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（学校用）

様式 A-1
(FY2025)

2025年 10月 17 日

サイエンス・ダイアログ　実施報告書

1. 学校名：鳥取県立米子東高等学校

2. 講師氏名： Dr. Tusharkanti KUMAR

3. 講義補助者氏名： なし

4. 実施日時：　　2025年10月17日（金）13 :00 ～ 15:00

5. 参加生徒：　1年生 5人、　2年生 5人、　年生　人（合計10 人）
　　備考：普通科生徒

6. 講義題目： インドの高山に住むコミュニティの社会生態的レジリアンスへの氷河貯水の影響

7. 講義概要： 講師の研究内容に加え、講師自身についての紹介、研究に至った動機、海外で研究者として働くことなどについて

8. 講義形式：
　☑対面 ・ □オンライン （どちらか選択ください。）
　1) 講義時間　90分　　質疑応答時間　30 分

　2) 講義方法（例：プロジェクター使用による講義、実験・実習の有無など）
　　プロジェクター使用による講義

　3) 事前学習
　　☑有 ・□ 無 （どちらか選択ください。）
　　使用教材： 講義概略を事前に配布し、講義理解の補助とした。

9. その他特筆すべき事項：特になし

For Web posting

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Form B-2
(FY2025)
Must be typed

Date（日付）
20/10/2025 （Date/Month/Year：日/月/年）

Activity Report -Science Dialogue Program-
（サイエンス・ダイアログ 実施報告書）

- Fellow's name（講師氏名）: **KUMAR TUSHARKANTI** （ID No. **P24006** ）

- Name and title of the lecture assistant（講義補助者の職・氏名）

- Participating school（学校名）: Tottori Prefectural Yonago Higashi High School, Yonago

- Date （実施日時）: 17/10/2025 （Date/Month/Year:日/月/年）

- Lecture title（講義題目）:
Research on Human-Nature Interaction in Ladakh- Water Management Practices in a High Altitude Cold-desert Mountainous Region

- Lecture format（講義形式）:
  ◆☒Onsite ・ ☐Online (Please choose one.)（対面 ・ オンライン）（（どちらか選択ください。））
  ◆Lecture time（講義時間） **75** min（分）, Q&A time（質疑応答時間） **30** min（分）
  ◆Lecture style（ex.: used projector, conducted experiments）
  （講義方法（例：プロジェクター使用による講義、実験・実習の有無など））
  Used Projector

- Lecture summary（講義概要）: Please summarize your lecture within 200-500 words.

The lecture introduced high school students to my journey as a researcher from India to Japan and my ongoing research work in the high-altitude region of Ladakh in the Indian Himalayas. I began by introducing India's cultural and geographical diversity.
I then shared my educational and professional background, explaining how my curiosity about human–nature relationships led me to pursue research in environmental studies and regional planning. I also spoke about my motivation to come to Japan- a country with many areas' representative of symbiotic interactions between human society and nature. To learn from its advanced environmental research and to experience a different academic culture.
The main part of the talk focused on my research in Ladakh, where communities survive in a cold and arid mountain environment with very limited water resources. I discussed traditional water management practices, such as community irrigation systems and the concept of *artificial glaciers*- a unique innovation that stores winter runoff as ice to supply water in spring. I also shared

some challenges faced during fieldwork, including COVID-19 restrictions, language barriers, and working in high-altitude, extreme weather conditions.
The lecture concluded with reflections on what it means to be a researcher-the importance of curiosity, persistence, communication, and learning from failures.

◆Other noteworthy information（その他特筆すべき事項）:
The lecture was very interactive and well-received. Several high school teachers attended the session along with the students, and both groups actively participated during the discussion and Q&A session. They asked many thoughtful questions about my research, the life of researchers, and environmental issues in Ladakh.
I deeply appreciated the curiosity and enthusiasm shown by both the students and teachers. Their questions reflected a genuine interest in the work I presented. The faculty members were also very supportive throughout the session. They kindly assisted by translating some of the more complex English explanations into Japanese, which made the communication smoother and more engaging for everyone.
Overall, I had a really great experience. It provided an opportunity to share my research and experiences while encouraging young students to think globally, value English communication, and pursue their own scientific interests with curiosity and confidence.

- Impressions and comments from the lecture assistant（講義補助者の方から、本プログラムに対する意見・感想等がありましたら、お願いいたします。）: