Chapter-7
History of Development and Role of National Children’s Museum (New Delhi) in Education - A Case Study
7.1 Introduction

The National Children’s Museum is an integral part of the National Bal Bhavan. It is a unique institution for enhancing creativity among children. The concept of the National Children’s Museum and National Bal Bhavan was developed on the idea of pt. Jawahar Lal Nehru in year 1957.

Fig. 7.1 Entrance gate of National Bal Bhavan

Bal Bhavan was the dream of PT. Jawahar Lal Nehru, His dream was a place where children of all ages and classes irrespective of their caste, color or the status in society could gather and participate in non formal activities for their growth and development. The National Bal Bhavan (NBB) National Children’s museum was started in a teen shade at Turkman Gate in Old Delhi later shifted in the present building near Bahadur Shah Zafar Marg.

The founders of the National- firmly believed that Children are gifted with many qualities by nature. They are creative, original, imaginative, fanciful, curious, innovative, observant and adventurous. But at the same time, they can be sensitive, delicate, vulnerable and unpredictable. Therefore, it is a big challenge to cater to the needs of children of different age groups and hailing from diverse backgrounds. There are many stages in a child's development. As a child grows physically, he also develops socially, mentally, psychologically, emotionally and intellectually. A young child has a small span of attention and his thoughts and actions are not perfectly coordinated. Therefore, it is important that they are provided with activities like clay
modeling, paper mache, pottery and such integrated activities so that their learning process is not hindered by imperfect 'Head and Hand' (Hand-Eye) coordination. Similarly, children of a higher age group need activities suited to their psychology, ability and skills; For them, activities like Aero modeling, Astronomy and concepts like an Inventor's Club satisfy their curiosity and fulfill their urge to attempt complex tasks. Also, activities like music, dance, drama, painting, crafts, etc. go a long way in enhancing their self-esteem by way of self-expression. Activities like photography and videography not only satisfy their creative urge but also make them a balanced person who is able to work in harmony with others.

**Children have the following needs that necessitate fulfillment:**

- Educational needs
- Social needs
- Psychological needs
- Aesthetic needs.

![Graph 7.1 Model of Bal Bhavan Activity](image)
7.2 The Objectives National Bal Bhavan

The National Bal Bhavan, from its humble beginning in a tin shed at Turkman Gate in 1956, has developed by leaps-and-confines to attain the status of an Institution which has contributed meaningfully to the enhancement and gains cannot be underestimated. In addition, they have a ruralaccompaniment the formal system of education through its multi-dimensional activities. On the 14th of November, 1996, addition, their status was formally announced and Bal Bhavan was renamed as the National Bal Bhavan. The newly found status of Bal Bhavan has to its credit many achievements and this Institution has striven hard to attain a high degree of creative excellence in the field of Non-formal Education.

The Bal Bhavan Movement has, over the years, gained momentum and now there are 52 Bal Bhavan Kendras located in far flung areas of Delhi. These Bal Kendras cater to the under-privileged children living in slum areas, rural areas, Remand Homes, resettlement colonies and MCD/NDMC Schools. These Kendras are attended to by school going, non-school going and drop-out children. Since the target group of these Kendras is the socially deprived children, their value in terms of social-political improvements can not be under-estimated. In addition, we have a rural JawaharBal Bhavan at Village Mandi beyond merely which is being developed as a prototype Rural Bal Bhavan aiming to develop the creative talents of the children hailing from villages surrounding Mandi. Apart from these, National Bal Bhavan also tries to reach out to school children through its School Membership Scheme. This Scheme is also available free of cost to Voluntary Organizations working for the downtrodden children of the society.

The National Bal Bhavan Movement is not limited to the Centre but also stretches out across the length and breadth of the country. There are 73 Bal Bhavans as well as 11 Bal Bhavan Kendras located various cities all over the Country e.g. Allahabad, Manipur, Jammu.

Broadly speaking Bal Bhavan aims at enhancing the creative potential of children by providing them with a variety of opportunities for free expression in different media, in a healthy, non-competitive and a tension-free environment. children are exposed to various activities and their potential of thinking creatively is strengthened.
National Bal Bhavan also aims at the inculcation of scientific temper, feeling of brotherhood and developing sensitivity towards critical issues like the conservation and preservation of the environment.

Bal Bhavan also provides facilities for children of special categories viz: socially backward, economically poor, physically handicapped, mentally challenged and the exceptionally talented and creative children.

Bal Bhavan believes in the philosophy of "Joy of Learning". So, an additional objective of the Bal Bhavan methodology is the joy of learning that is provided to children and teachers alike. This approach motivates teachers to teach in innovative ways so that they also experience the "Joy of Teaching".

- To be a creative Resource Centre for all children, schools and educational institutions.
- To offer learning facilities in the areas of Science, Art, Music, Creative Performance, Creative Writing through traditional and innovative methods and to act as an alternative medium for Science, Arts, Physical and Academic education.
- To complement and supplement- the school system by providing children with a free environment that is conducive to creative activities.
- To inculcate a scientific temper in children and develop in them a spirit of inquiry, experimentation, innovation and creativity.
- To develop Children's Museums, Science Corners, Astronomical units, Rural BalKendras and Tribal Bal Bhavans.
- To develop creative and innovative methods and techniques of teaching and act as a National Training Resource Centre for creative education.
- To develop in children the concept of right and wrong and motivate them to adopt good basic moral values of life in a non-formal way.
- To spread and galvanize Bal Bhavan Movement and reach out to every child, including rural, tribal, socially backward, physically deprived and the exceptionally creative/talented children.
- To prepare children creatively for vocational streams and work on their possible self employment skills for their future by making them self-reliant.
• To provide a common platform for children for mass activities like mass-painting, mass-greening project, environmental awareness program, BalMela, VigyanMela, Children's creative exhibition etc.
• To conduct and commission research for developing new methods and techniques of teaching and learning for teachers and children.
• To make available to the Nation, a prototype comprehensive children's institution for free learning experience.

7.3 Activities of National Bal Bhavan for the children.

(i) Learning at National Bal Bhavan is a pleasure for children as they are provided with lots of opportunities for interaction with Teachers, Resource Persons and Peer groups. The availability of education through action and individualized learning are the most important features of National Bal Bhavan.

(ii) Bal Bhavan fulfills most of the social needs of the children by providing them a common platform where they are made aware of various problems of the society. They develop an attitude of mutual cooperation and a sense of belonging, apart from being inculcated with strength of character and good values.

(iii) By satisfying the curiosity of children, enhancing their self-esteem, motivating them to imagine and create and by providing a conductive environment for their emotional satisfaction, National Bal Bhavan fulfills most of the psychological needs of children. They become self-reliant and self-confident.

(iv) There are some higher needs, which come under the category of Aesthetic needs. Once children basic necessities are met, their social needs fulfilled, they feel secure and their aesthetic needs require fulfillment. And this is achieved if the children are given an environment that fosters, enhances and nurtures their creativity.
Creative Art Activities

The main objectives of creative art activity would be:

- To provide the opportunity of self-expression to children.
- To expose children to various techniques of different styles of painting and craft works.
- To help them in creating innovative art/craft works from resources available in and around their environment.
- To provide fun and recreation for children.
- To make children realize the importance of traditional art and craft of our country and thereby having a feeling of pride for the crafts and craftsmen.
- To develop aesthetic sensitivity amongst children.

Creative art and craft provide a long range of activities for children, such as:

- Painting (with crayons, watercolor, oilcolors, pencil drawings, painting, landscapes, sketches, models etc.)
- Collage (cutting and pasting various kinds of objects).
- Alpana (floor design using colored powder, flowers, food grains, rice powder, etc.),
- Puppet and mask making (making different types of puppets with paper, cloth and paper mache),
- Paper craft (three dimensional objects on paper),
- Paper mache (use of recycled paper in a creative way),

Fig. 7.2 Work with Paper Mashie at Children’s Work Room
Clay modeling (toy making, baking in the kiln), Mural making (group work), Printing, Batik, Tie and Dye, Stitchery and embroidery, Toy and Doll making, Wood Craft and making creative things out of waste material. It would not be possible to manage all the above mentioned activities by a Single Art/Craft teacher of the Bal Kendra. Therefore, special workshops on different Art/Craft techniques can be arranged in different centers.

![Graph 7.2 Model of Balbhawan Activities](image)

### 2. Performing Arts

**The main objectives of performing art activity would be:**

- To provide opportunities to children for self-expression.
- To enhance the imagination of children and make them realize their own potential.
- To teach the importance of working in harmony.
- To provide fun and recreation and enhance children's imagination through creative drama.
- To inculcate in children a feeling of appreciation and respect for the performing arts and artists.
- To make children, realize the importance of practicing.

Creative Drama provides a wide range of activities for children from 'Creative thinking process' to actual performance or production. The activities of performing art include creative writing, drama (role play, mime and mono acting, dance, drama,
nukkadnatak, shadow plays), Dance (choreography, classical dance, folk dance, creative movements), Music (vocal, instrumental, classical and folk style), Puppetry (string puppet, rod puppet, glove puppet, shadow puppet, modern puppets and moppet), Theatre craft (production techniques, costume designing, set designing). Children can be exposed to these activities by inviting experts who can demonstrate these techniques to children.

3. Science Corner

The science activity comer will follow the strategy of 'learning by doing', with the following objectives:

- To develop a scientific temper in children.
- To make children understand and relate various happenings of life with scientific principles.
- To provide free environment for children for creating their own models and projects.
- To provide the joy of learning in children through innovative Science activities.
- To develop the analytical capacity of children.

The Science activities not only provide an opportunity for children in understanding various principles of science, but they also help in inculcating scientific temper in them. This includes logical thinking, enhancing observation power, ability to critically analyze and synthesize and drawing a logical conclusion or inference from their observations. The scientific way of learning enables children to further verify their inferences by associating two or more similar ideas. The activities which can be conducted in the Science Corner could range from Model Making, Working on a project, Explanation of some basic principles of science, Investigatory projects and Explanatory activities, Astronomical observations, Aero-modeling, Environment related activities and Study of living animals, insects etc. If children provide a free environment, they would themselves come up with innovative scientific ideas which should always be encouraged.

4. Computer and Electronics Activity

Computer activity is one of the most popular activities these days. Children take keen interest in learning computer programming, computer graphic making,
The basic objectives of having computer activities would be:

- To expose children to the modern technology of computer programming.
- To enhance the learning capacity of children.
- To enhance the creative potential of children by motivating them to prepare their own software.
- To provide vocational streams for children by developing their skills and creative abilities.

5. Library and Literary Activities

The Library in a Bal Bhavan Kendra would not only have books and place to sit and read, there would be many activities associated with the library.

The objectives of having library and literary activities would be:

- To develop reading habits in children.
- To inspire children in creative writing activities.
- To provide a platform for children to discuss various relevant issues relating to their life.
- To develop self-confidence and self-esteem in children.

The Library would provide a platform for children where they can have different sessions like Creative Writing, Storytelling, Poem recitation and Kavi Sammelan, Interaction with writers, Quiz Programs, Debates and discussions.

6. Physical Activities

The play is a basic need of children. There is a play instinct in each child, which is essential not only for the physical growth of the child, but also for the social and mental development. Although the physical activities like sports and games can be conducted only if proper infrastructure for conducting these activities is available, yet Bal Kendra can definitely evolve some innovative and creative games where minimum equipment and space is needed.
7.4 Organizational Set Up

Since its inception in 1956, the National Bal Bhavan has made a quantum leap in its scope and activities. It has been a vibrant Institution pulsates with life and activities. Over the years, the National Bal Bhavan Movement has spread all over the country. And with its growing popularity, it was logical to expand the ongoing activities and introduce new activities. There has been an enormous qualitative and quantitative improvement in the activities of the Bal Bhavan. Consequently, the workload has registered a manifold increase as well.

During the nineties, the Institution has grown tremendously in stature. With the changing concepts in the development of the child, the activities of the Bal Bhavan would continue to change and grow.

Fig. 7.3 Early Child Development at NBB
Graph 7.3 Organisation And Functional Chart of National Bal Bhawan
7.5 The Clientele of National Bal Bhavan

National Bal Bhavan provides opportunities to children irrespective of their caste, creed, religion, sex, social or economic status. National Bal Bhavan pays special attention to children of deprived sections of the society. The clientele chart depicts the importance of reaching out to the whole cross section of society, so that human resource is properly and meaningfully developed. Bal Bhavan not only provides activities for children of different sections of the society, but also integrates them by involving them in mass activities like Mass Singing, Mass Painting, Mass Tree Plantation, Mass Rallies, Mass Discussions, Mass Creative Writing, Creativity Fairs, Science Fairs, Integration Camps, etc.

Fig. 7.4 Physically abled children playing with colors

The National Bal Bhavan has strived to spread its wings throughout the country and reach out to the maximum number of children. Through affiliated State Bal Bhavans and their Kendras, it reaches children of different States. And through its BalKendras in Delhi, it endeavors to reach out to children who reside in far flung resettlement colonies and slum areas. Bal Kendras have also been opened for those children who stay in Remand Homes, Village Cottage Homes, Nirmal Chhaya (children of prisoners and patients). National Bal Bhavan also extends its reach to children with specific needs and chalks out special programs and workshops for them.
It organizes specific programs for special categories such as physically handicapped, visually impaired, deaf and dumb, mentally challenged and problem children. The National Bal Bhavan has also initiated a scheme for reaching out to highly talented and creative children of the country through its Bal Shree Scheme described earlier.

To spread its canvas for catering to as many children as possible, Bal Bhavan organizes Teachers Training Programs for teachers, teacher trainees, teacher
Through its scheme of the School and Institutional Membership, it enables different organizations - Government, Private or Voluntary, to associate themselves with National Bal Bhavan and make use of the variety of services generated here.

Throughout the year, Bal Bhavan provides a number of creative and innovative activities to children that not only complement and supplement the school system, but also inculcate in them good human values, a sense of patriotism and love for the environment. All the activities are planned and executed keeping in mind the psychology of children - their inquisitiveness and curiosity towards things around them and their exploratory bent of mind. This ensures that they freely participate in different activities, and let them perform in a highly fulfilling and satisfying manner.
The National Bal Bhavan methodology is very aptly described through this little verse.

The National Bal Bhavan philosophy believes in Learning by doing concept. In such a set up, children are free to discover, innovate, make and reconstruct. Their exploratory instinct and their questions starting with "What", "Why", "How", are fully enriched and satisfied with the National Bal Bhavan environment.

At National Bal Bhavan, science is not a subject limited to the Class Room or the Laboratory. It is projected as a part of the biggest laboratory- that of Mother Nature herself. This enables the child to relate the various principles of science with day-to-day happenings of life National. Bal Bhavan believes in explaining the basic principles of science by directly involving the children in various activities. In imparting scientific knowledge, the approach adopted by the National Bal Bhavan is an integrated approach where science becomes an integral part of other activities.

Special emphasis is laid on environmental education at the National Bal Bhavan. This includes generating awareness about the need to preserve our Art, Craft,
Culture, Folk Art, Literature, Rituals and Historical Monuments along with the conservation of nature and natural resources.

Activities like ‘ Massive Greenery Project’ through Harit Vahini are taken up by children along with other projects linked to ‘Environment’. To make them famous with various issues of environment, a newsletter ‘Sulakshya’, is produced and children contribute stories, poems, articles, slogans etc. to it. To reach out the maximum number of children, since 1990 onwards a National Conference of Young Environmentalists has been initiated.

**Computer**

This activity is immensely popular and is attracting more and more children every day. Children learn the basic computer language and they also learn to do programming, which are organized from time to time.

**Radio and Electronics**

Membership in the Radio and Electronics Section is open to children between 12 to 16 years of age. Basics of Radio- Electronics, electrical wiring and home appliances, new experiments with circuits, T.V. And Radio assembling are some of the activities of this section.

**Machine modeling**

In this section, children are exposed to the system and principles of machines and engineering. They learn from fabricating, working models with cupboards.

**Aero Modeling**

An expensive hobby like Aero Modeling is made accessible to the children of Bal Bhavan. From learning the basics of Aerodynamics to the making of models of planes of different varieties, children enjoy flying their model planes.

**Environment Education**

Children who are concerned about the imminent danger to environment usually become members of this section. The objective is to make the children aware about environmental hazards and find solutions for the same. It also aims at inculcating in children the feeling of adoring, alarm and liability towards nature.

The HaritVahini Movement was launched by Sh. Rajiv Gandhi on the 19th November, 1985. HaritVahini or Children’s Green Force are part of National Bal Bhavan's Environmental Program.
The Environment Section organizes Environment Week program during which rallies, debates, tree plantation drives and 'Clean Your Environment' projects are undertaken. National Conference of Young Environmentalists is also organized annually depicting different theme.

**Astronomy**

There are a good number of scale models depicting the Solar System, the Galaxies and the dynamics of planetary and interstellar space. Children enjoy this activity and are curious to learn more about the universe.

The Astronomy Section conducts a good number of training workshops/orientation programs for children, teachers and resource persons.

The purpose of conducting training workshops is to develop technical understanding, operational capabilities and practical teaching capability among the participants.

**Creative Art Activities**

Bal Bhavan believes in the importance of the inherent creative potential of all children.

The creative art section provides them with an environment where they can freely express their thoughts through painting, clay modeling, handicraft, woodcraft, Needlecraft, stitchery, weaving etc. Such facilities encourage them to fulfill their need
for creativity. This also gives a much needed boost to their self esteem as they see the physical results of their creative efforts.

Fig. 7.8 Children busy in creative art work

Painting

Painting is one of the most popular activities of Bal Bhavan. This is an activity that is liked by young and old children alike. These paintings and sketches have been displayed in one of the galleries of the National Children's Museum and are periodically sent to different countries under the respective Cultural Exchange Programs as exhibition material. Children of this Section also try their hands on Batik, Collage, Tie & Dye, Block Printing and Screen Printing.

Clay Modeling

A child’s delightful handling of clay and making different shapes by kneading, rolling and patting it is well known to everyone, all over the world. Clay Modeling is one activity that is enjoyed by the children of all ages.

Handicrafts

Handicrafts are one activity which not only helps in developing aesthetic abilities of children, but also motivates them to think imaginatively and to make use of waste material in the most productive way.
Experimenting with various materials like waste paper, old magazines, cardboard boxes fused bulbs, seeds, used tins, drinking straws, shells, empty match boxes, ice-cream sticks, barks etc. instills in children a feeling of immense satisfaction.

Wood Craft

Wood Craft is one activity that is an almost universal favorite with the boys. This activity not only helps in developing craftsmanship, but also enhances their technical understanding about different types of woods, their properties and skill of making use different types of tools.
Needle Craft and Stitchery

The activity of needle craft is an absolute favorite with girls. Stitchery, embroidery, knitting, toy making, puppet making, macrame, crochets appliqué work, doll making etc, are the variety of activities conducted in this Section. Cutting and stitching is not a routine type of activity in Bal Bhavan. Children also learn to visualize new designs.

Weaving

Weaving is one activity that motivates children to experiment with threads, colors and textures, thereby enabling them to create their own designs. In weaving, they also sharpen their sense of proportion and art of color combination. Children can work on simple looms, weave their imaginations and design a variety of arts, crafts such as wall hangings, lamp shades, sceneries, tapestry, rugs etc.

Book Binding

The activity of bookbinding has been introduced with a view to helping children in preserving their books. They are taught paper and cardboard cutting, stitching, pasting and binding. Thus, by knowing this simple technique, they can take care of their books, maintain their property and make them attractive at very little cost. Children not only maintain their books but they also help in maintaining the Bal Bhavan Library Books and indirectly learn to keep their institutions’ things in proper
shape. Children also learn to make file covers, writing pads, telephones diaries, albums, pen stands, cassette stands etc.

**Integrated Activities**

Integrated Activities Section as the nomenclature goes encompasses all activities.

The **basic objectives of Integrated Activities are:**

- To provide children an opportunity for self-expression with different media such as clay, paper mache, craftwork, toy making, henna application and creating innovative games.
- To make use of locally available material from the natural environment leading to their innovative creations.
- To make children aware of the rich folk art and craft of our country.
- To provide children a new vision of looking at things with an integrated approach example, scientific principles associated with Art or Craft etc.

**Traditional Art/Craft**

*Madhubani or Mithila* is one of the beautiful traditional styles of painting to which children are exposed in this section. Children not only get to know about the *Madhubani* style of painting, but they also learn the technique of extracting colors from natural resources, drawing lines with the help of a broom stick, cut it in the shape of a pen and use of cotton to fill in the colors, and a whole lot of other skills that are attached to this traditional art form.

**Henna/Mehandi Application**

This activity is most liked by the girls. They create different designs first on paper and then on palms. The tradition of applying henna on the palms is linked to tradition, religion, festivals and rituals alike. Children also learn the technique of preparing henna/Mehandi paste and making plastic cones for its application. During the occasions of Mehandi Festival' which is organized by this Section, it is a beautiful sight to look at.

**Traditional Toy Making**

This is one of the most exciting and creative of all activities at Bal Bhavan-an activity that gives a child’s creative potential its most meaningful outlet. The waste material is beautiful and aesthetically utilized and traditional toys such as a tortoise. (Small and big), birds, animals are made using coconut shells and sea shells.
Innovative Board Games

This is an experiment conducted in integrated Activity Section, where children are inspired and motivated to make their own games. These games are not only for enjoyment but they also inculcate various values and healthy habits in the children.

Chess

Chess is one traditional game where the full application of mind is required. Older children like this activity the most. Chess improves their power of concentration and greatly enhances their mental faculties.

Fig. 7.12 Playing Chess

Paper Mache

Traditional type of paper mache is learning to children in this section where they learn how to make the pulp out of waste paper. They also learn the technique of kneading the pulp of homogeneity, so that it can be creatively used by giving various types of shapes and forms. Children make dolls. Baskets, masks, plates and toys with paper mache and paint them in bright and beautiful colors. Such opportunities instill their hearts with immense happiness and satisfaction.

Mask Making

Small children love to make masks. They learn simple techniques of making masks of different characters, they color them and wear them. Children love to imagine and enact and this activity provides them an opportunity to create different
characters and dramatize them. Such activity not only satisfied their creative urge, but also enhances their imaginative power.

**The Performing Arts**

National Bal Bhavan is a place where a free environment is provided to children for expressing their ideas through different media of dance, drama, music, puppetry etc. and opportunities of experimenting with different types of musical instruments. These facilities give them a chance to satisfy their creative urge, and also provide them with ample opportunities for enhancing their imagination and realizing their own artistic potential.

![Classical Dance](image)

**Fig. 7.13 Classical Dance**

**The main objectives of Performing Art activity at Bal Bhavan are:**

- To provide plenty of opportunities to children for self-expression.
- To enhance the imagination of children and make them realize their own potential.
- To expose them to the various techniques of theatre craft.
- To provide them with an exposure to traditional theatre.
- To expose the children to music and the use of sound and rhythm in creating body movements.
Activities performed in the Performing Arts Section

Drama

Drama is one activity that is liked by all children. They love to play different roles. This activity provides them an opportunity to release their emotions. They develop self-confidence to express, speak and convey before the audience. These qualities lead to overall development of the personality of the children.

Puppetry

Puppetry is one the most effective ways of communicating with children. Even an introvert child gets motivated to play with puppets and express his ideas. Children learn to know how intricate themes can easily be enacted through puppets. Many basic values and attitudes that we want our children to acquire can be projected successfully through interesting puppet shows.

Music

Music is a mind blower, a motivating factor par excellence and it has a mesmerizing effect on children. Everyone is familiar with the story of the Pied Piper of Hamlin, who attracted all the rats by the melodious tunes he played on his flute. When he didn't pay the money he was promised, he attracted children of the town with his mesmerizing tune and led them to the river.

Dance

It is important to use body language for self expression and dance is one such area where maximum use of body language puts into practice. Children learn different types of dance movements that are used to express different moods through ‘Bhava’, ‘Abhinaya’ and ‘Mudras’.
Photography

Photography enables children to capture objects beyond their imagination; wonders are created by eye, eyepiece and external eye’s combination—

- To provide a barrier free surroundings to kids for experimenting with the camera and gain confidence in using it.
- To make children realize that it is their creative vision which is more important while taking photographs rather than a mere application of techniques.
- To make children aware of the strengths and weakness of still photography and videography.
• To project photography and videography as a possible vocational stream to children.
• To make children understand the importance of team work for the success of a Video program.

The photography Section also organizes adult workshops for teachers and parents where they are taught advanced techniques related to the Art of Photography. The photography Section also conducts Photography Transparency workshops.

Physical Education

The Bal Bhavan way is the way of helping the child to realize his/her full potential.

National Bal Bhavan does it in its own 'play-way' method, as play is one of the basic needs of the children and playing is instinctively natural to them. That is why the Physical Education Section is always so vibrant with activities.

![Fig. 7.16 Fun with Foot Ball](image)

There are two types of physical activities available to children— the Outdoor and the Indoor. Children enjoy both the types, though usually, the outdoor games are a preferred choice with the boys. Bal Bhavan has facilities for playing cricket, football, volleyball, basketball; throw ball, badminton, table tennis, etc. Children can also do roller skating, judo, or work out at the Gym. Yoga and Gymnastics are an added attraction during the summers when thousands of children enroll themselves in National Bal Bhavan during their summer vacations.
Briefly, the objectives of Physical Education Activities in National Bal Bhavan are:

- To provide various physical education activities to children for their overall development.
- To inculcate in children basic values such as cooperation, team spirit, community living, unity, honesty etc.
- To sharpen their responses and make them mentally alert.
- To enhance their thinking capacity by involving them in creative games.
- To make children, adventurous and enrich their experiences in the field of sports and thereby prepare them to face challenges of life.

The regular activities provided to children throughout the year, through Physical Activity Section are:

- Cricket
- Football
- Badminton
- Table Tennis
- Skating
- Judo
- Gym facilities
- Indoor games like Chess, Carom, Ludo etc.

Library and Literacy Activities

The seeds of creativity start germinating at an early age, when children start learning words and memorizing the rhymes and songs they listen to. They are keenly interested in listening to stories and imagine themselves to be the part of the tale. In their ‘make-belief world’, they can fantasize about anything and imagine any situation to be real.

The main objectives of library and literary activities in National Bal Bhavan are:

- To motivate children to participate in literary activities and satisfy their creative urge by inspiring them not to just read but also take up writing.
- To enhance their creative abilities in the literary field.
- To cultivate reading habits in children and thereby broaden their intellectual horizon.
The National Bal Bhavan’s Library is not confined to a collection of books. Literary activities are clubbed with the library activities so that while children enhance their mental horizon by reading books and interacting with others on different issues, they also start thinking creatively.

In the Library many innovative and lively programs are conducted for children such as:

- Creative writing
- Storytelling sessions
- Poem recitation and Kavi Goshti (Poets Meet)
- Interaction with writers
- Theme based discussions
- Quiz Programmes
- Book Reviews
- Debates
- Workshop on Library Science
- Book Writing Workshop
- Activities like ‘Let us make a poem together’ or ‘Let us create our own drama’.
- Publishing Workshop etc., etc.

Children taking part in these literacy activities are also involved with the publication of the children’s own book called ‘Akkar-Bakkar’ which may be aptly described as a booklet ‘For the Children.

**Home Management**

Home management is one activity in which children have freedom to experiment with various types of food items. Practical lessons on food preservation, health and hygiene are the additional inputs of the Home Management Section.
Fig. 7.17 Cooking can be fun

This activity is conducted in the Hostel of National Bal Bhavan where a camping facility for children is also provided.

With the participation of all the activities Children have to take admission and follow the procedure of Bal Bhavan Registration. Registration form (Appendices-VII) are available in the Summer session from April to June a large number of the parents with their children gathered here.
The basic objectives of Home Management Activity are:

- To make children's self-reliant.
- To make them aware of the importance of healthy and nutritious food.
- To make children realize that health, hygiene and sanitation are as important as eating good and nutritious food.
- To be a creative Resource Centre for all children, schools and educational institutions.
- To offer learning facilities in the areas of Science, Art, Music, Creative Performance, Creative Writing through traditional and innovative methods and to act as an alternative medium for Science, Arts, Physical and Academic education.
- To complement and supplement the school system by providing children with a free environment that is conducive to creative activities.
- To inculcate a scientific temper in children and develop in them a spirit of inquiry, experimentation, modernism and creativity.
- To develop Children's Museums, Science Corners, Astronomical units, Rural BalKendras and Tribal Bal Bhavans.
- To develop in children the concept of right and wrong and motivate them to adopt good basic moral values of life in a non-formal way.
- To provide a common platform for children for mass activities like mass-painting, mass-greening project, environmental awareness program, BalMela, VigyanMela, Children's creative exhibition etc.
- To conduct and commission research for developing new methods and techniques of teaching and learning for teachers and children.
- To make available to the Nation, a prototype comprehensive children's institution for free learning experience.
- To develop creative and innovative methods and techniques of teaching and act as a National Training Resource Centre for creative education.
7.6 National Children's Museum

It is generally believed that Museums are subject of interest primarily to researchers or the grownups, who constitute the majority of visitors thronging the museum. But we often forget another group who would be sufficiently equipped with their own collections of diverse nature to form small but exclusive treasure of their own.

*The study adopts a holistic perspective of the children's museum and more learning theories of the museum educators like Falk and Dierking, Piaget, Maria Montessori, Vygostky, Hein etc.*

This group, obviously, is constituted by children, whose collection instinct is so profound that each child has his own very personal collection of things which are very dear and special to him. The need to explore the world around, a curious urge to find a reason for every occurrence and the creative instinct are some other common qualities every child is imbued with. The Museums can play a vital role in satisfying these qualities of the children.

![Fig. 7.19 View of National Children’s Museum](image)

The national children's museum provides opportunities for children to enjoy their visit in their surroundings. The analysis carried out in the present work is absolutely based on the data/information compiled primary as well as secondary
sources. Further a case study of NCM, New Delhi has been made on the basis of the information provided by these organizations in order to make the study more concrete and valuable.

The proposed children’s Museum should be directed to provide children with the following developmental opportunities-

- Opportunities for creative and cooperative play
- Opportunities for social development.

Therefore, it is important to have exclusive museums for the exclusive and special group of youngsters. In fact, it is the need of the hour that Museums become an instrument of non-formal education, i.e. places where children can learn without the burden of books, compulsions of examination and regimentation of a formal system of education. The National Children's Museum is one such museum that has been planned, taking into consideration a child's psychology and his approach of looking the world around. Here, along with the museum exhibits, participatory activities are conducted, where children are free to experiment, observe and analyze. The Museum possesses a rich collection of objects that attract children including toys and dolls from different countries, stone and bronze objects, traditional jewellry, utensils, art and craft material, musical instruments, head gears, currency of various countries etc., etc. National Children's Museum of National Bal Bhavan is the only institution of its kind in the country that enjoys a National Status and advocates for the utility and importance of children's Museums as a source of enriching and strengthening their knowledge. Such Museums, besides making them aware of their past, present and future, enable the children to choose and select, discriminate and reject, analyze and synthesize their knowledge and ultimately draw their own conclusions.

7.7 Phases of Development of National Children Museum

A Historical Prospective

If we look back into the history of National Bal Bhavan and National children’s museum, especially during the period when it was founded in the days that followed India's Independence from British rule, many pragmatic and progressive programs for the development of the country were planned and initiated. It was obvious that the needs of the children, the nation's future citizens, were also to be
given due consideration. It was felt that in an education system that was basically tailor-made to suit the needs of the British Government, there was little scope for an overall development of the child’s personality. Therefore, it became imperative to provide an environment other than the school environment for the free development of the child. This idea was the basis of the establishment of National Bal Bhavan which was initially conceived as a place of recreation, an activity oriented institution which could complement and supplement the school system. This was the beginning of the National Bal Bhavan and it spread like a Movement which may be broadly divided into four stages/phases.

- The Formative Stage from 1956 to 1967.
- The Experimental Stage from 1967 to 1978.
- The Developmental Stage from 1978 to 1989.
- The Pragmatic Stage from 1990 Onwards.

From the Formative Stage, an initiative was first taken to establish two separate institutions part of the National Bal Bhavan and National Children’s Museum under a common Head and Board. Thereafter, these were integrated into one Institution as National Bal Bhavan and National Children’s Museum. That was the period when the basic aim of National Bal Bhavan was to organize out-of-school activities to children and to supplement and complement the school system. The role of the Museum as a source of Non-Formal Education Centre and need of Art Education for development of children was also stressed. This was the period when the concept of National Bal Bhavan got a physical shape and efforts to make it an ideal prototype comprehensive children’s institution were initiated.

The Experimental Stage was the stage when new experiments were tried out to create awareness about Bal-Bhavan activities. The Repertory was specially created and performances were done by adults for children. Teacher Training Programs were also experimented within the Art Education Centre of National Bal Bhavan. On an experimental basis, a Rural Bal Bhavan was also established on the outskirts of Delhi at the village Mandi which is situated at a distance of 5 km. From Mehrauli. The Jawahar Bal-Bhavan, Mandi was one in the chain of the Jawahar Bal-Bhavans the likes of which were adopted in some States of India.

The Developmental Stage, which broadly covers the time period of 1978-1989, was the stage when efforts were made to reach out to the maximum number of
children. Various centers of activities were opened in Delhi under the style of National Bal Kendras so that National Bal-Bhavan could reach to those who cannot reach National Bal-Bhavan due to constraints of resources, time and distance. During this period, the canvas of teacher training program was also enlarged and reach-out programs for children, teachers, parents and adults were initiated. Cultural Exchange Programs with other countries, collaborations and partnerships with other educational institutions were also started. To have a meaningful interaction with State Bal Bhavans, an All India National Bal Bhavan Directors' Conference was started. Basically, this was conceived as a stage of multidimensional interaction amongst Bal-Bhavans, Bal-Kendras, Schools, States and other countries.

The fourth stage, the Pragmatic Stage, starts from 1990 onwards. This was the period when more emphasis was given to the enhancement of creativity of both the children and the teachers. Many innovative programs were initiated and are continuing. New experiments were conducted and documented. The creativity of children was witnessed in the form of innovative works, which they were required to perform. Books like 'Akkar-Bakkar' (which is truly a book is By the Children, Of the Children and for the Children), Meri Kitab and Games like 'Passport to Future City' and theme based posters were produced. Innovations in Publications and Programs including Training Programs are still continuing. Many new experiments are done throughout the year to motivate and inspire children.

### 7.8 Objectives of the National Children’s Museum

To provide visiting children an opportunity to enjoy their visit and their surroundings.

To provide a child’ congenial environment leading to their overall intellectual development through various activities such as brain storming, group discussion, various hunts etc.

To expose children to the global village through Technology

To sensitize them towards their rich history as well as cultural heritage and instill among them human values in play way manner.

To improve their imagination as well as creative ingenuity.

To provide children a chance to explore and learn – facts based and fun based
7.9 The Museum Building

The federation of the National Children’s Museum, is occupied by the Bal Bhavan. The Building has approximately 27,102 sq. feet exhibition area. There are two floors of the building. The allocation of Floors (Appendix ) is as follows:

7.9.1 Ground Floor
- Reception Area
- Permanent Exhibition Gallery is Hamara Bharat Gallery
- A Workshop Room
- Open area which shows some ideal themes on the walls prepared through Plaster of Paris methods and casting methods
- Research Assistant Room
- Toilets
- Store rooms

7.9.2 First Floor
- Divided in two parts first includes
- Reception
- The Gallery – GauravGatha
- Office of the Museum
- Jr. Artist room
- Auditorium
- Second part is the Third Gallery Temporary art exhibition

7.9.3 Second Floors
- Reception
- Permanent exhibition Gallery is Surya Gallery
- A dark room for 3D movie shows
- Store Room
- Lift
7.10 Exhibition Galleries (Permanent and Temporary) of National Children’s Museum

The National Children's Museum, there are two types of exhibition galleries—(i) Permanent galleries and (ii) Galleries where theme based exhibitions are mounted from time to time. The following galleries have permanent exhibitions, put up on a regular basis and represent the major attractions of the Children’s Museum.

7.10.1 Hamara Bharat Gallery

Hamara Bharat presents a scene of Indian life, its throbbing culture, rich art and craft, diversity of rituals and religion, glimpses of our rich culture and advancements in the fields of Science and Technology.

Fig. 7.20 Entrance of Hamara Bharat Gallery

The gallery is equipped with an audio-visual show, which depicts the diverse and wealthy culture of our country.
The exhibits instill a sense of pride in the visitors, especially children whose vulnerable minds carry a permanent impression about our rich culture.
7.10.2 Gaurav Gatha

This gallery consists of a series of dioramas depicting India's brilliant past, its culture, its battles and victories, its legends and customs, its fight for freedom, its social reforms, its great leaders and above all its all-pervading spirit of unity in

Fig. 7.23 Series of Mini Dioramas

Diversity. Children are excited to see these eye-opening dioramas. Each diorama has a story to relate, with each tale enthralling and charming its young audience.

Fig. 7.24 Showing Battle Scene through mini diorama
7.10.3 Surya Gallery

The Surya or the 'Sun' gallery was opened in 1996-97, and is the only of its kind in India.

Fig. 7.25 Entrance of Surya gallery

It depicts the 'Sun' not only in the background of the Indian Culture but also taking up the concept of the 'Sun' in other countries, where it has been overvalued, namely, Egypt, Mesopotamia, China, Greece etc. This exhibition also highlights the origin of the Sun, Earth and the Solar System.

Fig. 7.26 Sun Gallery
The scientific aspects related to the Sun viz. episode of eclipse, shifting of the seasons, the diurnal (day and night) cycle, the water cycle, photosynthesis, the nitrogen cycle, the Sun as the giver of light, heat and energy, the formation of shadows, the absorption and refraction of color, etc. are explained in a most attractive manner.

This exhibition also puts forth the message of unity. ‘The Sun unites us all’, as the very survival of the mankind depends on Sun. It also depicts the rituals, traditions, customs and festivals related to Sun and also spread the message that our future is safe if solar energy is successfully used by all of us because with the passage of time,
other sources of energy are getting used up. A visit to all these exhibits enhances the knowledge of children, motivates them to know more about the solar energy and its vital role in supplementing the ever growing energy requirements of the modern society.

Fig. 7.29 Showing Sun Family

This exhibition, in its true sense, supplements and complements the knowledge gained through the formal system of education about the Sun.

Fig. 7.30 Showing Rainbow
Fig. 7.31 - 7.32 Process of Eclips
Fig. 7.33 Showing Sun Family

Fig. 7.34 Detail of the Stars
7.10.4 Temporary Exhibition Gallery

This one gallery dedicated totally to the creativity of children.

Fig. 7.35 Entrance of the exhibition Gallery

Fig. 7.36 Displayed Craftsman and Children Work

The creative works of children are displayed in this gallery and these include art and craft work from JawaharBal Bhavan, Mandi and the fifty two Bal BhavanKendras.
During months of May and June when, Master Craftsmen are invited to the National Bal Bhavan to display their products and impart training to the children in their focused arts and crafts, this gallery hums with activity, becoming the most vibrant of all—a place where the children's creative activities are at their best.

National Bal Bhavan is also concerned about those arts which are on the verge of extinction. Therefore, conscious efforts are made for the transfer of art or craft to the next generation, so that these can be kept alive and pulsating. For this purpose Craftsmen and Artists are invited to National Bal Bhavan along with their young ones.
to interact with children. Such relation not only makes children more aware of our art, craft and affluent culture, but also instills in them a sense of pride for Art, Crafts, Artists and Craftsmen. Some of the art and crafts workshops planned by Bal Bhavan have been on Sanjhi Painting, Varlie, Tribal Art, Glass Painting, Kalamkari, Leather Paintings and Puppets, PattaChitra, Art Work related to Shola Pith, Terracotta, Bamboo etc.

7.11 Traditional Art and Craft: Treasure for future Generation

This is a permanent exhibition recently added. This exhibition displays the works of Master Craftsman. The main purpose of this exhibition is to generate awareness among children regarding their heritage and to motivate them to join hands in ongoing some of the dying art and crafts of our Country.

In order to increase the educational potential of these exhibitions, the National Children's Museum organizes activities such as storytelling, painting, writing and discussions on subjects based on their school curriculum. This supplements their usual school curriculum.

Many workshops such as Know Your Civilization, Let Us Peep into the Past, Sun-The Life Giver, Miniature Paintings, Workshop on Molding and Casting etc., etc. are also specially organized for the children.

Special programs where the physically able children make models and paintings are also conducted in the Museum. Non-Formal Education Workshops for children belonging to the lower most strata of society are also conducted to motivate them to 'Learn and Earn'.
The Children's Museum is a lively Museum which not only complements and supplements the school system but also provides children with a prosperous source of learning about Museum Techniques as an activity. Simple techniques like moulding and casting in clay and plaster of paris attract children. They are expected to create many such things which in turn act as a catalyzing stimulus towards furthering their knowledge. Knowledge of the history, culture, nature and our heritage is provided in various activities conducted by the Museum Technique Club. The Section also undertakes various departure programs where prominent historical places excavation sites and other materials related to our past and present are shown to children to provide them practical knowledge of subjects related to their curriculum. Thus the activities of Museum Technique Club are complementing and supplement the school system.

To sum up the National Children's Museum has been fulfilling its objectives by providing opportunities to children for sharpening their mental abilities, helping them realize their creative potential and academic development to its greatest.
7.12 Educational activities

Apart from the exhibition the National Children’s Museum also organizes various activities / workshops for the children of different age groups-

- **Museum Techniques club**
  - Here member children are uncovered to museums, their importance their types and their functions through power point presentations and visit to other Museums. Children also get here an opportunity to explore the uses of museums as well as understand their functioning through various activities such as display, designing, molding and casting etc.
Fig. 7.40 Children in activity room of Museum

Fig. 7.41 Children making clay Model
7.12.2 Guided Tours

Museum regularly provides the facility of Guided tours to its various galleries for the visiting children/school groups.

Fig. 7.42 Gallery Guide Ms. Shagufta From Lucknow giving knowledge to children

Fig. 7.43 Gallery Guide- Mr. Arsh from Rajasthan giving knowledge to children
These gallery guides are on basis of one year internship from the Museology background.

Fig. 7.44 Visitor giving comments after the gallery visit

After visiting the gallery Children shares their thought and feelings about the gallery in the comments book.
Fig. 7.45-7.46 Discussion after Visit
7.13 Visitors of The National Children’s Museum

A large number of visitors, visits the National children Museum every year. All types of visitors come like some visitors come along with their family, some their friends, some independents and a large number of visitors are the school groups.

Table 7.1: Showing the visitor’s ten years records from 2005-2015

<table>
<thead>
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<th>Financial year</th>
<th>Children</th>
<th>Adults</th>
<th>Total</th>
<th>School</th>
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</thead>
<tbody>
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<td>52242</td>
<td>10654</td>
<td>62896</td>
<td>446</td>
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<tr>
<td>2006-2007</td>
<td>65489</td>
<td>12998</td>
<td>78487</td>
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<td>2007-2008</td>
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<td>16103</td>
<td>102596</td>
<td>721</td>
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<tr>
<td>2008-2009</td>
<td>92584</td>
<td>14484</td>
<td>107068</td>
<td>699</td>
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<tr>
<td>2009-2010</td>
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<td>16244</td>
<td>11,0284</td>
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<td>157741</td>
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<td>157741</td>
<td>1038</td>
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<td>11970</td>
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<td>522</td>
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<td>17953</td>
<td>180558</td>
<td>469</td>
</tr>
</tbody>
</table>

7.14 Staff and Technical Infrastructure

For the successful operation of Children Museum proper administrative staff and man power sources are essential. There is one curator.

Curator’s Name – Dr. Rashmi Sharma
Chapter 7  History of Development and Role of National Children’s Museum (New Delhi) in Education - A Case Study

She is about forty seven years old. One research assistant Miss Nidhi, Mrs. Smriti Kapoor is the junior artist and four gallery guides on internship bases who have the fix time period limit like they enrolled every 1st of August to 31st July.

7.15 Finance

As an integral part of the department of the museum, which in turn is part of the Ministry of Human Resource Development, all the finance for the museum is provided by the central Government.

A brief account of Museum section budget in its 2015 and the next temporary budget plan of 2016-17 show clearly the scale and the areas of the Museum’s activities and projects in the field of museum education. It also indicates the speed
and scale of development of the museum over the last year and gives some indication of the scope for the future plans of the museum.

**Temporary Exhibition**

During the aforementioned period the following temporary exhibition was put up by Museum displaying the photo reporting of Bal Bhavan’s Summer actions and programs done by member children of NCM-Summer Fiesta through Photo- lenses of Children “Chacha Nehru’s journey of life” A glimpse Photographic Exhibition on Smt. Indira Priyadarshini.

3 Rs Reduce, Reuse, Recycle – Children’s Concern

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**Fig. 7.49 Exhibition Inauguration by Late Dr. Abul Kalam Azad**
7.16 Theme/Gallery/Curriculum based programs/workshops

To expose children to various subjects of their interest related to their day to day life, to provide them additional information regarding the subjects of permanent exhibitions and in order to supplement formal education. Museum organizes various themes/gallery/curriculum based programs/workshops such as Museum week, Surya week, Heritage week, Let’s travel through the past, lets explore our Civilization and let’s explore the uses of museums etc.
7.17 Educational Program and Workshop of National Children Museum From 2013 - 2015

The National Children Museum organizes many workshops and seminars on different themes related to subjects in such an inventive way that the preferred learning is easily acquired in a most successful manner. Likewise the Museum also provides several opportunities for children to help them understand their own potential as artists, craftsmen, performers or scientists by organizing workshops in different areas. The Museum, in fact provides a rich soil where the seeds of curiosity, develop and the children have a related outlet befitting their creative capabilities.

Theme / Gallery based programs / workshops organized during the period from 1st April, 2013 to 31st March, 2014 are as follows:

(i) ‘Exploring Monuments of Delhi’ (17th – 18th April, 2013).
(v) Discovering Museums – Visit to
   a) National Science Centre (24th May, 2013),
   b) Gandhi Smriti Darshan, (11th June, 2013),
   c) Air Force Museum, (13th June, 2013)
   d) Sulabh International Toilet Museum (13th June, 2013),

Program And Workshop of The Year 2014
My India- The Blend of Unity & Diversity

A four day workshop titled “My India - The Blend Of Unity In Diversity” was organized by The National Children’s Museum of National Bal Bhavan from 21st May to 24th May 2014 with the objectives to motivate children to know about the richness of diverse culture of India and imbibe among them a sense of belongingness and pride and also to make them understand that in spite of so many diversities people of our country live united and in harmony. Total 36 member children (24 boys & 14 girls) in the age group 7-12 years participated in the workshop.
The program began on 21st May, 2014 with the introduction of the participants followed by Pre-test. Thereafter the program was formally inaugurated by opening an umbrella containing photographs of classical dance forms, food, monuments and languages of different states of India as well as symbols & worship places of various religions of India. This was followed by an orientation, PPT. providing an in depth knowledge about the rich & the diverse culture of India and a visit to Hamara Bharat exhibition.
On 22nd May, 2014 children visited Shankar’s International Dolls Museum. During this visit children learnt about the costumes of different states of India and also filled up worksheets based on the museum exhibits (specially prepared for this visit).

On 23rd May, 2014 children’s visited National Handloom & Handicraft museum where they learnt about the crafts of different states of the country as
Worksheet which was specially prepared to make children interact with the exhibits of Museum’s various galleries.

On 24th May, 2014, children played games based on the subject. These games helped them revising and memorizing the facts they were told during this whole program.

Thereafter all the participants were divided in two teams to take part in this quiz. At the end all the winners of the games as well as the winning teams of the quiz were given small token gifts and all the participants who completed this four day long
program satisfactorily were distributed certificates by day. Director (Program Coordination & Research).

Fig. 7.58 Children busy in Post test

Children were also given a Post- Test. On the basis of the results availed after comparison of the scores of Pre-Test and Post – Test after the program, 54 % of participants’ knowledge increased about their country India and its rich culture.

A three days long program ‘Let’s Explore Our Neighbourhood Virasat’ was organized by National Children’s Museum from 8th to 10th May, 2014 with the objectives to motivate children to look around & know their neighborhood, to make them aware of their surroundings, to know about the important historical places of their neighborhood, to sensitize them towards their rich culture and heritage of their nearby areas so as to make them understand importance of the same, to imbibe among them the sense of belongingness and pride and also to learn how and why to preserve their age old Culture & heritage.

Total 27 children in the age group 12-16 years (20 of member schools of Bal Bhavan and 7 member children of Museum Techniques Club) participated in the program.

Just after the registration all the participants were given a specially prepared Pre – Test based on the subject of the program.
The program was formally inaugurated by the honorable Director, National Bal Bhavan and Dy. Director (PC&R) on 8th May, 2014 by opening the Map of Delhi and placing various known monuments of Delhi on it.

Fig. 7.59 Inauguration by the honorable Director, National Bal Bhavan

Fig. 7.60 Child placing the photographs in Map

The participating children, Escorts and Teachers were also given an opportunity to be the part of this inaugural activity by placing the photographs of the known as well as not so known monuments of Delhi on the map. Director, National Bal Bhavan and
Dy. Director (PC&R) also addressed the participants on this occasion. Their inspiring words further enhanced the enthusiasm of participants and motivated them to complete this program successfully.

Thereafter the program was started with the brief orientation about the subject as well as the schedule of this three day long program. As a part of this orientation, children were shown a short documentary titled ‘Purani Dilli’ depicting the life of the walled city. This was followed by a Power point Presentation specially prepared to make children understand and know about historical background of the seven cities of Dehli and how Delhi reached to its present state.

![Visit of Old Delhi during workshop](image)

Fig. 7.61 Visit of Old Delhi during workshop

On 9th May, 2014 all the participants along with escorts and teacher were taken for a heritage walk conducted by Sh. Irshad Alam Khoobi, Director, Talent Group who also had been the member of Bal Bhavan. During this heritage walk from Turkaman Gate to the Shahi Gate of Jama Masjid children were narrated many historical facts about the walled city, its culture, its traditions as well as heritage Sh. Irshad with the help of other members of his Group in the form of ‘KissaGoi’-a traditional form of story–telling of medieval Delhi). While walking through the narrow alley ways of Shajehanabad presently known as ‘Purani Dilli’(Walled City) children had glimpses of the old city, remains of Turkman Gate, tomb of Hazarat Shah Turkman Biyabani, Muhalla Sheikh Faruqui, Holy Cent Church, Tote Ki
Mazzar, Dada Pirki Mazar, Mausoleum of Razia Sultana, Bhojala Pahari, Gali Bavarchi, Kala Masjid and Jama Masjid.

On the last day of the program all the participants were taken to visit another neighboring monument ‘Agrasen Ki Baoli’ situated on Helli Road near Connaught Place. During this visit children learnt how in the olden days people used to collect rain water through these Baolies (Step wells).

Fig. 7.62 Showing Baolies

Fig. 7.63 Curator discussing the visit

‘Delhi, where Traditionality meets Modernity’ depicting the changes occurring in the historical city of Delhi. Thereafter, all the children actively participated in specially designed games based on the subject and revised all the facts
they learnt during the program by solving puzzles, cross-wards and participating in the theme quiz. The winning Team was given chocolates as a token gift. Director (P. C. & R.), NBB was present on this occasion. While sharing their experiences the children said that the fun and facts based learning during the program not only helped them in exploring various lesser known facts about their historical City but also understand the importance as well as procedures for safeguarding our own heritage i.e. our identity. They also said that the impact of this joyful learning would insolently be long lasting. All the participants who fruitfully completed the program were given Certificates by the Dy. Director (PC & R), NBB.

The results of pre-test and post tests given to the participants in the commencement and at the end of the program reflected that there was an obvious gain of knowledge among the participants which shows that the program successfully achieved its goals.

Capturing Interesting Incidents of Chacha Nehru’s Life on (10th June – 14th June 2015)

A four day long workshop titled “Capturing Interesting Incidents Of Chacha Nehru’s Life” was organized by National Children’s Museum of National BalBhawan from 10th to 14th June 2014 with the objectives to motivate children to know about their beloved Chacha Nehru, his life, his contributions in the freedom movement as well as development of independent India and also to expose them to some interesting incidents of our first Prime Minister and to motivate them to illustrate those incidents through different mediums according to their own understanding and imagination. Total 54 children (25 girls & 29 boys) participated in the age group participated in the workshop out of which 30 children successfully completed it.
Fig. 7.64 Inauguration by the program Director of Bal Bhavan

The program was inaugurated on 10th June, 2014 by completing the portrait of Pt. Nehru by the participants. The program began with an orientation, including the introduction of Chacha Nehru, a Power Point presentation which was prepared in different parts to provide in-depth knowledge about Chacha Nehru’s life.

Fig. 7.65 Children busy in making Portrait by using mini colorful balls

On 11th June, 2015 children visited Nehru Memorial Museum & Library where after the guided tour to the museum’s various sections they were given an opportunity to draw.
Besides, work sheets were provided & the children made sketches after observing the museum exhibition. On 12th & 13th children did sketches of the interesting event of Chacha Nehru’s life & on 14th they painted the sketch work done by them.

The end of the workshop on that day only all the children who fruitfully completed the workshop and actively participated were given certificates.

**Story of Wheel-Mode of Transportation through the Ages**

A five day long program “*Story of Wheel-Mode of Transportation Through the Ages*” was planned by the Museum from 3rd to 7th June, 2015 in which participated 57 member child (24 Girls and 33 Boys).

The program was formally inaugurated by the Director (PC & R) by unwinding a strip of paper wrapped on the replica of a giant wheel.
Fig. 7.67-68 Inauguration through the Director

The strip carried the title of the program as well as the pictures of various modes of transportation used in different periods as a symbolic illustration of the development of transportation through the ages. Prior to this as soon as all the participants gathered, they were given Pre-Test.

After a brief orientation about the program, its subject and day to day schedule through a specially PPT. Titled ‘Facto-Meter’ children realize that we are surrounded by wheels in our day to day life which shows that today we can’t think of moving even an inch without wheels. Some interesting facts related to wheels, its various types and uses, etc. were also told to children. This was followed by a narration of Wheel’s Story through PPT giving factual information about how, where, when and by whom the wheel was invented and its evolution through the ages. Children came to distinguish that the oldest wheel establishes in archaeological excavations was exposed in Mesopotamia (present Iraq) and is understood to be over fifty-five hundred years old. This was made up of wood. Children also learnt that the Potter’s Wheel was invented in about 4500 BC and the spoked wheel was invented quite later. They also came to know that in the Harappan civilization of the Indus Valley and Northwestern India, we find toy-cart wheels made of clay with lines which have been interpreted as spokes painted or in relief. While telling participants about how the invention of wheel brought revolution in human life they were given information about different modes of transportation like air, water, under water and road transportation.
On 4th June Children made toys based on wheel as well as various means of transportation such as boat, aero plane etc. through paper craft activity.

On 5th June, 2014 children were told about various ways and means of Future Transportation. They also learned why and what kind of future transportation is needed. They were also shown photographs and videos of a few such means of transportations which can help us in avoiding traffic jams, parking problems as well as pollution. Earlier to this children were also told about importance of land, air and water transport.

Thereafter using waste egg trays children learned to make helicopter. Each of them made one helicopter.
On 6th June, 2014 all the participants played specially designed games based on the subject and through that learnt various facts related to the subject.

A quiz based on the theme was also organized in which children participated in two teams - Team A & Team B. Each member of captivating Team was given a chocolate as a token prize.

On 7th June i.e. last day of the program all the participants were taken to visit ‘Metro Museum’ where they gathered information about the latest mode public transportation introduced in Delhi recently and which has made our life quiet easier.

On their return all the participants who completed this program successfully were given certificates.

7.18 Observing International Museum Day on 19th- 20th May, 2015

A two day long program Observing International Museum Day was organized by the National Children’s Museum from 19th to 20th May, 2015 with the objectives to create awareness among the children regarding Museums-the custodians of our glorious past and rich cultural heritage of India, to make them understand how museum can help them in understanding various aspects of their curriculum as well as their day to day life and to make them understand the importance of Museums. Total 34 member children (8 Girls+26 Boys) Museum Techniques Club of NBB.

The program began on 19th May, 2015 by giving the participants a Pre-Test just after the registration. The program was formally inaugurated by one of the participants by filling up the missing alphabets ‘U’, ‘S’ and ‘E’ (which together make word ‘use’) in the ‘word puzzle’ of the word ‘MUSEUM’. This was to make participants understand that the word museum itself manifests that Museum is a museum only if it is used by the people for learning purpose. While orienting participants the curator explained the children the derivation of the word ‘Museum’, the importance and uses of the Museum. They were also explained how museums can help them in understanding various concepts of their curriculum and various things related to their day to day life. Children were also apprised about the significance of the ‘International Museum Day’. This was followed by the guided tour of National Children’s Museum’s one of the permanent gallery Hamara Bharat. While visit children were also told about the ethics of visiting a museum.

After that through a specially prepared PPT participating children were given the information about the origin, history and development of the Museums.
On 20th May, 2015 first, all children were taken for a guided tour of Gaurav Gatha and Surya Exhibitions of NCM. Thereafter, through PPT only children were explained about the functions of a museum and types of Museums. They were also told about some Museums of world fame, their location and the reason of their importance, etc., India’s first Museum Indian Museum Kolkata. Thereafter, all the children actively participated in specially designed games based on the subject and revised all the facts they learnt during the program by solving puzzles, crosswords and participating in the theme based Quiz. The winning Team was given chocolates as a token gift. At the end children were given a Post-Test.

The results of Pre-Test and Post Test is given to the participants at the beginning and at the end of the program reflect gain of knowledge among the participants which shows that the program successfully achieved its goals.

7.19 Museums visits of 2015

Museums organize various visits of different Museums in Delhi every year. Museum prepared the pre test worksheet and post test worksheet which is filled by the children.

7.19.1 Visit to National Gandhi Museum on 29th May, 2015

As a part of the series of visits organized by museum to various types of Museums under its proposed program ‘Exploring Museums- Treasure Houses of Our Glorious Past’ 35 member children (20 Girls + 15 Boys) of ‘Museum Techniques Club’ were taken for a visit to ‘National Gandhi Museum’, Ring Road, on 29th May, 2015.

On their arrival children were received by Sh. Sunil, a Gallery Guide of the Museum who first briefed them about the Museum, its objectives, its collection and its various galleries, Thereafter, the children were taken for a guided tour of Museum’s various galleries. Sh. Sunil told children in detail about Mahatma Gandhi, his lifestyle, his struggle for freedom. During the visit children were also narrated various incidents of Bapu’s life which helped in imbibing Gandhian values among them.

In the Photographic Gallery children saw the original photographs of Gandhiji. Through these photographic evidences children came to know about the real journey of Mahatma Gandhi. Then children were taken to the ‘Spinning Wheel Gallery’ where they saw different types of ‘Chrkhas’ which were used to prepare cotton thread. Thereafter the children moved to Art Gallery showcasing painting, sketches, sculpture.
pieces, art in wood, metal wire etc. on Mahatma Gandhi. In the remembrance Gallery Children witnessed the original belongings of Mahatma Gandhi like his as well as his wife Kasturba’s clothes and beddings etc. Thereafter the children went to the next gallery Martyrdom Gallery, where they saw blood marked Dhoti, Shawl and the watches worn by Mahatma Gandhi when he was assassinated, one of the three bullets which killed Gandhiji and a blow-up with a quote ‘My life is My Message’ that made children emotional.

At the end of their visit children were taken to ‘Ashram Gallery’ wherein they got an opportunity to experience life size of recreated models of Gandhiji’s ‘Cottages of South Africa’, ‘Satyagrahi Ashram of Sabarmati’ and his ‘Sevagram Ashram of Wardha’.

The visit was fruitful as children gathered lot of information related to the father of the Nation & their beloved ‘Bapu’ which enhanced their knowledge.

7.19.2 Visit to National Museum of Natural History (NMNH) on 30th May, 2015

Under the proposed program “Exploring Museums- Treasure Houses of Our Glorious Past”. 38 member children of ‘Museum Techniques Club’ were taken for a visit to ‘National Museum of Natural History’, FICCI Building, Mandi House on 30th May, 2015. Museum organized a series of visits to various types of Museums and as a part of this series 29 member children (13 Girls + 16 Boys) of Museum Techniques Club visited ‘National Museum of Natural History, FICCI Building, Bara Khabba Road on 30th May, 2015 where they were welcomed by an official of the museum Smt. Jaya Dasgupta, who guided them throughout the Museum. While briefing children about the Museum NMNH in the beginning she told the children that the main objectives of this Museum are to encourage environmental education and initiate environment conservation consciousness. She also told that this Museum has four floors and each floor has different galleries.

First of all she took the children to the original, stuffed, one horn Rhinoceros which is exhibited at the entrance of the Museum and is also the logo of this Museum and told children that the name of this Rhino is Mohen. Thereafter, children were taken to the following galleries of the Museum:

**Introduction to Nature and Natural History** displaying the formation of the earth and evolution of life on earth. Here children gathered the first hand knowledge
about fossils, dinosaurs through the original object displayed in the gallery such as fossils of shell & left femur of dinosaurs.

Then the children went to the second Gallery ‘Nature’s Network Ecology’ where they learnt about the ecological balance, food chain, life on Wet Land and Dessert. Here, apart from hearing the voices of various birds, children also saw original stuffed endangered animals and extinct ones. Thereafter they were taken to “Discovery Room” where they took part in various activities and games based on nature and the environment and at the end a book on environment & nature was given to all the children designed and published by NMNH.

Thereafter, all the children proceeded to the third Gallery of the Museum named “Conservation” where they learnt about the conservation of energy, nature and natural resources, Movements’ run to protect nature such as ‘Chipko Movement’ etc.

Children got the opportunity to visit the fourth gallery wherein is on display a very unique and different kind of exhibition ‘Intangible Natural Heritage’ this was a temporary exhibition installed in place of old permanent exhibition “Cell - the basic unit of life”.

This visit proved very educative, meaningful and beneficial for children as all galleries were directly related to their curriculum a well as their day to day life because environment is an integral part of every human being’s life. This visit also made children to think about the things such cutting trees, wasting of water, littering the earth etc are polluting our environment and destroying our earth and understand how they can play an important role in protecting environment.

This visit provided the children an opportunity to understand various concepts of their curriculum joyfully.

7.19.3 Visit to National Science Centre on 2nd June, 2015

As a part of the series of visits to various types of Museums under the proposed Summer Program of National Children’s Museum-‘Exploring Museums-Treasure Houses of Our Glorious Past’. 38 member children (14 Girls + 24 Boys) of ‘Museum Techniques Club’ were taken for a visit to ‘National Science Centre, on 2nd June, 2015.

Science and Technology based this Museum consists of various galleries. Guided by the escorts who accompanied them, children first of all were taken to
‘Heritage Gallery’ where they learnt about the evolution of civilization- Harappa and Mohenjodaro Civilization, the Science as well as Tool & Techniques of that period, Evolution of Indian Scripts & discovery of counting, ancient techniques of pottery making, perfume making, coin making, designs and techniques of architecture as well as building and development of transportation etc. Thereafter they were moved to next gallery where they saw and learnt about basics of Physics, Chemistry and Biology by interacting with participatory exhibits. The two galleries of this museum where children learnt a lot and also enjoyed were ‘Save Water’ & ‘Jurassic Era Galleries’ In the first one they learnt how to save water and in the latter one i.e. ‘Jurassic Era Gallery’, they learned how life came into existence from unicellular organism to complex animal like human and also came to know about different types of dinosaurs and also how they extinct from the earth.

In the gallery of fun and games children enjoyed seeing exhibits of illusion, puzzles, balancing track, musical light and mirror (popularly known as Bhool Bhulaiya).

During their visit children also watched a 3D movie based on Conservation of World and Nature. For all the children it was the experience like never before, after watching this movie children get motivated to save our world.

7.19.4 Visit to National Museum on 4th June, 2015

As a part of the series of visits to various types of Museums under the proposed Summer Program of National Children’s Museum-‘Exploring Museums-Treasure Houses of Our Glorious Past’. 46 member children (19 Girls & 27 Boys) of ‘Museum Techniques Club’ were taken for a visit to multipurpose museum ‘National Museum’, Janpath on 4th June, 2015.

On their arrival children were received by Official Guides to the Museum who briefed them about the about the Museum its collection and its galleries.

The National Museum consists of various galleries. Children were divided into two groups. Each group was taken for a guided tour of the Museum. During their visit children saw the Harappan Gallery which was specially chosen for the visit. Here children learnt about the Indus Valley Civilization, presently known as ‘Harappan Civilization’. They learnt about the ancient towns of civilization- Harappa and Mohenjodaro (excavated first), their town planning, pottery, jewelry, tools, seals, etc. In addition to the objects excavated from the above mentioned two ancient sites
children also saw a skeleton and some other objects retrieved during the excavation took place at the archaeological site of Rahkigarhi, Haryana which also belong to the Harappan Civilization.

Thereafter, children were taken to Museum’s other galleries namely Maurya, Sunga, Gandhara, Gupta, Bronze, Buddha, Decorative Art, Textile, Miniature Painting, Tribal, Musical Instrument and where they saw sculptures of respective periods, decorative objects such as various objects made up of ivory including elephant tusk carved with life scenes of Lord Buddha, jewelry box, a temple made up of Ivory (tusk of elephant). In Arms and Amours’ Gallery children saw the original sword of Tipu Sultan, original armor of Aurgamzeh and a giant elephant displayed with armors depicting the manner in which ancient time the emperor used to protect their elephant and horses for their own protection sake.

Here Children also got an opportunity to see various original objects which were displayed inside as well as outside of the Museum. Children also saw huge Temple Chariot displayed near the main entrance gate was the center of attraction for the children. During the visit they also filled up sheet specially prepared for this visit. Children learnt and enjoyed here and wanted to visit this museum again.

7.19.5 Visit to Delhi Metro Museum on 6th June, 2015

As a part of the series of visits to various types of Museums under the proposed Summer Program of National Children’s Museum-‘Exploring Museums-Treasure Houses of Our Glorious Past’. 39 member children (13 Girls & 26 Boys) of ‘Museum Techniques Club’ were taken for the visit to a new kind of museum ‘Delhi Metro Museum’, Patel Chowk, Delhi on 6th June, 2015.

On their arrival at the Museum children were received by an Official of the Museum who, while briefing the children about the Museum apprised them that this is the first Metro Museum in the world in an operational station and also the first Modern Metro Museum of South Asia. He also told children that the museum is conceptualized with an idea to present the history, events and developmental stages of Delhi Metro in chronological order so as to inform and educate people about Delhi Metro and what went into its making. The museum depicts the story of development of a speedy modern mode of public transportation introduced in Delhi a few years ago.
Through the displayed objects - models of various Machines such as tunnel boring machines & tools used in construction of metro- tracks, the accessories used by the people while work in various capacities during the construction work of Metro, photographic depiction of the process of handling the challenging jobs etc., children were amazed. Children also learnt about the functioning of the Metro and the ethics of travelling in it through a video. At the end children got an opportunity to enjoy Metro ride from Patel Chowk to Central Secretariat.

They also saw the souvenir shop at the Museum from where visitors can take back home memories and mementos like key chains, pens, DMRC Ties and Souvenir tokens etc. at nominal price. All the visits were proved very informative and interesting for the children and enabled them to distinguish different types of Museums.

7.20 Programs/workshops of 2015

7.20.1 Aao Rangon Mein Dhalen Kahaniyan Panchtantra ki on 15th–19th September, 2015

The proposed five day long program titled “Aao Rangon Mein Dhalen Kahaniyan Panchtantr Ki” was organized during current financial year by National Children’s Museum of National Bal Bhawan from 15th to 19th September, 2015 with the objectives to launch children to the famous story book of ‘Panchtantra’, to absorb among them the values and to educate them through the interesting less known stories of fabulous book of stories - ‘Panchtantra’, to make them understand and realize the importance of this great literary work as well as the traditional stories and to motivate them to read other traditional story books like ‘Jatakas’, ‘Kathasaritsagar’, ‘BetalPachchisi’ & ‘SinhasanBattisi’ etc., to motivate to illustrate those stories through painting or other mediums according to their own understanding and imagination. Total 27 children (14 boys & 13 girls) in the age group 7 to 16 years (including the member children of Bal Bhavan, children of member schools namely Summer Field, Salwan Girls Sr. Sec. School and SarvodayaBalVidyalay, Roshnara Road) participated in this program. All 27 children (14 boys & 13 girls) completed the program successfully.

The program was formally inaugurated by the In charge Deputy Director (Prog.) Mrs. AshaBhattacharjee and two participants by opening the scale model (created in house) of the book ‘Panchtantra’ and bringing out from that the title page
and 2 illustrations depicting a story of the same book. Thereafter the program was started by orienting the participants about the theme of the program, i.e. ‘Panchtantra’ its writer, the content and the schedule of the 5 day long program. This was followed by the narration of the story behind the creation of this valuable book giving details why this book was written, who wrote it and the content of the book. Children were also told that this book is named as ‘Panchtantra’ because it consists of 5 Chapters namely ‘MitraBhed’ (Discord among friends), ‘MitraSamprapti’ (Gaining Friends), ‘Kakolookiya’ (Of Crows and Owls), ‘Labdh-pranash’ (Loss of Gain) and ‘ApareekshitKarak’ (Imprudence). This was followed by a story telling session wherein children were narrated two stories one is of ‘Four Friends’ from 2nd Chapter of the book ‘Mitra Samprapti Tantra’ & the story of ‘Snake & Crab’ from Panchtantra’s last Tantra i.e. 5th Chapter. Thereafter the children started making rough sketches of the stories heard by them.

On 16th September, 2015 children completed illustrations of the stories told to them the previous day and thereafter they were told three more stories titled ‘Monkey & the Sparrow’ ‘Wise Enemy is Better than Foolish Friend’ and ‘Dharmbuddhi&Papbuddhi’. Children prepared rough sketches of their illustrations based on those stories.

On 17th September, 2015 children finalized the sketches started by them previous day and after that one more story titled ‘JaisiKaraniVaisiBharani’, ‘Four Foolish Scholar Friends’ were narrated to the children who later prepared rough sketches of their illustration based on these stories.

On 18th September, 2015 Children finalized their illustrations (prepared by them on 15th, 16th & 17th September, 2015) by coloring and giving them finishing touches. Children were also told one more story titled ‘Three Merchants and a Thief’.

On 19th the last day children finalized all their illustrations by completing colouring and giving finishing touches. At the end all the participants were given certificates for participation.

7.21 Proposed concepts

➢ Toys and Games through the ages
➢ Technological development including IT zone
➢ Means of communication
➢ Technological Development
7.22 Expenditure Details of the programs and workshops of 2015

Expenditure on the programs organized by the Museum and the banners and Posters got printed through the Museum:

<table>
<thead>
<tr>
<th>Sr. Number</th>
<th>Name of Program</th>
<th>Expenditure occurred</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Observing International Museum Day</td>
<td>Nil</td>
</tr>
<tr>
<td>2.</td>
<td>Exploring Museums – ‘Treasure Houses Of Our Glorious Past’</td>
<td>1,164/-</td>
</tr>
<tr>
<td>3.</td>
<td>‘Aao Rangon me DhalenKahaniyanPanchtantraki’</td>
<td>Nil</td>
</tr>
<tr>
<td>4.</td>
<td>Printing of banners of Summer Fiesta (bilingual)</td>
<td>11,323/-</td>
</tr>
<tr>
<td>5.</td>
<td>Designing, Printing of banners on flex and A3 Size posters for Summer program ‘Urja’- Celebrating the youthful energy organized in Bal Bhavan in collaboration with ‘Sur Saaz’</td>
<td>14,380/-</td>
</tr>
</tbody>
</table>

**Total** : 26,867/-

Name of the Program/Workshop : **My India – A blend of unity & diversity**

Date of the Program & Duration : 15\(^{th}\) – 19\(^{th}\) December, 2015, Five days long program

Number of Participation : 30 SC/ST, Children (in the age group 12 to 16 years) (07 – 12 years) of Bal Bhavan of M.P.

Beneficiaries : Children through them Society
Objectives: To motivate children to know about the richness of the diverse culture of India and imbibe among them a sense of belongingness and pride.

Level (Local, Zonal, National): State Level

Program Content (Details of Program): Pre-test, orientation, PPT presentation, audio-visual show, visits and theme based activities such as painting, clay modeling, creative writing, them based games, puzzles etc.

BUDGETARY REQUIREMENTS

Material required: Cartridge Sheet, Photo paper, Projector, Markers, Clay, Computer Cartridge, Photocopier paper (A4 size), Chart paper / Pastel Sheets, Slip-pads (each of 30-40 pages), Pens, Pencils, Erasers, Poster Colors, Pencil Colors, Sketch pens, Crayons, Double-side tape and Choksi Board/ Card Board, Glue-stick etc.: 10,000/-

T.A. /D.A. @ 1500/- per head for 30 children and 20 escorts (one male): 75,000/-

Food and Accommodation @ 250/- per head, per day
For 28 Children and 7 Escorts in Bal Bhavan Hostel for 7 days (250 x 50 x 7): 12,500/-

Refreshment during the visits @ Rs 30/- per head, per visit for 52 persons (30 children. + 22 escorts)
Rs 30 x 52 visits x2: 3,120/-

Honorarium to External Resource Person: ----
Photography/Videography: 10,000/-
Certificates: 600/-
Transport for visits (visits to Crafts Museum & Doll Museum) : 7,000/-
One Banners (7x3’) : 1,000/-
Miscellaneous (Small gifts to the winning team/children of theme based games & quizzes etc.), : 5,000/-
Additional Help : ----
Others: Entry Ticket/Fee of Monuments, Light and Sound Program and Bus Parking and photography fees at Museums (if any) etc. : 5,000/-
Charges for Heritage Walk for 30 children and
Total Expenditure : 1,29,000/-
### Table 7.2 Program of The Year 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Program</th>
<th>Duration</th>
<th>Participation</th>
<th>Estimated Financial Requirement</th>
<th>Beneficiaries</th>
<th>Remarks and Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>May – June, 2015</td>
<td>Exploring Museums- treasure houses of our glorious past</td>
<td>Visit to 5 different types of Museums</td>
<td>40-50 member children in each visit</td>
<td>40,000/-</td>
<td>Children</td>
<td>Local Level</td>
</tr>
<tr>
<td>19th &amp; 20th May, 2015</td>
<td>Observing International Museum Day</td>
<td>Two Day</td>
<td>30 - 35 member children in each visit</td>
<td>5000/-</td>
<td>Children</td>
<td>Local Level</td>
</tr>
<tr>
<td>2nd - 6th June, 2015</td>
<td>AaoRangonmeindhalenKahaniyanPanchtanraki</td>
<td>Five Day</td>
<td>30 - 35 member children</td>
<td>12,000/-</td>
<td>Children</td>
<td>Local Level</td>
</tr>
<tr>
<td>Date</td>
<td>Program</td>
<td>Duration</td>
<td>Participation</td>
<td>Estimated Financial Requirement</td>
<td>Beneficiaries</td>
<td>Remarks and Levels</td>
</tr>
<tr>
<td>July- Aug. 2015</td>
<td>AaoRangonmeindhalenKahaniyanPanchtanraki</td>
<td>Five Day</td>
<td>30 - 35 member children</td>
<td>34,250/- (including refreshment &amp;</td>
<td>Children</td>
<td>Local Level</td>
</tr>
<tr>
<td>Date</td>
<td>Program</td>
<td>Duration</td>
<td>Participation</td>
<td>Estimated Financial Requirement</td>
<td>Beneficiaries</td>
<td>Remarks and Levels</td>
</tr>
<tr>
<td>-------------------</td>
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<td>---------------------------------</td>
<td>---------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>September-October, 2015</td>
<td>AaoRangonmeindhalenKahaniyanPanchtantraki</td>
<td>Five Day</td>
<td>30 - 35 member children</td>
<td>34,250/- (including refreshment &amp; Transport)</td>
<td>Children</td>
<td>Local Level</td>
</tr>
<tr>
<td>Nov.-Dec.,2015</td>
<td>Temporary Exhibition of Children’s work would be done during the Prog. “AaorangomeindhalenKahani”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40,000/- to 1,00,000/-</td>
</tr>
</tbody>
</table>

Total: 1,65,500/- to 2,65,500/- + Wages of Summer Instructor
7.23 PROGRAMS / ACTIVITIES OF 2016

A two day long program ‘Exploring Our Heritage’ is being organized by the National Children’s Museum of National Bal Bhavan in on 22nd & 23rd April, 2016 in commemoration of the World Heritage Day. About 30-35 member children of JBB, Mandi and Museum Techniques Club will participate. The objectives of this program are to create awareness among the children about the rich heritage of Delhi the city they live in, to make them understand the importance of their heritage- specially monuments- the proof of our glorious past and the identity of our city as well as our country, to motivate them to contribute in preserving their precious heritage and imbibe among them a sense of belongingness and also make them to learn how to preserve these age-old historical heritage. These objectives would be fulfilled by conducting various activities such as orientation, telling children story of seven cities of Delhi a PPT (specially prepared for this purpose), visits to various monuments, Sound and Light program, Heritage Walk, a talk on Kissa-goi’, interaction with resource person of the subject, specially devised theme based games, quiz and making children express their views/ expressions on the subject through various ways painting, clay modeling and writing etc. Schedule of the program would be as follows:

22nd April, 2016 (Friday)

10:00 a.m. - 10:30 a.m. : Registration & Pre-Test
10:30 a.m. - 11:30 a.m. : Formal Inauguration followed by orientation and a PPT on ‘Story of seven cities of Delhi’.
11:30 a.m.-01:00 p.m. : An interactive talk by ‘Sh. Irshad Alam Khubi’, Founder Director of Talent Group and ex-member of NBB on ‘Kissagoi-traditional Art of story-telling’.
11:30 a.m.-01:00 p.m. : Lunch
02:00 p.m.-05:00 p.m. : Visit to ‘Feroz Shah Kotla’
05:00 p.m.-06:00 p.m. : Evening Tea
06:00 p.m.-8:30 p.m. : Children will be taken to Old Fort for showing them Light and Sound program ‘Ishque-e-Dilli’ at Purana Quila.
8:45 p.m. : Dinner
23rd April, 2016 (Saturday)

06:30 a.m.-07:00 a.m. : Breakfast

07:00 a.m.-11:30 p.m. : ‘Heritage Walk’ conducted by Sh. Irshad from Turkman Gate to Shahi Gate JamaMsjid to expose children to the glorious past and rich culture of this old city also known as walled city which was established by Shahjahan as ‘Shahjahanabad’ during medival period.

12:00 O’clock-01:30 p.m. : Post Heritage walk interaction after which children would express their observations/ thoughts / views etc. through painting / sketching /clay modeling.

01:30 p.m.-2:00 p.m. : Lunch

2:00 p.m.-3:00 p.m. : Children will continue working on their expressions and complete their works.

03:00 p.m.-4:00 p.m. : Quiz and specially devised games will be conducted so that through these based games various facts and information gathered by children during this 2 day long program once again can be revised.
### Table 7.3 Details of 2016 Summer Program

<table>
<thead>
<tr>
<th>Date</th>
<th>Program</th>
<th>Duration</th>
<th>Participants</th>
<th>Estimated Financial Requirement in INR</th>
<th>Beneficiaries</th>
<th>Remarks and Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>April, 2016</td>
<td>Exploring Our Heritage (Observing World Heritage Day)</td>
<td>2 Days</td>
<td>30-35 children of JBB, Mandi and NBB (10-16 years)</td>
<td>60,000/-</td>
<td>Children</td>
<td>Local</td>
</tr>
<tr>
<td>May, 2016</td>
<td>Let's Explore Our Motherland</td>
<td>10 Working Days</td>
<td>30-35 member children of NBB (9-16 years)</td>
<td>29,500/-</td>
<td>Children</td>
<td>Local</td>
</tr>
<tr>
<td>May-June, 2016</td>
<td>Diorama making Workshop</td>
<td>7 Working Days</td>
<td>25-30 member children of Museum Techniques Club (12 – 16 years)</td>
<td>82,000/-</td>
<td>Children</td>
<td>Local</td>
</tr>
<tr>
<td>May-June, 2016</td>
<td>Exploring the Uses of Museums- Trusure Houses of Our Glorious Past</td>
<td>5 Days</td>
<td>40-45 member children of Museum Techniques Club (7 – 16 years)</td>
<td>41,500/-</td>
<td>Children</td>
<td>Local</td>
</tr>
</tbody>
</table>
7.24 Proposed Program For The Month May/June, 2016

7.24.1 Exploring Our Heritage (Observing World Heritage Day)

Date of the Program & Duration : 21\textsuperscript{st} - 22\textsuperscript{nd} April, 2016, 2 working day long program

Number of Participation : 30 – 35 Member Children of JBB Mandi/Bal Bhavan (10 – 16 years)

Beneficiaries : Children

Objectives : To create awareness about the heritage and sense of belongingness among the children and to sensitize them for the rich cultural heritage of Delhi.

Level (Local, Zonal, National) : Local Level

Program Content (Details of Program) : Pre-test, orientation, PPT on the subject, Visit to Feroz Shah Kotla, Visit to Old Fort followed by Light and Sound show – ‘Ishk-e-Dilli’, Heritage Walk, Theme based activities followed by visit to ‘Ugrasen Ki Baoli’.

Budgetary Requirements

Material required: Cartridge Sheet, Markers, Clay, Computer- Cartridge, Photocopier paper (A4 size), Slip- pads (each of 30/40/80 pages), Pens, Pencils, Erasers, Poster Colors, Pencil Colors, Sketch pens, Crayons, Sable Brushes (Flat and round in assorted sizes): \(5,000/-\)

Food and Accommodation for 40 persons on

21\textsuperscript{st} (B/F, Lunch, Evening Tea, Dinner & night stay) and 22\textsuperscript{nd} April, 2016 (B/F, Lunch, Evening Tea)

As per NBB norms regarding Food and Accommodation at NBB Hostel: \(23,600/-\)

Refreshment during visits

@ 30/- per head per day for 40 persons (Children + Escorts)

\(40 \times \text{Rs. 30/-x4: } 4,800/-\)
Honorarium to Two External Resource Persons

@2000/-per day 4,000/-

Photography/Videography: 1,000/-

Certificates: 1,000/-

Transport to bring children of JBB, Mandi to NBB, For visits to Feroz Shah Kotla, Old Fort on 21\textsuperscript{st} April, 2016 i.e. from 8:00 a.m. to 9:00 p.m. For Heritage Walk, visit to UgrasenkiBaoli and drop children back to JBB, Mandi in the evening after the program on 22\textsuperscript{nd} April, 2016 i.e. from 6:30 a.m. to 6:00 p.m.: 10,500/-

Banners:: -----\n
Miscellaneous including Entry Tickets , Camara fee and parking charges etc. : 9,000/-

Additional Help: Additional man power i.e. one casual labor for 2 working days

Others (Prizes i.e. Chocolates/pens/books etc. to the winners of puzzles and games): 1,000/

Total Expenditure approximately\textit{(excluding casual labour)}: 59,900/-

Total (Round off figure) : 60,000/-

(Sixty thousand Only)

\textbf{7.24.2 Let’s Explore Our Motherland- India – A blend of unity & diversity. :}

May/ June 2016, Ten working day long

Number of Participation : 30 – 35+ Member Children (9 –16 years)

Beneficiaries : Children and through children the society

Objectives : To motivate children to know about the richness of diverse culture, traditional art and crafts of India, to motivate them to learn the skill of at least one traditional craft
of India and imbibe among them a sense of 
belongingness and pride.

**Level** (Local, Zonal, National) : Local Level

**Program Content** (Details of Program) : Pre-test, orientation, PPT presentation, audio-visual show, visits to the relevant museum followed by theme based activities such as painting, clay modeling, creative writing, games, puzzles, quiz etc. and hands on learning experience of the traditional Paper Mache craft of J&K.

**Budgetary Requirements**

**Material required:** Cartridge Sheet, Markers, Clay, Computer-Cartridge, Photocopier paper (A4 size), Chart paper / Pastel Sheets, Slip-pads (each of 30/40/80 pages), Pens, Pencils, Erasers, Poster Colors, Pencil Colors, Sketch pens, Crayons, waste paper, used egg-trays, glue (gum), Plastic Bowls (medium), Sand Paper of 100 number, Dry Cristal Gond, Golden & Silver Pens, Sable hair round Brush of 0 number, 01 number, 02 numbers, 04 number, 06 number and 08 number and Glue-stick etc: 8,000/-

**Food and Accommodation/ Refreshment during visits**

@ 30/- per head per day for 40 persons (Children + Escorts)

40 x Rs. 30/-x10: 12,000/-

**Honorarium to External Resource Person:** ------

**Photography/Videography:** 1,000/-

**Certificates:** 1,000/-

**Transport:** 3,500/-

**Banners:** ------

**Miscellaneous** including Entry Tickets, Camara fee and parking charges etc: 3,000/-

**Additional Help:** Additional man power i.e. one
casual labour for 10 working days

**Others** (Prizes i.e. Chocolates/pens/books etc.
to the winners of puzzles and games): 1,000/

Total Expenditure approximately (excluding casual labour): 29,500/-

7.24.3 Diorama Making Workshop.

*(May/ June 2016, 7 working day long)*

Number of Participants: 25 – 30 Member Children (12 – 16 years)

Beneficiaries: Children

Objectives: To introduce children to a type of display of Museum and make them understand how a concept takes place of an exhibit, to make children aware of the process of executing Diorama and give them an opportunity to learn different kind of skills involved in this process through hands on activities.

**Level** (Local, Zonal, National): Local Level

**Program Content** (Details of Program): Pre-test, orientation, PPT presentation explaining about Diorama, purpose and types of diorama, visits to NMNH to see the different types of dioramas as well as the demonstration of execution of diorama, have hands on experience of execution of this type of presentation technique.

**Budgetary Requirements**

**Material required:** Card board, Compressed Thermocole sheets, Cartridge Sheet, Markers, Clay, Computer- Cartridge, Photocopier Paper (A4 size), Slip- pads (each of 30/40/80 pages), Pens, Pencils, Erasers, Poster Colors, Acrylic & Pencil Colours, Sketch pens, Crayons, POP, Sun Board, Jute Mat, Jute, Sponge, Acrylic Sheet (thick one and thin one), Synthetic
Grass, Fevicole, Brushes (Flat and round in assorted sizes), Plastic Bowls (medium and big size), Sand Paper of 50 and 100 number, Golden & Silver Colours, Muslin Cloth, Foil, Cotton, Nails (assorted sizes and numbers), paper cutter, Haxa Blades etc.: 15,000/-

Food and Accommodation/ Refreshment during visits @ 30/- per head per day for 40 persons (Children + Escorts) 40 x Rs. 30/-x7: 8,400/-

Honorarium to Two External Resource Persons @2000/-per day, per Resource Person: 28,000/-

Photography/Videography: 1,000/-

Certificates: 1,000/-

Transport: 24,500/-

Banners:: -----

Miscellaneous including Entry Tickets ,Camara fee and parking charges etc. : 3,000/-

Additional Help: Additional man power i.e. one casual labour for 10 working days

Others (Prizes i.e. Chocolates/pens/books etc. to the winners of puzzles and games): 1,000/

Total Expenditure approximately (excluding casual labour) : 81,900/-

Total (Round off figure): 82,000/- (Eighty Two Thousand Only)

This program may be organized in collaboration with NMNH as they have their own workshop for execution of dioramas as well as experts. In case NMNH agrees for the same then the expenditure mentioned above on honorarium would be completely waved off and subsequently total expenditure of the program would come down to Rs. 53,900/- i.e. round Rs. 54,000/-(Fifty Four Thousand Only).
7.24.4 Let’s explore the Uses of Museum - Treasure houses of our glorious past & Heritage

Date of the Program : May - June, 2016
Duration : Five visits of five different Museums - 5 day
Number of Participation : 40-45 member children (i.e. 3 children from each state) children + 7 escorts
Beneficiaries : Children through them society
Objectives : To introduce children with museums, to create awareness among young generation about the importance of Museums, to make them understand the functions, types and role of museums in their life and to provide children the extended knowledge about museum, it’s types & functions.
Level (Local, Zonal, National) : Local Level
Program Content (Details of Program) : Pre – Test, Orientation followed by Brief description about the development of Museum through PPT, Guided visit of different types of Museum (i.e. personalia/ Site/ Art and Craft / Art and Archaeological/ Agriculture etc.), Filling of Worksheet based on the galleries of the visiting Museum. Post - Test.

Budgetary Requirements

Material required: Photocopier Pater (A-4 Size)
Slip- Pads (30-40 pages) & Pens etc. for all five visits : 8,000/-
Food and Accommodation Refreshment every day
50 (45 child. + 5 escorts) x Rs 30 x 5 visits : 7,500/-
Honorarium to External Resource Person : 6,000/-
Photography/Videography: of 5 Visits : 2,000/-
Certificates : ----
Transport (in case Bal Bhavan Bus is not available) : 17,500/-
Banners: : Nil
Miscellaneous : 5,000/-

Additional Help : ----
Others: Entry Ticket of Museums, Bus Parking and Photography fees (if) etc. : 3,000/-
Total Expenditure : 49,000/-

Proposed concepts of National Children’s Museum
Means of communication
Toys and games through the ages
Technological development
Technological development include IT zone
Senses- importance and need of their care
Knowing working of various organs of human body
Sound and light
Concept of 3D
Air and water
A cozy zone/story telling corner/discovery room
Kids corner for children up to the age of 6 or 7 years with a toy bank.

**7.25 Summary**

This chapter pointed out that the introduction of the NCM as well as NBB. In this chapter includes the detail of the activities provided by the NCM for the visitors. This chapter also shows the ten years visitor records, different galleries of the National Children Museum. And also gave the detail of complete program and workshop and different museum visits from the May-June 2013-2014 along with its budgetary requirements.
References


