

Government College Sanjauli Field Surveys/Trips (2024-25)

Understanding the Changing Geographies of Baga Sarahan Village, Kullu Himachal Pradesh

Participants: Faculty Members: Dr. Khyal Chand (Course Teacher) Mona Sharma (Head of Department) Dr. Adarsh Sharma (Assistant Professor) Students: 42, divided into 6 thematic groups.

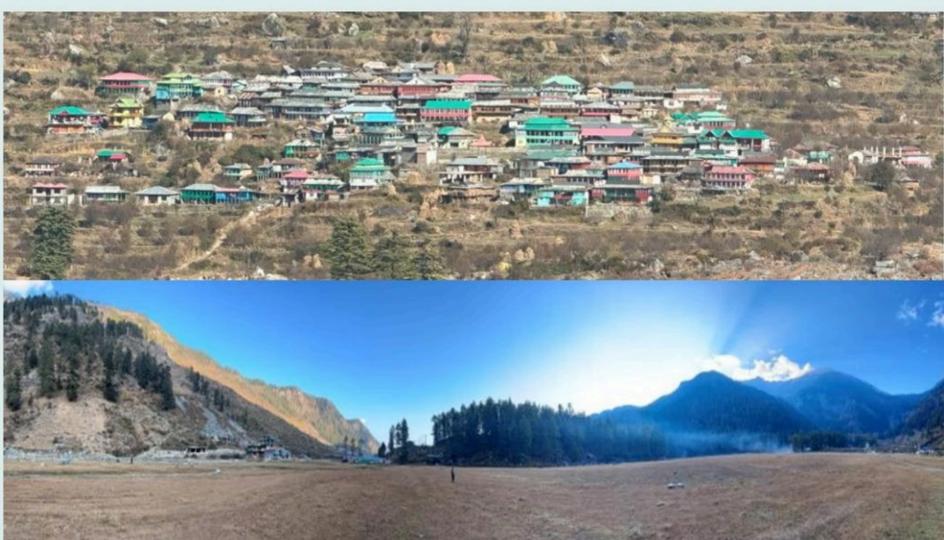


*November 25-
28, 2024
Geographical
Field Survey*

Biology

Principal,
COE, Govt. College
Sanjauli, Shimla-6

Objectives of the Survey and Methodology



The survey aimed to understand the dynamic geographical and socio-economic transformations in Sarahan Village. The study addressed key themes such as demographic dynamics, sociocultural changes, cropping patterns, economic development, climate change impacts, and disaster risk reduction strategies



Acknowledgements

We express our deepest gratitude to the following for their invaluable support in making this field survey a success:

1. Principal, GC Sanjauli:

For providing the necessary resources and institutional support to conduct this field survey.

2. Head of Department, Geography (Mona Sharma) Faculty member Dr. Adarsh Sharma:

For her guidance, leadership, and unwavering encouragement throughout the planning and execution of this study.

3. Villagers of Sarahan:

For their warm hospitality, cooperation, and willingness to share their experiences and insights, which formed the cornerstone of our research.

4. Students:

For their dedication, teamwork, and enthusiastic participation in exploring the themes and contributing to the findings of this survey.

Your contributions have been instrumental in the success of this endeavor, and we are truly grateful.

(Dr. Khyal Chand) Assistant Professor, Geography GC Sanjaul

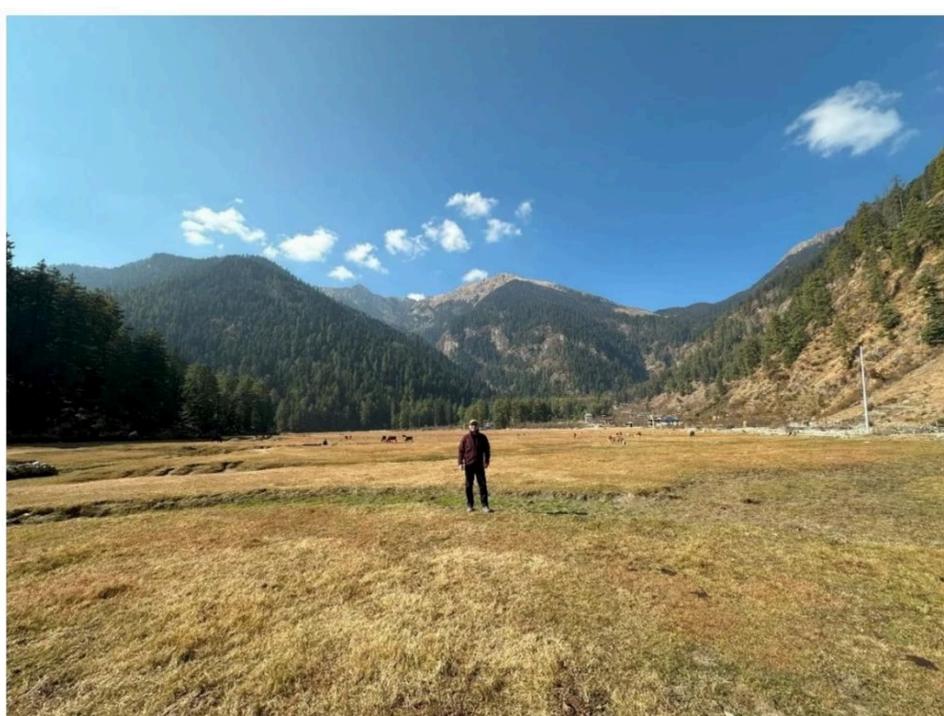


Methodology

- Group Division: Students were divided into six thematic groups to specialize in distinct but interconnected aspects of the village's changing geographies.

Data Collection Techniques:

- Structured and semistructured interviews with local residents.
- Field observations.
- Focus group discussions.
- Questionnaires tailored to each thematic area.



Thematic Analysis



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01

Demographic Dynamics

- Observations on population growth trends, migration patterns, and age demographics.
- Identification of changes in household structures and dependency ratios.
- Insights into gender-based roles within the community.

02

Socio-Cultural Change

- Analysis of shifts in traditions, festivals, and rituals due to external influences.
- Assessment of the role of education in changing social attitudes.
- Examination of caste-based dynamics and their current relevance.

03

Changing Cropping Patterns

- Study of agricultural practices, including crop diversification.
- Insights into the introduction of cash crops such as apple cultivation.
- Impact of changing irrigation methods and the adoption of technology.

04

Economic Development

- Role of tourism as a growing economic activity in Sarahan.
- Understanding employment trends, including migration to urban areas for work.
- Assessment of local entrepreneurial initiatives and government interventions.

05

Impact of Climate Change on the Local Community

- Documentation of changes in seasonal patterns and their impact on agriculture.
- Local perceptions of glacier melting, water scarcity, and unpredictable weather events.
- Adaptive measures taken by the community to mitigate climate-induced risks.

06

Disaster Risk Reduction

- Identification of vulnerabilities to natural disasters, including landslides and flash floods.
- Assessment of community awareness regarding disaster preparedness.
- Evaluation of government and non-governmental efforts in disaster mitigation.



Survey Questionnaires and Data Collection Instruments

The field survey employed comprehensive questionnaires designed to capture detailed information across all six thematic areas. Each questionnaire was carefully structured to gather both quantitative and qualitative data from households in Baga Sarahan Village.

Changing Demographic, Health and Family Planning patterns of Baga Sarahan Village of Kullu

The demographic survey collected household-level data including respondent information, date, Map ID, Name of Head of the household, and Caste.

Section 1: Household Demographics

This section documented detailed information for each household member including: Name, Relation With Head of The Household, Gender, Age, Marital Status, Age At First Marriage, Education Received, Language Spoken, Main Occupation, Subsidiary Occupation, and Vulnerability status (with codes for: A. Blind B. Dumb C. Deaf D. Chronic Illness).

Section 2: Housing and Living Conditions

- Type of house:** Kutcha, Semi-pucca, Pucca
- Source of drinking water:** Public tap, Handpump, Household connection, Other (Specify)
- Access to sanitation facilities:** Open defecation, Shared toilet, Own toilet
- Cooking fuel used:** Firewood, LPG, Biogas, Other (Specify)

Section 3: Health and Healthcare Access

- Are there any members in your household with chronic illnesses? Yes/No, If yes, specify
- Have any household members been hospitalized in the past year? Yes/No
- Where do you seek medical care? Government hospital, Private clinic, Traditional healer, Other (Specify)
- Do you have access to health insurance? Yes/No
- Do you rely on traditional medical systems for treatment? Yes/No

If yes to traditional medicine, respondents provided details on Type of Illness and Traditional Medicine Used.

The survey also asked: Do you believe in or practice magic healing for illnesses? Yes/No. If yes, respondents provided Type of Illness and Type of Magic Healing Used.

Section 4: Family Planning

- Are you aware of family planning methods? Yes/No
- If yes, which methods are you familiar with? Condoms, Oral contraceptives, Sterilization (Male/Female), Natural methods, Other (Specify)
- Do you or your partner currently use any family planning method? Yes/No
- If no, what are the reasons for not using family planning methods? Lack of awareness, Religious/cultural beliefs, Side effects/health concerns, Other (Specify)

Section 5: Birth Rate and Death Rate

- Did any of the live births in the past year take place in a healthcare facility? Yes, Number
- What was the age group of the deceased individuals? (Select all that apply): Infant (0–1 year), Child (1–12 years), Adult (13–60 years), Elderly (60+ years)
- What was the primary cause of death? Illness (specify), Accident, Old age, Other (specify)
- Did the deceased receive any medical treatment before passing? Yes (Specify the type), No
- Where did the death occur? At home, At a healthcare facility, Other (specify)

Section 6: Migration

Has any member of your family migrated and settled outside the native area? Yes/No

If yes, mention the time period of migration and their current profession.

Have you or they purchased land or built houses outside the native area? Yes/No. If yes, please provide details and explain the reasons for migration.

What is the name of the area they have migrated to?

Dynamics of Socio-Cultural Geography of Baga Sarahan Village: A Households Level Study

This questionnaire captured socio-cultural dimensions with sections covering basic household information, cultural practices, and social structure.

Basic Household Information

- Gender of the Household Head: Male, Female, Other
- What is the total number of family members? Males, Females
- Education Level of the Household Head: Illiterate, Primary, Secondary, Higher Secondary, Graduate or above
- Occupation of the Household Head: Agriculture, Livestock Rearing, Daily Wage Labor, Business, Government/Private Job, Other
- What is the type of your house? Kutcha, Semi-pucca, Pucca

Section 2: Cultural Practices

- Which religion does your family practice? Hinduism, Islam, Buddhism, Other
- What languages are spoken in your household? Hindi, Pahari, Other
- What festivals are celebrated in your family? Dussehra, Diwali, Local Fairs (Specify), Other
- Do you follow any specific traditional rituals regarding worship? Yes/No, If yes, specify
- What traditional attire is worn on special occasions? Specify
- Do you have family-specific customs for marriages or other ceremonies? Yes/No, If yes, specify
- Are there any significant folk songs or dances your family participates in? Yes/No, If yes, specify
- What type of traditional food is prepared in your household? Specify
- Are cultural values and traditions passed on to younger generations? Yes/No
- Do you face challenges in maintaining traditional practices? Yes/No, If yes, specify

Section 3: Social Structure and Relationships

- Is there a hierarchical structure within the village community? Yes/No
- Does your family participate in village-level decision-making processes? Yes/No
- Are there any traditional leaders in your village? Yes/No
- Do you engage in community activities such as fairs or festivals? Yes/No
- How often do you visit Neighboring households or relatives? Frequently, Occasionally, Rarely
- Do you have inter-community marriages in your family? Yes/No
- How do you view inter-caste marriage in your society? A social taboo, permissible custom
- Is widow marriage permitted in your family? Yes/No
- Do you practice polyandry/polygamy? Yes/No
- Are there any disputes related to land, resources, or customs in the community? Yes/No, If yes, specify
- Do you share resources (e.g., water, labor) with neighbours? Yes/No
- What is the role of women in decision-making in your household? Significant, Moderate, Limited

The questionnaire also included sections for History of Village and Any other Observation.

Changing Patterns of Economic Activities of Baga Sarahan Village: A Households Level Analysis

This comprehensive economic survey documented household economic activities, land holdings, agricultural inputs and outputs, livestock inventory, and access to credit and government schemes.

Basic information collected: Respondent No., Map ID, Name of the Household Head, Age (Below 18, 18–35, 36–60, Above 60)

What are the primary sources of income for your household? (Rank them in order of importance: 1=highest): Agriculture, Animal husbandry, Horticulture, Wage labor, Government job, Private job, Tourism-related activities, Others (specify)

Land Holding Characteristics (Bigha)

The survey documented detailed land ownership data including:

- Irrigated Land: Area Leased in, Area Leased out, Operational Holding
- Unirrigated Land: Area Leased in, Area Leased out, Operational Holding
- Total, Uncultivated Land, Net Cultivated Area

Agricultural Inputs and Output

Do you use agricultural inputs? Yes/No, if yes, please provide following information:

Agricultural Inputs	Yes	No	Area under inputs (Bigha)	Quantity (Kg)	Name of Crop	Total Cost (Rs.)	Price (Rs)
Manure							
Fertilizers							
HYV Seeds							

Equipments Used for Farming

Types: Iron Plough, Thresher, Crusher, Spray pump, Maize Sheller, Any other (Modern/Traditional)

Crops and their outputs (Kg)

Main Crops documented: Wheat, Maize, Jowar, Bajara, Vegetable, Peas, Potato, Garlic, Apple, Any other crop

For each crop: Area, Sowing Time, Harvesting Time, Production of Crop(kg), Total Output (Rs. /Unit of Land)

Inventory of Livestock

Livestock types: Cow (Stall Fed/Grazing/Total), Bullocks, Sheep, Goats, Poultry, Any Other

For each: Number, Yield per day, Lactation Period, Expenditure

Credit and Loans

Have you taken the loan during last 5 years? Yes/No if yes, please supplement the following information:

Types, Source, Amount, Interest Rate, Payment Period, Amount Paid Back, Outstanding Amount, Purpose of Loan, Purpose of Utilization, Difficulties faced by Loanee

Government Schemes

- Are you aware of government schemes promoting livelihood and agriculture? Yes/No
- Have you availed of any schemes in the last 5 years? Yes/No, If yes, specify the scheme(s)
- How have these schemes impacted your household's economic condition? Positively, Negatively, No impact

Changing Cropping Patterns of Baga Sarahan Village: A Micro Level Analysis

This questionnaire focused specifically on agricultural transformation and cropping pattern changes.

- What crops do you currently cultivate? (List all)
- What were the main crops grown 50 years ago?
- Have you switched from subsistence crops to cash crops? Yes/No
- What factors influenced the change in cropping patterns? Market demand, Climate change, Government schemes, Others
- How many crop cycles do you have in a year?
- Are there any new crops you have introduced in the last decade? Yes (Specify)/No
- Have you discontinued cultivating any crops? Yes (Specify)/No
- What type of seeds do you use? Traditional, Hybrid, Genetically Modified (GM)
- Where do you source your seeds from? Local market, Government centers, Private companies
- Do you use chemical fertilizers? Yes/No, If yes, what type and quantity (per acre)?
- Do you use organic fertilizers? Yes/No
- What is your primary source of irrigation? Rainwater, Canal, Tube well, Others
- Do you use modern farming equipment? Yes (Specify)/No
- Have you adopted any sustainable agricultural practices (e.g., crop rotation, organic farming)? Yes (Specify)/No
- What percentage of your income is derived from crop farming?
- Has the income from agriculture increased or decreased in the past decade? Increased, Decreased, No change
- What is the average cost of cultivation per crop cycle (per acre)?
- How do you sell your crops? Local market, Middlemen, Direct to consumers, Others
- Are you aware of any government schemes related to agriculture? Yes/No
- Have you availed benefits from any schemes? Yes (Specify)/No
- What types of support do you think are most beneficial? Financial, Technical, Training, Subsidized inputs
- Have government schemes influenced your cropping pattern decisions? Yes/No
- What challenges do you face in accessing government schemes?

Assessing Impact of Climate Change on Rural Livelihoods: A Case Study of Bhaga Sarahan Village of Kullu District, H.P.

This questionnaire examined climate change awareness, impacts, and adaptation strategies.

Section 1: Demographics

- Name of Respondent
- Age
- Gender: Male, Female, Other
- Education Level: Illiterate, Primary, Secondary, Higher Secondary, Graduate or above
- Primary Occupation: Agriculture, Livestock Rearing, Labor Work, Small Business, Other (Specify)

Section 2: Climate Change Awareness

- Have you noticed any changes in the climate over the past 30 years? Yes/No
- If yes, what changes have you observed? Increase in temperature, Changes in rainfall patterns, Prolonged droughts, Increased frequency of floods, Melting snow/glacial retreat, Other (Specify)
- Do you think these changes are affecting your livelihood? Yes/No

Section 3: Impact on Agriculture and Livelihoods

- How has climate change affected your agricultural activities? Decreased crop yields, Shifts in sowing/harvesting seasons, Increased pest attacks/diseases, Water shortages for irrigation, Other (Specify)
- Have you had to change the crops you cultivate due to climate change? Yes/No
- If yes, what crops did you shift from and to? From, To
- What percentage of your household income is derived from agriculture? Less than 25%, 25%–50%, 50%–75%, More than 75%
- Have you or any household member had to migrate for work due to climate related issues? Yes/No

Section 4: Impact on Natural Resources

- Have you experienced changes in water availability? Yes/No
- If yes, what is the main source of water for your household, and how has it been affected? Source, Impact
- Have you observed changes in your area been impacted? Yes/No
- If yes, how has this affected your livelihood? Reduced fodder availability, Loss of fuelwood sources, Reduced biodiversity, Other (Specify)

Section 5: Adaptation Strategies

- Have you adopted any strategies to cope with climate change impacts? Yes/No
- If yes, what strategies have you adopted? (Select all that apply): Diversifying crops, Water conservation techniques, Improved seeds/farming techniques, Livelihood diversification (e.g., taking up non-farming jobs), Other (Specify)
- Do you receive any support or training for adapting to climate change? Yes/No
- If yes, who provides the support? Government schemes, NGOs, Community groups, Other (Specify)

Section 6: Perception and Future Concerns

- What do you think is the main cause of climate change? Natural processes, Human activities, Not sure
- What is your biggest concern related to climate change? Food security, Water scarcity, Health impacts, Loss of income, Other (Specify)
- What additional support do you need to cope with climate change impacts?

Voices from the Ground: Understanding Village-Level Perceptions of Disasters: A case study of Baga Sarhan Village

This final questionnaire assessed disaster awareness, preparedness, and community resilience.

Section 1: General Information

- What is your age?
- What is your gender? Male, Female, Other
- What is your educational level? No formal education, Primary school, Secondary school, Higher education
- How long have you lived in this village?
- What is your main occupation? Farming, Livestock rearing, Business, Government service, Other (please specify)

Section 2: Awareness of Disasters

- Which types of natural disasters are you aware of? (Check all that apply): Earthquakes, Floods, Landslides, Droughts, Forest fires, Others (please specify)
- How often do you experience natural disasters in your area? Rarely, Occasionally, Frequently
- Do you think your village is prone to disasters? Yes, No, Don't know
- Have you or anyone you know been directly affected by a disaster? Yes/No
- In your opinion, what is the most likely disaster to affect your village? Earthquake, Flood, Landslide, Others (please specify)

Section 3: Impact of Disasters

- How would you describe the impact of past disasters on your village? Minimal, Moderate, Severe
- What do you think is the biggest consequence of disasters for your community? Loss of lives, Property damage, Economic loss, Loss of crops and livestock, Other (please specify)
- How do disasters affect your daily life? Greatly, Moderately, Little
- Do you think that disasters have a long-term effect on the village's development? Yes, No, Don't know

Section 4: Preparedness and Risk Mitigation

- Is there a disaster preparedness plan in your village? Yes/No
- Have you ever participated in disaster preparedness activities in your village? Yes/No
- Do you feel prepared to handle a disaster if it happens? Yes/No
- Do you know where to find disaster relief resources (shelters, food, water)? Yes/No
- What measures do you think should be taken to reduce disaster risks in your village? Building stronger infrastructure, Training for disaster response, Early warning systems, Other (please specify)
- Do you trust local authorities to manage disaster preparedness and response effectively? Yes, No, Sometimes
- Do you have access to any warning systems (e.g., sirens, mobile alerts) about potential disasters? Yes/No

Section 5: Community Resilience

- In your opinion, how resilient is your community in recovering from disasters? Very resilient, Moderately resilient, Not resilient
- What role do community leaders play in disaster management in your village? Very important, Somewhat important, Not important
- Does the community come together to help one another during and after disasters? Yes, always, Sometimes, Never
- Have you received any help from outside the village (government, NGOs) after a disaster? Yes/No
- Do you think more education on disaster preparedness is needed in your village? Yes/No
- Would you be willing to participate in community-based disaster response training? Yes/No

Section 6: Perceptions of Government and External Support

- How satisfied are you with the government's disaster response in your village? Very satisfied, Somewhat satisfied, Not satisfied
- Do you think non-governmental organizations (NGOs) provide sufficient support during disasters? Yes, No, Not sure
- What improvements do you think should be made in disaster response at the village level? Better communication, Faster response times, More resources and relief supplies, Other (please specify)

Department of Journalism & Mass Communication: Student Participation in The 10th International Film Festival of Shimla



Introduction

The Department of Journalism & Mass Communication, Centre of Excellence, Government College Sanjauli, Shimla-06, ensured active academic engagement of its students by facilitating the participation of **all students of First Year, Second Year, and Third Year (UG)** in the **10th International Film Festival of Shimla (IFFS)**. The festival was held from **16th to 18th August, 2024** at the historic **Gaiety Theatre, Shimla**.

Students participated in the festival in the dual capacity of **volunteers and learners**, enabling them to gain first-hand exposure to the dynamics of film culture, creative production, and event management within an international cinematic platform.

Nature of Participation

The participation of Journalism & Mass Communication students was structured to ensure meaningful engagement and experiential learning. Throughout the three-day festival, students were involved in:

- Volunteering support for festival coordination and management
- Assisting in registration and audience facilitation
- Supporting screening schedules and technical coordination
- Observing film curation and programming processes
- Interacting with filmmakers, directors, and media professionals
- Attending film screenings, panel discussions, and informal interactions

This immersive involvement enabled students to understand both the **creative** and **organizational** aspects of an international film festival.



Learning Environment and Exposure

The 10th International Film Festival of Shimla provided a rich and diverse learning environment. The festival featured **short films by local, national, and select international filmmakers**, offering students exposure to varied storytelling traditions, cinematic techniques, themes, and cultural perspectives.

Students witnessed how creative ideas are translated into visual narratives, particularly in the short film format, which aligns closely with contemporary digital and independent media practices. The screenings and interactions introduced students to:

- **Concept development and visual storytelling**
- **Narrative structure in short films**
- **Technical aspects of filmmaking**
- **Use of cinema as a medium for social, cultural, and political expression**
- **Global and regional trends in independent cinema**



Academic Relevance for Journalism & Mass Communication Students

Participation in the film festival directly complemented the academic curriculum of Journalism & Mass Communication. The exposure reinforced classroom learning related to:

- Visual communication and media aesthetics
- Film appreciation and critical viewing skills
- Media production processes
- New media and alternative storytelling formats
- Cultural communication and creative industries

By observing creative professionals present and discuss their work, students developed a deeper appreciation of cinema as a powerful mass communication medium.



Student Learning Outcomes

The students **availed the learning opportunity extensively**, benefiting in the following ways:

- **Enhanced understanding of short film production and creative processes**
- **Improved critical and analytical viewing skills**
- **Increased awareness of national and international creative standards**
- **Exposure to professional networking and collaborative culture**
- **Development of confidence through real-world media engagement**
- **Practical understanding of event management in cultural media spaces**

The festival experience helped students connect theoretical knowledge with real-life creative practices, encouraging them to explore film and visual media as potential career avenues.

Institutional and Professional Significance

The participation of all undergraduate batches reflects the Department's commitment to **experiential, field-based learning**. Engagement with a prestigious cultural event like the International Film Festival of Shimla:

- Strengthened industry and cultural exposure of students
- Encouraged interdisciplinary learning through cinema
- Enhanced the department's presence in significant media events
- Promoted learning beyond the classroom

Such participation aligns with contemporary pedagogical approaches that emphasise learning through observation, interaction, and practice.

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