

## **BEST PRACTICE I**

### **1. Title of the Practice**

The Tranquil Trails

### **2. Objectives of the Practice**

- Create environmental awareness and reconnection with natural world
- To teach students about the interconnectedness of plants, animals and environment

### **3. The Context**

A trip to forest was organized on 21/03/2024 in collaboration with forestry officials of Palode forest range as part of forest awareness campaign, “The Tranquil Trails”. The trip offered an opportunity to reconnect with the nature and also helped to refresh both body and mind of those involved.

### **4. The Practice**

A class was held on the significance and need to protect forest. Discussions were held on how to prevent forest fire. Activities like exploring hidden paths, camping under the stars and observing wild life offered a deep connection with nature.

### **5. Evidence of Success**

The trip provided clear evidence of the positive impact of forest trips on wellbeing. Spending time in forest reduced the stress of the students, improved their mood and enhanced cognitive function.

### **6. Problems Encountered and Resources Required**

Some of the problems faced include physical exertion, unpredictable weather and threat of wild life encounters.

## **BEST PRACTICE II**

### **1. Title of the Practice**

Hands Together: Embracing Abilities, Creating Connections

### **2. Objectives of the Practice**

- To promote inclusivity, understanding and support by engaging with students in a way that fosters empathy and respect for their abilities
- To encourage positive interaction with students to enhance their educational experience

### **3. The Context**

A visit to BUDS school was organized on 12/01/2024. The staff and the students of the college spent the day with differently abled children. The visit promoted awareness about the importance of community support for children with special needs.

### **4. The Practice**

Distribution of gifts, cutting of cake and entertainment programs was organized. Students participated in therapeutic sessions. They observed classroom routines. Discussions were held with teachers and staff about inclusive learning practices.

### **5. Evidence of Success**

There was positive feedback from students and teachers. The visit provided a deeper understanding of inclusive education practices that foster deeper understanding and collaboration.

### **6. Problems Encountered and Resources Required**

Some of the difficulties faced include communication barriers, limited resources for certain activities and challenges in addressing the diverse needs of students with varying abilities.