

(For JSPS Fellow)

Form B-5

Date (日付)

(Date/Month/Year: 日/月/年)

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

- Fellow's name (講師氏名): Ishwar Chandra Yadav (ID No. P16402)
- Participating school (学校名): Kofu Minami High School, Nakakogawara-cho, Kofu, Yamanashi
- Date (実施日時): 15.12.2017 (Date/Month/Year: 日/月/年)
- Lecture title (講演題目): Persistent organic pollutants- "the dirty dozen "
- Name and title of your company (同行者 職・氏名) 東京農工大学大学院研究生・東濃青児

- Lecture format (講演形式): Power point presentation
 - ◆Lecture time (講演時間) 90 min (分), Q&A time (質疑応答時間) 10 min (分)
 - ◆Lecture style (ex.: used projector, conducted experiments)
(講演方法 (例: プロジェクター使用による講演、実験・実習の有無など))
Used projector

- Lecture summary (講演概要): Please summary your lecture 200-500 words.
*I divided my lecture into two part; first, the general introduction about me and my country, my research career, why i choose to become scientist, and the need of studying science, and in second part, general about persistent orgaic pollutants, followed by my specific research. I began my lecture with self introduction and about my country. Meticulaously, i explained cultute, custom and tradition of Nepal that one should know about the Himalayan nation. Later, I illustrated my journey to research career followed by why I choose to become scientist/researcher. After briefing the purpose of coming to Japan for my research, I clearly explained the difference between real science and psedoscience. Since many of the students were interested in science, it was quite interesting to discussed the importance of science for the benifit of human and society.
After highlighting the importnace of science in first part, I switched to more specifically on POPs in second part. In this section, I talked about what are POPs, why it is concerned to us, what are the sources of POPs, the most common properties of POPs, how POPs behave when enter in the environment, global treaty to manage the problems of POPs, and what can be done to control/minimize the POPs from further release. Finally, I concluded my lecture highlighting my current research and some of the findings. Although, it was little difficult to fully make them understand my current research, however, students were happy to listen me. They expressed*

their wish to become natural scientist in near future for protecting our natural environment.

- Overall advice or comments to future participants in the program (今後の講師へのアドバイス):

My advise to future participants are, try to explain more general aspects of your research rather than your specific research, have Japanese translator, include more picture in slide than text, and off course include japanese keywords in powerpoint slide.

- Other noteworthy information (その他特筆すべき事項):

To deliver lecture at high school, JSPS fellow faces two challenge, first the english language of the students are not enough and, second, the level high school students (10th grade) for understanding the specific science research is rather low.

Another importnat thing is 100 minutes time is not sufficient to discuss manything especially when you present with Japanese translator. Japanes translator will take your 50% of time, leaving you only 50 minutes.

- Impressions and opinions from a company (同行者の方から、本事業に対する意見・感想等がありましたら、お願いいたします。) 同行者が通訳することになっていますが、どういう通訳の仕方をすべきかのマニュアルが、欲しいと感じました。たとえば 1 スライドごとに通訳する、一文ごとに通訳する、など。マニュアルがあることで同行者は通訳を効率的に(プレゼン内容を短時間で十分に)行うことができると考えます。それから同行者への負担がかなり大きいのは問題だと感じます。専門が近いとはいえ研究分野が完全に被っていることはほとんどありません。私は同行者を引き受けて少なくとも 8 時間はプレゼンに割きました。特に同行者が学部生の場合には、満足な翻訳を用意するために、さらなる時間がかかることも予想されます。こうしたことを踏まえ、同行者に謝礼金を支払ったほうがいいのではないかと考えます。

SSH でのプレゼンをするにあたり、研究者と同行者がどれほどの時間をかけているのか、把握し、負担軽減するための仕組みを考えることが JSPS 様には必要であると感じます。