

VANYA VIJNANA VIHAARA

NATURE EDUCATION OUTREACH PROGRAM FOR
GOVERNMENT SCHOOLS



FINAL REPORT 2024-25



Department Of School Education



Final Report 2024-25



Submitted by:
Wildlife Conservation Group
Adavi Field Station (AFS), Ontemaranadoddi,
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Acknowledgement

We sincerely extend our heartfelt gratitude to the individuals and organizations whose invaluable support and dedication have been instrumental in the success of the Wildlife Conservation Group's Vanya Vijnana Vihaara project.

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. Prashant Shankhinamath, IFS, Managing Director, Jungle lodges and Resorts LTD, Ms. Anusha, 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.

Heartfelt thanks to Mr.Karthikeyan Srinivasan, Deputy General Manager, Jungle lodges and Resorts LTD, Karnataka for his constant support and valuable guidance concerning project implementation.

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. Dhanaraj M., Dr. Naveen Kumar Naik., Mr. Sunil Ram Reddy., Mr. Yashwanth., and all WCG members for taking the idea forward.

Special thanks to Mr. Venkatesh, BEO, Anekal Block, 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. Mr. Madhusudan M., Accountant, Bannerghatta Nature camp for their regular interaction with WCG and JLR to implement the idea.

We extend our heartfelt gratitude to the volunteers from various colleges in Bangalore and professionals from diverse fields who generously contributed their time and expertise, playing a vital role in the successful execution of the Vanya Vijnana Vihaara project.

Lastly, we extend our sincere thanks to the dedicated kitchen staff of Bannerghatta Nature Camp and Hill View Restaurant for serving delicious meals, and to the JLR safari vehicle drivers for their unwavering support throughout the program.

Content

Introduction	5-6
Purpose and Objectives of the project	6-7
Introduction to Vanya Vijnana Vihaara	8
Location map of selected schools	9
List of selected schools	10
List of Resource Person and Volunteers	11
Schedule for each program	12
Structure of the program	13-23
Expenditure	24
Outcome of the program	25
Conclusion	26
References	27
Program through photos	28-40

1. Introduction

In contemporary India, the education system often prioritizes material success, fostering a lifestyle, society, and culture that gradually distances individuals from the natural world. This growing disconnect from nature poses a serious concern, especially at a time when the health of our ecosystems directly impacts human well-being. The availability of pure air, clean water, and fertile soil forms the very foundation of a high-quality life—yet these essentials are often taken for granted.

To address this issue, it is vital that we reintroduce and reinforce the values of coexistence that were deeply embedded in the lives of our ancestors, who lived in harmony with the natural world. Their wisdom and sustainable practices offer valuable lessons for navigating the environmental challenges we face today. Learning from their way of life and gaining a scientific understanding of biodiversity and conservation are crucial steps toward restoring this lost connection.

Renowned Kannada writer K.P. Poornachandra Tejaswi emphasized the importance of instilling environmental awareness in children from a young age. He believed that only through environmental education can future generations cultivate an eco-conscious mindset and adopt sustainable, earth-friendly lifestyles. Such education not only deepens one's understanding of pressing ecological issues but also equips individuals with the knowledge and skills to make informed, responsible decisions that benefit both people and the planet.

With this guiding philosophy, the Wildlife Conservation Group (WCG) has been steadfastly working for the past 15 years to promote conservation education among children. Through hands-on experiences, nature camps, field visits, and interactive learning, WCG aims to nurture a sense of wonder, responsibility, and stewardship towards the natural world in young minds—ensuring that the seeds of conservation take root early and flourish into a lifelong commitment.

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 and Objectives of the Project

- Foster environmental awareness among children to encourage sustainable living and responsible interaction with nature in the future.
- Introduce students to the science present in nature, inspiring them to observe, appreciate, and connect it with their academic curriculum through real-world experiences.
- Bridge the gap in children's understanding of the natural world by helping them recognize the existence and importance of biodiversity, and the need to conserve it for future generations.
- Promote experiential learning beyond textbooks and classrooms, highlighting that meaningful education also occurs through direct interaction with the environment.
- Encourage curiosity and a questioning mindset, helping students explore their surroundings with scientific inquiry and wonder.
- Foster empathy and understanding towards other living beings through engaging activities like nature-themed skits, storytelling, and creative expression.
- Help students distinguish between wild and captive animals, enabling them to develop a deeper understanding of animal behavior, conservation ethics, and human responsibility.



3. Introduction to Vanya Vijnana Vihaara

Recent research underscores the importance of providing children with opportunities for **experiential learning** in order to foster genuine interest and awareness in **science and the environment**. True scientific understanding cannot be confined to textbooks or the walls of a classroom. Science is not merely about memorizing facts and passing examinations—it is about engaging the senses, asking questions, and discovering the connections between ourselves and the natural world. Without firsthand experience, the essence of science and environmental awareness remains abstract and disconnected from real life.

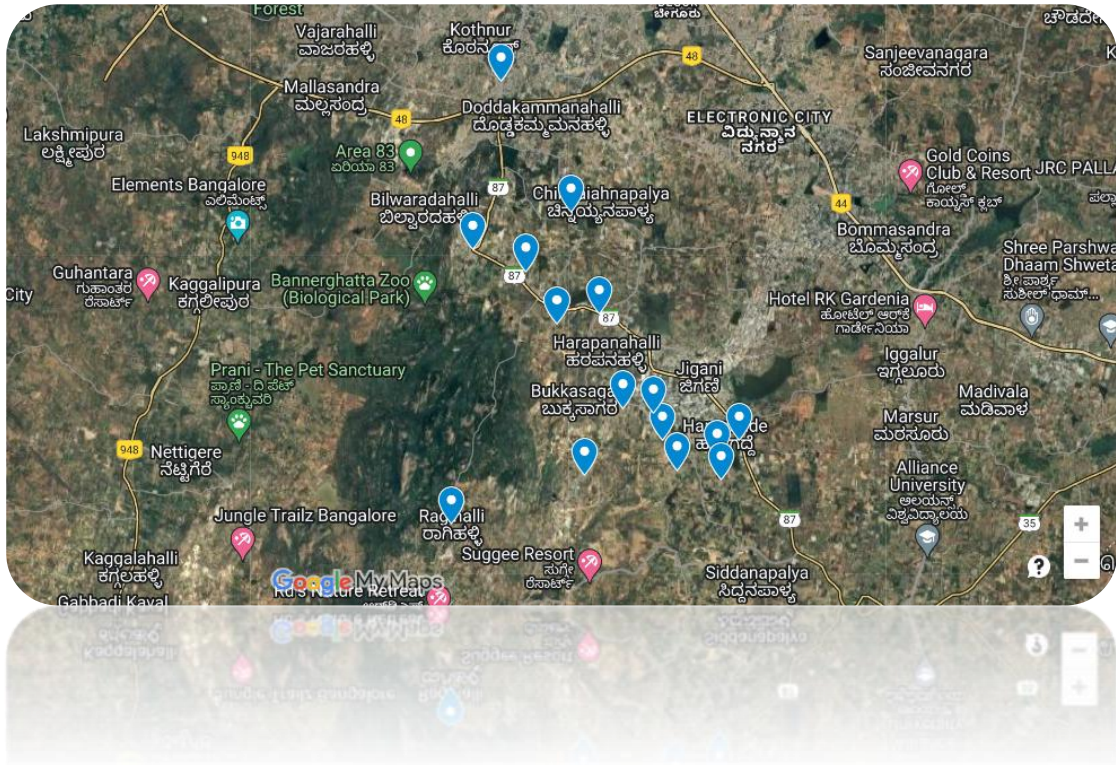
With this understanding, the **Vanya Vijnana Vihaara** project was envisioned as a modest yet meaningful step toward reviving a sense of wonder and curiosity among children by immersing them in nature-based learning. The project emphasizes the philosophy that learning becomes truly impactful when it is **experienced, felt, and explored** in the real world.

In its **first phase**, the project identified **15 government schools** situated in the **fringe villages of Bannerghatta National Park** within the Anekal block. These schools were chosen for their proximity to rich natural habitats, offering the perfect setting to connect students with their local environment.

As part of the program, students were taken on guided visits to the **Bannerghatta Biological Park, Safari**, and the **Butterfly Park**, where they could observe wildlife, ecosystems, and biodiversity up close. These visits were complemented by **simple, engaging activities** designed to encourage observation, creativity, and reflection. Through these experiences, the project aims to **plant the seeds of curiosity**, nurture respect for nature, and build a foundational understanding of ecological concepts in young minds.

This initiative reflects WCG's commitment to nurturing a generation that is not only informed but also emotionally connected to the natural world—ready to become its future stewards.

3.1 Location Map of selected schools



3.2 List of selected schools

Sl. No	Date	School Name	No. of Students & Teachers attended
1	23/1/2025	GHPS PUMP HOUSE ANEKAL	30 + 5
2	24/1/2025	GHPS SUDHAMANAGARA	32 + 4
3	27/1/2025	GHPS NAYANAHALLI	35 + 5
4	29/1/2025	GHPS SYANUBHOGANAHALLI	30 + 4
5	30/1/2025	GHPS HARAGADDE	31 + 4
6	31/1/2025	GHPS MADHAPATNA	30 + 3
7	3/2/2025	GHPS JIGANI	32 + 5
8	5/2/2025	GHPS KONSANDRA	30 + 4
9	12/2/2025	GHPS KOPPA GATE	26 + 4
10	13/2/2025	GHPS BEGIHALLI	30 + 3
11	17/02/2025	GHPS KOPPA	30 + 4
12	19/02/2025	GHPS SAKALAVARA	28 + 5
13	20/02/2025	GHPS MANTAPA	30 + 4
14	21/02/2025	GLPS BILVARDHAHALLI HARAPANAHALLI	33 + 5
15	27/02/2025	GHPS VAJARAHALLI VAJARAHALLI	32 + 5
Total Students + Teachers			459 + 64

3.3 Resource person and Volunteers list

SI No	Date	Resource persons	Volunteers
1	23/1/2025	Mr. Yashwanth R.	Ms. Shraddha., Ms. Nandhini S.
2	24/1/2025	Mr. Yashwanth R.	Ms. Nandhini S., Ms. Tejaswini J S.
3	27/1/2025	Ms. Nandhini S	Ms. Ryna., Mr. Yashwanth R.
4	29/1/2025	Ms. Nandhini S	Ms. Brinda., Mr. Yashwanth R.
5	30/1/2025	Mr. Yashwanth R.	Mr. Gopi., Ms. Nandhini S.
6	31/1/2025	Mr. Yashwanth R.	Mr. Ravi., Mr. Yashwanth.
7	3/2/2025	Mr. Yashwanth R.	Mr. Madan., Ms. Nandhini S.
8	5/2/2025	Mr. Yashwanth R.	Ms. Caroline., Mr. Raghunath C.
9	12/2/2025	Mr. Yashwanth R.	Ms. Yashaswini R., Ms. Tejaswini P.
10	13/2/2025	Mr. Yashwanth R.	Ms. Veena., Ms. Renuka.
11	17/02/2025	Mr. Yashwanth R.	Mr. Ravi., Mr. Yashwanth.
12	19/02/2025	Mr. Yashwanth R.	Mr. Sharath., Mr. Bharath A R.
13	20/02/2025	Ms. Nandhini S	Ms. Pallavi M., Ms. Deepa Malik.
14	21/02/2025	Mr. Yashwanth R.	Ms. Nandhini S., Ms. Tejaswini J S
15	27/02/2025	Ms. Nandhini S	Ms. Tejaswini J S., Mr. Yashwanth R.

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

Recent research highlights that one of the most effective ways to foster environmental consciousness in children is by simply taking them outdoors. Stepping beyond the four walls of a classroom allows students to experience the world firsthand—sparking curiosity, encouraging observation, and inspiring questions that lead to deeper understanding.

With this in mind, we created opportunities for students to explore the living world around them—bringing to life the concepts they had only encountered in textbooks. Through visits to the safari, butterfly park, and zoo, students witnessed animals and ecosystems up close, allowing them to connect theoretical knowledge with real-world experiences. This hands-on exposure not only enriched their learning but also instilled a sense of wonder, empathy, and responsibility toward the natural world.

4.1.1 Butterfly Park

During the visit to the Butterfly Park, students were given a rare opportunity to witness the butterfly life cycle firsthand, an experience that many had not encountered before. They observed butterfly host plants, various moth and butterfly specimens, and engaged directly with the natural environment. Through specially designed worksheets developed for the project, students explored a range of topics including the diversity of butterfly species in the park, their life cycle, feeding habits, host plants, and unique features such as camouflage, sexual dimorphism, and polyphenism. They also learned about the ecological importance of butterflies, their role in nature, and the differences between butterflies and moths. This hands-on experience not only deepened their understanding of biology but also fostered a greater appreciation for the natural world.



4.1.2 Safari

As part of the experiential learning initiative, students were taken on a guided tour through the Herbivore Safari, where they had the chance to observe majestic animals such as elephants, spotted deer, blackbucks, sambar deer, nilgais, and gaurs in their naturalistic habitats. The children were especially fascinated to learn about the annual shedding of antlers in deer species, a fact that sparked surprise and curiosity. They also gained insights into the differences between male and female elephants, as well as between Asian and African elephants. Throughout the safari, our resource persons actively engaged students by sharing information about each species' diet, behavior, and ecological role, which the children absorbed with great enthusiasm.

In the Bear Safari, students were eager and curious to see sloth bears up close. To further stimulate interest and encourage participation, our resource persons posed thought-provoking questions such as: What do sloth bears eat? Are they herbivores or carnivores? Why do they have such long hair? These questions prompted critical thinking and lively discussions. Students were amazed to learn that sloth bears are actually omnivores, and in turn, surprised us with their own thoughtful inquiries—such as why some bears walk along the same path repeatedly. These interactions proved to be mutually enriching, reinforcing the two-way nature of experiential learning.

The Carnivore Safari was another highlight, where students were thrilled to observe lions and tigers from close quarters. Once again, our resource persons facilitated engaging discussions by asking questions aligned with the students' levels of understanding and curiosity. Instead of presenting mere facts, they prompted observation and reasoning—for instance: Why do tigers have black stripes? Do they serve a purpose? How can we tell a lion from a lioness? Such questioning not only deepened the students' knowledge but also encouraged inquisitiveness and environmental empathy.

Overall, the joy and wonder expressed by the children throughout these safaris were truly immeasurable. These encounters served as a powerful reminder that meaningful learning happens when curiosity is kindled and knowledge is experienced firsthand in the presence of nature.





4.1.3 Zoo (Bannerghatta Biological Park)

At the zoo, students had the unique opportunity to observe a wide variety of animals from different parts of the world, broadening their understanding of global biodiversity. The custom-designed worksheets for this project guided them to observe each animal with attention to detail, encouraging focused observation and active engagement. The students approached the activity with great seriousness, often asking insightful questions in their effort to fill out the worksheets accurately.

However, what stood out most was their emotional response to seeing animals in captivity. Several students expressed concern, asking thought-provoking questions such as, “Why do these animals have to live in enclosures?” and “Do they get enough food and care?” These reflections sparked deeper discussions about animal welfare, conservation ethics, and the role of zoos in education and species preservation. Their questions challenged even us as educators, revealing a high level of empathy and critical thinking.

One of the most engaging parts of the visit was the snake enclosure, where students examined the unique patterns and characteristics of different snake species. They carefully observed details and filled in their worksheets with curiosity and precision, demonstrating a genuine interest in reptiles—often a group of animals that are misunderstood or feared.

This experience not only enhanced their knowledge of wildlife but also nurtured compassion, awareness, and responsibility—key values we aim to instil through conservation education.



4.2 Activities

The timeless 2,500-year-old saying, *“I hear and I forget. I see and I remember. I do and I understand,”* holds greater relevance today than ever before. Embracing this philosophy, our approach goes beyond simply organizing visits to the safari, butterfly park, and biological park—we emphasize active learning through thoughtfully curated activities and worksheets. These tools are not mere supplements but integral components of the learning process, designed to engage students directly with their surroundings.

Each worksheet is crafted to encourage observation-based learning, requiring students to explore, inquire, and reflect. They can only be completed through first-hand interaction with the environment, prompting students to notice details, ask questions, and apply their knowledge in real time. These interactive activities serve as a bridge between experience and understanding, making learning deep, meaningful, and memorable.

4.2.1 Activity: Bark and Leaf Tracing

Purpose:

The primary aim of this activity is to help students recognize that each tree has its own distinct bark and leaf patterns, while also encouraging them to learn about trees through touch, observation, and sensory experiences. By actively engaging with natural elements, students are guided to develop a deeper appreciation for plant diversity and the life that trees support.

Method:

To begin with, students are divided into two groups, each assigned a complementary task to ensure a holistic learning experience.

Group 1 is instructed to collect five different dry leaves from the surrounding area. These leaves will later be used for a tracing activity that helps students understand the variation in leaf shapes, sizes, and venation patterns.

Group 2 selects a tree of their choice from the vicinity and engages in a hands-on exploration. Students are encouraged to touch and feel the bark, noting its texture and features. They are asked to observe carefully for any insects or other life forms present on or around the bark and record their observations. The activity also includes smelling the bark to identify any unique scents, encouraging the use of multiple senses in the learning process.

Once this initial observation is complete, Group 2 students are given a blank sheet of paper to place on the bark surface. Using a soft pencil, they gently rub over the paper to create a bark impression. This process is repeated for four additional trees, resulting in a set of five different bark rubbings.

Simultaneously, Group 1 begins their leaf tracing activity. Each collected leaf is placed underneath a white sheet of paper, and students trace its outline and internal venation using a pencil. This process is carried out for all five leaves they have gathered, helping them understand the structural differences between various species.

Once both groups have completed their respective activities, they exchange roles so that every student gets to experience both bark rubbing and leaf tracing. Finally, all students gather on a common platform to share their observations, discuss what they discovered, and reflect on their learning experiences.

Learning-Outcomes:

Through this activity, students gain a clear understanding that bark textures and leaf patterns differ across tree species, reinforcing the uniqueness of each tree. They learn to observe minute natural details more carefully and cultivate a sense of curiosity and wonder about the living world.

Moreover, the activity brings attention to the ecological importance of trees—how their bark and leaves serve as homes, food sources, and protective habitats for various organisms. This hands-on learning not only supports scientific thinking but also instils empathy for the natural world, laying the foundation for responsible and informed environmental stewardship.



4.2.2 Activity: Skit on Nature and Conservation

Purpose:

To nurture children's creativity and communication skills while fostering awareness and sensitivity toward environmental and conservation issues.

Method:

Students were divided into three groups and assigned specific topics related to nature and conservation. Each group was tasked with:

- Framing a short skit based on the given topic.
- Distributing characters and assigning roles within the group.
- Creating dialogues and deciding the sequence of the performance.
- Rehearsing the entire skit within a time limit of 45 minutes.

Once the preparation was completed, each group performed their skit in front of their classmates, serving both as actors and audience.

Topics assigned for the skits included:

1. Human and Elephant Conflicts
2. Snake Bite: Dos and Don'ts
3. Zoo and Plastic
4. Our Village Lake

Learning Outcomes:

- Developed a deeper understanding of environmental issues such as wildlife conflict, pollution, safety in nature, and local water body conservation.
- Improved collaboration, problem-solving, and decision-making skills through teamwork.



4.2.3. Activity: Nature Craft

Purpose:

The activity aimed to foster a sense of appreciation for the artistic patterns and forms found in nature, while encouraging students to recreate these using natural materials from their surroundings. It was designed to inspire creativity and environmental awareness by engaging with nature in a gentle, respectful manner.

Method:

Each student was given a blank sheet of paper and glue. They were then asked to collect naturally available materials such as sand, mud, twigs, dry leaves, fallen fruits, and flowers from the nearby area—without disturbing or harming any living beings. Using only these collected items, students were instructed to create a piece of artwork that depicted an element of the natural world. Examples included flowing rivers, trees, animals, birds, or insects. Importantly, they were not allowed to use any drawing tools like pencils, pens, or scales—only natural materials could be used to craft their art by pasting them onto the sheet.

Learning-Outcome:

Through this activity, students developed a deeper appreciation for nature's creativity and patterns. It encouraged them to observe their environment closely, think imaginatively, and express their understanding of nature through eco-friendly art. It also helped reinforce the idea that beautiful expressions can emerge from simple, sustainable means when guided by creativity and a love for the natural world.



4.2.4. Activity: Story Building

Purpose:

The objective of this activity was to foster creativity, teamwork, and storytelling abilities among students. It aimed to encourage imaginative thinking while enhancing their ability to collaborate and construct narratives in a fun and engaging way.

Method:

Students were divided into small groups consisting of 3 to 5 members. A set of 40 to 50 unique words—selected randomly—were written individually on chits and placed into a container. One student from each group was invited to draw 7 chits at random. Using the words picked, the group was tasked with collaboratively building a story. They had to creatively incorporate all the chosen words into a coherent and original narrative, which they then wrote down in their notebooks within the allotted time. Once the story was completed, each group presented their story by reading it aloud to the rest of the class.

Learning Outcome:

This activity encouraged students to think outside the box and use their imagination to develop characters, settings, and plots. It also enhanced their ability to work collaboratively, express their thoughts clearly, and build confidence in sharing their ideas with others. The process made learning language and storytelling both joyful and meaningful.



4.2.5. Activity Name: Storytelling

Purpose:

The goal of this activity was to develop effective communication skills, stimulate creativity, and nurture empathy through the engaging process of collaborative storytelling. It encouraged students to construct and share narratives while spontaneously integrating new elements, thereby enhancing their cognitive and emotional expression.

Method:

Four students participated in each round—three as storytellers and one as the controller. The three storytellers stood or sat in a row, while the controller stood behind them, holding a stack of cards with names of different wildlife species written on them. The controller would hand a card to one of the storytellers, prompting them to begin a story that includes the given species. The student continued narrating until the controller handed a new wildlife species card to another storyteller, who then picked up the thread and continued the story. This rotation went on, with each storyteller creatively building upon what was previously said, until the controller signaled the end of the activity.

Learning Outcome:

This dynamic storytelling exercise helped students enhance their verbal communication and quick-thinking abilities. It fostered creativity, encouraged active listening, and developed narrative continuity in a group setting. By weaving wildlife into their stories, students also gained a deeper appreciation for biodiversity, making it a powerful blend of creative expression and environmental education.

4.3 Study Materials and Take-Home Resources

To ensure continued learning beyond the field visits and activities, a set of thoughtfully curated study and take-home materials were provided to all participating students. These included:

- **Educational Booklets on Butterflies, Birds, and Snakes** – Designed to supplement experiential learning, these booklets offered detailed yet age-appropriate information to help students recall and reflect upon what they observed during their visits.

- **Stationery Kit** – Each student received a notepad, pen, and pencil to encourage note-taking, sketching, and documenting their observations.
- **Crayons** – Provided to support artistic expression during drawing and nature craft activities.
- **Drawing Book** – Offered as a personal space for students to illustrate their experiences, ideas, and learning through creative visual representations.
- These resources not only supported the activities during the programme but also served as valuable tools for revision, reflection, and sharing their learning journey with peers and family.

4.4 Study Materials and Take-Home Resources for Teachers

Each teacher was provided with a copy of "**Jangaala**", a beautifully illustrated Kannada book featuring engaging stories about birds. The book aims to spark curiosity among teachers about the avian life around them, encouraging them to observe birds more closely and inspire their students to do the same.



5. Expenditure

B. N. Subramanya & Co.,
Chartered Accountants



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UTILISATION CERTIFICATE

We have verified the books of accounts of **Wildlife Conservation Group** having its registered office at No. 11 Study House, Kaleshwari, Ragihalli Post, Jigani Hobli, Anekal Taluk, Bangalore – 560083. On such verification we confirm that an amount of Rs.1,89,140/- (One Lakh Eighty Nine Thousand One Hundred Forty Rupees only) has been received on 03rd January, 2025 as grants-in-aid towards Project "Vanya Vijnana Vihaara Project". The details of utilisation of fund is given below:

Particulars	Amount
Fund received on 03.01.2025	1,89,140
Total Fund	1,89,140
<u>Expenditure incurred from 03.01.2025 to 01.03.2025:</u>	
Food and Travelling expenses	11,415
Miscellaneous Expenses	2,120
Honorarium	58,950
Content Development	5,000
Printing & Stationary	1,10,375
Total Expenditure	1,87,860
Amount Unspent	1,280

This certificate is issued at the specific request of the Wildlife Conservation Group.

B N Subramanya and Co.,
Chartered Accountants
Firm Reg No. 004142S

Anil S

Anil S
Partner
M.No. 233901
UDIN : 25233901BMIVLB4008



Place: Bangalore
Date: 05-04-2025

Flat No. 101, R.V. - 15, 'E' Block, 6th Main, Malleshwaram, Bangalore - 560 003, Karnataka

6. Outcome of the project

- This project successfully provided government school children—many of whom have limited or no access to nature-based learning experiences—with a rare opportunity to visit the Butterfly Park, Safari, and Bannerghatta Biological Park. Unlike a casual visit, this initiative enabled them to observe wildlife in detail through thoughtfully designed activities and worksheets that encouraged active engagement and deeper understanding.
- Students were able to relate concepts from their academic curriculum to real-world natural settings, thereby enhancing the relevance and impact of their learning.
- The experience fostered a sense of ecological belonging, helping children realise that humans are just one of many species coexisting on this planet.
- Seeing majestic animals such as elephants, deer, sloth bears, lions, tigers, and others up close left a lasting impression. With guidance from knowledgeable resource persons, students learned not only to identify these animals but also gained insights into their behaviour, diet, and habitats.
- The project also created a platform for students to express their creativity and sharpen their observation skills through interactive activities. This not only built confidence but also nurtured a sense of curiosity and wonder about the natural world.

7. Conclusion

The *Vanya Vijnana Vihaara* program stands out as a unique model for learning—one that emphasizes observation, experience, and inquiry with a scientific outlook, offering a refreshing contrast to conventional classroom-based education.

As the saying goes, “*The face is the index of the mind.*” The joy and enthusiasm on the faces of the students clearly reflected how deeply they connected with the experience. They eagerly shared their learnings with peers, teachers, and resource persons, enthusiastically filled out their worksheets, and actively participated in every activity.

While some students had previously visited places like the Safari or Zoo, this visit was markedly different. It wasn’t just an outing—it was a hands-on, minds-on educational journey. Many teachers shared that they too gained new knowledge and perspectives through the program.

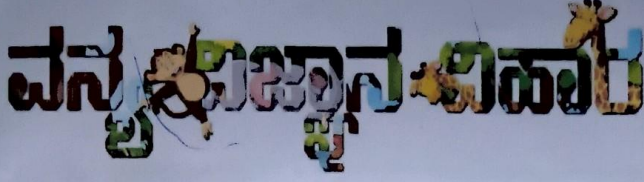
In the face of growing environmental challenges and the increasing threat of extinction to many wildlife species due to human lifestyles, initiatives like *Vanya Vijnana Vihaara* are timely and necessary. By fostering environmental awareness and sensitivity in young minds, we are sowing the seeds for a more responsible and compassionate future. Let us continue to work together for the well-being of our planet and the generations to come.

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Program through photos

Worksheets filled by students



ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು : ಶ್ಯಾಮಲಾ ಕುಮಾರಿ

ತರಗತಿ : 7ನೇ

ಶಾಲೆಯ ಹೆಸರು : ವೆಂಕಟೇಶ್ವರ ಶಾಲೆ ಹಾವೇರಿ

ಚಟುವಟಿಕೆ 1: ನನ್ನ ಮನೆ

ಕೆಳಗಿನ ಪ್ರದೇಶದಲ್ಲಿ ವಾಸಿಸುವ ಪ್ರಾಣಿಗಳ ಹೆಸರನ್ನು ಬರೆ

ನೀರಿನಲ್ಲಿ

1. ನೀರ್ ಕುದುರೆ
2. ಭಮೆ
3. ಮೊಸಳೆ.



ಮರದಲ್ಲಿ

1. ಅಪ್ಪ
2. ಕೋತಿ
3. ಅಕ್ಕಿ

ನಲದ ಮೇಲೆ

1. ಜಿರಾಫೆ
2. ಹುಲಿ
3. ಸಿಂಹ ನಾಯಿ ಬಾದು ಹುಲಿ

ಕೃಷ್ಣಯ್ಯಗ ಫಾಯಿನ್ ಜಿಂಗೆ

WCG - 2024-25

Page 1 | 6

ಚಟುವಟಿಕೆ 2: ಅರರೆ. . . ಹಾವು ಹಾವು

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

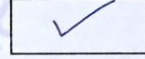


ಕೆಳಗಿನ ಮಾಹಿತಿಯಲ್ಲಿ ಸರಿ (✓) ತಪ್ಪು (✗) ಗುರುತಿಸಿ

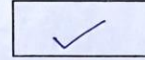
ಮಾಹಿತಿ

✓ ಅಥವಾ ✗

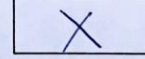
ಹಾವುಗಳಿಗೆ ಕಾಲಿಲ್ಲ



ಹಾವುಗಳು ತೆವಳುತ್ತವೆ



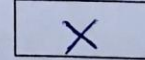
ಹಾವುಗಳು ಆಹಾರ ಹಾಲು



ಹಾವುಗಳ ಮೈ ಮೇಲೆ ಪಟ್ಟಿಗಳಿವೆ



ಹಾವುಗಳು ಮರ ಏರುವುದಿಲ್ಲ



ಚಟುವಟಿಕೆ 3: ನನ್ನ ಜೀವಿ

ಝೂನಲ್ಲಿನ ನನ್ನಷ್ಟದ ಜೀವಿ:

ನವಿಲು

ಇದು ಗಾತ್ರದಲ್ಲಿ



ಛೂಡ್ದದಾಗಿದೆ



ಚಕ್ಕದಾಗಿದೆ

ಬಣ್ಣ = ಕೆಂಪು, ಹಸಿರು, ನೀಲಿ,

ಆಕಾರ = ಮೀನು, ಗೋಧಿ

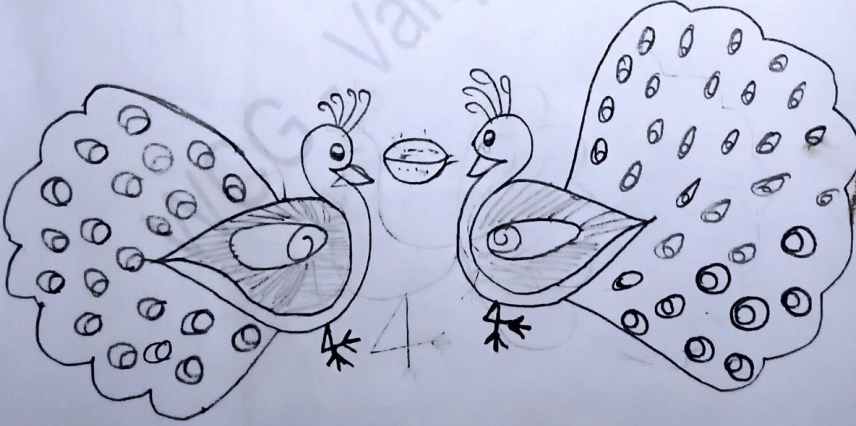
ವಾಸಿಸುವ ಸ್ಥಳ = ನೆಲ

€ ನೀರಿನಲ್ಲಿ

€ ನೆಲದ ಮೇಲೆ

€ ಮರದ ಮೇಲೆ

ನೋಡಲು ಆ ಜೀವಿ ಹೀಗಿದೆ (ಜೀವಿಯ ಚಿತ್ರ ಬಿಡಿಸಲು ಯತ್ನಿಸಿ)



ಚಟುವಟಿಕೆ 4: ಜೀವಿಗಳಿಗೂ ಅವುಗಳ ಪಾದದ ಗುರುತುಗಳಿಗೆ ಗೆರೆ ಎಳೆಯಿರಿ

ಕ್ರಮ
ಸಂಖ್ಯೆ

ಜೀವಿಗಳು

ಹೆಜ್ಜೆ ಗುರುತು

1



2



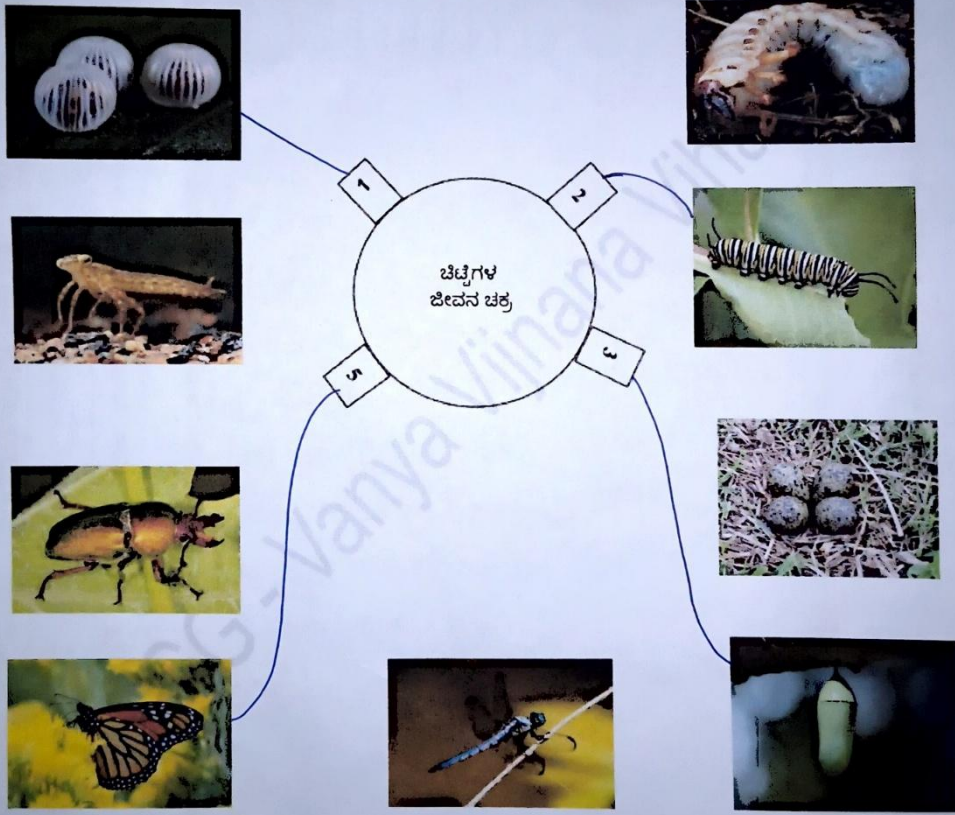
3



4



ಚಟುವಟಿಕೆ 5: ಚಿಟ್ಟೆ ಜೀವನ ಚಕ್ರ ಈ ಗುಂಪಲ್ಲೇ ಇದೆ. ಸೂಕ್ಷ್ಮವಾಗಿ ಗಮನಿಸಿ ಚಿಟ್ಟೆ ಜೀವನ ಬರೆಯಿರಿ? (ಚಿಟ್ಟೆಗಳ ಜೀವನ ಚಕ್ರಕ್ಕೆ ಕ್ರಮಾನುಸಾರವಾಗಿ ಸಂಖ್ಯೆಗಳನ್ನು ಎಳೆಯಿರಿ)



ವನ್ಯ ವಿಜ್ಞಾನ ವಿಹಾರ ಕಾರ್ಯಕ್ರಮದ ನಿಮ್ಮ ಅನುಭವ ತಿಳಿಸಿ

★ ನನಗೆ ವನ್ಯ ಏಜ್ಞಾನ ವಿಹಾರ ತುಂಬಾ ಇಷ್ಟವಾಯಿತು. ಚಿಟ್ಟೆಗಳ ಬಗ್ಗೆ
ಹೆಚ್ಚು ಮಾಹಿತಿ ಕೊಟ್ಟರು. ಶರಣ ಬಗ್ಗೆ ಹೇಳಿದರು. ನಮಗೆ ಚಿಟ್ಟೆಗಳ
ಬಗ್ಗೆ ಹೆಚ್ಚು ಮಾಹಿತಿಯು ಇರಲಿಲ್ಲ. ಮೊದಲು ಭಾವನೆಯ ಮೇಲೆ ಚಿಟ್ಟೆ
ಬಂದಿದ್ದು ಎಂದು ಹೇಳಿದರು. 14 ಕೊಟಿ ವರ್ಷದಷ್ಟೆ ಚಿಟ್ಟೆ ಉದಯಿಸು.
ಸವಾರಿಗೆ ಮಾರಿತ್ತೇವೆ. ಹಲ್ಲ, ಸಿಂಹ, ಹುಲಿ, ಕರಡಿ, ಭನೆ, ಕೋಳಿ, ಜಿಂಕೆ
ಇನ್ನು ಹಲವಾರು ಪ್ರಾಣಿಗಳನ್ನು ನೋಡಿದೆವೆ. ಝಾನ್ಸಾಯಿ ಈ ಬೇರೆ
ಪ್ರಾಣಿ, ಪಕ್ಷಿಗಳನ್ನು ನೋಡಿದೆವೆ. ನಮಗೆ ಮಧ್ಯಾಹ್ನ ಊಟ ಕೊಟ್ಟರು.
ಚಿಟ್ಟೆ ಜೀವನ ವಸ್ತು ನಮಗೆ ತುಂಬಾ ಚೆನ್ನಾಗಿ ಹೇಳಿದರು. ನಮ್ಮ ಶಾಲೆಗೆ
ಬಂದು ನಮಗೆ ಎಷ್ಟೆಲ್ಲ ಕರೆದುಕೊಂಡು ಬಂದರು. ಊಟ ಭದ ಮೇಲೆ
ನಮಗೆ ಚಟುವಟಿಕೆ ಮಾಡಲು ಕೊಂಡರು. ಹದರಲ್ಲಿ ನಾವು ಕನ, ಕಡ್ಡಿಗಳಿಂದ
ಪ್ರಾಣಿಗಳನ್ನು ಮಾಡಿದೆವೆ. ನಮಗೆ ಬನ್ನಾ, ಪೆನ್ಸಿಲ್, ಪುಸ್ತಕ, ಕಪಿಪ್ರಾಣಿಗಳು
ಪುಸ್ತಕ, ಸಾಮಾನ್ಯ ಪಕ್ಷಿಗಳ ಪುಸ್ತಕ ಕೊಟ್ಟರು ತುಂಬಾ ಇಷ್ಟವಾಯಿತು.
ಧನ್ಯವಾದ ಯಶ್ವಂತ ಸರ್ ಮತ್ತು ಗೋಪಿ ಸರ್.

Teachers Feedbacks

02

APRIL '20

THU

Week 14 (093-273)

April

2020
S M T W T F S S M T W T F S
1 2 3 4 5 6 7 8 9 10 11
12 13 14 15 16 17 18 19 20 21 22 23 24 25
26 27 28 29 30

ಇಂದು

ಹಿ.ಚಿ. ಶಾಲೆ ಸರವಾರ
ಶಾ. ಸುನೀಲ್

ದಿನಾಂಕ 19-02-2025 ರಂದು ಬುಧವಾರ
WILD LIFE CONSERVATION ಸಂಸ್ಥೆಯವರು
ನಮ್ಮ ಶಾಲೆಯ ಮಕ್ಕಳಿಗೆ ಬಸ್ಸು ಕುಳಿತು
ತಾಳ್ಮೆಯು ಉದ್ಘಾಟನೆ ಹಾಳೆಗಳು
ಅನುಭವ ಮಾಡಿಕೊಟ್ಟರು ತ್ರಿ.
ದಾಕಿರೇ ಸಂಯೋಗಿ 8:30 ಕ್ಕೆ ನಮ್ಮ
ಶಾಲೆಯಿಂದ ಪ್ರಯಾಣ ಆರಂಭಿಸಿದೆ.
ಬೆಳಿಗ್ಗೆ 7 ಸುಮಾರಿ 200, ದಾಕಿರೇ ಶಾ. ಸುನೀಲ್
ಎಲ್ಲವನ್ನೂ ನೋಡಿದೆ.
ಬೆಳಿಗ್ಗೆ 7 ಸುಮಾರಿ ಬೆಳಿಗ್ಗೆ ಹಿಡಿಯಬೇಕು
ದಾಕಿರೇ ಅದು ಸೇರಿಸುವ ಪ್ರದೇಶ
ರಸ್ತಾಕಡೆ ಶಾಕುಡ್ ಬೆಳಿಗ್ಗೆ, ಬೆಳಿಗ್ಗೆ
ಮಾತು ಹಿಡಿಯುವಾಗ ಇರುವ
ಮಾತುಕೂಡೆ ಮುಂದೆ ಬರುವಾಗ ಬಗ್ಗೆ
ಪ್ರದೇಶವಾಗಿದೆ.

ಈ ನಂತರ ಏಲ ಶಾಕುಡ್
ಸುಮಾರಿಯಿಂದ ಕೊಂಡುಬಿಟ್ಟರು. 7 ಸುಮಾರಿ
ಕೂಡೆ ದಾಕಿರೇ ಸಿಂಡೆ ಸಿಂಡೆಗೆ ಮುಂದೆ
ಬರುವಾಗ ದಾಕಿರೇ ಸಿಂಡೆ
ಮಾತುಕೂಡೆ ಸಂಯೋಗಿ ಹಿಡಿಯುವಾಗ
ದಾಕಿರೇ 12:40 ಕ್ಕೆ ಬರುವಾಗ
ಮಾತುಕೂಡೆ ಸುಮಾರಿ 7 ಸುಮಾರಿ
200 ನೋಡಲು ಸುಮಾರಿ, ಇಲ್ಲ
ಮಾತುಕೂಡೆ ಶಾಕುಡ್ ಹಿಡಿಯುವಾಗ
ಸುಮಾರಿ ಹಿಡಿಯುವಾಗ ಬಗ್ಗೆ

NOTES

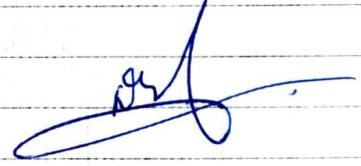
Enjoy every minute of life. Never second-guess life. – Michael Jordan

2020 May
 S M T W T F S S M T W T F S
 1 2 3 4 5 6 7 8 9
 10 11 12 13 14 15 16 17 18 19 20 21 22 23
 24 25 26 27 28 29 30 31

APRIL '20 03
 Week-14 (094-272) FRI

ಈ ಸಂಸ್ಥೆಯ ಸಿಬ್ಬಂದಿಯವರಾದ ಯಶಂತ್
 ಸರ್, ಉಪಾಧ್ಯಕ್ಷರಾದ ಎಸ್.ಎಸ್.ಎಸ್. ಎಸ್.ಎಸ್.ಎಸ್.
 ನಂತರ, WORK-SHEET ಮಾಡಲು
 ಅನುಮೋದನೆ ನೀಡಿದ್ದು, ಅದರಂತೆ
 ಕಾನೂನುಬಾಹಿರ ಕೆಲಸಕ್ಕೆ ಚಟುವಟಿಕೆ
 - ಗೆಳೆಯರನ್ನು ಹಾಕಿಕೊಳ್ಳುವಂತೆ ಪ್ರೋತ್ಸಾಹ
 ನೀಡಿದ್ದು, ಹೆಚ್ಚಿನ ಕೆಲಸಕ್ಕೆ ಪ್ರೋತ್ಸಾಹ
 ನೀಡಿದ್ದು, ಬಗ್ಗೆ ಸಾರ್ವಜನಿಕ ತಿಳುವಳಿಕೆ

ಈ ಅಂತರರಾಷ್ಟ್ರೀಯ ದಿನದ WILD LIFE
 CONSERVATION ಸಂಸ್ಥೆಯವರಿಗೆ
 ನಮ್ಮ ಶಾಲೆಯ ಹೆಸರಿನಲ್ಲಿ ಧನ್ಯವಾದಗಳು



NOTES

20th,

ಲಲಿಹವತಿ. ಸಚ್ಚಿದಾನಂದ

ಸಿ.ಕೆ.ಪ್ರಾ.ಶಾಲೆ ಪುಟ್ಟ. ೨ನೇ ಹಂತ ||೨||

ದಿನಾಂಕ 17.02.2025 ರಂದು ಬೆಳಿಗ್ಗೆ 8-30ಕ್ಕೆ
ನ.ಕ.ಪ್ರ.ಶಾಲೆ ಪೂರ್ವ ಬಿಟ್ಟು ಬನ್ನೇರುಜಿಲ್ಲೆ ರಾಷ್ಟ್ರೀಯ
ಅಧ್ಯಾಪನವನಕ್ಕೆ ನಮ್ಮ ಶಾಲೆಯಿಂದ ಸುಮಾರು 30 ಮಕ್ಕಳು
ಹಾಜರಿ ಮಾಡಿದೆಯೆ. ಮೊದಲು ಮಕ್ಕಳಿಗೆ ಚಿತ್ರ
ಅಧ್ಯಾಪನವನದ ವಿಷಯಗಳ ಕರೆದೊಯ್ಯಲಾಯಿತು.
ಅಲ್ಲಿ ಎಂದಿ ರೀತಿಯ ಚಿತ್ರ 4 ಚಿತ್ರವು ಹೊಂದಿಕೆ
ಆದರೆ ಕ್ರಮದ ಬಗ್ಗೆ ಆಳನಿದರು. ವಿಚಾರ 4 ಚಿತ್ರವು
ನಡೆಯುವ ವ್ಯತ್ಯಾಸ ಆಳನಿದರು. ಅದನಂತರ ಎಲ್ಲ
ಮಕ್ಕಳನ್ನು ಸ್ವತಂತ್ರ ಕರೆದೊಯ್ಯಲಾಯಿತು. ಅಲ್ಲಿ
ಎಲ್ಲ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ನೋಡಿದರು.
ಶಾಲೆಯಲ್ಲಿಯೇ ಇವಂತಾ ನೆರವುಗಳು ಎಲ್ಲ ಕ್ರೀಡೆಗಳ
ಬಗ್ಗೆ ಮಕ್ಕಳಿಗೆ ಮಾಹಿತಿ ನೀಡಿದರು.

ನಂತರ ಮದ್ಯಾಹ್ನದ ಸುಮಾರು ಎರಡು
ನಾಡಲ್ಪಟ್ಟು ಎಲ್ಲ ಮಕ್ಕಳು ಊರಿನಿಂದ ಹೊರಗೆ
ಬಂದನಂತರ ಮಕ್ಕಳು ದಲರಾವಿ ಎಂಬ ರೀತಿಯ
ಕೆಲಸವೆಗಳೆ, ವೆಚ್ಚಗಳೆ, ಹಾಗೂ ಪುಸ್ತಕಗಳನ್ನು
ಮಕ್ಕಳು ನೋಡಿದರು. ಹಾಗೂ ಅವುಗಳ ಸು
ಖಶಾಂತಿಯನ್ನು ಕೊಟ್ಟು ಯಶಸ್ವಿವಂತರ
ರವರು ಹೊರಗೆ ನಡೆದರು. ಮಕ್ಕಳು.

ಮೆಚ್ಚು ವಣ್ಣ ಬಣ್ಣದ ಹೆಜ್ಜೆಗಳಿಗೆ ಸಗ್ಗು ಆಳಾಯಿಲು
ತುಂಬಾ ಅಪ್ಪಣ್ಣನಾಗಿ ದೊರೆ.

NOTES

કોચી બજારની વિશેષતા

2. ಚಾರೆಯಾಗಿ ವೆನ್ಸೇಜೀವಿ ಅಡಗು
2.ಯು ಅತ್ತಮಾ ಕಾಯೋರೆಯುಮಾಗಿವು, ಬಾರ್ಕಳಲ
ದಿಕಲೆ ಪ್ರೇಮ) 1 ಕಾಳಜಿಯನ್ನು ಮೂಡಿಸುತ್ತದೆ.
ಅಣಿ-ವಿಷ್ಣುಗಳ ಕುಂಟೆ) ಕುಟುಂಬವನ್ನು ಮೂಡಿಸು.

Avoid popularity if you would have peace. – Abraham Lincoln

ದಿವ್ಯಲಾಡಗೇಳಿ

Gallery



Group photo and distribution of take-home materials



Little adventurers on a wild safari! & Creating memories with our furry and feathered friends.



"Cuteness overload at the zoo! Making unforgettable memories."



Students filling the worksheets



Having delicious lunch at hill view restaurant

