಅನುಭವವು ಮಾಡಿ
ಕೊಟ್ಟ ಇಲ್ಲಿಯ ಎಲ್ಲಾ ಸಿಬ್ಬಂದಿಗಳಿಗೆ ಧನ್ಯವಾದಗಳು.

A single moment of love is equal to the whole eternity of love. — Osho

10. Gallery



Group photo and distribution of take-home materials





Resource persons explaining about butterflies and wildlife photographs.





Students filling the worksheets





Having delicious lunch at hill view restaurant

