

List of Annexure Chapter No.VI

Sr. No.	Activity	Activity Claimed	Evidence Attached
1.	% of Teachers with Ph. D.	2	CVI-1 Ph.D Degree
2.	Teachers as Research Guides	Nil	Nil
3.	No. of Orientation Programmes, Refresher Programmes, Faculty Development Programmes and Workshops of one week or more Attended by Teachers (in last three years)	<ul style="list-style-type: none"> i. No of Orientation Programme: 7 ii. Refresher Courses:6 iii. FDP:15 iv. Workshops (One Week): 5 	<ul style="list-style-type: none"> i. CVI-2 Certificates of Orientation Programme ii. CVI-3 Certificates of Refresher Courses iii. CVI-4 Certificates of FDP iv. CVI-5 Certificates of Workshop (one week)
4.	Projects/Patents/Fellowships/ Associateships : <ul style="list-style-type: none"> i. Major ii. Minor iii. Patents iv. Fellowships v. Associateships 	Nil	Nil
5.	No. of Paper Presented in Conferences/ Seminars/ Symposia(in last three years): <ul style="list-style-type: none"> i. International ii. National/Regional/State level 	<ul style="list-style-type: none"> i. InternationalConference:16 ii. National/Regional/State level: 20 	<ul style="list-style-type: none"> i. CVI-6 Certificates of International Conference or seminar ii. CVI-7 Certificates of National/Regional/State level
6.	Seminars, Workshops, Conferences and Trainings organized by the Institution <ul style="list-style-type: none"> i. International Level ii. National Level iii. State Level 	<ul style="list-style-type: none"> i. Nil ii. Two days National Seminar on “ Social Inclusion and Sustainable Development of HP iii. Nil 	<ul style="list-style-type: none"> i. Nil ii. Refer to CIV -10 for Report on Seminar iii. Nil
7.	No. of Paper Published: <ul style="list-style-type: none"> i. UGC Care List Journals ii. Non-UGC Care List Journals iii. Citations 	<ul style="list-style-type: none"> i. Paper in “International Journal of Social Science and Management Studies” by Professor Muktamani. ii. Nil iii. Nil 	<ul style="list-style-type: none"> i. CVI-8 Paper by Prof. Mukta mani ii. Nil iii. Nil
8.	Teachers' Special Innovative Ideas (Brief description thereof)	Prof. Muktamani conducted a field based class on Kangra History at Kangra Fort, the focal site of major historical events of the region.	CVI-9 Report of the field visit
9.	No. of Books Published/ Chapter in Books	<ul style="list-style-type: none"> a. Book “Twivedi Yugin Kavya me Rastriyata ki Bhavna” written by Dr. Sarika b. Chapter published by Dr. Sarika 	<ul style="list-style-type: none"> a. CVI-10 Photocopies of Title page of the book b. CVI-11 Photocopy of Chapter published

<p>10.</p>	<p>Teachers Academic and Extension Activities: i. Resource person ii. Member of Board of Studies/Subject experts etc. iii. Popular articles</p>	<p>i. Dr. Chandan Bhartwaj participated in the following seminar: a) National Seminar of “Artificial Intelligence at GGC Hamirpur as invited speaker. b) International Symposium on “Extraterrestrial Life” at NSCBM Government College, Hamirpur as Chief Guest and Resource Person. c) National Seminar on Implementation of NEP 2020 at GDC Palampur as a Resource Person. ii. Nil iii. Nil</p>	<p>i. CVI-12 : Certificates</p>
<p>11.</p>	<p>Awards by Recognized & Reputed Organisations: i. International ii. National iii. State</p>	<p>i. Nil ii. Nil iii. a. “ Sahitya Rattan Samman” bestowed upon Dr. Sarika b. “Samaanpatra” to Prof. Aarti Gupta by Literary Organization c. “Samaanpatra” to Prof. Muktamani by Literary Organization</p>	<p>i. Nil ii. Nil iii. a. CVI 13 b. CVI 14 c. CVI 15</p>

Remarks: CVI-1to CVI-8 & CVI-10 to CVI-13 are kept in the office
CVI-9 is attached herewith



GOVT DEGREE COLLEGE MAJHEEN DISTRICT KANGRA H.P.

Tel.No. 1970-278533, E-mail:principalgdcmajheen@gmail.com



Report on Teacher's Innovative Teaching Initiative

Learning History beyond the Classroom: An Innovative Heritage Exploration Tour

The Department of History implemented a teacher-led innovative teaching initiative titled "Learning History beyond the Classroom: An Innovative Heritage Exploration Tour." The purpose of this initiative was to extend history learning beyond conventional classroom boundaries by engaging students directly with living heritage environments. Through guided field exposure, students were encouraged to observe, interpret, and critically connect theoretical historical knowledge with real cultural and historical spaces. The tour functioned as an experiential learning model that integrated academic history with historical tourism.

Traditional classroom teaching often limits students to textual understanding. This innovative approach recognized that heritage sites act as living classrooms where history can be experienced firsthand. By correlating historical tourism with curriculum-based learning, the initiative aimed to deepen conceptual understanding, promote curiosity, and develop analytical skills while fostering appreciation for heritage preservation.

The initiative was implemented through an educational tour to historically and culturally



significant sites of Himachal Pradesh. Each destination was academically interpreted to highlight its historical relevance and tourism value.

The visit to Baglamukhi Temple enabled students to explore Shakta traditions and sacred heritage as living cultural practices. Observations emphasized how pilgrimage tourism preserves ritual continuity and community identity.

At McLeodganj, students examined themes of migration, cultural resilience, and heritage tourism. The presence of 14th Dalai Lama provided a contemporary historical context linking exile, diplomacy, and cultural preservation. Visits to monasteries encouraged understanding of intercultural exchange through tourism.



The excursion to Bhagsunag Temple highlighted indigenous traditions and the relationship between geography, mythology, and cultural tourism.

A key academic component was the exploration of Kangra Fort, where students studied medieval political history, architecture, and heritage interpretation. The fort provided tangible evidence of historical narratives discussed in class.

The visit concluded at Chamunda Devi Temple, reinforcing understanding of sacred heritage and its continuing relevance in regional cultural tourism. The initiative transformed heritage tourism into a structured academic experience. Students developed:

- Contextual understanding of historical processes
- Enhanced engagement with cultural heritage
- Improved observational and analytical abilities
- Awareness of sustainable heritage practices
- Interdisciplinary appreciation of history

Students demonstrated increased conceptual clarity, curiosity, and ability to relate theoretical knowledge with real-world heritage contexts. The activity strengthened experiential learning and encouraged reflective thinking.

The innovative heritage exploration tour successfully demonstrated that history education becomes more meaningful when connected with lived environments. By taking learning beyond the classroom, the Department of History fostered deeper engagement, critical

awareness, and appreciation for cultural heritage. This initiative stands as an effective model for integrating experiential learning and historical tourism into academic teaching

MuktaMani

Prof. Mukta Mani
Convener



Principal

Govt. Degree College Majheen

Distt. Kangra (H.P.) 176032

Principal

GDC Majheen

Distt.Kangra