

Government of Jammu & Kashmir  
**Directorate of School Education Kashmir**

Principal,  
District Institute of Education & Training,  
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DSEK/Innovation/PS/misc/64

Dated: 9-11-2015

Subject: Establishment of Science Centres in DIETs of Kashmir Division.

It has been decided that District Science Centres shall be established at every district in DIETs.

This initiative has been taken to boost innovative activities in all the districts.

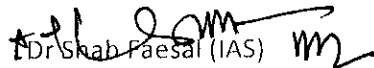
The DIETs being premier institutes at district level already engaged in trainings and organising programmes aimed at inculcating scientific temper, need to develop such facilities.

In the first instance, you are advised to set up mini Science Centre in the DIET utilizing local resources till concerned agencies are approached to get the infrastructure upgraded.

It is pertinent to mention here that at least one big hall or two adjacent rooms should be used to house the working models/posters/Display boards etc. The left over models of INSPIRE programme could be redesigned and accommodated in the proposed science centre.

The HOD Educational Technology shall act as the coordinator of the Science Centre. However, it shall be the joint responsibility of the DIET faculty as a whole.

You are as such advised to initiate the process forthwith. Brief concept note is appended herewith

  
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Copy to the:-

1. Commissioner/Secty. To Govt. School education Deptt. J&K Jammu.
2. Principal, SIE Srinagar for information and n/action.
3. Pvt. Secretary to the Hon'ble Education Minister for kind perusal of the Hon'ble Education Minister.

# Concept of District Science Centres in DIETs

## CREATING SCIENCE RICH Environment IN EDUCATIONAL INSTITUTIONS:-

- In order to nurture the natural curiosity, aesthetic sense and creativity in science, science education needs revamping and paradigm shift. The Curriculum should stress not only on the content of science, but, more importantly, the process skills of science.
- The scientific method needs to be followed earnestly which involves observation, looking for regularities and patterns, making hypotheses, devising qualitative or mathematical models, deducing their consequences; verification or falsification of theories through observations and controlled experiments, and thus arriving at the principles, theories and laws governing the physical world.
- Develop scientific attitudes such as objective outlook, spirit of enquiry, truthfulness and integrity, inventiveness, accuracy and precision; cultivate 'scientific temper'-objectivity, critical thinking and freedom from fear and prejudice.
- Experiments are the hallmark of science.
- The laws of science are never viewed as fixed eternal truths. Even the most established and universal laws of science are always regarded as provisional, subject to modification in the light of new observations, experiments and analysis.
- Science is ultimately a social endeavour. We have to ensure that science plays an emancipative role in the world. Science learning should be used as an instrument of social change to reduce the socio-economic divide. It should help to fight prejudice related to, among others, gender, caste, religion and region.
- The teachers should stimulate and encourage the students to indulge in healthy entertainment activities like Science hobbies which include; Photography, Sky watching, Bird watching, gardening, collection of rock samples, herbarium, model making, trekking, nature study etc.

## **SCIENCE CENTRES**

Science centres and museums spread across the length and breadth of the globe are striving towards this end.

In India, we have numerous science museums, science centres, science parks in almost every state. Unfortunately, in our state, there is no such facility available anywhere.

Thus, It becomes inevitable that such facilities are created at district level. DIETs being premier institutes in the districts are having adequate facilities to house the science centres. These science centres shall be beneficial not only to students but facilitate and fortify teacher trainings as well.

Different Rock samples, Soil samples, Herbarium, insects, cereals of different kinds, fruits, vegetables, seeds, stuffed birds, models of different Organ Systems, local dress items, tools, implements, customs, handicrafts, trades, miniature models of local industries and establishments could be a part of the school museums. The Science Museum should have a well maintained and rich herbarium to which the students and teacher should contribute regularly.

## **DISPLAY OF LATEST INFORMATION.**

Organizing information from newspapers, magazines, posters, internet etc. and displaying it on the information board or in the specified galleries. Skits and plays are equally important as part of the pedagogy to ensure larger participation and sharing of learning outcomes. Institutions should also seek help from various line departments like

J&K State Council for Science & Technology, Department of Culture etc. in the creation of Science Centres, Science parks, Nature Parks, Herbal gardens etc. if the local funds or annual grant does not suffice.

Guest lecturers of faculties from prominent research organisations, universities, NIT could also enrich the science education. Local persons with ample knowledge of science could contribute significantly.

#### **INTEGRATED LABORATORY & WORKSHOP**

Well-equipped laboratories, preferably with Internet and multimedia facilities, small workshop with a set of basic tools for designing and fabrication Science models.

Science Resource Centres and Mobile exhibitions

The activities of the science centres include; conduct of field trips, Surveys, Workshops, Science Exhibition, Science Seminars, Quiz Programmes, plantation drive, Celebration of Science Days, Creative Science Writing, Painting competitions etc.

#### **SCIENCE FAIRS & EXHIBITIONS:-**

Organising large-scale events and co-curricular activities at local/state/national levels in activities like such as Children's Science Congress, science and technology fairs, surveys, projects, & science exhibitions, Science Seminars, Painting Competitions, Science Drama, INSPIRE programmes are just a few examples.

**FIELD TRIPS:-** Field trips to Botanical Gardens, Forests, Wildlife Sanctuaries, hydroelectric power stations, automobile workshops, Pisciculture hatcheries, Sericulture rearing centres etc are really enriching and rewarding as regards popularization of Science.