MUGBERIA GANGADHAR MAHAVIDYALAYA

P.O.—BHUPATINAGAR, Dist.—PURBA MEDINIPUR, PIN.—721425, WEST BENGAL, INDIA

NAAC Re-Accredited B+Level Govt. aided College

CPE (Under UGC XII Plan) & NCTE Approved Institutions

DBT Star College Scheme Award Recipient

E-mail : mugberia_college@rediffmail.com // www.mugberiagangadharmahavidyalaya.ac.in

1.3.1: *Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)*

Additional Information

The details of students undertaking project work/field work/ internships (Data for the latest completed academic year) link is given below:

[*https://mgm-cloud.in/webfront/projectlist.aspx*](https://mgm-cloud.in/webfront/projectlist.aspx)

Dr. Swapan Kumar Misra
Principal
Mugberia Gangadhar Mahavidyalaya

Principal
Mugberia Gangadhar Mahavidyalaya

Date 12.02.2024

Presenting Abstract Ideas in Science and Mathematical Knowledge:

BITM, Kolkata

- A Case Study

Diptangshu Barman

Department of Mathematics, PG 4thSemester

Mugberia Gangadhar Mahavidyalaya, Purba Medinipur, West Bengal

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FIELD VISIT IN BITM

(A Case Study)

Date 16th to 17th May 2023

On May 16, 2023, a group of 31 students from the Department of Mathematics (UG & PG) at Mugberia Gangadhar Mahavidyalaya embarked on a field visit to BITM (Birla Industrial and Technological Museum). The visit was organized and led by Dr. Kalipada Maity, Dr. Manoranjan De, Mr. Suman Giri, and Mr. Goutam Mondal, who are faculty members of the Department of Mathematics (UG & PG).

This visit was organized with the aim of providing the students with practical knowledge and hands-on experience in the fields of Science and Mathematical modeling. The alternative location chosen for the visit offered opportunities for the students to explore and gain insights into the practical application of scientific principles and mathematical modeling techniques. The visit aimed to enhance their understanding of these subjects by allowing them to observe real-world examples and engage in interactive learning experiences.

https://twitter.com/Swapank26545954/status/1660683948966682624?t=hnkKS8qe_Lv0pWExw-GMKw&s=08

https://twitter.com/Swapank26545954/status/1660684820450803713?t=nIXpnSP-XF70Aa_NrNm9SA&s=08

The report of Case Study is prepared by Diptangshu Barman, PG 4th Sem Student under the leadership of Dr. Kalipada Maity, HOD & Associate professor & Dr. Manoranjan De, Assistant Professor, Dept of Mathematics, Mugberia Gangadhar Mahavidyalaya, West Bengal, India.

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To

Director

Birla Industrial and Technological Museum

Kolkata – 700 032, BITM

E-Mail: director@bitm.gov.in

9477345291, 9477345292

Sir,

I take this opportunity to inform you that the Mathematics Department of the college is going to organize an Field Visit as University Curricula to "**Birla Industrial and Technological Museum**" under the leadership of Dr. Kalipada Maity, Head of the Dept & Associate Professor in Mathematics, Dr. Manoranjan De, Suman Kumar Giri, Goutam Mondal with a batch of 36 candidates including students 32 (Male-22, Female - 10) and four 4 Teachers (Male-04). This field visit has been organized for the purpose of procuring knowledge about understands the practical use of the optimization in Operational Research.

I shall deem it a great favor if the authority extends all co-operation to the team for helping us to guide through yours museum on 16th May.

Thanking you,

Yours faithfully,

16·05·23

Dr. Swapan Kumar Misra

Principal

Mugberia Gangadhar Mahavidyalaya

Principal

Mugberia Gangadhar Mahavidyalaya

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Sl. No.	Name of Student	Phone Number	Class	Gender
1	Amiya Mondal	9641316475	M.Sc , (iv) sem	Male
2	Biren Pahari	70010 04864	M.Sc , (iv) sem	Male
3	BiswajitMondal	74778 62130	M.Sc , (iv) sem	Male
4	Buddhadev Jana	83488 17764	M.Sc , (iv) sem	Male
5	Debebrata Patra	78721 58242	M.Sc , (iv) sem	Male
6	Debajyoti Maity	62946 72428	M.Sc , (iv) sem	Male
7	Diptangshu Barman	70634 48225	M.Sc , (iv) sem	Male
8	Goutam Jana	81013 43306	M.Sc , (iv) sem	Male
9	Krishnendu Pradhan	70633 66703	M.Sc , (iv) sem	Male
10	Poushali Tripathy	81676 75264	M.Sc , (iv) sem	Female
11	Pradyot Dalapati	93825 50960	M.Sc , (iv) sem	Male
12	Priti Das Adhikari	70016 67579	M.Sc , (iv) sem	Female
13	Puspendu Sau	85978 43426	M.Sc , (iv) sem	Male
14	Raja Kumar Shee	83728 03501	M.Sc , (iv) sem	Male
15	Saikat Jana	73195 95903	M.Sc , (iv) sem	Male
16	Sanchayan Laha	74774 45879	M.Sc , (iv) sem	Male
17	Shrabani Jana	83378 06535	M.Sc , (iv) sem	Female
18	SnehasishBhowmik	74778 21116	M.Sc , (iv) sem	Male
19	Snigdha Mandal	6296 475 478	M.Sc , (iv) sem	Female
20	Sreya Jana	95470 21871	M.Sc , (iv) sem	Female
21	Subhadip Mandal	95478 20884	M.Sc , (iv) sem	Male
22	Subhamay Das	90644 97211	M.Sc , (iv) sem	Male
23	Subinoy Patra	96099 54267	M.Sc , (iv) sem	Male
24	Suchismita Pradhan	98834 85133	M.Sc , (iv) sem	Female
25	Sudeshna Maity	70449 66107	M.Sc , (iv) sem	Female
26	Susmita Sahoo	95647 38592	M.Sc , (iv) sem	Female
27	Tapasi Karan	70294 27873	M.Sc , (iv) sem	Female
28	Saheb Bera	62957 59471	M.Sc , (iv) sem	Male
29	Sayan Das	70018 84676	M.Sc , (iv) sem	Male
30	Soumya Kanti Mandal	93828 17045	M.Sc , (iv) sem	Male
31	Sumana Maity	70292 79862	M.Sc , (iv) sem	Female
32	Manoj Maity	70032 23834	M.Sc , (ii) sem	Male

Sl.	Name of Faculty	Gender	Mobile Number
1.	Dr. Kalipada Maity	Male	98836 02108
2.	Dr. Manoranjan De	Male	93822 92498
3.	Sri Suman Kumar Giri	Male	95640 67646
4.	Goutam Mondal	Male	96477 82841

16·05·23
Principal
Mugberia Gangadhar Mahavidyalaya

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Your visit to BITM on 16th May, 2023

Pop-out   Print

From: Tushar Kanti Sengupta <tksengupta64@gmail.com> on Mon, 15 May 2023 18:26:43   Add to address book

To: mugberia_college@rediffmail.com

Show full headers | Hide Details

Sir,
Thank you for your mail. I am directed to inform you that your visit is hereby confirmed. Please report to the reception desk on your arrival. All assistance will be provided as necessary.
I will be available on the numbers given below for any further assistance.
Regards

--

150 YEARS OF CELEBRATING THE MAHATMA

तुषार कांती सेनगुप्ता/Tushar Kanti Sengupta

Table of Content

Abstract:

Birla Industrial & Technological Museum (BITM) in Kolkata, the first science museum in thecountry under the National Council of Science Museums (NCSM), Ministry of Culture, Govt. of India, is engaged in popularizing and promoting science especially among the youth through various interactive models, exhibitions, educational programs and activities throughout the year.
BITM facilities are specifically designed to augment the learning curves of the students not only on curricular concepts in basic physics, chemistry, mathematics, biology, astronomy, electricity, electronics etc., but also on current topics of interest in science & technology and related social issues. We also offer a number of very educative and exciting science shows for organized groups.

Introduction:

The Birla Industrial & Technological Museum in Calcutta was inaugurated on May 2, 1959. It falls under the jurisdiction of the Council of Scientific & Industrial Research (CSIR) and is widely considered to be the forerunner of India's science museum movement. Dr. Bidhan Chandra Roy, who was then the Chief Minister of West Bengal, was inspired to create a similar institution in India for public engagement in science and technology after visiting the Deutsches Museum in Munich. Pandit Jawaharlal Nehru, India's prime minister at the time, and businessman Shri Ghanshyam Das Birla both supported and encouraged his vision and efforts in this regard. Birla Park, his grand mansion and surrounding land in Calcutta's affluent Ballygunge area, was donated to the CSIR to establish an Industrial and Technological Museum. In 1956, Pandit Nehru received this generous donation from Shri G D Birla. The journey from the government of India taking over Birla Park in

1956 to the opening of the Museum in 1959 was both remarkable and challenging. The creation of India's first science museum under the auspices of the central government was the result of careful planning and hard work by the Museum's steering committee, which was headed by Dr. B C Roy himself and included several prominent scientists, educators, and business people.

On May 2, 1959, Prof. Humayun Kabir, the then union minister for scientific research and cultural affairs, marked the global inauguration of the Birla Industrial & Technological Museum

Figure 1: Font of BITM

(BITM). The ceremony witnessed the esteemed presence of Dr. B C Roy, Prof. M S Thacker, the then Director-General of CSIR, and Shri Amalendu Bose, the BITM Planning Officer. BITM's initial exhibitions showcased a diverse range of subjects including Electricity, Petroleum, Nuclear Physics, Metallurgy of Iron, Steel, and Copper, Optics, Electronics, and Television. Over the years, BITM expanded its collection, introducing additional exhibits such as Motive Power (1962), Communication (1963), Mining (1964), Popular Science (1965), Transport (1973), Underground Mock-up Coal Mine (1983), and Atom (1984).

Recognizing the changing expectations of the public, BITM underwent significant transformations. Many of the older galleries were either completely restored or replaced with modern exhibits, keeping pace with evolving scientific and technological advancements. Since its inception, BITM has been actively involved in providing in-museum instructional programs, including Common Seminars and Film Shows. The Science Demonstration Lectures (SDL) for children, initiated in 1965, have remained a popular and recurring feature of BITM.

In the same period, BITM pioneered the concept of a Mobile Science Exhibition (MSE) on wheels, with the theme of 'Our Familiar Electricity.' Launched in 1968, this

Figure 2: College tour of MGM

groundbreaking initiative aimed to reach diverse communities and promote scientific awareness beyond the museum's confines. Additionally, BITM has been hosting the annual 'Science Fair' for pupils since 1968, fostering a platform for young minds to showcase their scientific acumen. Furthermore, in 1968, BITM inaugurated its first-ever Teachers' Training Program (TTP), enabling educators to enhance their understanding of science and effectively impart knowledge to their students.

Throughout its rich history, BITM has continually evolved to meet the changing needs and aspirations of the public. With its commitment to scientific education and outreach, the museum remains a dynamic institution at the forefront of promoting scientific literacy and fostering curiosity among visitors of all ages.

Figure 3: Inside of BITM

Over the decades, Birla Industrial & Technological Museum (BITM) has continuously expanded its range of educational initiatives and community engagement programs. The introduction of Creative Ability Centers (CAC), Computer Awareness Programmes, Engineering Fair, Pet Library, Inflatable Dome Planetarium Show, Public Science Shows, Students' Science Seminar, Science Drama, Vacation Hobby Camps, and numerous other in-museum and community engagement activities have enriched the museum's offerings.

BITM currently showcases 12 educational and interactive art installations, providing visitors with immersive learning experiences. One noteworthy collection is the 'World in Darkness,' specifically designed for visually impaired individuals, promoting inclusivity and accessibility. Throughout the year, BITM hosts a wide array of educational activities, ensuring that there is always something new and exciting for visitors to explore. The museum frequently organizes captivating scientific exhibitions and conducts engaging experiments, keeping visitors enthralled with the wonders of

science. BITM remains committed to fostering a love for learning and scientific exploration through its dynamic and diverse programming

Historical Background:

The Birla Industrial & Technological Museum (BITM) in Kolkata, established on 2nd May 1959, holds a significant place as the pioneering force behind the science museum movement in India. It owes its existence to the visionary leadership of Dr. B C Roy, the Chief Minister of West Bengal at the time. Driven by his visit to the renowned Deutsches Museum in Munich, he was inspired to create a similar institution in India that would engage the public with science and technology.

Dr. B C Roy's ambitious vision received immediate support and patronage from prominent figures such as Pandit Jawaharlal Nehru, the Prime Minister of India, and industrialist Shri G D Birla. Shri G D Birla generously donated his sprawling bungalow, Birla Park, along with the adjacent plot of land in the upscale Ballygunge area of Calcutta, to the Council of Scientific & Industrial Research (CSIR) for the establishment of an Industrial and Technological Museum.

In 1956, Pandit Nehru gratefully received this magnanimous gift from Shri G D Birla, laying the foundation for the future BITM. The museum's inception and its prestigious location highlight the collaborative efforts and the shared commitment of visionary leaders, industrialists, and the scientific community to promote scientific education and public engagement with technology and innovation. BITM continues to stand as a testament to their collective vision and enduring legacy in advancing scientific awareness and knowledge dissemination in India

Figure 4: Pandit Jawaharlal Nehru receiving the title deeds of BirlaPark from Shri G. D. Birla

The journey from the acquisition of Birla Park by the Government of India in 1956 to the grand inauguration of the museum in 1959 was marked by numerous challenges and noteworthy milestones. Led by Dr. B C Roy, the museum's planning committee, comprising eminent scientists, educationists, and industrialists, meticulously planned and worked tirelessly to establish India's first science museum under the purview of the central government.

On 2nd May 1959, the Birla Industrial & Technological Museum (BITM), fondly known as BITM, opened its doors to the public. The momentous occasion was graced by the presence of Prof. Humayun Kabir, the union minister for scientific research and cultural affairs, alongside Dr. B C Roy, Prof. M S Thacker, the Director General of CSIR, and Shri A Bose, the Planning Officer of BITM.

Initially, BITM showcased galleries dedicated to Electricity, Petroleum, Nuclear Physics, Metallurgy

Figure 5: Prof. Humayun Kabir inaugurating the Museum

of Iron, Steel & Copper, Optics, Electronics, and Television. Over time, the museum expanded its offerings, introducing new galleries one after another. These additions included Motive Power (1962), Communication (1963), Mining (1964), Popular Science (1965), Transport (1973), Underground Mock-up Coal Mine (1983), and Atom (1984). However, recognizing the evolving expectations of the public, many of the original galleries underwent extensive renovations or were replaced entirely with new installations, aligning with the changing demands placed on BITM.

This continuous process of adaptation and innovation ensures that BITM remains responsive to the needs and aspirations of its visitors. With each transformation, the museum strives to provide an enriching and engaging experience, reflecting the ever-evolving landscape of scientific knowledge and public interests.

Right from its inception, BITM has been dedicated to providing educational activities within the museum premises. Popular Lectures and Film Shows were initiated, engaging visitors in interactive learning experiences. In 1965, Science Demonstration Lectures (SDL) for students were introduced, becoming a prominent feature of BITM's educational offerings. That same year marked a significant milestone with the launch of the first-ever Mobile Science Exhibition (MSE) on wheels by BITM, focusing on the theme of 'Our Familiar Electricity'. This pioneering initiative aimed to bring the wonders of science to diverse communities beyond the confines of the museum.

Figure 6: M. S. Thacker, DG, CSIR addressing the audience in the inaugural function

In 1968, BITM expanded its educational endeavors by organizing the 'Science Fair,' providing a platform for students to showcase their scientific knowledge and creativity. Additionally, the year 1968 witnessed the inauguration of the first Teachers' Training Program (TTP), enabling educators to enhance their skills and expertise in science education.

Over the years, BITM continued to augment its in-museum and outreach educational programs, diversifying its offerings to cater to a wide range of interests and learning styles. The introduction of Creative Ability Centres (CAC), Computer Awareness Programmes, Engineering Fair, Pet Library, Inflatable Dome Planetarium Show, Public Science Shows, Students' Science Seminar, Science

Drama, Vacation Hobby Camps, and numerous other initiatives further enriched the educational experience at BITM.

Presently, BITM boasts 12 educational and interactive galleries, each designed to inspire and engage visitors. Notably, the museum features a special gallery called 'World in Darkness' specifically tailored for individuals with visual impairments, promoting inclusivity and accessibility. Throughout the year, BITM hosts a plethora of educational programs, catering to diverse age groups and interests. The museum consistently offers highly exciting science shows and demonstrations on a daily basis, captivating visitors with the wonders of scientific exploration.

BITM's commitment to educational excellence and its wide range of offerings ensure that visitors of all ages and backgrounds can immerse themselves in a world of discovery and learning.

Geographical Location:

The Birla Industrial & Technological Museum (BITM) is located in Kolkata, West Bengal, India. Situated in the prestigious Ballygunge area, BITM enjoys a prime location within the heart of the city. Its address places it in close proximity to various cultural, educational, and commercial centers, making it easily accessible to visitors from all parts of Kolkata. Nestled amidst the bustling urban landscape, BITM offers a haven of knowledge and exploration, inviting individuals of all ages to embark on a captivating journey through the wonders of science and technology. It is the first science museum in the country under the National Council of Science Museums (NCSM), Ministry of Culture, Govt. of India.

The museum is situated on Gurusaday Road, beside the Ice Skating Rink and adjacent to Modern High School.
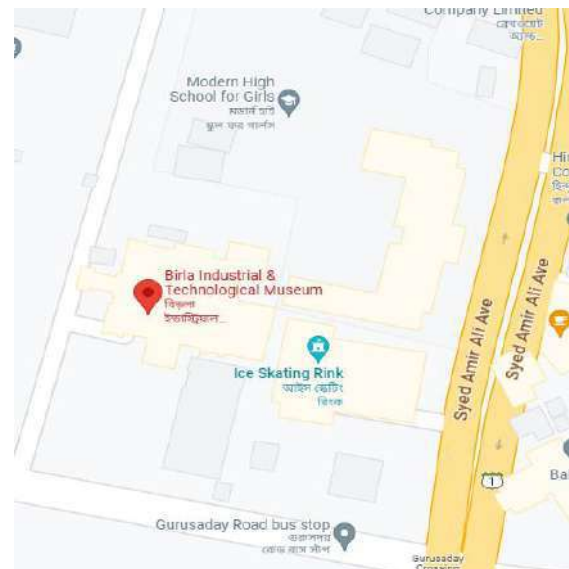

Figure 7: Geographical location of BITM

History of the BITM Building:

Before 1919, the location currently known as Birla Industrial & Technological Museum at 19A, Gurusaday Road had a different address, which was 18, Ballygunge Store Road. Historical records indicate that the Tagore family purchased the property from Mirza Abdul Karim in 1898. Meera Devi, who was the fourth child of Rabindranath Tagore, spent a significant part of her childhood in this house.

In 1919, G.D. Birla acquired the property from Surendranath Tagore, and it came to be known as Birla Park thereafter. Under the ownership of the Birla family, significant changes were made to the property. The original house used by the Tagores was demolished, and the architectural firm N. Guin & Co. was hired to design the current main building structure that stands today.

The architectural style of the main building is a colonial adaptation, combining elements from various styles of European architecture. This blending of different architectural influences gives the Birla Industrial & Technological Museum its unique appearance.

During the time when the Tagores resided at 19A, Gurusaday Road (Birla Park), the place attracted numerous distinguished personalities from the world of arts, including renowned Japanese artists such as Kakuzo Okakura, Yokoyama, Tikan,

Figure 8: Chiang Kai and Mahatma Gandhi at Birla Park

Hishida, and Katusta. Additionally, the guest list of the Tagores featured prominent nationalist leaders of that era, such as C R Das, Aurobindo Ghosh, Surendranath Banerjee, Rasbehari Ghosh, and Anandamohan Sen.

With the Birlas taking ownership of the property, 19A, Gurusaday Road (Birla Park) retained its significance as a notable hub for the nationalist movement in India. G.D. Birla's close association with nationalist leaders led to the presence of influential figures like Mahatma Gandhi, Motilal Nehru, Lala Lajpat Rai, and Pandit Madan Mohan Malaviya at Birla Park. It was in Birla Park that Chiang Kai-Shek had the opportunity to meet Mahatma Gandhi, marking a significant historical event.

Director List:

Amalendu Bose, 1959 – 1965 & 1971 – 1974

Saroj Ghose, 1965 – 1971 & 1974 – 1979

Samar Bagchi, 1979–1991

Samaresh Goswamy, 1991–2004

Jayanta Sthanapati, 2004–2008

Sk. Emdadul Islam, 2008-2018

Venkatraman Subramanian Ramachandran, 2018-2022

Subhabrata Chaudhuri, 2022- continuing till date.

Galleries:

BITM offers a diverse range of attractions comprising 14 galleries dedicated to exploring science and technology. These include Vintage Voyage: Communication Technology, Digital Adventure Gallery, Fascinating Physics, Transport, Electricity, Television, Underground Mock-Up Coal Mine, Mathematics Gallery, and more. Visitors can also enjoy captivating Science Shows and engage in educational activities such as Science Demonstration Lectures, Popular Lectures, Science Seminars,

the Science Camp, Science Fairs, Engineering Fairs, Science Dramas, Annual Science Quiz Contests, and the Science Film Festival. By combining all of these offerings, BITM provides a realistic and immersive experience for visitors to gain practical knowledge about science and its numerous advantages. Let us now delve into a detailed discussion about each of the galleries housed within BITM

VINTAGE VOYAGE: COMMUNICATION TECHNOLOGY:

Embracing innovation, automation, and constant improvement, the evolution of communication devices is an enticing journey, where sometimes even the abandonment of older mechanisms paves the way for superior ones. In the captivating 'Vintage Voyage: Communication Technology' gallery, visitors are invited to uncover the intriguing tales of technological advancements and ingenious solutions that have conquered immense distances amidst challenging natural landscapes. Centered around the essence of two-way communication, the Gallery showcases a captivating array of operational artifacts and technological marvels, all born from our innate human drive to connect. From ancient communication methods to modern breakthroughs, 'Vintage Voyage: Communication Technology' explores a wide spectrum of technologies, including postal systems, telegraphy, telephony, radio, and the ingenious innovations of pioneering Indian minds.

Within the gallery, visitors will be enthralled by a harmonious blend of murals, mannequins, multimedia presentations, and contemporary art installations. Amidst these creative elements, prime positions are occupied by teleprinters, an ionosphere recorder, a gramophone, a manual telephone exchange, wall-mounted telephones, a replica of Bell's liquid transmitter, and a fire-alarm box. Each artifact holds significant historical value, narrating the remarkable stories of both the visionaries behind them and the machines themselves. Embarking on this vintage voyage of rare collectives, BITM invites visitors to witness the evolutionary path that has shaped our current communication technology landscape.

DIGITAL ADVENTURE GALLERY:

Imagine stepping onto a glacial expanse in Iceland, surrounded by playful penguins waddling about. Picture yourself reaching out to pat a leaping dolphin as it emerges from the water, drawing near to you. It may sound whimsical and absurd, but at BITM's new Digital Adventure Gallery, you can witness the magic behind these seemingly fantastical experiences. Prepare yourself for an abundance of thrills and excitement as you delve into a world where your wildest dreams materialize virtually before your eyes.

Spanning an impressive 2500 square feet, this gallery is a captivating journey that harnesses the power of various digital technologies. Its core purpose is to provide an all-encompassing, adventure-filled, and delightfully entertaining experience for visitors. Within its immersive realms, you can embark on daring escapades that surpass the boundaries of imagination, making your dreams come alive in vivid digital landscapes.

FASCINATING PHYSICS:

In BITM's captivating 'Fascinating Physics' Gallery, the intricate realm of physics, driven by systematic observation, experimentation, and mathematical logic, unfolds before your eyes. This branch of science, dedicated to unraveling the enigmas of the physical world, reveals itself in a mesmerizing manner within these walls.

Within the classical physics section, you'll encounter 28 interactive exhibits exploring the realms of Mechanics, Gravitation, Light, and Electromagnetic Waves. Each exhibit invites you to engage, interact, and deepen your understanding of these fundamental principles. As you progress, the modern physics section beckons, transporting you into the intriguing microcosm of subatomic particles, the mysteries of black holes and pulsars, and the ethereal domain near absolute zero—a realm beyond ordinary human experience.

Featuring 38 exhibits adorned with captivating visuals, working models, animations, videos, multimedia presentations, unmanned quizzes, and other innovative presentation techniques, the gallery offers an enthralling experience. Prepare to be captivated as you immerse yourself in the wondrous world of physics, expanding your knowledge and igniting your curiosity.

TRANSPORT:

In 2008, BITM unveiled its newly revamped thematic gallery dedicated to the fascinating world of 'Transport.' Encompassing an expansive area of 500 square meters, this gallery showcases a remarkable collection of 50 models and exhibits that vividly portray the evolution of transportation systems.

The gallery takes visitors on a captivating journey through time, from the invention of the 'Wheel' to the advent of 'Supersonic Jet Engines.' Through a rich display of artifacts, intricate models, and interactive exhibits, the story of transportation unfolds across three distinct sections: water transport, surface transport, and airborne transport.

Among the highlights of this remarkable gallery, you'll find prized treasures such as a 1926 Rolls Royce Car and the Fiat Tipo once utilized by the esteemed scientist Sir Jagadish Chandra Bose. These star attractions add an extra layer of historical significance and allure, offering a glimpse into the remarkable vehicles of the past.

Immerse yourself in this captivating exploration of human ingenuity and technological advancement, as BITM's Transport Gallery unveils the awe-inspiring tale of how we have conquered the realms of movement and travel.

MOTIVE POWER:

The 'Motive Power' gallery tells a compelling story of humanity's insatiable thirst for power throughout history. It unveils the remarkable journey of technological advancements and innovative methods developed to meet the ever-growing power demands of civilization.

From the early utilization of animal power to the harnessing of wind power, water power, and even the advent of nuclear power, the gallery showcases the diverse array of methods employed to generate and harness energy. Each exhibit sheds light on the historical progression of power generation and transmission, unveiling the ingenuity and determination that have shaped our modern power sector.

Delve into the captivating narrative of this gallery as it unveils the evolution of engines and machinery that have played pivotal roles in the generation and transmission of power. Witness the remarkable transformations that have occurred over time, resulting in the sophisticated systems we rely on today.

Through interactive displays, informative exhibits, and engaging storytelling, the 'Motive Power' gallery at BITM offers visitors a unique opportunity to explore the fascinating history of power and gain a deeper appreciation for the technologies that drive our modern world.

BIOTECHNOLOGY:

Biotechnology is a dynamic field that merges biology with technology to harness living organisms, cellular components, and biological processes for practical applications. It encompasses a broad range of scientific disciplines, including genetics, molecular biology, biochemistry, and engineering.

Through biotechnology, scientists and researchers are able to manipulate and modify living organisms at the genetic level, leading to groundbreaking advancements in healthcare, agriculture, environmental conservation, and industry. It has the potential to revolutionize medicine by enabling the development of novel therapies, personalized medicine, and advanced diagnostics.

The term 'Biotechnology' refers to the genetic manipulation of organisms to enhance their capabilities or improve their characteristics, ultimately benefiting humanity. The 'Biotechnology' gallery at BITM simplifies this cutting-edge field through an array of interactive exhibits, making it accessible and easy to comprehend.

In agriculture, biotechnology plays a significant role in enhancing crop productivity, improving nutritional content, and developing resistant varieties to combat pests, diseases, and adverse environmental conditions. It also contributes to sustainable practices by reducing the use of chemical inputs and promoting conservation of natural resources.

MATHEMATICS GALLERY:

The newly established "Mathematics Discovery Center" at BITM (inaugurated on May 8, 2010) is a dedicated space designed to introduce mathematical concepts in an engaging and accessible way. The center aims to foster a love for mathematics among the younger generation and inspire them to pursue higher studies in pure sciences with enhanced self-assurance. By employing interactive models, hands-on exhibits, and captivating demonstrations, the Mathematics Discovery Center offers an alternative approach to presenting mathematical principles, making the subject more comprehensible and enjoyable for visitors. Through this innovative learning experience, the center endeavors to ignite curiosity and cultivate a deep appreciation for the beauty and significance of mathematics.

The Mathematics Exploration Zone, supported by a range of interactive exhibits and captivating graphical illustrations, serves as a dynamic laboratory that brings fundamental mathematical concepts to life. Within its spacious 300 square meter area, the gallery houses an impressive collection of 54 interactive exhibits, each designed to provide visitors with a visual understanding of mathematical principles, problem-solving techniques, and the inherent elegance of mathematics

itself. The thematic canvas of the gallery spans a diverse array of topics, including the history of numbers, number theory, positional number systems with a focus on India's significant contributions, basic arithmetic operations, plane and curved geometry, solid geometry and conics, mathematical functions, probability and statistics, foundational ideas of calculus, the presence of mathematics in nature, as well as a delightful assortment of mathematical puzzles and brain teasers tailored for young minds. Through this multifaceted and immersive experience, the Mathematics Exploration Zone aims to ignite curiosity, foster a deeper appreciation for mathematics, and inspire a sense of wonder in the minds of its visitors.

Within the gallery, an enticing feature known as the "Mathematics Demonstration Corner" awaits,

equipped with all the necessary facilities to host engaging class sessions led by accompanying school teachers. This dedicated space allows educators to conduct interactive mathematics lessons, providing a hands-on experience that reinforces learning in a stimulating environment. Additionally, the gallery also houses a vibrant "Children's Activity Area" designed to further enhance the attraction for young visitors. This interactive zone offers a range of math-focused activities tailored to engage and entertain children, fostering their enthusiasm for the subject through playful exploration. Together, the Math Demo Corner and Children's Activity Area complement the gallery's offerings, ensuring an enriching and enjoyable experience for all who step through its doors.

Unveiling the Wonders of the Mathematics Gallery:

Numbers and Number Systems:

The gallery features interactive exhibits that provide a clear understanding of various abstract mathematical concepts. Students have the opportunity to engage with three-dimensional displays that demonstrate concepts such as the Number System, Series & Progression, Plane and Solid Geometry, Algebra, Functions and Variables, and non-Euclidean Spherical Geometry.

For instance, one exhibit represents the Number Line as a vertical line within a simulated well, where the surface of water is designated as '0' (zero). By visually exploring the exhibit, students can grasp the concept of positive and negative numbers. Any value above the water level is considered positive, while values below are identified as negative numbers. This interactive approach allows students to actively
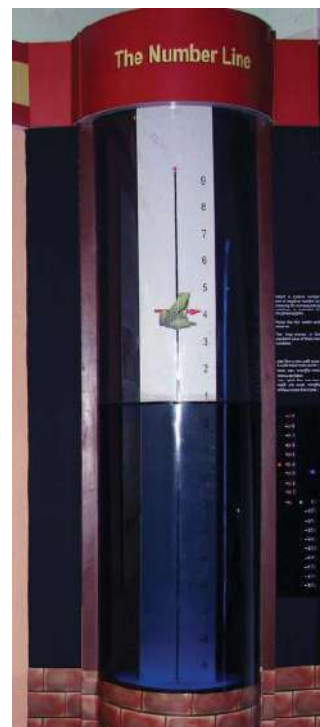
Figure 9:Demonstrating the concept of Number Line physicallywhere a sliding indicator can be programmed to indicate the algebraic sum of 2 numerical input values – one positive and the other negative.

participate in the learning process and gain a deeper understanding of the underlying mathematical principles.

Through the implementation of an electro-mechanical circuit, an interactive exhibit showcases the understanding of algebraic sums on the number line using a toy frog as an indicator. By inputting a positive and a negative number, visitors can observe the movement of the 'frog' along the number line.

For instance, if a visitor inputs +5 and -3, the 'frog' will move and come to a stop above the water surface, precisely at the +2 level. Conversely, if one inputs +3 and -5, indicating a subtraction that exceeds the initial value, the 'frog' will move below the water surface and halt at the -2 level. When the inputs are +3 and -3, representing the subtraction of equal values, the 'frog' will stop at the water surface.

This simulated number line exhibit provides a tangible representation that aids in comprehending challenging concepts such as zero and negative numbers, which can be particularly challenging for young learners. By interacting with the exhibit, visitors can gain a practical understanding of these abstract concepts and deepen their mathematical knowledge in an engaging manner.

A set of interactive exhibits in the gallery elucidate the decimal and binary number systems, which are fundamental to our everyday numerical operations. By engaging with these exhibits, visitors gain a comprehensive understanding of how these systems function.
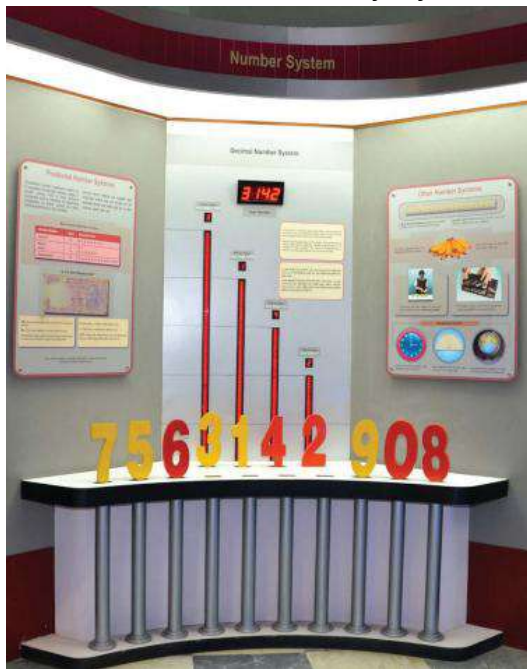
Figure 10: Exhibit on Decimal Number System and Place Value

In one exhibit, visitors explore the Decimal Number System. They discover that this system comprises ten digits, ranging from 0 to 9, which enable the formation of any numerical value, regardless of its magnitude. This interactive experience highlights the fact that the Decimal Number System operates on a base of 10, meaning each digit's value is determined by its position within the number.

Another exhibit focuses on the Binary Number System, providing visitors with an interactive exploration of its unique characteristics. By interacting with the exhibit, visitors comprehend that the Binary Number System utilizes only two digits: 0 and 1. This system operates on a base of 2, where each digit's position signifies a power of 2.

Figure 11: Exhibit explaining the Binary Number System

By engaging with these interactive exhibits, visitors develop a clear understanding of the decimal and binary number systems, which are the foundation of our numerical representation and computation in everyday life.

Within the exhibit, an intriguing arrangement allows visitors to explore the concept of place value in both the decimal and binary number systems. Each of the ten numerical symbols or digits is equipped with metal legs (depicted in Figure 5b), all of equal dimensions. These metal legs serve a dual purpose: providing a physical means for users to position any digit within the ten slots on the table, and functioning as 'codes' that the internal electronic sensor detects.

The exhibit features a display above each slot, indicating the intrinsic value of the digit placed within it. However, the true value of the number generated by the arrangement of digits in different slots is showcased through a large display located above them all. Through playful interaction with this set of digits, users easily grasp that while the intrinsic values of the digits remain constant, the value represented by the sequence changes as they are repositioned relative to one another. This interactive experience fosters a clear appreciation for the notion of place values in the decimal system.

Similarly, the exhibit representing the binary number system operates in a comparable manner to the decimal system. However, it includes only two digits: 0 and 1. By inserting either 0 or 1 into the slots, visitors can form a binary number and observe its equivalent decimal representation on the display panel. As users engage with this exhibit, they gain a deeper understanding of how the binary system functions, recognizing that each movement to the left increases the value by a power of 2.

By actively participating in these exhibits, visitors develop a practical understanding of place value and the interplay of digits within both the decimal and binary number systems. These interactive experiences facilitate a hands-on exploration of numerical concepts, enhancing comprehension and engagement with the underlying principles.

Series and Progression:
The gallery provides a clear and intuitive presentation of Arithmetic and Geometric Progression, enabling visitors to grasp these concepts with ease. The concept of Arithmetic Progression is depicted through a visually appealing representation of a staircase. The staircase consists of equal-height steps, forming a straight line railing. This visual analogy helps visitors understand that in an Arithmetic Progression, each step has a consistent increase or decrease in height, reflecting a constant difference between consecutive terms.

In contrast, Geometric Progression is illustrated by a staircase with uneven steps. The height of each step varies in a multiplicative manner, maintaining a constant ratio between consecutive

terms. For instance, if the first step has a height of 2 units, the subsequent steps would have heights of 4 units, 8 units, and so on. As a result, the railing of such a staircase takes on a curved shape, representing the multiplicative nature of a Geometric Progression.

By visually and tangibly engaging with these exhibits, visitors gain a lucid understanding of Arithmetic and Geometric Progression. The staircase analogies effectively convey the fundamental characteristics of these progressions, facilitating comprehension of their respective patterns and behaviors.

To explore the nature of series, we present visitors with the following question: "What are the values of the series 1+2+4+8+16+32+… and 1/2+1/4+1/8+1/16+1/32+…?" By examining these series, one can observe that both are Geometric Progressions (G.P). However, they possess a distinct characteristic—they are infinite or endless.

The first series mentioned represents an infinite Geometric Progression where the terms increase

Figure 12: Exhibit on Arithmetic Progression (AP) and Geometric Progression (GP). The growth in AP is uniform andlinear, while that in GP is multiplicative and follows a curve as evident from the railings of AP & GP staircases.

exponentially. As the value of each term grows, the sum of the series becomes infinitely large. Consequently, this series is classified as a divergent series.

In contrast, the second series exhibits an intriguing distinction. As the series progresses, the sum tends toward a finite value. Each subsequent term in the series becomes smaller and smaller, approaching infinitesimally close to zero. This remarkable behavior designates the series as a convergent series.

By highlighting these contrasting characteristics, visitors gain a deeper appreciation of the divergent and convergent nature of series. The exhibits provide a platform for exploring the fascinating dynamics of infinite series and their tendencies toward infinite or finite values as the terms progress.

Figure 13: The exhibit on 'Divergent and Convergent Series'

The exhibit features a large wooden cube that is divided into several smaller parts, including 1/2 cube, 1/4 cube, 1/8 cube, 1/16 cube, 1/32 cube, and so on, as depicted in Figure 9. By assembling all these

parts together, visitors can reconstruct the original cube. This hands-on activity serves as a visual demonstration that verifies the mathematical concept that 1/2 + 1/4 + 1/8 + 1/16 + 1/32 + … equals 1.

Engaging in this activity, visitors easily comprehend that the series is converging. Despite having an infinite number of terms, their cumulative sum results in a finite value, which in this case is 1. This activity serves as a tangible representation of the principle that an infinitely expanding series can converge to a definite sum.

Furthermore, this exhibit encourages students to extend their understanding of infinite converging series beyond the specific example provided. Once they grasp the concept, they can explore further observations and apply the knowledge gained to different series.

By offering a concrete and interactive experience, the exhibit enables visitors to intuitively comprehend the convergence of infinite series and the notion that an infinitely large number of terms can add up to a finite sum. Like

$1/3 + 1/3^2 + 1/3^3 + 1/3^4 + 1/3^5 + \ldots\ldots\ldots\ldots = 1/2$

$1/4 + 1/4^2 + 1/4^3 + 1/4^4 + 1/4^5 + \ldots\ldots\ldots\ldots = 1/3$

………… …………….. ……………. …………………

…………… …………… …………….. …………….

$1/n + 1/n^2 + 1/n^3 + 1/n^4 + 1/n^5 + \ldots\ldots\ldots\ldots = 1/(n-1)$

1/2 + 1/4 + 1/8 + 1/16 + 1/32 +…… = 1

Figure 14: Explaining a Convergent Series

Concepts in Geometry and Algebra:

Engaging activities have been thoughtfully created to provide beginners with an enlightening experience in various mathematical concepts. These activities focus on algebraic formulas, properties of triangles, polygons, and polyhedrons, enabling students to develop a deeper understanding through hands-on exploration.

In the realm of algebra, students have the opportunity to verify essential algebraic identities through interactive activities. By utilizing wooden and plastic plates and blocks, they can engage in practical demonstrations that validate these identities. This interactive approach allows students to actively manipulate the

Figure 15: Verifying the standard Algebraic Identities

materials, enhancing their understanding of algebraic principles.

Similarly, activities are designed to explore the properties of triangles, polygons, and polyhedrons. By interacting with these shapes through hands-on exercises, students gain valuable insights into their properties, such as angles, sides, and symmetry. These activities provide a tangible and visual experience that aids in the comprehension and retention of geometric concepts.

Through these carefully designed activities, beginners in mathematics can acquire a more profound understanding of algebraic formulas, as well as the properties of triangles, polygons, and polyhedrons. The hands-on nature of these activities facilitates active learning, making mathematical concepts more accessible and engaging.
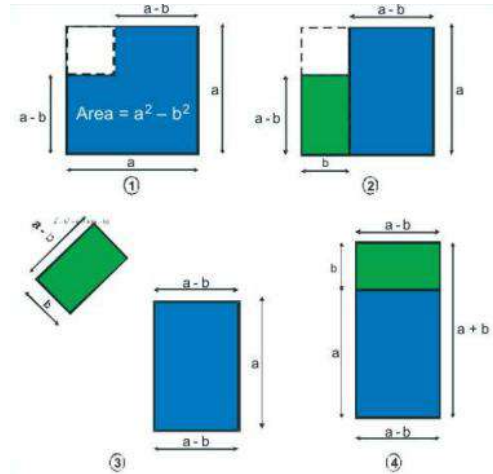
Figure 16: Showing $a^2 - b^2 = (a + b)(a - b)$

$(a+b)^2 = a^2 + 2ab + b^2$

$(a-b)^2 = a^2 - 2ab + b^2$

$a^2 - b^2 = (a + b)(a - b)$

$(a+b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$
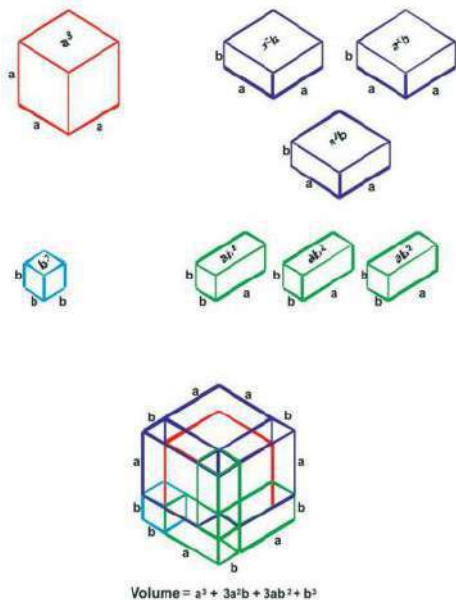
Figure 17: Showing $(a+b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$

In the realm of Geometry, the gallery includes an exhibit titled 'Plane Geometry', which offers interactive demonstrations. Through the folding or arrangement of triangular laminar sheets, visitors can physically prove fundamental geometric principles. For instance, by following the specific folding patterns, visitors can verify that the sum of the angles within a triangle always amounts to 180°. Similarly, they can establish the formula for the area of a triangle as ½ x base x height.

Continuing the exploration of triangles, visitors can extend their experiments to encompass plane polygons. By recognizing that a polygon is composed of multiple triangles, visitors can easily deduce the sum of the angles or calculate the area of any polygon. This understanding arises from the fundamental relationship between polygons and triangles.

These interactive demonstrations in the exhibit enable visitors to engage with the principles of Geometry in a tangible and visual manner. By physically manipulating the triangular laminar sheets and observing the results, visitors gain an intuitive understanding of geometric concepts and their

interconnections. This hands-on approach fosters a deeper comprehension of the properties and relationships within polygons, enhancing the visitors' geometric knowledge.

The concept of Platonic Solids or Polyhedrons of Plato is a fascinating aspect of Solid Geometry that is explored in the exhibit. This exhibit offers students the opportunity to experiment and gain a deeper understanding of these distinctive solid figures.

In the exhibit, the polygonal faces of all Plato's polyhedrons are represented by wooden plates, each shaped as a regular triangle, square, or regular pentagon. These plates are placed on a table, inviting students to
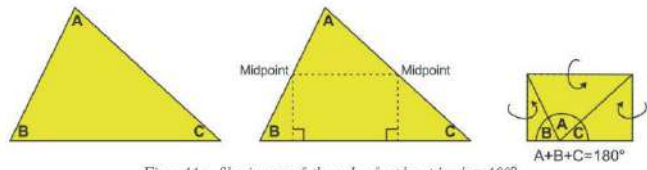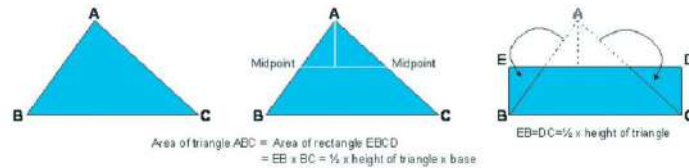
Figure 18: Finding the area of a Plane Triangle

engage in a hands-on activity. The challenge presented to students is to rearrange these plates in specific configurations, thereby constructing the polyhedrons associated with each Platonic Solid.

Figure 19: Learning the properties of basic Geometrical Figures

By actively participating in this task, students not only get a visual representation of the Platonic Solids but also develop a practical understanding of their unique properties. Through experimentation and manipulation of the wooden plates, students gain insights into the relationships between the faces, edges, and vertices of these polyhedrons.

This interactive exhibit encourages students to think critically, analyze spatial relationships, and explore the principles of Solid Geometry. By engaging in the hands-on construction of Platonic Solids, students enhance their comprehension and appreciation of these remarkable three-dimensional figures.

Through this hands-on activity, students gain an understanding of the unique characteristics of Plato's polyhedrons. These characteristics include:

1. Polygonal faces are all regular: The faces of Plato's polyhedrons are formed by regular polygons. For example, the Tetrahedron, Octahedron, and Icosahedron have equilateral triangle faces, the Hexahedron (or Cube) has square faces, and the Dodecahedron has regular pentagon faces.

Figure 20: Platonic Solid exhibit

2. Polygonal faces are all equal: Each face of a Plato's polyhedron is identical in size and shape. This uniformity is a distinctive feature of these polyhedrons.
3. Face-to-face angles are equal: The angles formed between the faces of a Plato's polyhedron are consistent. Regardless of the specific polyhedron, the angles between the faces remain the same.
4. Edge-to-face angles are equal: The angles formed between an edge and a face of a Plato's polyhedron are also uniform throughout. These angles maintain a consistent measurement across the polyhedron.
5. There are only 5 such polyhedrons possible: Plato's polyhedrons are limited to five unique forms: the Tetrahedron, Octahedron, Hexahedron (or Cube), Dodecahedron, and Icosahedron. These five polyhedrons are the only regular, convex polyhedrons that meet the criteria set by Plato.

By engaging in the activity of constructing Plato's polyhedrons using wooden plates, students not only visualize these concepts but also gain a hands-on understanding of their distinct attributes. This practical exploration deepens their knowledge of solid geometry and fosters an appreciation for the elegance and symmetry of Plato's polyhedrons.

Figure 21: Exhibit showing Pythagoras Theorem

When students visit the Mathematics Gallery, they often encounter a deeper understanding of concepts beyond what their curriculum typically covers. Take, for example, the Pythagorean Theorem, which they may know as "The square on the hypotenuse of a right-angled triangle is the sum of the squares on the other two sides."

However, through their interaction with the 'Pythagorean Theorem' exhibit in the gallery, students discover that the theorem extends beyond squares to encompass any similar figures drawn on the sides of a right-angled triangle. This exhibitpresents very thin square-shaped chambers constructed on the three sides of a right-angled triangle. By observing the exhibit, students realize that a specific volume of liquid that fills the chamber on the hypotenuse also completely fills the square-shaped chambers on the other two sides of the triangle, thus providing evidence for the validity of the theorem.

This interactive exhibit not only reaffirms the Pythagorean Theorem but also demonstrates its broader applicability to similar figures. By witnessing the visual representation and experiencing the filling of the chambers, students grasp the fundamental principle underlying the theorem. This hands-on exploration deepens their understanding of the relationships within right-angled triangles and reinforces the timeless significance of the Pythagorean Theorem in mathematics.

In this exhibit, visitors have the opportunity to verify that the Pythagorean Theorem holds true not only for square-shaped chambers but also for chambers with different shapes, such as semi-circular chambers, built on the three sides of a right-angled triangle. By interacting with this exhibit, visitors

can witness firsthand the consistent validity of the Pythagorean Theorem across various geometric configurations.

The exhibit features semi-circular and similar shaped chambers constructed on the sides of a right-angled triangle. Through observation and experimentation, visitors can confirm that the volume of liquid needed to fill the semi-circular chambers on the two shorter sides is equal to the volume needed to fill the larger semi-circular chamber on the hypotenuse. This serves as compelling evidence that the Pythagorean Theorem holds true even when applied to these alternative chamber shapes.
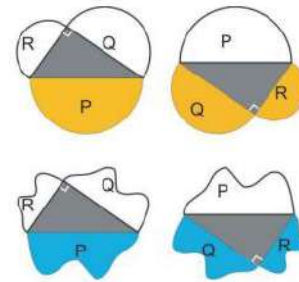
Figure 22: Pythagoras Theorem with semi-circular and similarshaped compartments. Here, P = Q + R

By providing concrete examples and allowing visitors to engage with different chamber shapes, the exhibit reinforces the universality of the Pythagorean Theorem. Visitors gain a deeper appreciation for the theorem's applicability and versatility, expanding their understanding of geometric relationships and mathematical principles.

Spherical Geometry:

Upon observing the contrast between a plane triangle and a spherical triangle, visitors to the exhibit gain insight into non-Euclidean spherical geometry. The exhibit showcases the difference between these two types of triangles. It becomes apparent that any three non-collinear points on the Earth's surface form a spherical triangle, where the sides of the triangle are curved, unlike the straight sides of a plane triangle.

One notable distinction is that the internal angles of a spherical triangle add up to more than 180°, in contrast to the 180° sum of internal angles in a plane triangle. This observation provides visitors with a tangible understanding of the unique properties of spherical geometry.

Figure 23: Plain Triangle and Spherical Triangle

The exhibit also highlights an intriguing phenomenon: when three places on the Earth's surface are in the same line, they appear to lie on a curved line when represented on a map developed on plain paper. This phenomenon arises because non-Euclidean spherical geometry applies to the curved surface of the Earth, rather than the plane Euclidean geometry commonly used on flat surfaces.

This realization deepens visitors' understanding

Figure 24: Elucidating why the air travel paths in air-routemaps are curved

and appreciation for the curved air travel paths depicted on air-route maps. By recognizing the influence of non-Euclidean spherical geometry on the Earth's surface, visitors gain valuable insights into the mathematical principles underlying the representation of geographic features and navigation systems.

Overall, this exhibit provides a captivating exploration of the differences between plane and spherical geometry, enhancing visitors' comprehension of the Earth's curved surface and its implications in various fields of study.

Mathematical Function:
The exhibit on 'Functions' in the gallery offers a unique approach to understanding mathematical
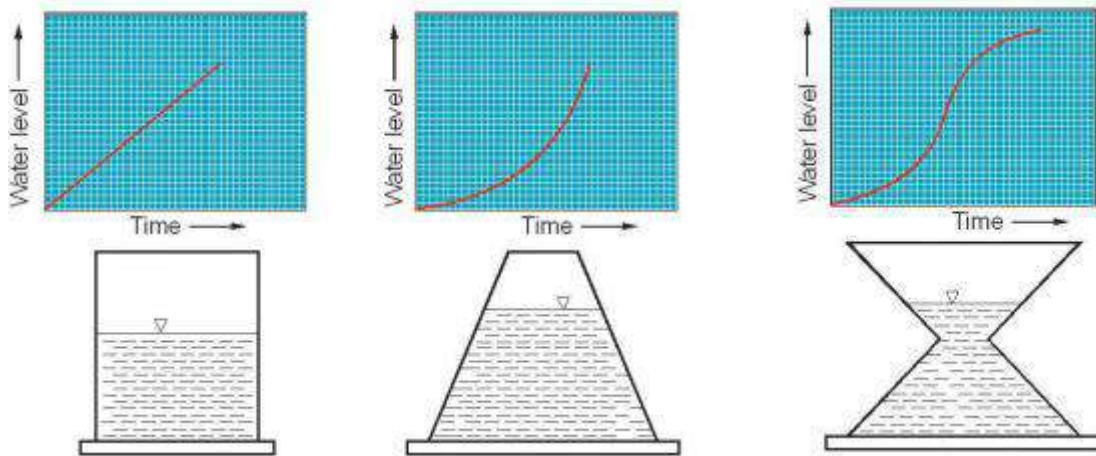
Figure 25: Real time plot of Water Level vs. Time, while uniform flow of water fills three different containers

functions through physical representation. By using three containers of different shapes, as illustrated, the exhibit aims to demonstrate the implications of linear and quadratic (non-linear) functions in a tangible manner.

Figure 26: Showing water level as different functions of timewhile uniform flow of water fills up containers of uniform andnon-uniform cross-section. Here, functions are linear andquadratic.

To conduct the experiment, the containers are filled with water using equally rated pumps, ensuring that the volume of water entering each container per unit time remains the same. The objective is to observe the rise of water levels in these containers over time. To achieve this, special electronic tapes, known as pressure-dependent e-tapes, are utilized to sense the water levels. These measurements are then fed into a computer, which generates corresponding results depicting the relationship between water level and time on the monitors positioned above each container.

Visitors can observe that the container with a uniform cross-section exhibits a linear relationship between water level and time. In contrast, the water levels in the other containers demonstrate a parabolic relationship with time.

By connecting the physical phenomenon of water levels in containers

with mathematical functions, the exhibit provides a visual and interactive way for visitors to grasp the concepts of linearity and non-linearity. This hands-on experience enables a deeper understanding of how functions behave and how their relationships with variables can be represented graphically.

Through this exhibit, visitors gain valuable insights into the real-world applications of mathematical functions and develop a more intuitive understanding of linear and quadratic relationships.

Concepts of Calculus: Differentiation & Integration:

Calculus, as a mathematical tool, can be challenging for young learners to comprehend. However, the gallery features exhibits specifically designed to illustrate the fundamental concepts of calculus, such as limits, differentiation, and integration, in a simplified manner.
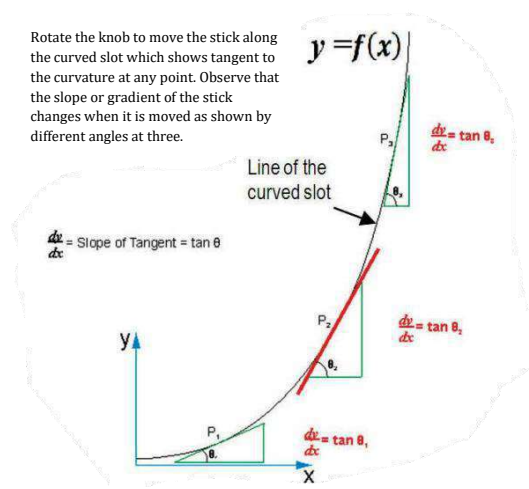
Figure 27: Explaining the concept of Differentiation

The concept of differentiation, which involves measuring rates, is demonstrated through one of the exhibits. By engaging with this exhibit, students can develop a clear understanding of how rates are calculated and how they relate to changes in variables.

Similarly, the concept of integration, which involves a summation process, is elucidated through another exhibit. Students can explore this exhibit to grasp the idea of combining and summing quantities.

These exhibits aim to break down the complexities of calculus and present the concepts in an accessible and intuitive way. By engaging with these exhibits, young learners can develop a solid foundation in calculus and gain a deeper understanding of its practical applications in various fields of study.

To provide a tangible understanding of the concept of differentiation, an exhibit in the gallery employs a moving stick and a curved slot. The stick's mid-point slides within the slot, and its slope or gradient varies, indicated by the angle θ it forms with the x-axis.

At any given point on the curve y = f(x), the rate at which the y-coordinate changes with respect to the x-coordinate, denoted as dy/dx or tanθ, can be determined. To visually represent this rate, a tangent is drawn to the curve at that point. Remarkably, the stick physically assumes the position of the tangent, aligning with the slope of the curve. As the stick moves along the x-y plane, following the curve y = f(x), its slope (dy/dx) continuously changes.

Figure 28: Using differentiation for determining the profile of Curved Surface

Figure 29: Exhibiting the concept of Integration

By observing the movement of the stick along the curved slot, visitors can witness a direct and physical representation of dy/dx or the process of differentiation. This exhibit provides an interactive and visual means for learners to comprehend how the slope of a curve varies and how differentiation captures this change.

Through this exhibit, students can gain an intuitive understanding of differentiation and develop a concrete connection between the abstract concept of dy/dx and its visual representation using the moving stick and the curved slot.

Once we grasp the concept of differentiation, which enables us to measure the rate of change of one variable with respect to another, we can apply it to compute precise measurements of curved lines and surfaces. This becomes particularly valuable when standard geometrical methods fall short.

Consider the figure provided, showcasing an inverted funnel. Using conventional methods, we could approximate the surface area of the funnel by adding up the peripheral areas of the circular plates that compose it. However, by employing the technique of differentiation, we can calculate the rate of change of height with respect to the radius. This allows us to utilize integration to precisely determine the curved surface area of the funnel.

Integration complements differentiation by providing a means to sum infinitesimally small changes and obtain accurate measurements. In the case of the inverted funnel's curved surface area, integration enables us to compute its exact value by considering the rate of change of height with respect to the radius. This exemplifies the power of calculus in solving intricate geometrical problems that cannot be adequately addressed using traditional geometric methods.
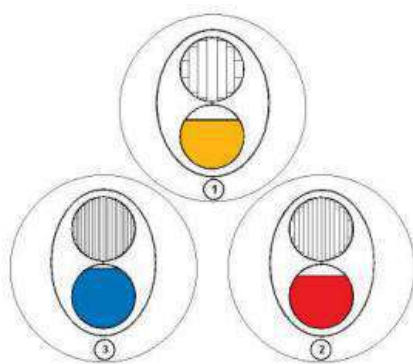
Figure 30: Finding the Area of a Circle

The exhibit on 'Integration' offers a tangible representation of the concept in a way that is easy to understand. It features three circular discs that can be rotated in a vertical plane. Each disc contains two equal circular compartments that are interconnected.

In the first compartment of each disc, there are rectangular areas arranged to form a circular shape. However, the arrangement differs among the discs. In disc 1, the rectangular areas are fewer and wider compared to disc 2. In turn, disc 2 has a greater number of narrower rectangular areas compared to disc 1. Finally, in disc 3, the rectangular areas are even

narrower than in disc 2.

By observing and interacting with these rotating discs, visitors can visualize the process of integration. The varying widths and numbers of rectangular areas on each disc symbolize the integration of infinitesimally small rectangular regions to form a complete circular area. This hands-on exhibit helps to illustrate how integration works by gradually summing up these small areas to calculate the total area of a shape.

By inverting the three discs and allowing the colored liquid from the chambers with rectangular peripheral walls to flow into the circular chambers, an interesting observation can be made. It is evident that the liquid does not completely fill the circular compartments. The amount of unfilled space in the circular compartments depends on the width of the rectangular areas that make up the inner periphery of the upper chambers. When the rectangular areas are narrower, the unfilled space in the circular compartments is smaller, and vice versa.

This experiment highlights an important concept: as the width of the rectangular areas approaches zero, and if we were to have an infinitely large number of these areas, the unfilled space in the circular compartments would tend to zero as well. In other words, the more rectangles we have with infinitesimally narrow widths, the closer we get to filling the circular compartments completely. This concept is closely related to the concept of integration, where we sum an infinite number of infinitesimally small rectangular areas to calculate the exact area of a circle.

By observing this exhibit and understanding the relationship between the rectangular areas and the unfilled space, visitors can appreciate how the concept of integration allows us to compute the precise area of a circle by considering an infinite number of infinitesimally small components.

Law of Average:
The exhibit titled 'Law of Average' aims to introduce visitors to the concept and practical application of statistical techniques. Through a simple measurement activity, visitors can explore the relationship between forearm length (cubit) and height.

In this exhibit, visitors are invited to stretch their forearm fully on a flat bed lined with multiple switches. By pressing the furthest switch they can reach, the length of their forearm (cubit) is measured. This measurement is then used to estimate their height. As the visitor presses the switch, a vertical row of LEDs lights up to indicate the corresponding heights, providing a visual representation of the conversion from forearm length to height.

By observing the results of multiple participants, it becomes evident that there is a statistical relationship between forearm length and height. On average, it is found that our heights are roughly equal to 3.8 to 4 times the length of our forearm. This demonstrates the concept of averages and highlights the statistical principle that individual variations tend to balance out when examining a large group of people.

Maxima – Minima: Application of Differentiation:
The exhibit on 'Maxima – Minima' provides students with a practical understanding of how Calculus is applied to solve real-world problems. In this exhibit, students are presented with a challenge:

they are asked to determine which of the three containers, each having the same volume, has the minimum surface area.
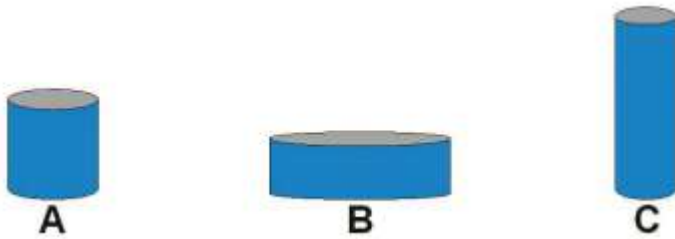
Figure 31: Three containers of equal volume. Which shape has the minimum surface area?

By examining the shapes of the containers and considering the principles of optimization, students are encouraged to apply their knowledge of differentiation and integration to find the solution. They are tasked with analyzing the shapes, calculating the surface areas, and comparing them to identify the container with the minimum surface area.

Through this exhibit, students are able to witness firsthand how Calculus can be used to optimize physical properties, such as surface area, and understand its practical application in solving real-life problems. It enhances their problem-solving skills and reinforces the significance of Calculus in various fields of study.

The ability to solve optimization problems, such as minimizing surface area, can have significant practical implications. One such example is in the manufacturing of soft drink cans, where large quantities are produced, and minimizing material usage becomes crucial. Rather than relying on tedious trial and error methods, Calculus provides an efficient solution.

By applying differentiation, the exact solution for minimizing the surface area of a cylindrical container can be obtained. By differentiating the surface area (S) of the container with respect to its radius (r), denoted as dS/dr, one can determine the critical points where the derivative is zero. In
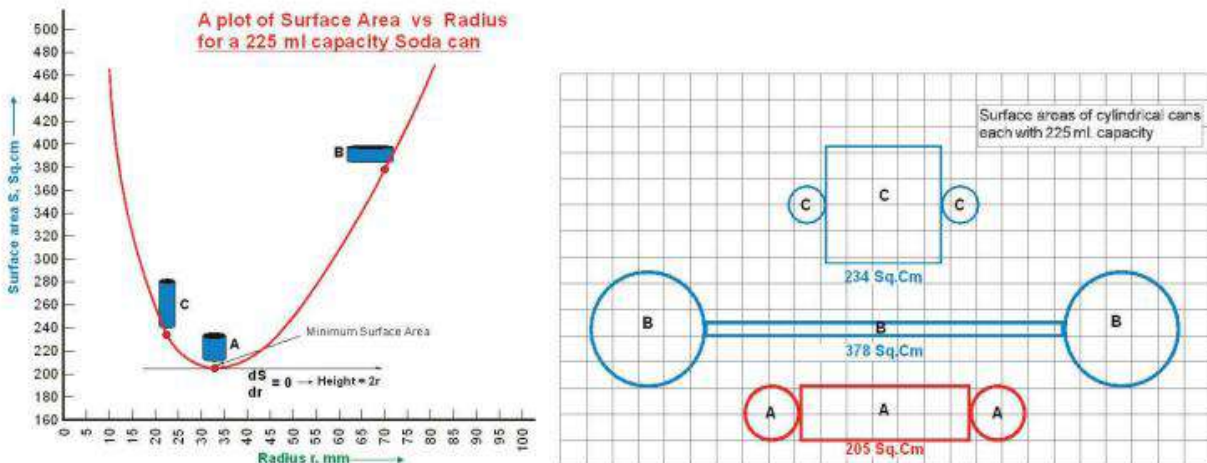
Figure 32: Calculating the minimum surface area of a cylindrical container having equal volume but different shapes. Surface area (S) is a function of Radius (r), S = f(r)

the case of the cylindrical container, it is found that the surface area is minimized when the height of the container is equal to twice its radius (or diameter).

This mathematical insight allows manufacturers to optimize their can design, ensuring the efficient use of materials without compromising the functionality or quality of the product. By utilizing Calculus, they can achieve the desired outcome more accurately and save on production costs. This emphasizes the practical value of Calculus in solving real-world problems and highlights its significance in various industries.

To further reinforce the concept of minimizing surface area using differentiation, students can engage in a hands-on activity. By taking a physical container and comparing its surface area with other containers of different heights, they can visually confirm the relationship.

During the activity, students can observe that the container with a height equal to its diameter, or twice its radius, indeed exhibits the minimum surface area among the containers they examine. By physically measuring and comparing the surface areas of these containers, students can directly witness the correlation between container dimensions and surface area.

This experiential approach not only helps students understand the theoretical concept of optimization but also allows them to connect it with real-world objects and measurements. By actively participating in this activity, students can strengthen their understanding of how Calculus principles, such as differentiation, can be applied practically to solve optimization problems.

Mathematical Activities:

The activity hall of the Mathematics Gallery offers an exciting space filled with mathematical challenges and brain teasers that captivate visitors of all ages. Inside, one can immerse themselves in a world of puzzles, mazes, and mind-bending games that stimulate logical thinking and problem-solving skills. Visitors can indulge in the joy of juggling with shapes and figures, exploring geometric patterns, and unraveling intricate puzzles. The interactive nature of the activities keeps visitors engaged and entertained, providing hours of intellectual exploration and enjoyment. Whether it's navigating through a complex maze or solving a perplexing puzzle, the activity hall offers a dynamic and immersive experience that encourages curiosity, creativity, and a deeper appreciation for the wonders of mathematics.
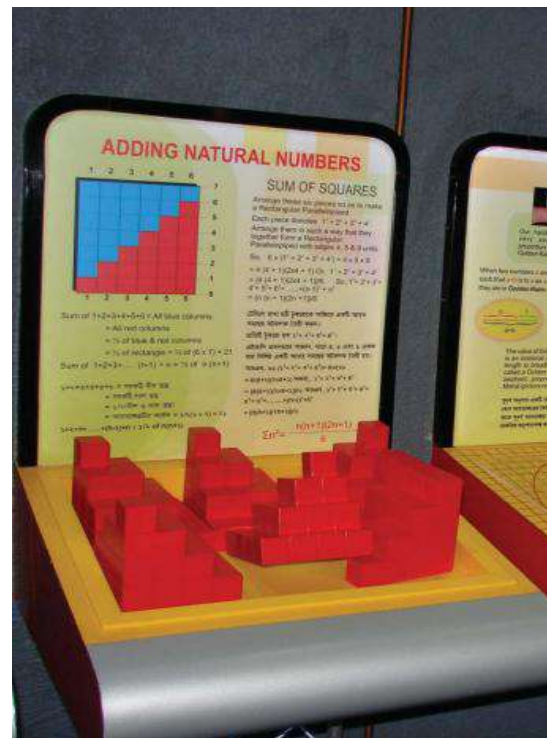
Figure 33: Another 3D model to find out the sum of squares of natural numbers

In addition to the assortment of activities available, the Mathematics Gallery's activity hall provides visitors with opportunities to engage in experiments centered around essential mathematical rules and formulas. One intriguing activity involves an experimental model specifically designed to help students determine the sum of the squares of natural numbers, such as 12 + 22 + 32 + 42 + 52 + ... + n2. The activity utilizes six identically stepped blocks, each containing four square-shaped steps representing different values, ranging from 12 to 42 cubic units. The challenge is to arrange and combine these blocks in a manner that creates a rectangular parallelepiped with edges measuring 4, 5, and 9 units, as illustrated in the figure. Remarkably, the resulting rectangular parallelepiped's volume is equal to 4 x 5 x 9 cubic units. By engaging in this hands-on activity, students not only have the
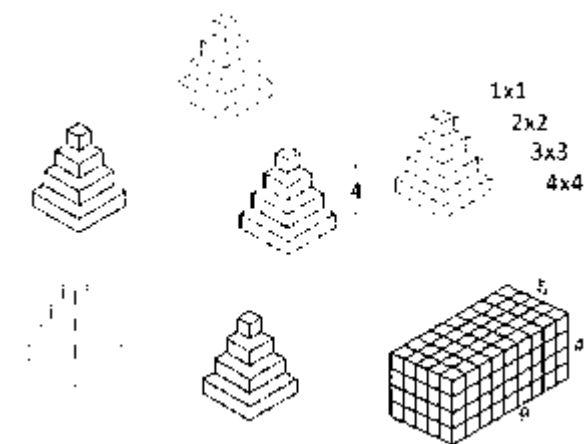
n = 4

n + 1 = 5

2n + 1 = 9

$$\Sigma n^2 = \frac{n(n+1)(2n+1)}{6}$$

Figure 34: A 3D model to find out the sum of squares of natural numbers

opportunity to explore and manipulate physical objects but also deepen their understanding of mathematical concepts and formulas.

We can say that for 4 steps in the block

6 x (1^2 + 2^2 + 3^2 + 4^2) x1 = 4 x 5 x 9 = 4 x (4+1) x (2x4 + 1)

→ (1^2 + 2^2 + 3^2 + 4^2) = 1/6 {4 x (4+1) x (2x4 + 1)}

So, for 5 steps in the block → (1^2 + 2^2 + 3^2 + 4^2 + 5^2) = 1/6 {5 x (5+1) x (2x5 + 1)}

for 6 steps in the block→ (1^2 + 2^2 + 3^2 + 4^2 + 5^2 + 6^2) = 1/6 {6 x (6+1) x (2x6+ 1)}

similarly

For n steps in the block → (1^2 + 2^2 + 3^2 + ... + n^2) = 1/6 {n (n+1) (2n+ 1)}

Apart from applying the standard method of summation of series in school or college, he can thus get to know the physical interpretation of the summation process by doing this experiment.

Another engaging activity that captivates students is the creation of a Sine wave or Sinusoidal curve. Typically, students encounter analytical methods for drawing mathematical curves in their school or college curriculum. However, in the Mathematics Gallery, they have the
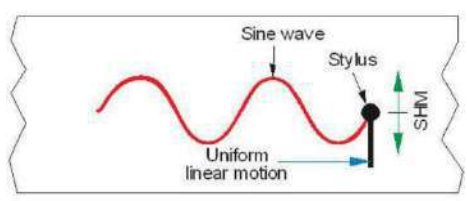
Figure 35: Stylus is given both SHM and uniform linear motion in mutually perpendicular directions

opportunity to trace a Sine wave using mechanical means, combining Simple Harmonic Motion (SHM) and uniform linear motion in perpendicular directions. Students often face challenges in generating the SHM component. To address this, a clever mechanism has been devised in the gallery to assist them in this activity.
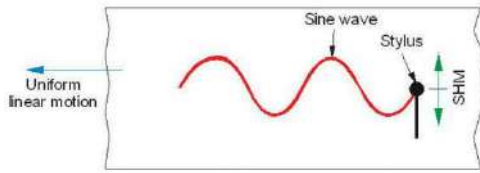
Figure 36: Stylus is given SHM and the paper is given opposite uniform linear motion in mutually perpendicular directions

The mechanism operates by rotating a round plate using a knob, which in turn generates a reciprocating motion of a stylus. Although achieving perfect uniform motion while rotating the plate is practically difficult, this leads to a non-

SHM output of the stylus's motion. To overcome this challenge, the circular motion of the plate is ingeniously connected to the linear motion of a canvas belt, on which the Sine wave is to be drawn. This mechanical design ensures the synchronization of the stylus's reciprocating motion with the linear motion of the canvas belt. As a result, whenever there is input circular motion, whether uniform or not, the stylus faithfully traces a Sinusoidal wave on the canvas.

By engaging in this activity, students gain a hands-on experience of generating and visualizing mathematical concepts. They explore the relationship between circular and linear motions and witness the creation of a fundamental wave shape. This interactive and tangible approach enables students to deepen their understanding of Sine waves and appreciate the connection

Figure 37: An interactive exhibit to convert circular motion intoa Simple Harmonic Motion and trace a Sine Wave.

between mathematical principles and physical phenomena.

In the Activity Area of the gallery, students have the opportunity to explore the presence of mathematical shapes in nature. They discover the fascinating numerical orders and patterns that exist in various aspects of the natural world, such as the human body, leaf structures, floral petal arrangements, building architecture, and even in domains like banking and finance. One prominent example of nature's mathematical beauty is the Golden Ratio, which imbues objects in nature with a sense of beauty, aesthetics, and compactness.

Figure 38: An interactive exhibit to convert circular motion intoa Simple Harmonic Motion and trace a Sine Wave.

A captivating activity in this area involves creating a beautiful spiral using the Golden Ratio. By applying this mathematical concept, students can generate a visually

pleasing spiral that exemplifies the inherent harmony and balance found in nature. Engaging in this activity allows students to comprehend and appreciate the profound beauty of mathematics as it unveils the hidden patterns present in both the natural and manmade worlds.

By observing and interacting with these mathematical shapes and patterns in nature, students develop a deeper understanding of the interplay between mathematics and the world around them. They begin to recognize the ubiquity of mathematical principles in everyday phenomena, fostering a greater appreciation for the elegance and power of mathematics in explaining and enhancing our perception of the universe.

METALS:

Throughout the course of human history, the pivotal role of metals in advancing civilization cannot be overstated. The relentless progression of human societies owes a great debt to the effective harnessing and utilization of these remarkable materials. Within the confines of the Metals Discovery Gallery at BITM, visitors are transported on a captivating journey that unveils the captivating story of four of the most crucial metals: Copper, Zinc, Iron & Steel, and Aluminium. Through a compelling blend of interactive exhibits, intricately crafted dioramas, animated panels, and immersive multimedia presentations, the gallery brings to life the remarkable tale of these metals. Visitors will gain a profound understanding of their unique properties, discover the ingenious ways in which they have shaped our world, and appreciate the transformative impact they have had on countless engineering achievements. The Metals Discovery Gallery offers an awe-inspiring tribute to the indomitable spirit of human ingenuity and the vital role that metals continue to play in propelling our modern age forward.

POPULAR SCIENCE:

Get ready for a thrilling and action-packed adventure at the new gallery! Bursting with fun and excitement, this immersive space ensures that every step you take and every move you make is met with a dynamic response. Prepare yourself for a truly interactive experience like no other. This gallery is

designed to captivate your senses and engage you at every turn. Whether it's solving mind-bending puzzles, participating in hands-on activities, or exploring cutting-edge technology, every moment promises to be an exhilarating journey. With each action you take, the gallery comes alive, offering a unique and personalized encounter that will leave you energized and amazed. So brace yourself for a world where fun knows no bounds, excitement fills the air, and adventure awaits around every corner. The gallery guarantees an unforgettable and immersive experience that will keep you coming back for more.

Prepare to delve into the captivating world of science, where the underlying logic and principles unfold before your eyes. As you engage with the exhibits and explore the myriad interactive options they offer, you'll embark on a journey of discovery and understanding. This gallery serves as a dynamic stage where science comes to life, allowing you to witness firsthand the fascinating spectacle of why things happen the way they do. Through hands-on experimentation and observation, you'll unravel the secrets of the natural world, unlocking the hidden mechanisms that govern its behavior. With each tinkering and interaction, you'll gain a deeper appreciation for the wonders of science and its ability to explain the complexities of our universe. Get ready to witness science in action, as this gallery invites you to be an active participant in unraveling its mysteries and uncovering the profound logic that underlies it all.

ELECTRICITY:

To commemorate the 56th Anniversary of the Museum, a captivating new gallery dedicated to the wonders of electricity was unveiled on May 2nd, 2015. The distinguished honor of inaugurating this gallery was bestowed upon Shri Manish Gupta, the Hon'ble Minister for Power and Non-Conventional Energy Sources, representing the Government of West Bengal. This momentous occasion marked the beginning of a remarkable journey into the realm of electricity, as visitors were invited to explore and engage with the captivating exhibits within the gallery.

Immerse yourself in the captivating story of electricity as the Electricity Discovery Gallery unveils its narrative through a multitude of three-dimensional interactive exhibits. This gallery takes you on a journey through the diverse sources and forms of electricity, showcasing its remarkable applications in both industry and our homes. Witness firsthand how electricity has played an integral role in the development of our modern, electricity-driven civilization.

At the heart of the gallery lies the mesmerizing "High Voltage Theatre," a central attraction that showcases the enchanting magic of static electricity. Prepare to be thrilled as you embark on an unforgettable, hair-raising experience. The theatre offers an electrifying demonstration that will leave you in awe, showcasing the immense power and wonders of static electricity.

Through a combination of interactive displays, informative exhibits, and captivating demonstrations, the Electricity Discovery Gallery offers an engaging and enlightening experience for visitors of all ages. Discover the captivating world of electricity and gain a deeper understanding of its significance in our daily lives and the remarkable impact it has on shaping our modern world.

Within the gallery, you will discover a diverse range of exhibits that delve into various aspects of electricity, each carefully designed to align with the curriculum of students studying in classes from IX to XII. Let's explore some of the intriguing exhibits awaiting your exploration:

- ❖ Curie Point: Unveil the phenomenon of Curie Point and its significance in the world of electricity.
- ❖ Spinning Egg: Witness the enchanting interaction between electricity and a spinning egg, revealing captivating scientific principles.
- ❖ Grand Shuttle: Explore the workings of a grand shuttle, offering insights into electrical mechanisms and their applications.
- ❖ Alternate & Direct Current: Dive into the world of current and uncover the distinctions between alternate and direct current.
- ❖ Storage Cells and Batteries: Gain an understanding of storage cells and batteries, their functions, and their role in powering various devices.
- ❖ Clean Energy Sources: Discover the fascinating realm of clean energy sources and their importance in a sustainable future.
- ❖ Transmission Loss and Transformers: Delve into the realm of transformers and transmission loss, exploring the efficiency of electrical energy transfer.
- ❖ Electrical Circuits and Safety: Learn about electrical circuits, their components, and the importance of safety measures while working with electricity.
- ❖ LCR Circuit: Unravel the complexities of LCR circuits, studying their behavior and applications.
- ❖ Saving Energy: Explore ways to conserve and save energy, gaining insights into sustainable practices.
- ❖ Spark Wheel: Experience the mesmerizing display of sparks with the spark wheel exhibit.
- ❖ Van De Graff Generator: Witness the power of electricity in action with the Van De Graff generator, generating awe-inspiring effects.

- ❖ Jumping Disc: Encounter the intriguing phenomenon of jumping discs and uncover the scientific principles behind their motion.
- ❖ Electromagnetic Induction: Delve into the world of electromagnetic induction and comprehend its role in generating electricity.

These exhibits, thoughtfully curated to align with the curriculum, offer an engaging and educational experience, providing students with a deeper understanding of the principles and applications of electricity.

The collaboration between the Calcutta Electric Supply Corporation (CESC) and the gallery has brought forth a remarkable contribution in the form of a specially fabricated model showcasing "Energizing the City of Joy." This model offers a captivating display of the intricate network encompassing the production, distribution, and consumption of electricity supplied by CESC. The expansive layout model provides a comprehensive visualization of this process, allowing visitors to witness the journey of electricity as it powers the vibrant City of Joy. Complementing the model, a large digital panel further enhances the exhibition, offering detailed insights and engaging information about the operations of CESC and its vital role in meeting the city's energy needs. This collaborative effort showcases the dynamic synergy between CESC and the gallery, highlighting the significance of electricity in fueling the progress and vitality of the City of Joy.

TELEVISION:

Step into the captivating world of television as the gallery unravels the fascinating journey of this revolutionary technology. From its inception by the visionary Scottish inventor John Logie Baird to its present-day form, the gallery offers a chronological exploration of television's remarkable development. Through a curated collection of 25 state-of-the-art interactive exhibits, models, dioramas, and captivating artifacts, visitors are immersed in an educative and informative ambiance that brings the evolution of television to life.

Embark on a mesmerizing adventure as you witness the milestones that have shaped television

over the years. Explore the interactive exhibits that showcase the technological advancements and innovations that have propelled television into its present form. Engage with cutting-edge displays that illustrate the transformation of this medium, from its early days to the stunning high-definition screens of today.

Accompanied by informative narratives and immersive visuals, the gallery provides a comprehensive understanding of the impact television has had on society, culture, and communication. Delve into the fascinating history, witness the evolution of broadcasting, and gain insights into the technological marvels that have revolutionized the way we perceive and consume visual media.

With a blend of interactive exhibits, meticulously crafted models, captivating dioramas, and intriguing artifacts, the Television Gallery offers an enriching and engaging experience that captures the essence of this incredible technology and its profound influence on our lives.

Within the gallery, an enthralling Television Studio awaits visitors, hosting the mesmerizing 'Chromakey Show' for a highly entertaining experience. Prepare to be amazed as you witness the magic of the chroma-keying technique, which allows individuals to seemingly soar through the sky.

In this captivating demonstration, participants have the opportunity to step in front of the chromakey backdrop and experience the illusion of flight. Through the clever utilization of this technology, the background is replaced with stunning imagery, creating the sensation of being suspended in mid-air. Visitors are invited to spread their wings, strike dynamic poses, and capture unforgettable moments as they become part of a breathtaking visual spectacle.

The 'Chromakey Show' exemplifies the creativity and possibilities that television technology can offer, immersing participants in a world of fantasy and imagination. Witness the seamless blending of real-life action with virtual environments, providing a truly unique and thrilling experience for all who partake in this captivating demonstration.

UNDERGROUND MOCK-UP COAL MINE:

If you've ever been curious about the inner workings of a coal mine and dreamt of experiencing it firsthand, look no further than BITM. Step into the Mock-Up Coal Mine, a one-of-a-kind attraction in India, and embark on a rare and immersive journey into the depths of a real coal mine.

Inside this remarkable exhibit, you will gain a deep understanding of the inner workings of a coal mine. Experience the sensation of being surrounded by the dimly lit and hostile environment that miners endure as they extract coal from the depths of the Earth. Witness firsthand how crucial elements like air circulation and illumination are maintained to ensure the survival and productivity of miners in such challenging conditions.

Delve into the intricacies of coal cutting methods, both manual and mechanical, and grasp the processes involved in transporting coal out of the mine. Discover the engineering marvels that prevent tunnel collapse after coal excavation and learn about the essential safety measures in place to prevent fire, flooding, and roof collapse.

The Mock-Up Coal Mine offers visitors a rare opportunity to unravel the mysteries of the subterranean world. Encounter absorbing and unique facts about the coal mining industry, unveiling the lesser-known aspects that lie beneath the surface. This immersive experience brings the intriguing and unknown facets of the underground world to life, leaving visitors with a profound appreciation for the challenges faced by coal miners and the vital role coal plays in our society.

Visitors Statistics:

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23-06-2023

Signature of Principal

Principal
Mugberia Gangadhar Mahavidyalaya

VIDYASAGAR UNIVERSITY

MUGBERIA GANGADHAR MAHAVIDYALAYA
DEPARTMENT OF GEOGRAPHY

A PROJECT REPORT
ON
LAND SUBSIDENCE AND STRUCTURAL COLLAPSE OF JOSHIMATH, UTTARAKHAND

SUBMITTED BY- TANUSRI DAS
ROLL- 1126129   **No- 200073**
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Certificate of Completion

This is to certify that Mr./ Miss. **TANUSRI DAS** ....

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successfully completed a dissertation / project entitled ....

LAND SUBSIDENCE AND STRUCTURAL COLLAPSE OF JOSHIMATH, UTTARAKHAND
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for the paper **CC 14** .... in the year **2023** ....

Signature of HOD

Signature of Principal
Principal
Mugberia Gangadhar Mahavidyalaya
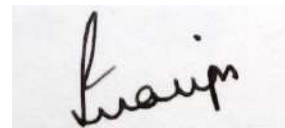
Date : **07/08/2023**

BONAFIDE CERTIFICATE

This is to certify that the project work entitled, ''Land subsidence and structural collapse of Joshimath, Uttarakhand'' is a bonafide record of the project work under taken and completed by **TANUSRI DAS** Under my guidance and supervision during the academic session 2022-2023, submitted to Department of Geography, Mugberia Gangadhar Mahavidyalaya, for Partial fulfilment of the requirement for the degree of B.Sc in Geography.

Place: Mugberia

Signature of   supervision

Date: 07/08/2023

Irani Banerjee Chatterjee

ACKNWOLEDGEMENT

       To construct the project report successfully there is needed a lot of help from different fields. I would like to express deepest gratitude to all those who have guided and associated me for completing this report

<div align="center">On</div>

Land Subsidence and Structural Collapse of Joshimath, Uttarakhand

       I would like to give my heartiest respect to Prf. Irani Banerjee Chatterjee for his constant and continuous support and guidance in completing this report.

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       I am also thankful to my friends for help & co-operation received during the whole work. Last but not the least I would like to offer my sincere gratitude to my parents for their constant inspiration and encouragement throughout during the project work.

Tanusmi Das

Date: 07/08/2023   Signature of the candidate

Introduction

Land subsidence refers to the gradual or sudden sinking of the Earth's surface due to various natural and human-induced factors. Land subsidence can be triggered by both natural and human activities. Natural causes include earthquakes, glacial isostatic adjustment (the slow uplift or subsidence of the Earth's crust after glaciations), soil compaction, erosion, sinkhole formation, and the addition of water to fine soils, which can lead to settlement. Human activities, such as resource extraction (e.g., mining, fracking), groundwater pumping, drilling for oil and gas, and the removal or shifting of underground elements, can also cause subsidence[1].

1. **Human Activities and Infrastructure:** Human activities like resource extraction, especially when done on a large scale, can lead to the subsidence of the land. When water, oil, gas, or other resources are extracted from the ground, the removal of these materials can create voids or empty spaces underground, causing the surface to sink or collapse[2]. Similarly, heavy infrastructure loads, such as buildings, bridges, and roads, can exceed the carrying capacity of the underlying soil, leading to subsidence.

2. **Natural Causes:** Apart from human activities, subsidence can also occur naturally. Earthquakes can cause the sudden sinking or shifting of the Earth's surface, and weathering processes over time can compact soil, leading to gradual subsidence. Glacial isostatic adjustment, a process that occurs after glaciers recede, can also result in land subsidence or uplift in certain regions.

Overall, land subsidence is a significant geological phenomenon that can have serious consequences for the environment, infrastructure, and human populations in affected areas. Monitoring and understanding the causes of subsidence are crucial for managing its impacts and mitigating risks.

<u>Land subsidence measurement:</u>

The tool for identifying and mapping any land-surface movement is interferometric synthetic aperture radar (InSAR). The utilization of repeat-pass radar pictures from Earth-orbiting satellites by InSAR allows for incredibly detailed monitoring of subsidence and uplift. Assessments of the InSAR data can be made to better our understanding of the subsidence mechanisms after subsidencehas been recognized and mapped. The subsidence brought on by the use of our water and land resources can be reduced by scientific understanding and careful management of natural resources (United States Geological Survey, 2019)[3]. A landslip is a type of mass wasting that occurs when a large amount of rock, soil, or debris moves down a slope due to the force of gravity[4]. Landslides are further classified into five types based on their movement, including collapses, tilts, slips, spreads, and flows. These types are categorized into bedrock, debris, and earth depending on the type of geological material involved. Debris flows are also called mudflows or mudslides, while rock falls are common forms of landslides. This information is from the United States Geological Survey. TheHimalayas, the world's tallest mountain range, are located in India. They were created when the Indian and Eurasian plates collided. As the Indian plate moves northward towards China, it continuously stresses the rocks, making them weak, friable, and vulnerable to earthquakes and landslides. Natural disasters are said to be caused by the Indian crust's sluggish motion, which accumulates tension at a rate of roughly 5 cm each year. Some landslides cause unmatched and singular calamities. Together with avalanches and landslides are most occurring disasters in this region and considered among primary hydrogeological hazards that have a substantial impact on large areas of India. These mountain ranges, representing for around 15% of the continent, comprisethe Himalayas, the, the Western Ghats, the Nilgiris, the Eastern Ghats, Northeastern hill ranges and the Vindhyans. Only the Himalayas can claim to have experienced landslides of every kind—large and small, swift and slow, old and recent. Landslide issues of an astounding variety are a serious problem in the Northeastern region. Landslides continue to be a major issue in several states of India, including Sikkim, Mizoram, Tripura, Meghalaya, Assam, Nagaland, and Arunachal Pradesh, as well as the Darjeeling region in West Bengal. To address the issue of landslides, measures need to be taken for reducing their impact and effectively dealing with them. This involves identifying hazard zones, stabilizing and managing unstable slopes, and implementing monitoring and early warning systems in specific areas. (Uttarakhand State Disaster Management Authority, n.d.)[5] 1 Yaspal Sundrial et al. (2023) studied the sinking land in two towns in Uttarakhand, India, due to

various factors like seismic stress, domestic discharge, building load, and rainfall[6]. Jurgen Mey et al. (2023) focused on landslides that obstruct the National Highway (NH-7) between Rishikesh and Joshimath in Uttarakhand, India, by mapping the areas where landslides occur and identifying the environmental factors that influence their occurrence[7]. Abdullah Tabish Ahmed et al. (2017) provided an overview of the types of disasters that affect India and the geographical locations that are prone to them, along with an analysis of India's paradigm change in disaster management[8]. The structural collapse that occurred in Joshimath, Uttarakhand on January 2023 stressed on the need for urban planning to minimize environmental shocks and risks in the face of economic and demographic growth.

Satellite photographs captured by the Cartosat-2S satellite and issued by the National Remote Sensing Centre (NRSC) of the Indian Space Research Organisation (ISRO) have revealed that Joshimath may soon face complete submersion due to land subsidence[9].

The present report focuses on Joshimath's land subsidence crisis and how the disaster affects life in the small town of Joshimath.

The present report has been divided into three parts:

Part I: The Study Area

This part deals with the location of the study area. Data regarding the physical and demographic details of the area (Joshimath) area are also mentioned here. This chapter puts the study area of Joshimath into the focus of study. Without this chapter, the background study of the area and the impact of the collapse would have been incomplete.

Part II: The Problem

This part of the report focuses on the problem of structural collapse of Joshimath on January 2023 and gives a detailed study on the reasons of the collapse.

Part III: The Management

This part deals with the management decisions taken up by the government and other stakeholders to deal with the problem.

In the final section of this part, future recommendations are suggested that can overcome such problems of land subsidence and structural collapse in near future.

PART I: THE STUDY AREA

The study area in the report is Joshimath, a small CD block of Chamoli district in Uttarakhand which is known for being the winter abode of lord Badrinath, a resting place for tourists visiting the Valley of Flowers and located at a close vicinity to Auli, one of the India's top ski destination[10], anda staging ground for troops headed to the India-China de-facto border. Joshimath is more than just a quiet scenic town in the foothills of the Himalayas. The area is important in both as a tourist destination, a religious pilgrimage and a political as well as strategic point.

Location of Joshimath

Located at 30.5561° N, 79.5617° E, Joshimath is one of the six tehsils (blocks) in Uttarakhand's Chamoli district, spread over an area of 2458 square kilometers. It is located at over 6,000 feet (1,890 metres) in the Garhwal Himalayas mountain ranges. As per the 2011 Census, it had a population of 16,709[11] up from 13,202 in the 2001 Census, a decadal rise of around 27 percent[12]. In 2023, its population is estimated to be approximately 22,900[13]. The town is a gateway to pilgrimage sites such as the Badrinath Temple and Hemkund Sahib, is the starting point for several mountain-climbing expeditions9. Besides located at such a picturesque landform, Joshimath is strategically located near the India-China border and hence serves as a majorbase camp for the Indian army and the road structure passing through the Joshimath is of great strategic importance.

The town (fall in high-risk seismic Zone-V) is traversed by running streams with a high gradient from Vishnuprayag, a confluence of the Dhauliganga and the Alaknanda rivers[14]. It is home to one of the four cardinal maths or monasteries established by Adi Shankara - Sringeri in Karnataka, Dwarka in Gujarat, Puri in Odisha and Joshimath near Badrinath in Uttarakhand.
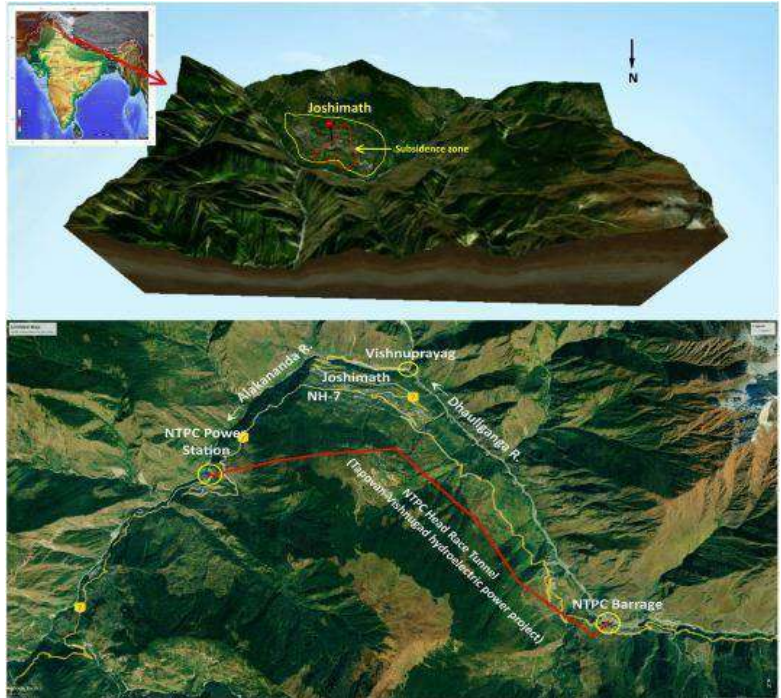
Geological setting of the study area

The Alaknanda River catchment is underlain by both sedimentary and highly metamorphosed gneissic rocks (Gansser, 1964)[15]. Lithologically, the Alaknanda River traverses through the Tethyan Sedimentary Sequence (TSS), Higher Himalayan Crystalline (HHC) and the Lesser Himalayan Metasedimentaries (LHM) (Robert et al, 2020)[16]. The Alaknanda River catchment is underlain by both sedimentary and highly metamorphosed gneissic rocks (Gansser, 1964; Valdiya, 1980). In its upper
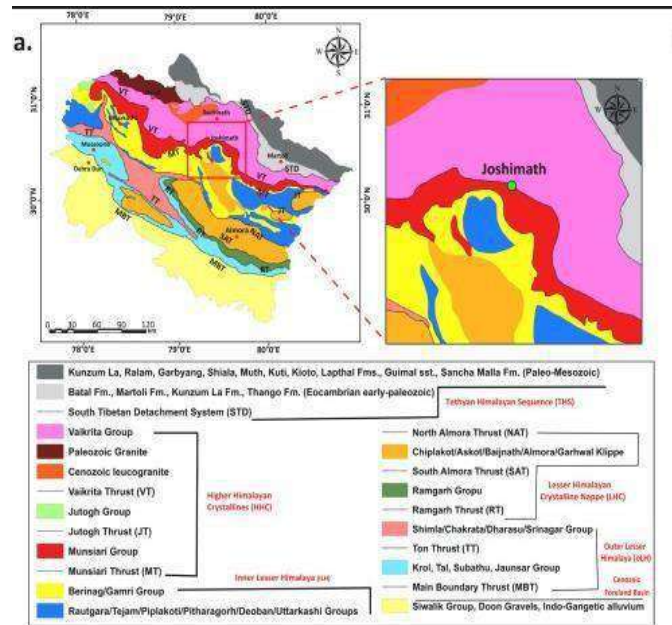
course, the Alaknanda river flows through the Central Crystalline zone, which is composed of migmatized and granitized Archaean metasediments. After passing through the Central Crystalline, the river traverses through limestones, marbles and quarzitic sequences of the Tejam and Berinag Formations, limestone and dolomite-bearing Uttarkashi Formation and the outcrops of phyllite and micaceous graywackes of the Chandpur Formation before its confluence with the river Bhagirathi (Singh et al. 1998)[17].

Socioeconomic Data of the Study Area: Joshimath

1. **CD data**

Joshimath is a Nagar Palika Parishad city in district of Chamoli, Uttarakhand. As per census 2011 town code of Joshimath is 800291.

Joshimath Town/City Data ---Census 2011

Description	Data
Town Name	Joshimath
CD Block Name	Joshimath
Teshil Name	Joshimath
Reference Year	2009
Sub District HQ Name	Joshimath
Sub District HQ Distance	0 Km
District HQ Name	Gopeshwar
District HQ Distance	67 Km
Nearest City of 1 Lakh Population	Dehradun
Nearest City of 1 Lakh Population Distance	286 Km
Nearest City of 5 Lakh Population	Dehradun
Nearest City of 5 Lakh Population Distance	286 Km

The Joshimath city is divided into 9 wards for which elections are held every 5 years. The Joshimath Nagar Palika Parishad has population of 16,709 of which 9,988 are males while 6,721 are females as per report released by Census India 2011.

Population of Children with age of 0-6 is 2103 which is 12.59 % of total population of Joshimath (NPP). In Joshimath Nagar Palika Parishad, Female Sex Ratio is of 673 against state average of 963. Moreover Child Sex Ratio in Joshimath is around 866 compared to Uttarakhand state average of 890. Literacy rate of Joshimath city is 91.28 % higher than state average of 78.82 %. In Joshimath, Male literacy is around 95.23 % while female literacy rate is 85.19 %. Total number of house hold in Joshimath is 3898.

Census Data of Joshimath District Chamoli, State Uttarakhand- India --Census 2011

Population	Area (Ha)	Density (P/Ha)	Sex Ratio	Literacy
16709	11.49	1454	673	91.28%

Population of Joshimath , District Chamoli in state Uttarakhand, India

Total Population	Male Population	Female Population
16709	9988	6721

Joshimath Town Census 2011 Data ---Census 2011

Description	Census 2011 Data
Town Name	Joshimath
Civic Type	NPP
Teshil Name	Joshimath
District Name	Chamoli

Male- Female Literacy: Joshimath

■ Total Male Literates
■ Total Female Literates
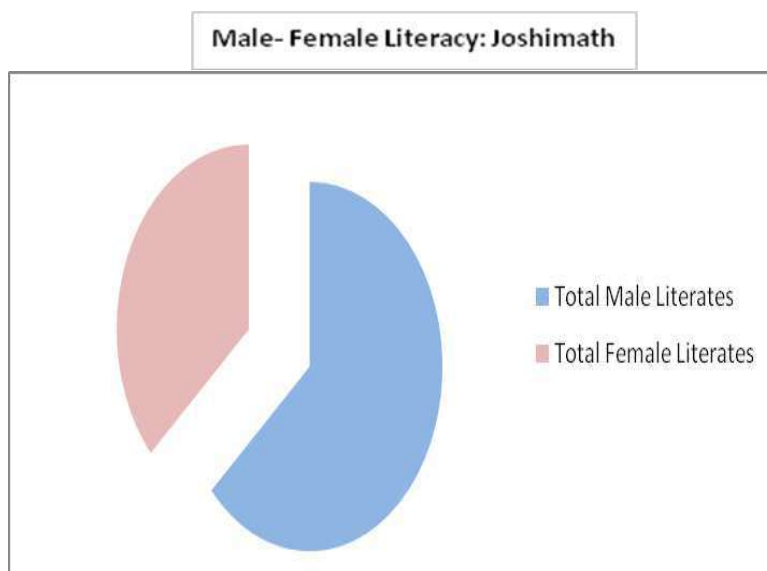
State Name	Uttarakhand
Total Population	16709
Total No of House Holds	3898
Total Male Population	9988
Total Female Population	6721
0-6 Age group Total Population	2103
0-6 Age group Male Population	1127
0-6 Age group Female Population	976
Total Person Literates	13332
Total Male Literates	8438
Total Female Literates	4894
Total Person Illiterates	3377
Total Male Illiterates	1550
Total Female	1827

Literate- Illiterate: Joshimath
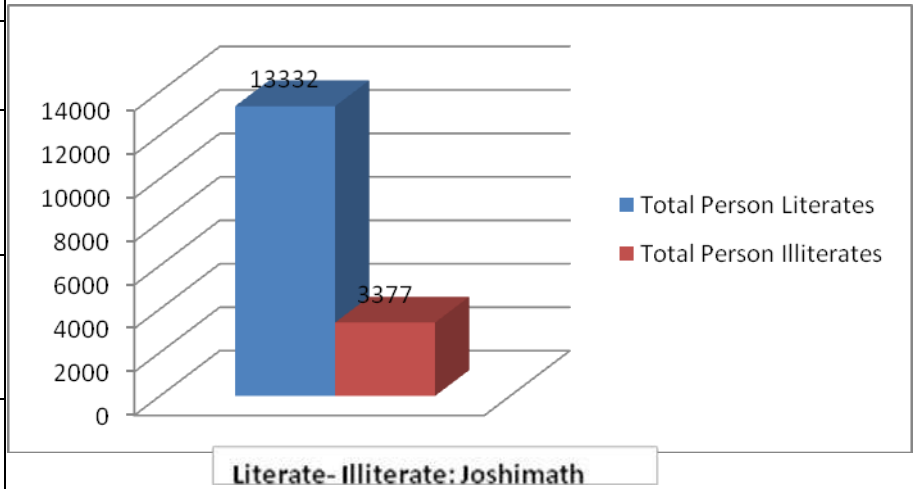
Illiterates	
Scheduled Cast Persons	2343
Scheduled Cast Males	1284
Scheduled Cast Females	1059
Scheduled Tribe Persons	884
Scheduled Tribe Males	827
Scheduled Tribe Females	884
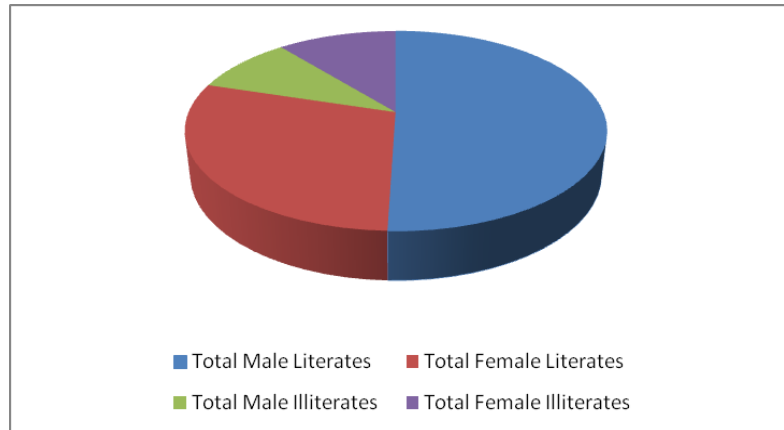
Literate- Illiterate: Joshimath

Workers profile of Joshimath

Total working population of Joshimath is 7368 which are either main or marginal workers. Total workers in the town/city are 7368 out of which 6102 are male and 1266 are female. Total main workers are 7068 out of which male main workers are 5915 and female main workers are 1153. Total marginal workers of Joshimath are 300.

Joshimath town Working Population ---

Census 2011

	Total	Male	Female
Total Workers	7368	6102	1266
Main Workers	7068	5915	1153
Cultivators	962	398	564
Agriculture Labourer	106	87	19
Household Industries	66	24	42
Other Workers	5934	5406	528
Marginal Workers	300	187	113
Non Working Persons	9341	3886	5455
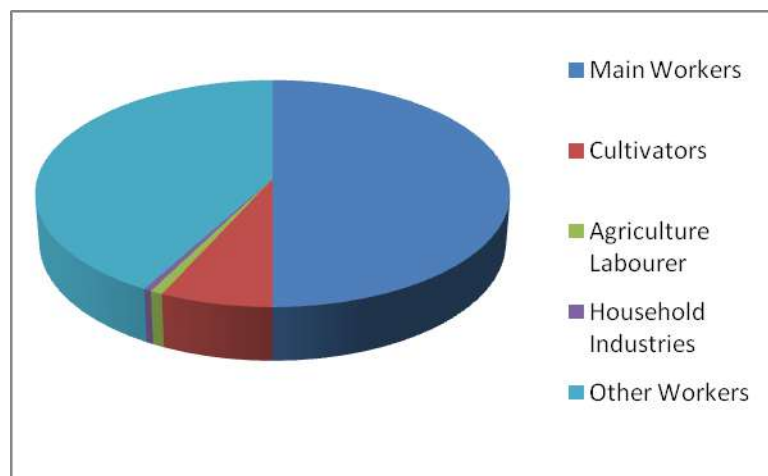
Religon wise census 2011 Data of Joshimath

18,000
16,031
16,000
14,000
12,000
10,000
8,000
6,000
4,000
2,000   430   99   124   6   2   1   16
0

- Hindu
- Muslim
- Christian
- Sikh
- Buddhist
- Jain
- Other religions and persuasions
- Religion not stated

Hindu

6521   9510

- Male Population
- Female Population
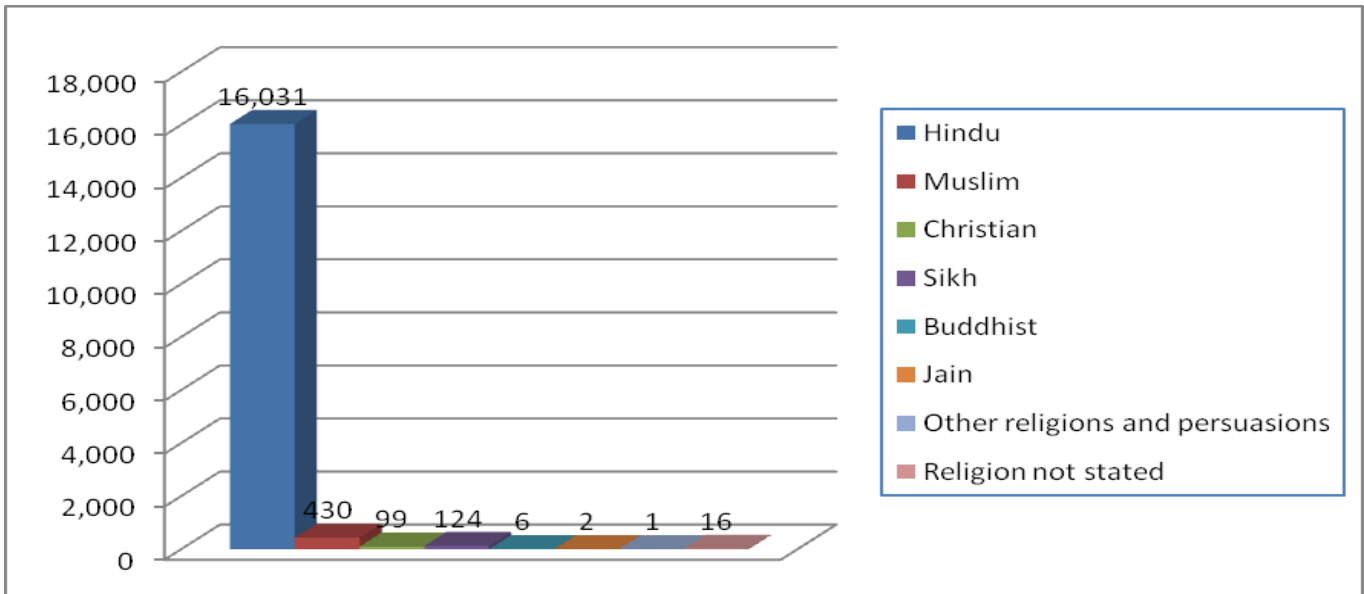
Source: Religious Demography of Joshimath (MB) - Census 2011

Religion not stated   11   5
Other religions and…   1   0
Jain   1   1
Buddhist   4   2
Sikh   84   40
Christian   66   33
Muslim   311   119

0%   50%   100%

- Male Population
- Female Population
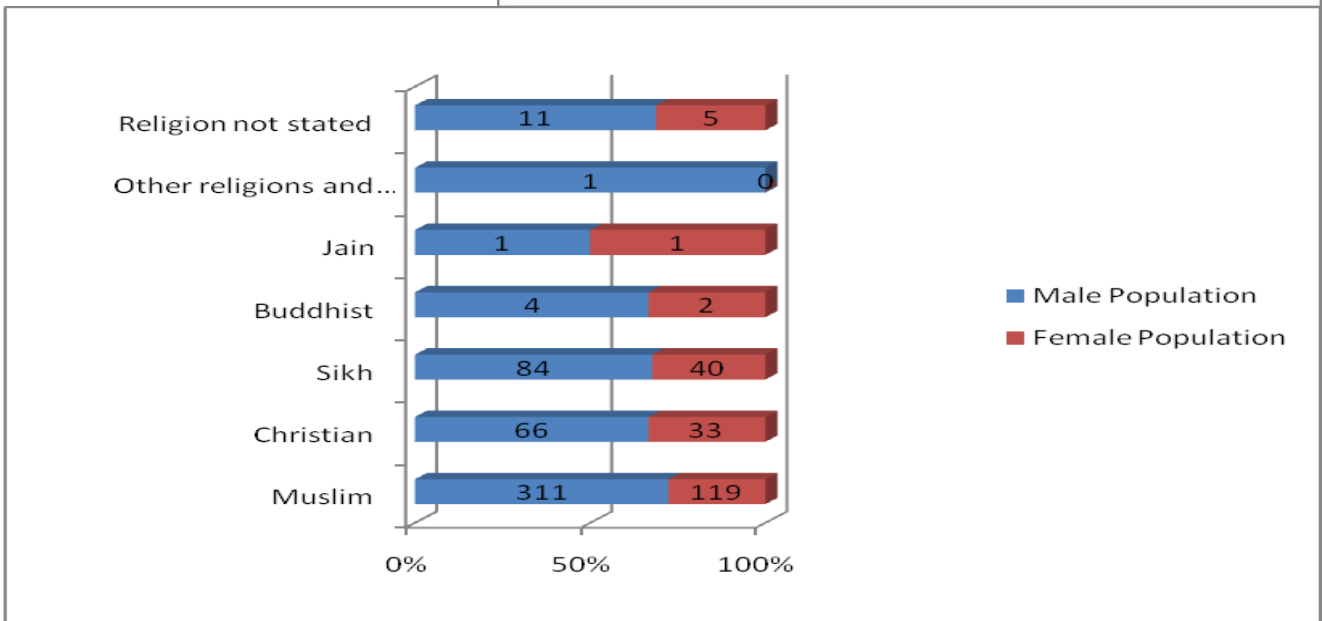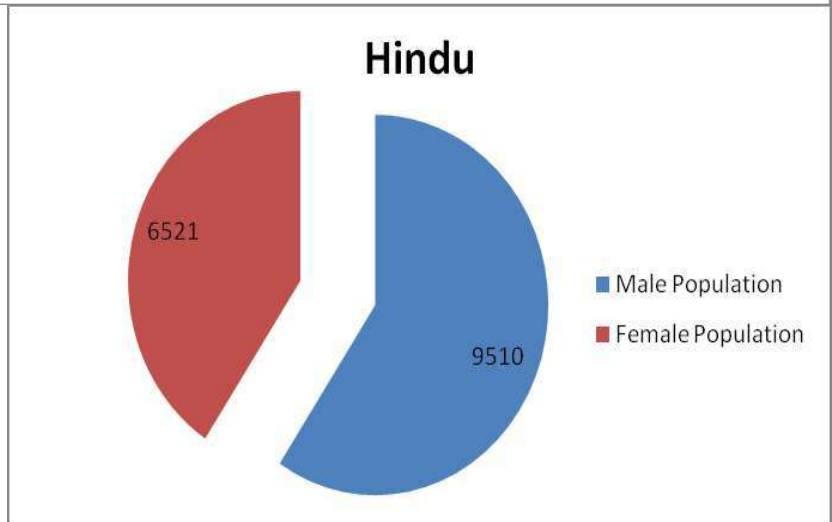
PART II: THE PROBLEM

Background:

Cracks are seen on walls and buildings of Joshimath were first reported in 2021, as Chamoli district of Uttarakhand experienced frequent landslides and flooding. As per reports, the Uttarakhand government's expert panel in 2022 found that several pockets of Joshimath are "sinking" owing to man-made and natural factors.

Since early January 2023, Joshimath—a small town in the Chamoli district of Uttarakhand—has become a 'sinking town', with residential and commercial structures and road infrastructure developing cracks and many areas becoming unlivable or unusable. Joshimath has since been declared a "disaster-prone area"[18]As a result, the state government banned further construction in and around the town, and ordered the evacuation of more than 600 families from the danger zones.[4]Additionally, several structures were demolished for being "unsafe"[19].

. It was found that a gradual settling or sudden sinking of the earth's surface due to the removal or displacement of subsurface materials — has induced structural defects and damage in almost all wards of the city.

On 7th February 2021 at 1630 hours, a meeting of NCMC under the chairpersonship of Cabinet Secretary was held, wherein all the concerned agencies were directed to work in close coordination and to extend all requisite assistance to the Uttarakhand State administration. This meeting was also attended by Shri Sanjeeva Kumar, Member Secretary, NDMA; Lt. Gen. Syed Ata Hasnain, Member, NDMA and Shri Rajendra Singh, Member, NDMA.

On 17th and 22nd February 2021, meetings were held under the chairpersonship of Union Home Secretary, Government of India to review the progress of search and rescue operations as well as to decide the future course of action on the artificial lake formed in Chamoli district, Uttarakhand.

Land subsidence in Joshimath is not a new phenomenon. In 1976, a committee was then formed under the chairmanship of Garhwal Commissioner Mahesh Chandra Mishra to investigate the cause of cracks developing in some structures in town. The report submitted by the 18-member committee clearly stated that Joshimath was situated on an old landslide zone and could sink if development continued unabated; it recommended that construction be prohibited in Joshimath.

The Joshimath Situation Explained

In 1976, the Uttar Pradesh government set up an 18-member committee headed by M.C Mishra, the then Commissioner of Garhwal, to study the issue of land subsidence in Joshimath. The report had pointed out that "Joshimath is not situated on in situ rocks. It situates on weathered, landslide mass of big un-settled boulders in the loose matrix of fine micaceous sandy and clayey material. The rocks are crystalline consisting of schistose gneissic and quartzitic." Joshimath, the report said, also rested on an ancient landslide site of a substantial size. Several subsequent studies also reiterated some of these facts. In 2018, the Uttarakhand State Disaster Management Authority (USDMA) noted that the town's location was prone to landslides, and the area around Joshimath was covered with a thick layer of overburdened material.[20] It also said the town was situated on a fragile mountain slope that was

bounded by the Karmanasa and Dhaknala rivers on the west and the east,

and Dhauliganga and Alaknanda rivers on the south and the north. "Large boulders of gneisses and fragments of basics and schistose rocks are embedded in grey-coloured, silty-sandy matrix. This makes the town highly vulnerable to sinking," Piyoosh Rautela, USDMA executive director, is quoted as saying[21]. The USDMA study found that the perennial streams, significant snow in the upper reaches, and highly weathered gneissic rocks with low cohesive characteristics made the area prone to landslides. These facts are further corroborated by research studies that find the Uttarakhand Himalayas highly susceptible to meteorological and geophysical hazards.

In February 2021, a glacial lake outburst in Chamoli caused a devastating flood that led to the deaths of 204 persons and 186 livestock. It damaged buildings, roads, bridges, and the hydro- projects at Raini and Tapovan. More importantly, it had an adverse impact on the landslide zone. This zone was further weakened when Joshimath recorded a heavy downpour of 190 mm on 17 October 2021. As highlighted by satellite data, its impact was that mountain streams expanded their channels and changed course, which aggravated the slope instability.

Studies have also established that eco-tectonic and geomorphic factors coupled with meteorological characteristics have rendered the Joshimath region highly vulnerable to subsidence. Notably, Chamoli district falls in Zone V (areas most susceptible to earthquakes) of the Seismic Zoning Map of India. Joshimath also sits on the Vaikrita Thrust, a tectonic fault line. The Main Central Thrust and the Pandukeshwar Thrust (the main geological fault lines) are also in close vicinity.[22]

Causes

Joshimath's land subsidence is caused by both natural and human interference. The natural causes are listed below, in this regard:

- Joshimath, as found by the geologists, are lying on ancient glacial debris (accretionary wedge) formed as a result of convergence of Indian Plate with the Eurasian plate. Located at the Middle Himalaya region, the town of Joshimath, is formed from loose debris which eventually compacted to form a landmass. Joshimath was always vulnerable to earthquakes as the region falls in the seismic zone V. The weak foundation of the city due
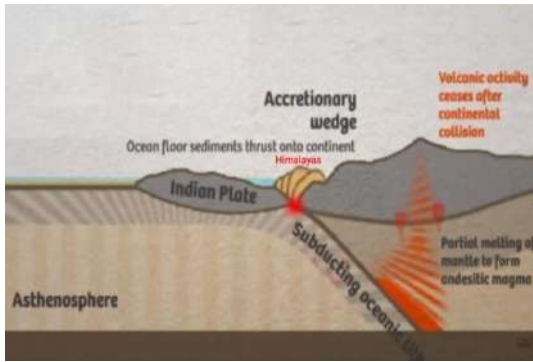
to its sitting atop a glacial moraine, which is distinct ridges or mounds of debris that are laid down by a glacier, the town's foundation has no solid rocks.

- Also, the debris of the Joshimath has angular sediments, which are worse than river deposited
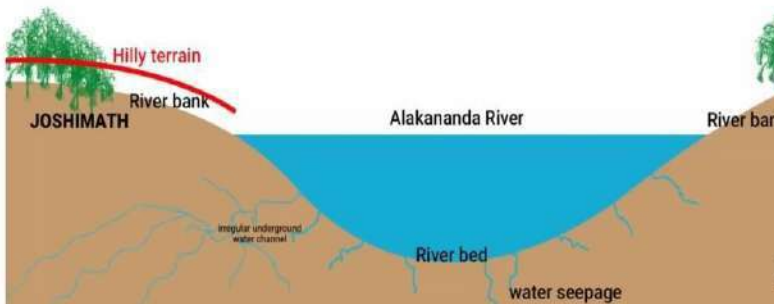
sediments. These sediments have voids, making them extremely unstable, geologically the soil beneath is full of cracks and crevices that cause huge water seepage

in the area that gradually loosens the soil and cause subsidence.

Anthropogenic Factors:

- In the last several decades a boom in construction has made this region extremely vulnerable and susceptible to major land deformation. The rapid rise in construction activities in the area to the widening of the Char Dham Yatra road and the National Highway 7, which runs through the town taking tourists and cargo to the holy shrine of Badrinath every year, with having a record of taking 41lakh pilgrim in October 2022, has a very severe effect on the geology of the town.

THE CHAR DHAM PARIYOJANA

is a programme of the Union Ministry of Road Transport & Highways to widen about 889 km of highways connecting:

Rishikesh to Rudraprayag
141 km

Rudraprayag to Mana
140 km

Rishikesh to Dharasu Bend
120 km

Dharasu Bend to Gangotri
110 km

Dharasu Bend to Yamunotri
75 km

Rudraprayag to Gauri Kund
77 km

The widening of the road was not just a big contributor, but also led to more and more hotels springing up in and around Joshimath. The roads in such geologically sensitive region should have been seven metres wide, but the government widened the roads to 12 metres[23], which led to more and more cleaning of the hills. This made the already ecologically sensitive region highly vulnerable to landslides as the top layer was cleaned for the road construction.

- The 2010 report of USDMA stated, "A tunnel boring machine (TBM) was employed for excavating the head race tunnel. On 24 December 2009, it punctured a water-bearing strata some 3 km inward the left bank of Alaknanda near Shelong village. The site was more than a kilometer below the surface, somewhere below Auli, according to the project authorities. The water discharge was reportedly between 700 and 800 litres per second. The aquifer discharge was about 60–70 million litres daily, enough to sustain 2-3 million people."

- Locals also blame NTPC Limited's 4×130 megawatt Tapovan Vishnugad hydel project for the situation -- a 12-kilometre tunnel has been carved into the hill[24].

- That is not all. In the last decade, the ridge that houses Joshimath has been traversed by running streams with a high gradient from Vishnuprayag, a confluence of the Dhauliganga and the Alaknanda rivers. The confluence has survived two big glacial and cloud outbursts that deposited heavy sediments causing major erosion in the region. "The outbursts brought debris worth 10,000 houses in one day, which made things worse for Joshimath," Dr. Kotlia adds. [25]

Joshimath is a classic case of all these factors working together to create a recipe for disaster. With increased tourism activities in Joshimath, due to its location, increased number of hotels, roads, and other human activities causing the area to severely burden that caused a gradual settling, or sinking of the surface of the area.

The impact of damage

SN	Parameters	Data
1	**Damages to projects**	Rishiganga Hydro Project (13.2MW) & NTPC Hydro Power project (520MW)
2	**Damage of Roads (Access routes) and bridges**	BRO Motor bridge on NH-7 at Raini washed away. 5 suspension bridges washed away.
3	**Number of affected villages**	13 villages (Paing, Murranda, Jugju, Juwagwad, Raini Chak Lata, Raini Chak Subhai, Bhangule, Gahar, Tapovan, Ringi, Subhai including Tok) due to damage of utililty supply lines [Electricity and water)
4	**Human Lives lost**	~204 died / missing (Bodies recovered: 80; Missing: 124)
5	**Animal & Livestock lost**	**Dead Animals -**03 (02 Goat, 01 Cow) **Missing Animals –** 186 (02 Cow, 04 Mule, 180 Goat)
6	**Damage to Buildings**	1 Temple & 1 pucca House at Raini Chak Lata
7	**Psycho-social impact**	Fear and panic amongst affected families. Trauma particulary for those families who lost their earning members. The affected families also lost their sources of regular income.
8	**Volume of Debris Dammed Lake**	0.219MCM of lake water **(Impending Risk)**

The Role of Remote Sensing

A preliminary study by the Indian Space Research Organisation's National Remote Sensing Centre found that land subsidence was "slow" between April and November 2022, with Joshimath sinking by 8.9 cm. However, between 27 December 2022 and 8 January 2023 (a 13-day period of "rapid subsidence"), the town sank by 5.4 cm. The report suggested that the entire town may face an existential threat due to land subsidence.[11] Some environmentalists have suggested that other human settlements in the region could also soon face a similar crisis.[12]

CARTOSAT-2S (7th Jan, 2023)

Satellite photographs captured by the Cartosat-2S satellite and issued by the National Remote Sensing Centre (NRSC) of the Indian Space Research Organisation (ISRO) have revealed that Dehradun Joshimath may soon face complete submersion due to land subsidence. The images, which show sinking regions of the town, have been made public by the Hyderabad-based NRSC, designating the entire town as a sensitive zone, including the Army's helipad and the Narasimha temple. As a result of ISRO's preliminary report, According to a report from the Indian news agency IANS on January 13th, the government of Uttarakhand is undertaking rescue operations in high-risk areas and evacuating residents to safer locations as quickly as possible.

The region subsided around 5 cm within a span of a few days and the areal extent of subsidence has also increased. But it is confined to the central part of Joshimath town," the NRSC report said. It said a subsidence zone resembling a generic landslide shape was identified – tapered top and fanning out at base. The report noted that the crown of the subsidence was located near Joshimath- Auli road at a height of 2,180 metres.

After the state of Uttarakhand was created in 2000, tourism grew steadily, reaching 10 lakhs by 2012. From the point of view of municipality ward, about 19 lakhs of visitors, travelling towards Badrinath had arrived in Joshimath in the year of 2022. To accommodate this foot traffic, for more than 150 guesthouses and also many lodging places have built in the Joshimath over the years, covering an area of 2.5 square kilometres, which worsens traffic there.[26]

According to images released by the National Remote Sensing Centre of the Indian Space Research Organisation, Uttarakhand's Joshimath has witnessed a rapid subsidence of nearly 5.4 cm in the past 12 days. The report stated that a subsidence of nearly 9 cm was recorded between April-November 2022.

Joshimath, home to the monastery of Adi Sankaracharya and gateway to the Badrinath temple, is built on the deposits of an old landslide, which means the slopes can be destabilised even by slight triggers. The town is also in Zone V, denoting highest risk, in India's seismic zonation scheme.

Joshimath's geological setting, together with the unplanned and rampant construction in and around the town, has resulted in land subsidence. The signs of subsidence had first appeared in October 2021 but the situation became particularly alarming towards the end of 2022 and the beginning of 2023, when large parts of the town experienced sudden land-sinking and several houses developed major cracks as well.

A report on Joshimath published by the Uttarakhand State Disaster Management Authority (USDMA) in September 2022 said that floods in June 2013 and February 2021 heightened erosionin the area. Very heavy rains in October 2021 – 190 mm in 24 hours – also worsened the subsidence and vulnerability to landslides, it stated.

Part III: The Management

The Joshimath structural collapse and land subsidence has further raised the question of inevitability of sustainable plan for construction in future. The government and the management authorities have however taken up the following steps not only as crisis management of the situation, but also as disaster management plans.

Firstly, The Government has halted all construction activities in the region.

Second, An expert panel consisting of 8 people has made the recommendation that homes in the area that sustained the most damage be demolished, that areas that have become uninhabitable be identified, and that people be moved to safer areas as a matter of priority. The Government has already declared certain buildings as unfit for inhabitation. People are being relocated. Interim compensation has been provided to the affected families.

Third, controlled demolition of most vulnerable buildings is being undertaken.

Fourth, A group of specialists from the National Disaster Management Authority (NDMA), the National Institute of Disaster Management (NIDM), the Geological Survey of India (GSI), the Indian Institute of Technology Roorkee (IITR), the Wadia Institute of Himalayan Geology, the National Institute of Hydrology, and the Central Building Research Institute (CBRI) will investigate the situation and offer their recommendations.

Future Recommendations

First, There is need to balance development needs of the region with the protection of the environment. Development is necessary but not at the cost of local environment or population. Ensuring sustainability should be the top priority.

Second, The natural assets of the Himalayas, such as biodiversity, local ecology and environmental balance should be at the centre of any development plan for the area.

Third, Instead of focusing on massive dam construction, attention should be given to smaller projects that can help meet the energy needs of the community.

Fourth, Taking precautions to protect people's well-being ought to be the top priority right now. The State government ought to set up a communication channel that is both transparent andcontinuous

with the individuals who have been impacted.

Fifth, Mishra Committee Recommendations should be implemented for all development projects. No activity should be undertaken on unstable slopes unless structural stability can be ensured.

<u>Mishra Committee Recommendations and Developmental Works</u>

The Mishra Committee made several recommendations pertaining to Joshimath and the wider region based on its on-ground observations. It took stock of the heavy construction projects undertaken in this area after 1962 and the indiscriminate felling of trees to develop roads and buildings, which destroyed the natural forest cover in Joshimath. The committee advised that heavy construction work be restricted and that such activities be permitted only after a thorough examination of the soil's load-bearing capacity and the site's stability. It was also recommended that restrictions be placed on the excavation of slopes. Notably, the committee recommended avoiding blasting or digging to remove boulders for road repairs or other construction. Further, it suggested that stones and boulders should not be removed from the bottom of the hill in landslide-prone areas as doing so would take away to support and increase the possibility of landslides. It also suggested that if cracks developed, they should be sealed with lime, local soil, and sand. The committee pointed out that the felling of trees posed a danger to the town's sustainability and encouraged that trees and grass be planted widely to conserve soil and water resources. It said that cutting trees to supply the township with timber and firewood be strictly regulated, and the locals be provided with alternative sources of fuel. It also recommended avoiding any agricultural activity on the slopes.

The report noted that there was excessive water seepage in the area. Since any percolation of water would be disastrous, the committee recommended the closure of open drains and soaking pits, and the halting of construction of concrete sewage lines for sewerage flow. To prevent landslides, it recommended constructing a fixed draining system to avoid the seepage of open rainwater. Further, it suggested that roads should be metalled and be without scuppers that drain away the water from the road surface. It suggested that cement blocks should be placed in vulnerable spots on the riverbank to prevent erosion. It also recommended that hanging boulders on the foothills be provided with appropriate support and that erosion prevention and river training[h] measures be taken up.

Despite the Mishra Committee's recommendations, several infrastructure projects were undertaken in the region. The Tapovan-Vishnugad project, a 520-MW run-of-river hydropower project by the

National Thermal Power Corporation (NTPC), is being constructed on the Dhauliganga River in Chamoli district, and is expected to generate approximately 2,558 GWh of electricity annually. The project involves the excavation of a 12.1-km longhead race tunnel[i] and three adits.[j] These works require the use of a tunnel boring machine and possibly the use of the drill and blast method of tunnelling.[27]

Some experts have said the blasting activities for tunnelling caused cracks to appear across Joshimath,[28] and the state government said it would probe the project's role in land subsidence. However, in a letter to the state government, an official from the Ministry of Power stressed that the project did not have any adverse role in the current crisis and reiterated the Mishra Committee's conclusion of the town's vulnerability due to its location. Several on-ground studies have corroborated these assertions.

The Helang-Marwari bypass road under the All Weather Road initiative, starting 13 km before Joshimath, is another major construction project in the region. The road has two major objectives— cutting the distance to Badrinath Dham by about 30 km, and easing and expediting the movement of troops to the Indo-China border. Although the project faced some opposition from the Joshimath Bachao Sangharsh Samiti (Save Joshimath Movement), a citizens' initiative, which took the matter to the Supreme Court, the court authorised the construction in May 2022[29]. Notably, the group has repeatedly opposed major infrastructure projects in the region, warning of their consequences. In 2021-22, the group formed several internal committees comprising locals and independent scientists to assess the problems in the area and compile a report that offered several alternative solutions. This report was handed over to the government in 2022 but was rejected.

Increased tourist activity in Joshimath also led to the construction of many multistorey buildings. An August 2022 report by the USDMA noted many improperly planned structures without due regard to carrying capacity[30]. These have aggravated issues related to slope instability. Additionally, since Joshimath does not have a wastewater disposal system, increased on-surface anthropogenic activities have blocked natural water drainage systems, forcing water to find new drainage routes, thereby reducing the shear strength of the overburdened soil.

Aftermath

To be sure, the climate crisis appears to have played a part in the incident, just as it did in the February 2021 flash flood caused by glacier overflow in Raini that killed around 200 people, many of them at the Tapovan Vishnugad hydropower project site. Some residents of Joshimath claimed that they started noting cracks in their houses after this tragedy.

The state government on January 5 finally stopped construction work at Joshimath , including that of the Helang Bypass project and NTPC Tapovan Vishnugad Hydroelectric Project .

The NTPC project was scheduled to be commissioned in 2012-2013 but was delayed by a decade and even suffered financial losses due to a series of mishaps.

A few days ago, Uttarakhand Chief Minister Pushkar Singh Dhami visted Joshimath to take stock of the situation. He said the government is standing fully with the affected people of Joshimath, a town that has great religious, spiritual and cultural importance.

The government has already announced the evacuation of everyone living in the 'danger zone'. Rent of ₹4,000 per month will be given to the displaced families.

The NDMA office memorandum prohibiting interaction with the media or sharing of data on social media regarding Joshimath was issued , which was marked to the Director, Central Building Research Institute (CBRI), Roorkee; DG, Geological Survey of India (GSI), Kolkata; Director, NRSC-ISRO, Hyderabad; Chairman, Central Ground Water Board (CGWB), New Delhi; Surveyor General of India, SOI, Dehradun; Director, Indian Institute of Remote Sensing (IIRS), Dehradun; Director, National Geophysical Research Institute (NGRI), Hyderabad; Director, National Institute of Hydrology (NIH), Roorkee; Director, Wadia Institute of Himalayan Geology (WIHG), Dehradun;Director, IIT Roorkee; ED, National Institute of Disaster Management (NIDM), New Delhi; Secretary, Uttarakhand State Disaster Management Authority (USDMA), Dehradun.

Himalayan Developmental Strategy

While Joshimath residents and army troops are currently being relocated, authorities are also considering the creation of a 'new Joshimath' and assessing four locations near the town. Still, this crisis has raised the need to acknowledge the fragility of the larger Himalayan zone and consider alternative approaches to avoid similar catastrophes in other mountain towns.

The Garhwal Himalayas are home to over 51 million people, and such a large population cannot be relocated entirely despite the area's vulnerability. Importantly, the area also has certain advantages that can be harnessed for the greater good. For instance, it has considerable scope for hydroelectric projects. As a scenic natural area, the region is also a draw for mountain expeditions, rock climbing, trekking, and other tourist activities. It is also home to many religiously significant sites that attract numerous pilgrims. Such tourist activity provides a source of income to the locals, who may otherwise seek employment elsewhere. For instance, a 2018 survey of four towns preceding Joshimath on the Badrinath Temple route found that 57.5 percent of the households were engaged intourism services, with 37.5 percent exclusively dependent on tourism[31]. Additionally, this region contains many sensitive areas that border China and, as such, requires Indian military presence and infrastructure.

In light of this, it is a given that certain developmental activities will need to be undertaken. The crucial factor is the manner and volume of activities that can be permitted such that it minimises human-nature conflict. The Himalayas are the world's youngest mountain ranges, with unstable slopes that are prone to landslides and erosion. The region is among India's most earthquake-prone zones. Additionally, climate change has resulted in extreme and sudden rainfall. As such, the Himalayan region is very different from India's plains and so requires a different development model that considers this ecosystem.

Since the area is an important tourist destination, with high projected traveller numbers in the coming years, there will likely be a spurt in tourist-related developmental activity. These must adhere to the concept of carrying capacity (which the Uttarakhand government already recommends). Notably, the government has also urged the implementation of an effective pilgrim management system. This would mean curbing the number of tourists permitted to visit the regionor a particular site per day and each season. Uttarakhand, and indeed the other Indian states in the

Himalayas, can learn from Bhutan, which has imposed steep sustainable development fees in a bid to control the number of travellers. In addition, a hill-town levy, currently imposed in many hill stations to limit the inflow of vehicles, can be expanded to other towns. This will also provide some revenue for the upkeep of the town.

A different set of building standards and building regulations will need to be adopted for construction projects in the Himalayan region. These standards should mandate lightweight structures and a restriction on height. Building control regulations will have to be redrawn to conform to sustainability benchmarks in these fragile regions. In the 1960s, establishments (including government premises) were built with corrugated roofs to keep structures light and single-storied[32]. But in recent years, the tourism boom in Joshimath and the surrounding areas led tothe construction of many multistorey buildings on fragile slopes. Such constructions should be eschewed in favour of structures conducive to the ecosystem. Revised building regulations should also include earthquake-safe construction technologies and a mandated reduction of non-structural hazards in homes, schools, business centres, and offices. These new building codes will need to be strictly enforced to protect the built environment in the region. Importantly, there has been no reorganisation of the Town and Country Planning department since Uttarakhand's bifurcation from Uttar Pradesh. This should be done urgently, with sufficient staff to oversee the town planning.

While it is important to exploit the potential of hydroelectricity, it is equally crucial that not every potential site be pressed into service. The construction of very large dams should be completely ruled out because of high landslide vulnerability and large-scale human rehabilitation. The current goal of the hydroelectric projects in the region is to build about 70 projects and create 9,000 MW of power, but this needs to be reviewed urgently. Vulnerable areas in the river valleys need to be mapped, and villages on the riverbanks need to be rehabilitated in safer areas. Additionally, projects that are already underway may need to be redesigned to mimic the river flow.

The geological developments underway in Joshimath should be a case study for every town planner working in the hills. The factors at play in Joshimath are also found in other cities such as Nainital, Champawat, and Uttarkashi. All these cities are witnessing rampant construction, deforestation, population boom, and poor civic management. The only silver lining is that they are not on top of ancient glacial debris.

Nature has its own way of claiming its resources. Government, civil bodies, and citizens need to factor in these parameters when developing new cities.

Many more structures will become unstable, and numerous people will be displaced as the incidence of land subsidence[a] in Joshimath increase. This brief assesses existing literature on Joshimath, mainly related to the developmental works that were undertaken in the town and its vicinity, the tourism load on the town, and defence requirements at the international border. Given the Joshimath experience, this brief highlights the need for a development model that considers the fragile Himalayan region, which includes several similar settlements (for instance, Nainital and Mussoorie) and especially given its significance to the Indian mainland: "The Himalayan ecosystem is vital to the ecological security of the Indian landmass through providing forest cover, feeding perennial rivers that are the source of drinking water, irrigation, and hydropower, conserving biodiversity, providing a rich base for high value agriculture, and spectacular landscapes for sustainable tourism"[33].

Conclusion

Given the national and local imperatives, there should be unanimity that development in the Himalayan region is necessary. The crucial factor is the volume and model of development that will be adopted. Developmental decisions on the region must be made after considering its entire ecosystem and the region's significance to the mainland.

The volume of development in the Himalayan region should be sustainable and not maximalist, and the model should respect the fragile ecosystem. However, while restrictions in tourism and infrastructure creation will adversely impact local employment, there is scope for greater investments in the environment sector—in biodiversity conservation, large-scale plantation and forestry, glacier and water body protection, and high-value organic farming.[34] The development of such activities will almost certainly generate enough jobs to replace those lost in the other sectors.

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Educational Excursion Programme at Pasupati AquaticsPvt. Ltd.

MUGBERIA GANGADHAR MAHAVIDYALAYA
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Star College, DBT (GoI)]
(Affiliated to Vidyasagar University)
Vil+PO-Bhupatinagar, Dist. - Purba Medinipur,
West Bengal, Pin-721425
Phone: 03220-270236; e-mail: mugberia_college@rediffmail.com

NOTICE

24/11/2022

Industrial Visit

This is hereby informed that Department of Nutrition has arranged an industrial visit at Pasupati Aquatics Pvt. Ltd. on 29th November 2022. Students of B.Voc 3rd sem, B.Voc 5th sem and M.Voc 3rd sem be present in Heria Bus stand within 10:30 am on the day. This industrial visit is a part of B.Voc and M.Voc curriculum. An examination will be held on the same day after the visit, marks of which will be counted for the concerned paper of B.Voc and M.Voc curriculum. It is mandatory to attend all the above mentioned students.

Dr. Apurba Giri

HOD
Department of Nutrition

Principal   25-11-22

Mugberia Gangadhar Mahavidyalaya
Principal
Mugberia Gangadhar Mahavidyalaya

M Gmail   Training_Nutrition Mugberia Gangadhar Mahavidyalaya <trainingfoodmgm@gmail.com>

Industrial visit of B.Voc students

Training_Nutrition Mugberia Gangadhar Mahavidyalaya <trainingfoodmgm@gmail.com>   Mon, Nov 21, 2022 at 8:48
                                                                                                      PM
To: "pasupatiaquaticspl@gmail.com" <pasupatiaquaticspl@gmail.com>
Bcc: apurbandri@gmail.com

To,
Mr. Subhajit Mondal
Director,
Pasupati Aquatics Pvt. Ltd.
Kishorenagar, Contai,
Purba Medinipur, West Bengal

Sir,

Under guidelines of UGC and NSQF, skill oriented B.Voc (Food Processing) and M.Voc (Food Technology, Nutrition and
Management) programs are going on in our Mugberia Gangadhar Mahavidyalaya. In these programs, students have to
gain industrial knowledge and skills beside institutional theoretical and laboratory-based knowledge. In this regard
requesting you to kindly permit to arrange a one-day industrial visit on **29th November, 2022** for the students in your
esteemed organization Pasupati Aquatics Pvt. Ltd.

NB: For industrial excursion related any discussion, please contact Dr. Apurba Giri, Coordinator, B.Voc (Food
Processing) and M.Voc (Food Technology, Nutrition and Management) programme. Mo: 9564289290, E-
mail: apurbandri@gmail.com

Thanking you,
Training and Placement Cell
Mugberia Gangadhar Mahavidyalaya
[NAAC: B+ (3rd Cycle); College with Potential for Excellence (UGC);
Star College, DBT (GoI)]
(Affiliated to Vidyasagar University)
Vil+PO- Bhupatinagar, Dist.- Purba Medinipur,
West Bengal, Pin-721425

📄 **industrial visit Pasupati.pdf**
243K

M Gmail   Training_Nutrition Mugberia Gangadhar Mahavidyalaya <trainingfoodmgm@gmail.com>

Confirmation regarding Industrial Visit on 29.11.2022

Training_Nutrition Mugberia Gangadhar Mahavidyalaya <trainingfoodmgm@gmail.com>   Fri, Nov 25, 2022 at 1:12 PM

To: hrmpasupati@gmail.com
Cc: pasupatiaquaticspl@gmail.com
Bcc: apurbandri@gmail.com, "monalisaroy1997@gmail.com" <monalisaroy1997@gmail.com>

To,
Mr. Dipankar Paul
H.R department
Pasupati Aquatics Pvt. Ltd.

As per previous communication, dept. of nutrition of the college is going to organize an industrial visit at your esteemed organisation, under the leadership of Dr. Apurba Giri, Head, Dept. of Nutrition, Mugberia G. Mahavidyalaya with a batch of 76 (Male-39 & Female-37) students and 4 teachers, on 29.11.2022. The details of participants are attached herewith. The in time of the visit will be 10:45 am and out time will be 01:45 pm.
Names of contact persons are as follows:
1. Dr. Apurba Giri, Head, Dept. of Nutrition. Contact No. 9564289290
2. Ms Sruti Mandal, Assistant Prof., Dept. of Nutrition. Contact No. 9163209915

The agenda of the visit is to gain industrial knowledge for the students as a part of B.Voc and M.Voc curriculum. It would be a great opportunity for our students to practically observe the processing methods, quality parameters and packaging methods of shrimp and prawns in this esteemed organisation.

Please record the same and do the needful.

Thanking you,
Training and Placement Cell
Mugberia Gangadhar Mahavidyalaya
[NAAC: B+ (3rd Cycle); College with Potential for Excellence (UGC);
Star College, DBT (GoI)]
(Affiliated to Vidyasagar University)
Vil+PO- Bhupatinagar, Dist.- Purba Medinipur,
West Bengal, Pin-721425

📄 pasupati participants list.pdf
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REPORT:

An industrial visit was organized at Pasupati Aquatics Pvt. Ltd., Heria, Purba Medinipur, WB, on 29.11.2022 under the supervision of Ms. Sruti Mandal (Training and Placement Coordinator), Dr.ApurbaGiri (Head, Nutrition Dept), Mrs. Sucheta Sahoo (SACT) and Mr. Prabir Jana (SACT) of Mugberia Gangadhar Mahavidyalaya. Total 71 (F-41,M-30) students of M.Voc 3rd Sem, B.Voc 5th Sem and B.Voc 3rd sem of Department of Nutrition, Mugberia Gangadhar Mahavidyalaya participated in this industrial visit. In this industrial visit students and teachers were enriched with the knowledge of Black Tiger and Vannamei Shrimp reception, cleaning, head and cell removing, freezing, IQF, packaging, storage and transportation of it under guidance of Mr. Dipankar Paul, Manager Human Resource, Pasupati Aquatics Pvt. Ltd., Contai.

PHOTOS:

Attendance of Participants:

MUGBERIA GANGADHAR MAHAVIDYALAYA

[NAAC: B+ (3rd Cycle); College with Potential for Excellence (UGC);
Star College, DBT (GoI)]
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West Bengal, Pin-721425
Phone: 03220-270236; e-mail: mugberia_college@rediffmail.com
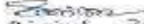
Participants of Educational Excursion Programme at Pasupati Aquatics Pvt. Ltd., Purba Medinipur, West Bengal on 29th November, 2022

LIST OF STUDENTS

B.Voc (Food Processing) 2nd year students

Bipasha Maity (F)	Chandi Mandal (M)
Manisha Barik (F)	Milan Pal (M)
Moumita Jana (F)	Mrinmay Maji (M)
Rakhi Majhi (F)	Naboday Giri (M)
Saheli Guchhait (F)	Narugopal Bar (M)
Sandipta Bera (F)	Sanjit Patra (M)
Somashree Majhi (F)	Santu Kumar Pal (M)
Susmita Jana (F)	Shibasis Dhowrah (M)
Tanushree Jana (F)	Somnath Shee (M)
Amrita Bhattacharya (F)	Souvik Bera (M)
Alik Maity (M)	Subhajit Das (M)
Ayan Kanti Panda (M)	Sushovan Kar (M)
	Sushovan Kar (M)

B.Voc (Food Processing) 3rd year students

Avishikta Dash (F)	Avinandan Bhunia (M)
Piu Mondal (F)	Biswajit Das (M)
Puspa Giri (F)	Debabrata Patra (M)
Putul Gochhait (F)	Jeet Senapati (M)
Rakhi Jana (F)	Nabadip Maity (M)
Rima Dolui (F)	Palas Kumar Mandal (M)
Senjukta Bhanja (F)	Pritam Ghosh (M)
Shreya Pradhan (F)	Puspendu Acharya (M)
Sublechha Maity (F)	Rabin Nanda Goswami (M)
Suchandra Bharati (F)	Subhajit Maity (M)
Tanushree Jana (F)	Soumyadeep Maity (M)
Tanushree Mondal (F)	Subir Pandit (M)
Abhishek Patra (M)	Suman Kumar Das (M)
Alakesh Khatua (M)	Suman Maity (M)
Arabinda Bhunia (M)	Soumen Manna (M)
Ashes Kumar Khatua (M)	Supratim Parua (M)

M.Voc (Food Technology, Nutrition and Management) 2nd year students

Banashri Manna (F)	Sagarika Matia (F)
Bipasa Jana (F)	Sathi Lohar (F)
Madhumanti Pradhan (F)	Shibani Maity (F)
Madhumita Kar (F)	Sulekha Dhara (F)
Mita Panda (F)	Tiyasa Roy (F)
Moumita Maikap (F)	Sanjib Das (M)
Poushali Chowdhury (F)	Sayan Das (M)
Puja Bhunia (F)	Sourav Panda (M)
Rakhi Rani Guria (F)	Suraj Das (M)
Rima Giri (F)	

List of Teachers

Dr. Apurba Giri (Mob: 9564289290)
Mrs. Sucheta Sahoo (Mob: 8293033976)
Ms. Sruti Mandal (Mob: 9163209915)
Mr. Prabir Jana (Mob: 9593414701)

Principal 29.11.22

Mugberia Gangadhar Mahavidyalaya
Principal
Mugberia Gangadhar Mahavidyalaya

FEEDBACK:

Form 1

Industrial Visit to Pasupati Aquatics Pvt Ltd. Feedback Form, on 29th November, 2022.

Full Name: Poushali Chowdhury   Mobile number: 9382216316

Programme Name: B.Sc(NUTH) ☐   B.Voc(FP) ☐   M.Voc(FTNM) ☑

Semester: 1st ☐   2nd ☐   3rd ☑   4th ☐

A. Please answer all questions by circling one out of numbers 1 -5 against each statement.

The number 1 - 5 correspond to the statement:
5 - Strongly agree
4 - Agree
3 - Neither agree nor disagree
2 - Disagree
1 - Strongly disagree

I.	The visit was timely.	1	2	3	④	5
II.	The visit was well organized	1	2	3	4	⑤
III.	The visit was useful to strengthen knowledge	1	2	3	4	⑤
IV.	Aims and objectives of the visit were explained at the beginning.	1	2	3	④	5
V.	A teacher accompanied the students.	1	2	3	④	5
VI.	I recommend this visit to be continued.	1	2	3	4	⑤

B. How do you evaluate your overall Visit?

Very good – 5   Good – 4   Satisfactory – 3   Poor – 2   Very poor - 1
1   2   3   4   ⑤

State two important experiences that had been gained from the Industrial Visit:
(1) We got knowledge about types of shrimps which are manufactured by Pashupati Aquatics.
(2) We got to know about the hygiene what are maintained in a fish manufactured industry.

Main problems encountered during the Industrial Visit.
Null

Poushali Chowdhury
30.11.22

Form 2

Industrial Visit to Pasupati Aquatics Pvt Ltd. Feedback Form, on 29th November, 2022.

Full Name: Mamisha Banik   Mobile number: 8992047192

Programme Name: B.Sc(NUTH) ☐   B.Voc(FP) ☑   M.Voc(FTNM) ☐

Semester: 1st ☐   2nd ☐   3rd ☑   4th ☐

A. Please answer all questions by circling one out of numbers 1 -5 against each statement.

The number 1 - 5 correspond to the statement:
5 - Strongly agree
4 - Agree
3 - Neither agree nor disagree
2 - Disagree
1 - Strongly disagree

I.	The visit was timely.	1	2	3	④	5
II.	The visit was well organized	1	2	3	4	⑤
III.	The visit was useful to strengthen knowledge	1	2	3	4	⑤
IV.	Aims and objectives of the visit were explained at the beginning.	1	2	3	④	5
V.	A teacher accompanied the students.	1	2	3	4	⑤
VI.	I recommend this visit to be continued.	1	2	3	4	⑤

B. How do you evaluate your overall Visit?

Very good – 5   Good – 4   Satisfactory – 3   Poor – 2   Very poor - 1
1   2   3   4   ⑤

State two important experiences that had been gained from the Industrial Visit:
(1) S° Every section is arranged accordingly ! it is easy to learn all the process.
(2) Everybody is helpful.

Main problems encountered during the Industrial Visit.
(1) Industry should controll the bad odour.
(2) Industry should buildup a _____ plant very fast. we have one problem.

Mamish Banik

Form 3

Industrial Visit to Pasupati Aquatics Pvt Ltd. Feedback Form, on 29th November, 2022.

Full Name: Joot Sanapate   Mobile number: 8591141533

Programme Name: B.Sc(NUTH) ☐   B.Voc(FP) ☑   M.Voc(FTNM) ☐

Semester: 1st ☐   2nd ☐   3rd ☐   4th ☐   5th ☑

A. Please answer all questions by circling one out of numbers 1 -5 against each statement.

The number 1 - 5 correspond to the statement:
5 - Strongly agree
4 - Agree
3 - Neither agree nor disagree
2 - Disagree
1 - Strongly disagree

I.	The visit was timely.	1	2	3	4	⑤
II.	The visit was well organized	1	2	3	4	⑤
III.	The visit was useful to strengthen knowledge	1	2	3	④	5
IV.	Aims and objectives of the visit were explained at the beginning.	1	2	3	4	⑤
V.	A teacher accompanied the students.	1	2	3	④	5
VI.	I recommend this visit to be continued.	1	2	3	4	⑤

B. How do you evaluate your overall Visit?

Very good – 5   Good – 4   Satisfactory – 3   Poor – 2   Very poor - 1
① ✗   2   3   ④   5

State two important experiences that had been gained from the Industrial Visit:
(1) Prawns Processing
(2) How to build a good exporting Capacity.

Main problems encountered during the Industrial Visit.
(1) Workers are not properly wearing their hand gloves.
(2) At the entrance, there is a stench from the sewage.
(3) We not got proper mentor.

Sanapate
31.11.22

Form 4

Industrial Visit to Pasupati Aquatics Pvt Ltd. Feedback Form, on 29th November, 2022.

Full Name: Rakhi Rani Gunia   Mobile number: 9382199370

Programme Name: B.Sc(NUTH) ☐   B.Voc(FP) ☐   M.Voc(FTNM) ☑

Semester: 1st ☐   2nd ☐   3rd ☑   4th ☐

A. Please answer all questions by circling one out of numbers 1 -5 against each statement.

The number 1 - 5 correspond to the statement:
5 - Strongly agree
4 - Agree
3 - Neither agree nor disagree
2 - Disagree
1 - Strongly disagree

I.	The visit was timely.	1	2	3	④	5
II.	The visit was well organized	1	2	3	4	⑤
III.	The visit was useful to strengthen knowledge	1	2	3	4	⑤
IV.	Aims and objectives of the visit were explained at the beginning.	1	2	3	④	5
V.	A teacher accompanied the students.	1	2	3	4	⑤
VI.	I recommend this visit to be continued.	1	2	3	④	5

B. How do you evaluate your overall Visit?

Very good – 5   Good – 4   Satisfactory – 3   Poor – 2   Very poor - 1
1   2   3   ④   5

State two important experiences that had been gained from the Industrial Visit:
i. We got to know that How a fish industry Conduct their whole process.
ii. We came to know that how large the transportation of this industries.

Main problems encountered during the Industrial Visit.
Nothing.

Rakhi Rani Gunia.
30.11.22

Resolution:

1. In this industrial visit enriched with the knowledge of Black Tiger and Vannamei Shrimp reception, cleaning, head and cell removing, freezing, IQF, packaging, storage and transportation
2. students with the real-life scenario of the industry working environment
3. Industrial visit is to provide the students an insight regarding the internal working of companies
4. The domain wisdom and practical outlook towards the industry & requisite skills for the industry is also known to the students

Dr. Swapan Kumar Misra
Principal
Mugberia Gangadhar Mahavidyalaya

Principal
Mugberia Gangadhar Mahavidyalaya

MUGBERIA GANGADHAR MAHAVIDYALAYA

P.O.—BHUPATINAGAR, Dist.—PURBA MEDINIPUR, PIN.—721425, WEST BENGAL, INDIA
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CPE (Under UGC XII Plan) & NCTE Approved Institutions
DBT Star College Scheme Award Recipient
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Program name	Name of the student studied course on experiential learning through project work/field work/internship	Link to the relevant document
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M.A in Bengali	SUPRIYA GIRI	PROJ_2021-5077_311_Supriyagiri_20230901_073331-compressed(1)_compressed(1).pdf (mgm-cloud.in)
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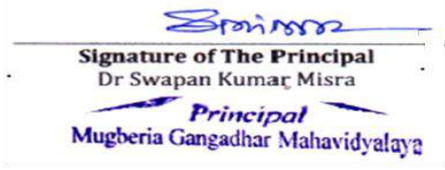|		
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Nutrition (H)	KRISHNA JANA	PROJ_2020-1017_2745_PROJ_2020-1017_2743_PROJ_2020-1017_1046_Projectwork.pdf (mgm-cloud.in)
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Geography(H)	KRISHNA GOPAL SASMA	PROJ_2020-833_1670_PROJECTREPORTKRISHNAGOPALSASMAL.pdf (mgm-cloud.in)
Geography(H)	MADHUSRI TRIPATHY	PROJ_2020-831_1673_PROJECTREPORTMADHUSRITRIPATHY.pdf (mgm-cloud.in)
Geography(H)	NIRMALENDU BHUNIA	mgm-cloud.in/pict/student/PROJ_2020-835_1710_PROJECTREPORTNIRMALENDUBHUNIA.pdf
Geography(H)	NIRUPAMA HAZRA	PROJ_2020-838_1713_PROJECTREPORTNIRUPAMAHAZRA.pdf (mgm-cloud.in)
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Geography(H)	SUKDEV PAL	mgm-cloud.in/pict/student/PROJ_2020-830_1714_PROJECTREPORTSUKDEVPAL.pdf
Geography(H)	SUMAN SAU	PROJ_2020-866_1679_PROJECTREPORTSUMANSAU.pdf (mgm-cloud.in)
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Geography(H)	SUNAYAN PRADHAN	mgm-cloud.in/pict/student/PROJ_2020-849_1691_PROJECTREPORTSUNAYANPRADHAN.pdf

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Geography(H)	SUTANU BAR	mgm-cloud.in/pict/student/PROJ_2020-873_1708_PROJECTREPORTSUTANUBAR.pdf
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ZOOLOGY(H)	MANISHA MANDAL	mgm-cloud.in/pict/student/PROJ_2020-1560_1505_DocScanner19-Jun-202311-45am-1.pdf
ZOOLOGY(H)	PRANTIK MAJI	Microsoft PowerPoint - Presentation1 (mgm-cloud.in)
ZOOLOGY(H)	PRATIMA KOTAL	mgm-cloud.in/pict/student/PROJ_2020-1162_2144_FieldreportandbiodiversitystudyonChandipur,Debkunda&Bramhaniriverregion.pdf
ZOOLOGY(H)	RUMPA MONDAL	PROJ_2020-1275_2160_DOC-20231213-WA0001..pdf (mgm-cloud.in)
ZOOLOGY(H)	SANCHITA MAITY	PROJ_2020-877_2162_DocScanner14-Dec-20232-06pm.pdf (mgm-cloud.in)
ZOOLOGY(H)	SHYAMSUNDAR SHIT	PROJ_2020-897_2146_DocScanner13-Dec-202317-27(1).pdf (mgm-cloud.in)
ZOOLOGY(H)	SOURADIP PATRA	mgm-cloud.in/pict/student/PROJ_2020-891_1486_FieldreportandbiodiversitystudyonChandipur,Debkunda&Bramhaniriverregion.pdf
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ZOOLOGY(H)	SWAGATA MAHAPATRA	mgm-cloud.in/pict/student/PROJ_2020-880_1491_fieldreport(SWAGATAMAHAPATRA)-compressed_compressed-compressed.pdf
ZOOLOGY(H)	TRIPARNA PRADHAN	mgm-cloud.in/pict/student/PROJ_2020-1529_1488_Fieldreport.pdf

MUGBERIA GANGADHAR MAHAVIDYALAYA

P.O.—BHUPATINAGAR, Dist.—PURBA MEDINIPUR, PIN.—721425, WEST BENGAL, INDIA

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1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

Sl. No.	Programme	Semester	Paper	Project/ Field Visit/ Internship	Syllabus
1	M.A. in Bengali	2nd Sem	205	Project	Seminar O Gabesanadharmi Prakalpa Rachana.
		3rd Sem	305	Project	Kathasahitya Bishyak Prakalpa.
2	M.Sc. in Mathematics	4th Sem	495	Field Visit	Application for Optimization problem sin real life problem by visiting any Industry/University/Reputed Institution to understand the practical use of the optimization and making Lab No Te Book on the experience gathered during the visit.
3	M.Sc. in Mathematics	4th Sem	406	Project Work	Dissertation Project will be performed on Tutorial/ Review Work on Research Papers. For Project Work one class will be held in every week. Mark sere divide das the following: Project Work-25, Presentation-15, and Viva-voce-10. Project Work of each student will be evaluated by the concerned internal teacher / supervisor and one External Examiner. The external examiner must be present in the day of evaluation.
4	B.A. General (ENVS)	2nd Sem	AECC-2	Project	Field work • Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc. • Visit to a local polluted site---Urban/Rural/Industrial/Agricultural. • Study of common plants, insects, birds and basic principles of identification. • Study of simple ecosystems---pond,

Sl. No.	Programme	Semester	Paper	Project/ Field Visit/ Internship	Syllabus
					river, Delhi Ridge, etc. • Disaster management. • Coastal ecosystem
5	Bengali Hons.	4th Sem	SEC-2	Project	**SEC-2** বাংলা ভাষা ও সাহিত্য বিষয়ক প্রকল্প রচনা ও প্রকল্পর উপস্থাপনা **Or** চিত্রনাট্য রচনা ও সাম্প্রতিক ঘটনা-বি-শ্লষণ
6	Bengali Hons.	6th Sem	SEC-4	Project	**SEC4T:** বিষয় ভিত্তিক আলোচনা ও আলোচনাপত্র উপস্থাপন
7	B.P.Ed.	4th Sem	CC2P	Field Visit	**Educational Tour**
8	B. P. Ed. Session 2021-23	2nd SEM	**TP-201**	**Part - C Teaching Practices**	**Teaching Practices:** **(20 Lessons Plan in school teaching for Internal Examination)** **(01 General Lessons Plan & 0 1 Specific Lessons Plan in school teaching for External Examination).** **(50+50=100)**
9	B. P. Ed. Session 2021-23	3rd SEM	**TP-301**	**Part - C Teaching Practices**	**Sports Specialization:·** **Minimum 20 Internal Coaching Lessons Plan in schools.** **02 External Coaching Lessons Plans in separate games in schools.**
10	B. P. Ed. Session 2021-23	4th SEM	**TP-401**	**Part - C Teaching Practices**	**Teaching Practice: Internal Teaching Lessons at school for Racket Sports, Team Games, Indigenous Sports - 20 Lessons. External Teaching Examination at school - 02 Lessons. (Racket Sports/ Team Garnes/ Indigenous Sports).**
			TP-402	**Part - C Teaching Practices**	**Games Specialization: Internal Coaching Lessons Plans at school - 20 Lessons.**

Sl. No.	Programme	Semester	Paper	Project/ Field Visit/ Internship	Syllabus
					External Coaching Lessons Plans at school - 02 Lessons in separate game.
11	Geography Hons.	5th Sem	C11P	Field Visit	Unit II: Fieldwork 2 Credits 1. Fieldwork in Geographical studies – Role and significance. Selection of study area and objectives. Pre-field preparations. Ethics of fieldwork 2. Field techniques and tools: Observation (participant, non participant), questionnaires (open, closed, structured, non-structured). Interview with special reverence to focused group discussions. 3. Field techniques and tools: Landscape survey using transects and quadrants, constructing a sketch, photo and video recording. 4. Positioning and collection of samples. Preparation of inventory from field data. Post-field tasks.
12	Geography Hons	5th Sem	C14P	Project Work	**C14P: Disaster Management based Project Work** Disaster Management based Project Work 2 Credits . An individual Project Report based on any one case study among the following disasters incorporating a preparedness plan in the vicinity of the candidate's institution or residence: 1. Thunderstorm 2. Landslide 3. Flood 4. Coastal / riverbank erosion 5. Fire 6. Industrial accident 7. Structural collapse
13	Physiology Gen	3rd Sem	GE3P	Field Visit	**Community and Public Health**
14	Zoology Hons	3rd Sem	GE3P	Project	**A Project Report on a visit to a Sewage treatment plant/Marine bio-reserve/Fisheries Institute.**
15		6th Sem	DSE4P	Field Visit	**Wild Life Conservation and Management Lab**
16	Zoology Hons.	1st Sem	CC2P	Field Visit	**C2 P2 –Ecology Lab Credits 02 List of Practical 1. Study of life tables and plotting of survivorship curves of different types**

Sl. No.	Programme	Semester	Paper	Project/ Field Visit/ Internship	Syllabus
					from the hypothetical/real data provided 2. Determination of population density in a natural/hypothetical community by quadrate method and calculation of Shannon-Weiner diversity index for the same community 3. Study of an aquatic ecosystem: Phytoplankton and zooplankton, Measurement of area, temperature, turbidity/penetration of light, determination of pH, and Dissolved Oxygen content (Winkler's method), Chemical Oxygen Demand and free CO_2 4. Report on a visit to National Park/Biodiversity Park/Wild life sanctuary
17	Zoology Hons.	2nd Sem	CC3P	Project	C3 P – Non-Chordates II Credits 02 List of Practical 1. Study of following specimens: a. Annelids - Aphrodite, Nereis, Heteronereis, Sabella, Serpula, Chaetopterus, Pheretima, Hirudinaria b. Arthropods - Limulus, Palamnaeus, Palaemon, Daphnia, Balanus, Sacculina, Cancer, Eupagurus, Scolopendra, Julus, Bombyx, Periplaneta, termites and honey bees Onychophora - Peripatus c. Molluscs - Chiton, Dentalium, Pila, Doris, Helix, Unio, Ostrea, Pinctada, Sepia, Octopus, Nautilus d. Echinodermates - Pentaceros/Asterias, Ophiura, Clypeaster, Echinus, Cucumaria and e. Antedon 2. Study of digestive system, septal nephridia and pharyngeal nephridia of earthworm 3. T.S. through pharynx, gizzard, and typhlosolar intestine of earthworm 4. Mount of mouth parts and dissection of digestive system and nervous system of Periplaneta* 5. To submit a Project Report on any related topic to larval forms (crustacean,

Sl. No.	Programme	Semester	Paper	Project/ Field Visit/ Internship	Syllabus
					mollusc and echinoderm)
18	B.Sc Nutrition General (CBCS system)	5th Sem	DSE1P	Field Visit	Visits (at least two) to food processing units or any other organization dealing with advanced methods in food microbiology.
19	B.Sc Nutrition General (CBCS system)	6th Sem	DSE2P	Field Visit	1. Field visit to : a) Observe the working of nutrition and health oriented programmes (survey based results), b) Hospitals to observe nutritional deficiencies. 2. Visit to old age home / ICDS Centre / Nutrition Rehabilitation Centre (NRC) / Slum area / any public place and Prepare a report on nutritional status and health concern (at least 10-15 case studies to be done). 3. Visit to a Rural Technology Centre/Community Welfare
20	Nutrition General (3 tier system)	3rd year	Unit -8	Field Visit	Field based excursion report on diet survey of a family by questioner method. Clinical signs of malnutrition are to be included in the report.
21	Nutrition Hons.	3rd Sem	C6P	Field visit	Field visit to a. Observe the working of nutrition and health oriented programmes (survey based result). b. Hospitals to observe nutritional deficiencies.
22	Nutrition Hons.	3rd Sem	C6P	Project	Diet and nutrition surveys a. Identification of vulnerable and risk groups b. Diet survey for breast feeding and weaning practices of specific groups c. Use of anthropometric measurement of children and adolescent girls and boys
23	Nutrition Hons.	4th Sem	C10P	Field visit	Visit to a food processing industry.
24	Nutrition Hons.	5th Sem	DSE1P	Project	Study of personal and environmental hygiene habits of street food handlers. Intervention and result analysis.

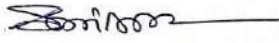| Sl. No.	Programme	Semester	Paper	Project/ Field Visit/ Internship	Syllabus
					Project submission and presentation.
25	Nutrition Hons.	5th Sem	C11P	Project	Assignment programme on public health, nutrition and disease – covering any one of the following fields 1. Protein under nutrition and its recovery. 2. Vitamin or Mineral under nutrition and its recovery. 3. Dietary management of non-communicable disease. 4. Dietary management of growing child. 5. Impact of nutrition education on awareness development in the field of personal health.
26	Nutrition Hons.	5th Sem	C12P	Project	A Project work on public health /nutritional biochemistry/nutritional survey to be submitted. Formulation of the Project: 1. Meaning of scientific research andits methods. Formulation of project design. 2. Types of project design- exploratory, descriptive, experimental, cross sectional or longitudinal. 3. Methods: survey, case study, anthropological or experimental 4. Tools and techniques: observation, interviewing, questionnaire schedules or rating scales 5. Tabulation and interpretation: Tabular and graphic representation of data and its interpretation, bar diagram, pie diagram. Statistical procedures - variables, mean, standard deviation, test of hypothesis (t-test), chi-square test, degrees of freedom, null hypothesis, z-score.
27	Nutrition Hons.	6th Sem	C13P	Project	Project planning for any one disease

Sl. No.	Programme	Semester	Paper	Project/ Field Visit/ Internship	Syllabus
28	Nutrition Hons.	6th Sem	DSE3P	Project	1. **Planning of communication strategies for public health nutrition problems among vulnerable groups in the community -field testing of messages, materials and methods.** 2. **Review of communication strategies being used in any one public health nutrition programme in the community.**
29	B.Voc. (Food Processing)	1st sem	BVFPS101P	Field Visit	Visit to any food processing industry/unit.
30	B.Voc. (Food Processing)	1st sem	BVFPS102P	Field Visit	1. Visit to milling industry 2. Visit to dhal mill
31	B.Voc. (Food Processing)	1st sem	BVFPS103P	Field Visit	Visit to chilling center and dairy plant
32	B.Voc. (Food Processing)	2nd sem	BVFPS201P	Field Visit	Visit to milk product plant
33	B.Voc. (Food Processing)	2nd sem	BVFPS202P	Field Visit	Visit to food processing plants.
34	B.Voc. (Food Processing)	2nd Sem	BVFPS 205P	Field Visit	EDUCATIONAL EXCURSION
35	B.Voc. (Food Processing)	3rd Sem	BVFPS302P	Field Visit	Visit to meat/poultry/egg processing plant for hands on training.
36	B.Voc. (Food Processing)	3rd Sem	BVFPS303P	Field Visit	Visit to fruits and vegetable processing industries
37	B.Voc. (Food Processing)	3rd Sem	BVFPS304P	Field Visit	Visit to oil mills
38	B.Voc. (Food Processing)	3rd Sem	BVFPS305P	Field Visit	Visit to food processing plant and dairy industry.
39	B.Voc. (Food Processing)	4th Sem	BVFPS401P	Field Visit	Visit to FDA department
40	B.Voc. (Food Processing)	4th Sem	BVFPS402P	Field Visit	Visit to bakery and confectionery plants.
41	B.Voc. (Food Processing)	4th Sem	BVFPS403P	Field Visit	Visit to relevant processing units.
42	B.Voc. (Food Processing)	4th Sem	BVFPS 405P	Field Visit	EDUCATIONAL EXCURSION
43	B.Voc. (Food Processing)	5th Sem	BVFPS 505P	Internship	IN-PLANT TRAINING IN PRODUCT PLANT
44	B.Voc. (Food	6th Sem	BVFPS602P	Field Visit	1. Visit to food storage wares and

Sl. No.	Programme	Semester	Paper	Project/ Field Visit/ Internship	Syllabus
	Processing)				**godowns** 2. **Visit to cold storage plant** 3. **Visit of milk processing plant** 4. **Visit to bakery unit** 5. **Visit to fruit and vegetable processing plant**
45	**B.Voc. (Food Processing)**	**6th Sem**	**BVFPS603P**	**Field Visit**	1. **Visit to various industries, dealing with food packaging materials like / paper, board and metal cans.** 2. **Visit to packaging institute**
46	**B.Voc. (Food Processing)**	**6th Sem**	**BVFPS 604P**	**Project**	**Students have to prepare a business plan/entrepreneurship for production of any food product on the basis of their choice/interest. The submitted report will cover specialized processing from procurement of raw material to processing, including packaging and storage, organizing resources and utilities, selling of the product, maintaining accounts and documents.** **Evaluation criteria:** 1. **Preparation of Business Plan: i. Selection of product to be manufactured, ii. Innovativeness, iii. Creativity, iv. Realistic plan, v .Overall project report and project presentation** 2. **Organizing the Production: i Organization of resources, ii Organizing Utility, iii Time management** 3. **Production and Sales: i. Regularity in production, ii. Product quality, iii. Positioning of product in market, iv. Adhering to rules and regulations,** 4. **Sales: i. Sales performance, ii. Sales volumes, iii. Profit generated including C/B ratio,**

Sl. No.	Programme	Semester	Paper	Project/ Field Visit/ Internship	Syllabus
					5. Documentation and Reports: i. Book keeping, ii. People Management, iii. Preparation of manual, iv. Preparation of final report 6. Oral Examination:i. Presentation, ii. Oral performance
47	M.Voc.	1st Sem	FTNM14P	Field Visit	Visits (at least two) to food processing unit or any other organization dealing with advanced methods in food microbiology.
48	M.Voc.	1st Sem	FTNM 15P	Field Visit	Visit to Functional food/ Nutraceuticals manufacturing industry
49	M.Voc.	1st Sem	FTNM18P	Field Visit	Industrial Excursion
50	M.Voc.	2nd Sem	FTNM21P	Field Visit	Visits to traditional storage structures, CA storage , cold storage
51	M.Voc.	2nd Sem	FTNM22P	Field Visit	To visit food industries utilizing advance food processing techniques
52	M.Voc.	2nd Sem	FTNM23P	Field Visit	Visit to food packaging material manufacturing industry
53	M.Voc.	2nd Sem	FTNM26P	Field Visit	1.Visit to cold storage plant 2. Visit of milk processing plant Layout and design of bakery and related product plant 3. Visit to bakery unit 4. Visit to fruit and vegetable processing plant
54	M.Voc.	2nd Sem	FTNM29P	Field Visit	Industrial Excursion
55	M.Voc.	3rd Sem	FTNM32P	Field Visit	Visit to food microstructure laboratory
56	M.Voc.	3rd Sem	FTNM38P	Field Visit	Industrial Excursion
57	M.Voc.	3rdSem	FTNM37P	Internship	Industrial Training and its Report
58	M.Voc.	4th Sem	FTNM45P	Field Visit	Industrial Excursion
59	M.Voc.	4th Sem	FTNM41P	Project	Dissertation
60	M. P. Ed.	3rd SEM	MPPC-304	Internship/ Project	Internship on a Team Game*/ Project Work on Practical Activities*
61	M. P. Ed.	4th SEM	MPPC-403	Part–B Practical Course	Coaching Lessons on Sports Specialization Five internal practice lessons and one Final Lesson

Sl. No.	Programme	Semester	Paper	Project/ Field Visit/ Internship	Syllabus
62	B. Voc (Tourism & Hotel Management)	1st Sem	TH124	Internship	One month vocational training in four or five star hotel.
63	B. Voc (Tourism & Hotel Management)	2nd Sem	TH224	Internship	One month vocational training in four or five star hotel.
64	B. Voc (Tourism & Hotel Management)	4th Sem	TH323	Internship	Four month Industrial training in four or five star hotel.
65	B. Voc (Tourism & Hotel Management)	6th Sem	TH423	Internship	Four month job training in four or five star hotel.

18-05-2023

Principal
Mugberia Gangadhar Mahavidyalaya