

STATUS STUDY ON  
**BAL KENDRA**  
IN EAST DELHI

RESEARCH REPORT



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District Institute of Education and Training,



Status Study of Functioning of  
**BAL KENDRAS**  
in East Delhi

2024

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## UNDERTAKING

This is a PAC approved research project of DIET, Karkardooma. This project began in 2023 and was completed in March 2024. The present research report published by DIET Karkardooma in an original Status Study of Functioning of Bal Kendras in East Delhi. The responses in this research report have been directly received from the teachers taking classes in Bal Kendra, District East, Delhi.

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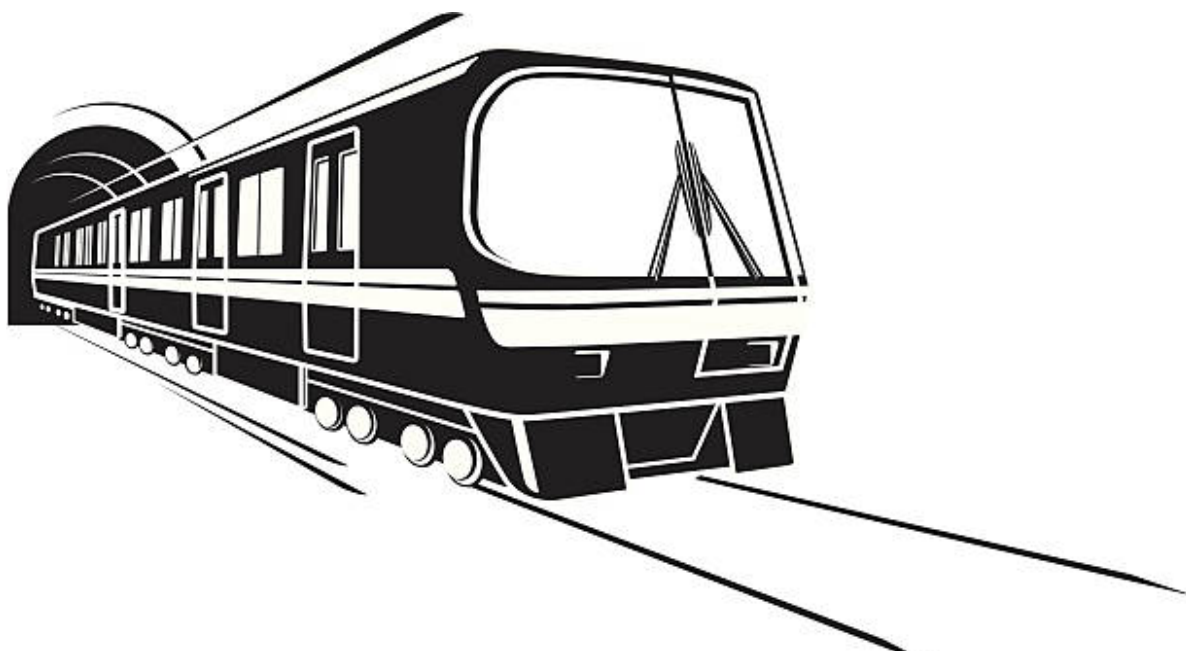
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- Research Team









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# PREFACE

Bal Kendras were established in Govt. schools and other institutes by the National Bal Bhawan. Bal Kendra caters to the creative talents of the students of the school as well as provides hobby classes in Arts & crafts and music to the children of nearby areas after regular school hours and during vacations.

Bal Kendras were established to enhance the creative potential of children by providing them the much-needed opportunities and a common platform to interact, experiment, create, and perform according to their age and ability.

An important NEP 2020 task is to strengthen the Bal Bhavan and Bal Kendras established in each state. This study aimed to understand the functioning of Bal Kendras, in Delhi, specifically district east.

The research also aimed to study the gap between the expectations of the schools and the contribution of Bal Kendra to the students.

This research study delves into the status of Bal Kendra in East Delhi, aiming to provide a comprehensive understanding of its role and impact on the community. Bal Kendra, or children's centres, serve as vital spaces for nurturing and supporting the holistic development of children, offering various educational, recreational, and social activities.

The significance of Bal Kendra in fostering the growth and well-being of children cannot be overstated. In a rapidly evolving urban landscape like East Delhi, where socioeconomic disparities often pose challenges to child development, understanding the current status of Bal Kendra is imperative.

By examining factors such as accessibility, quality of programs, community engagement, and overall effectiveness, this research seeks to shed light on the strengths, weaknesses, opportunities, and threats facing these centres.

Through a combination of qualitative and quantitative methodologies, including surveys, interviews, and case studies, this study endeavors to provide insights that can inform policy-making, program design, and community initiatives aimed at enhancing the reach and impact of Bal Kendra in East Delhi.

The findings of this research are intended to not only contribute to the existing body of knowledge on child development and community empowerment but also to serve as a catalyst for collaborative efforts aimed at creating more inclusive and supportive environments for the children of East Delhi.

## Research Team





# CHAPTER 1: INTRODUCTION

## 1.0 Introduction

School age children learn and develop through creative activities like music, drama, craft and dance. These activities help children build confidence, develop creativity and imagination, develop problem solving and critical thinking skills, express themselves in many ways both verbally and non verbally.

With 30 crore school-age children, India's future as a global knowledge leader by the mid 2020's, is secure only when the creativity and potential of every child is nurtured. The Founder Father of National Bal Bhavan Shri. Jawaharlal Nehru felt that the Bal Bhavan movement was the best national option to ensure this. He felt that the formal education system left little scope for the overall development of the child's personality. He envisioned National Bal Bhavan as a place which would fill this gap. Since 1956, Bal Bhavan has brought in children across gender class caste divides to nurture their curiosity and imagination, helping them to enjoy childhood and learn joyfully. The Bal Bhavan movement continues to help children become future creative thinkers, designers, scientists, leaders, compassionate and responsible citizens who contribute to the society.

## 1.1 Role of National Bal Bhawan :

National Bal Bhavan has the following multidimensional roles:

A Prototype children's Institute for free learning experiences

Supplement the school system by providing children with a free environment conducive to creative expression and activity.

Helps in preparing children for vocational streams.

Provides opportunities to children to realize their hidden potential.

Provides opportunities to researchers in areas of creativity.

Identifies creative talent and honours them through 'The Bal Shree Scheme' in the fields of Creative Arts, Creative Performance, Creative Writing and Creative Scientific Innovation.

The National Children's Museum of Bal Bhavan is the only Children's Museum in the country which is of a National status.

Creates awareness through mass activities involving children and community on various issues and themes.

Acts as an effective non-formal learning centre where philosophy of learning by doing and play way methods are adopted.

## b) A Creative Resource Centre

Provides training facility for creative education. The Integrated training programme of National Training Resource Centre imparts training in Creative Arts, Performing Art, Science Education, Physical Education and Literary appreciation. The visual art workshop provides a common platform to subject teachers, art & Craft and performing art teachers in devising innovative teaching strategies.

Offers guidelines and learning facilities for teachers and teacher trainers for integrated learning of children.

Helps in developing creative teaching techniques and educational kits in Arts, Science and museum techniques.



### c) An Apex Body

Works as a nodal agency for all affiliated Bal Bhavans.

Provides guidelines, and support, know - How to affiliated State Bal Bhavan and desiring educational institutions.

Helps in establishing new Bal Bhavans.

Coordinates with affiliated Bal Bhavans in organizing national level workshops, seminars and conferences.

Provides financial assistance to affiliated State Bal Bhavans for specific projects like developing science corners, science parks, astronomical units, museum corners, computer labs, adventure parks etc.

Provides opportunities to participate in national level programs to children of all affiliated Bal Bhavans.

### d) An Institution of National / International Status

National Bal Bhavan stands as a unique, exemplary institute in the International arena of children's non-formal education institutes.

Conducts Cultural Exchange Programmes with other countries.

Organizes Children Assemblies, International Integration Camps, where children of other countries also participate.

## 1.2 Vision, Mission and Values of National Bal Bhawan

National bal bhawan aims to let every child fully participate, contribute and strive

towards a creative, humane, innovative and joyful World in all its Wonder. Its mission is to provide opportunities that ignite curiosity and celebrate possibilities through immersive dynamic experiences in visual arts, scientific activities and physical activities. It also emphasises to foster values that mould self-confident, holistic and responsible citizens of the world. The values it aims to inculcate in its students are-creativity & imagination, compassion & empathy, integrity, secularism & diversity, environment and social sensitivity, resilience.

### 1.3 NATIONAL TRAINING RESOURCE CENTRE (NTRC)

The National Training Resource Centre (NTRC) of National Bal Bhavan is a resource centre for imparting training to adults, teachers, teacher trainees and child educators both from the formal and non-formal systems of education. The best way to reach out to maximum number of children is through teachers. Therefore the National Bal Bhavan tries to transfer its philosophy, innovative technology and techniques to teacher trainees, teachers and teacher educators with an objective of enhancing creative potential of children. The trainees are exposed to various creative activities of National Bal Bhavan so that in return they develop new creative methods of teaching. National Bal Bhavan believes that unless and until a teacher experiences the joy of teaching, child cannot enjoy the learning. For providing joyful learning experience to children a teacher has to make use of innovative methods and creative styles of teaching. The National Training Resource Centre equips the trainees with a variety of innovative tools which they can use while interacting with children, In



the past different types of training programmes have been conducted for the primary and trained Graduate Teachers (TGT) of Kendriya Vidhyalaya Sangathan, Science Teachers of Central Tibetan School Administration, Primary School Teachers of MCD Schools, students deputed by Polytechnics and Vocational Institutions and other adults who are interested in a particular type of training programme. Integrated Training Programme and other workshops

## Fig1: National Bal Bhavan and its Affiliations

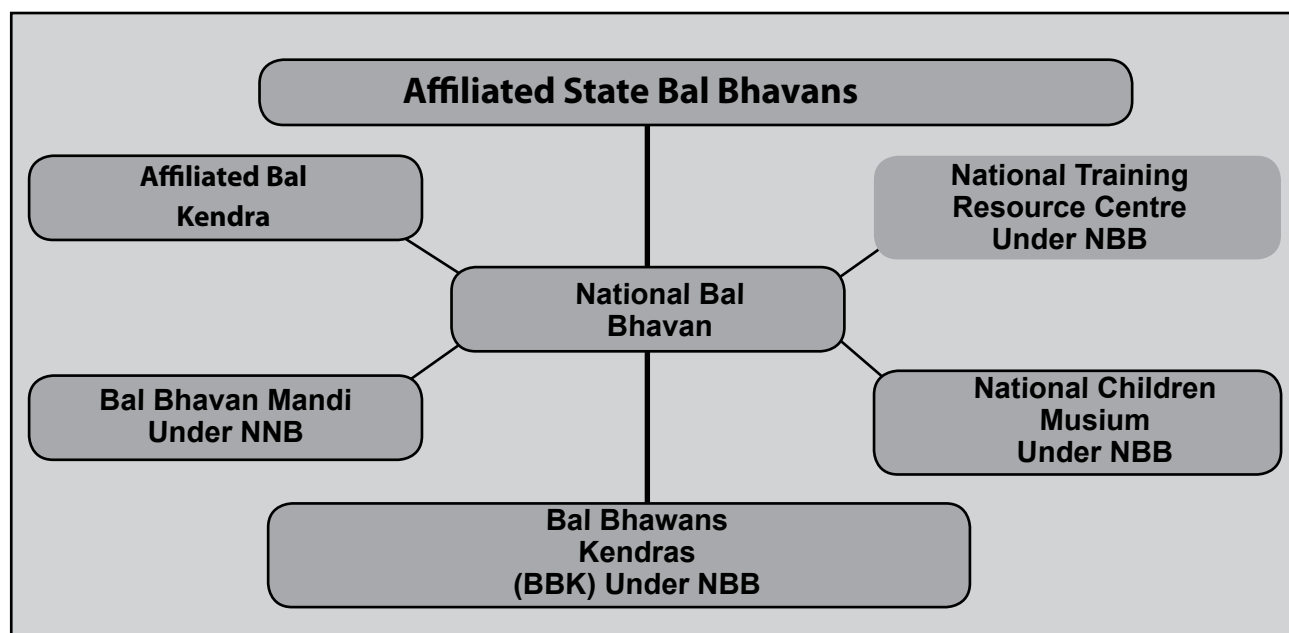
### 1.4 Statement of problem

As shown in Figure1, Bal kendras are affiliated to National Bal Bhawan. They function as miniature Bal Bhawans catering to school students and may run independently or be linked to schools. The present study aims to study the status of Bal Kendras of East Delhi district and ways to strengthen them. Therefore, the problem is stated as ' Status Study of Functioning of Bal Kendras in East Delhi'.

### 1.5 Objectives

The objectives of the present research study are:

To study the functions of Bal Kendras in East Delhi.





To study the role of Bal Kendras in developing creative skills in students of DoE schools.

To study the need and expectations of schools from Bal Kendra

To study the gap between the expectation of the schools and contribution of Bal Kendras towards the schools.

## 1.6 Significance of the study

The study presents the current status of Bal Kendras in East Delhi. This research study will help in identifying the gaps in functioning of Bal Kendras and how these can be strengthened by various interventions.

## 1.7 Methodology

This research study employs mixed methods.

Both quantitative and qualitative data is collected and analysed to create a holistic picture.

## 1.8 Research population

In this study, the teachers teaching at different centres of Bal Kendra, the students attending workshops at Bal Kendra and the school staff to which bal kendra is associated with in East Delhi, all constitute the population for the study. In total, there are 9 centres in East Delhi district, out of which five were selected as samples for the study.

## 1.9 Delimitation

The present research study is delimited to bal kendras and schools in whose premises the bal kendras are situated in East Delhi.



## CHAPTER 2:

### REVIEW OF RELATED LITERATURE

This chapter deals with a review of related studies published on the subject. It helps the researchers to identify gaps, study trends, methodologies and analysis techniques. It also helps in creating a holistic picture and understanding the problem at hand.

#### Waldorf Curriculum

This curriculum is based on the philosophies of artist and scientist Rudolf Steiner. Special emphasis is laid on nurturing and fostering creativity through music, dance and theatre, literature and writing, story telling, pretend plays, painting, drawing, sculpture, puppetry etc. These experiences and intellectual activities help students develop their physical, emotional and intellectual abilities. By engaging in artistic activities, children develop their creativity, imagination, and problem-solving skills. It helps in refining fine motor skills and improving hand- eye coordination. It encourages children to express their emotions and feelings in a safe and supportive environment. It also motivates them to learn and have a better retention span.

#### Reggio Emilia Curriculum

This curriculum has its origins in post war Italy. It believes that children possess 'a hundred languages' which they use to express themselves. The activities support social skills, allow engagement with the community, get more enjoyment from learning, facilitate self-expression and building confidence, support problem-solving skills, and expose children to new experiences. While the environment plays an important role in this curriculum, provision of large unstructured works and play for children to experiment, engage in open ended projects, reflect, develop their imagination, and take risks.

#### Montessori Curriculum

In the Montessori curriculum, children are allowed to choose activities and materials that interest

them. Their artistic expressions can be in the form of painting, sculpting, music, dance, drawing etc. These activities foster creativity and general cognitive development, improving fine motor skills, spatial awareness and hand-eye coordination. Creativity is viewed within the context of total development. It develops problem solving and decision making skills too.

Kohl, M. (2015) discusses how schools can foster creativity. Providing students with opportunities to experiment and explore different materials in a safe environment. She suggests emphasizing on the process rather than the product, creating an art corner in the classrooms, appreciating their creativity by displaying artwork chosen by them and using creative problem solving in all parts of the curriculum.

Dorlick, C (2021) explores how art and creativity encourage learning. Creative arts help children become flexible and inventive thinkers. Creativity motivates learning. It is suggested that STEAM is better than STEM. It promotes problem solving, decision making skills and helps children make connections across the subjects. This also promotes higher levels of tolerance and empathy.

Rajput (2023) that sculpting in children enhances fine motor skills, fosters creativity and expression, builds confidence, improves focus and concentration, helps regulate emotions, encourages problem solving skills and promotes social play. Strategies to support such children include provision of access to materials, celebration of artistic achievements, fostering creative environment, encouraging peer interaction and supporting skill development.

Gharib, M (2020) discusses how art helps the brain. It helps imagine a more hopeful future, activates the reward centre of the brain, lowers stress and helps us focus deeply.





## CHAPTER 3:

### RESEARCH METHODOLOGY

#### 3.0 INTRODUCTION

Chapter 3 deals with the research methodology adopted in this study. In order to answer the questions formulated in chapter 1, appropriate methodology needs to be adopted for the research. Accordingly, the sample is selected and appropriate techniques and tools are designed and administered to collect the data.

#### 3.1 Research methodology

In this study, a mixed method approach is employed to study the problem at hand. In this method, both quantitative and qualitative data are collected and analysed leading to final results. This method utilises the advantages of both qualitative and quantitative approaches.

##### 3.1.1 Research Design

The research design employed in this study is concurrent design. Both quantitative and qualitative data is collected simultaneously.

##### 3.1.2 Sample

The sample consists of staff members of Bal Kendra, the students and the school administrators in whose premises Bal Kendras are run in the East district. Out of 9 centres, the data was collected from five centres. The distribution of the sample is shown in the table below.

**Table 3.1: Number of sample**

| S.No. | Stakeholder           | Number |
|-------|-----------------------|--------|
| 1.    | Teachers              | 12     |
| 2.    | School Administration | 8      |
| 3.    | Students              | 220    |

#### 3.2 Tools and Techniques

In this mixed method study, three tools are employed. These include questionnaire, observation and semi structured interviews.

##### 3.2.1 Questionnaire:

The questionnaire consists of four sections and two open ended questions. The four sections have items on a three point likert Scale: Agree, Don't Know and Disagree.

**Table 3.2: Description of Questionnaire**

| S.No. | Section                                                                      | No. of Items | Statement |
|-------|------------------------------------------------------------------------------|--------------|-----------|
| 1     | Functions of Bal Kendras                                                     | 9            | 1-9       |
| 2     | Role of Bal Kendras in developing creative skills in students of Doe schools | 8            | 10-17     |
| 3     | Expectations of schools from Bal Kendras                                     | 9            | 18-26     |
| 4     | Factors which may have led to gap between expectations and contribution      | 9            | 27- 35    |
|       | Open Ended Questions                                                         | 2            | 36-37     |
|       | TOTAL                                                                        | 37           | 1-37      |



## CHAPTER 4:

### DATA ANALYSIS AND ITS INTERPRETATION

#### 4.0 Introduction

Chapter 4 deals with the analysis of data collected through techniques and tools developed in the third chapter. In the present chapter, both qualitative and quantitative data were analysed. The two data sets were analysed separately and the results were mixed to create a holistic picture.

#### 4.1 Quantitative Data Analysis

The questionnaire consists of two sections. Part A consists of closed ended questions, while Part B consists of two open ended questions.

The findings of Part A of the questionnaire are presented below:

Table 4.1: Perception of participants in percentage

| S.No                                                                                   | Statements                                                                                                                                                | Agree | Disagree | Don't Know |
|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|------------|
| <b>A. Functions of Bal Kendras</b>                                                     |                                                                                                                                                           |       |          |            |
| 1                                                                                      | Provide opportunities to children for education and creativity                                                                                            | 87.5  | -        | 12.5       |
| 2                                                                                      | Help in providing experiences and activities which are otherwise not available to children                                                                | 87.5  | 12.5     | -          |
| 3                                                                                      | Offer educational services (curricular and extra -curricular activities) to the local schools of East Delhi                                               | 87.5  | -        | 12.5       |
| 4                                                                                      | Provide leadership and guidance to teaching towards fostering a creative approach in teaching of arts and science                                         | 75    | 25       | -          |
| 5                                                                                      | Provide training facilities for recreational workers and Children's Museum personnel                                                                      | 62.5  | 25       | 12.5       |
| 6                                                                                      | Offer the Nation a prototype comprehensive children's institution, i.e established an ideal Bal Kendra                                                    | 87.5  | -        | 12.5       |
| 7                                                                                      | Develop personality and talents of children through recreation and physical activities                                                                    | 100   | -        | -          |
| 8                                                                                      | Promote social and cultural contacts amongst the children of all classes and communities                                                                  | 100   | -        | -          |
| 9                                                                                      | Inculcate values that would help children to develop modern Indian personality with a scientific temper                                                   | 87.5  | 12.5     | -          |
| <b>B. Role of Bal Kendras in developing creative skills in students of DoE schools</b> |                                                                                                                                                           |       |          |            |
| 10                                                                                     | Organize creative workshops and activities covering diverse fields such as arts and crafts, music, dance, drama, painting, sculpture, story- telling etc. | 87.5  | 12.5     | -          |



|    |                                                                                                                                                                                                           |      |      |      |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|
| 11 | Organize talent development programs that aim to identify and nurture exceptional creative talents in the areas of performing arts, visual arts, creative writing etc                                     | 87.5 | 12.5 | -    |
| 12 | Provide platform to students for gaining recognition, building confidence, and receiving valuable feedback on their creative endeavors by organising exhibitions and performances                         | 100  | -    | -    |
| 13 | Organise healthy creative competitions and events at district level to motivate students for participation, exploration and enhancement of their creative abilities                                       | 100  | -    | -    |
| 14 | Collaborate with schools/ teachers to integrate creative activities and innovative teaching methods into the regular curriculum                                                                           | 87.5 | 12.5 | -    |
| 15 | Serve as a resource centre and provides access to a wide range of art supplies, tools and equipments to support creative projects and activities of students and teachers                                 | 100  | -    | -    |
| 16 | Conduct awareness and outreach program such as seminars, conferences, and interactive sessions to educate teachers, parents, and policymakers about the benefits of nurturing creative skills in students | 75   | 25   | -    |
| 17 | Engage in research and development activities for promoting creativity in education and evolving their own programs                                                                                       | 62.5 | -    | 37.5 |

### C. Expectations of schools from Bal Kendras

|    |                                                                                                                                                                                                        |      |      |      |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|
| 18 | Work in alliance and partnership to supplement and support the educational and overall development of students                                                                                         | 87.5 | -    | 12.5 |
| 19 | Provide academic support like tutoring and remedial classes to students who require extra assistance in their studies                                                                                  | 50   | 37.5 | 12.5 |
| 20 | Organization of skill enrichment activities such as arts, music, dance, theatre, athletics, creative writing, and other co-curricular activities                                                       | 100  | -    | -    |
| 21 | Contribution in holistic development of students by organising activities for providing opportunities for character development, leadership skills, teamwork, self-confidence, and overall well-being. | 75   | 25   | -    |
| 22 | Foster creative and artistic skills in students by offering programs, workshops and other resources                                                                                                    | 100  | -    | -    |





|    |                                                                                                                                                                                                                                                          |      |      |   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|---|
| 23 | Offer guidance, counselling sessions, and interventions to help students cope with personal and academic issues                                                                                                                                          | 62.5 | 37.5 | - |
| 24 | Organisation of Parenting workshops to help parents with concerns about the education, growth, and wellbeing of their children                                                                                                                           | 62.5 | 37.5 | - |
| 25 | Share and provide open access to resources, tools, and knowledge that can enhance and supplement the school's educational initiatives, such as innovative teaching tools, study materials, and expertise in fields like arts, crafts, music, and sports. | 87.5 | 12.5 | - |
| 26 | Organisation of community outreach programs that promote social responsibility and awareness among students                                                                                                                                              | 87.5 | 12.5 | - |

#### D. Factors which may have led to gap between expectations and contribution

|    |                                                                                                                                                           |      |      |      |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|
| 27 | Limited resources, including funding, staff, and infrastructure, could have restricted Bal Kendras ability to meet all the expectations of schools        | 100  | -    | -    |
| 28 | Bal Kendras usually serve the needs of a larger community and may have their own goals that may not exactly align with those of each individual school.   | 62.5 | 37.5 | -    |
| 29 | Bal Kendras may face limitations in terms of capacity, such as the number of students they can accommodate or the availability of trained staff           | 87.5 | 12.5 | -    |
| 30 | Lack of communication, coordination and awareness may have led to the gap between expectations and contribution                                           | 75   | 25   | -    |
| 31 | Bal Kendras may have their own unique approach to cater child's development and creative learning, which may differ from the approach followed by schools | 75   | 12.5 | 12.5 |
| 32 | Bal Kendras may have limited time and scheduling flexibility, especially if they serve multiple schools or have a high demand for their services          | 100  | -    | -    |
| 33 | Different pedagogical approaches and philosophies may lead to a misalignment of expectations and contributions                                            | 37.5 | 62.5 | -    |





students, sharing and providing open access to resources, tools, and knowledge that can enhance and supplement the school's educational initiatives, such as innovative teaching tools, study materials, and expertise in fields like arts, crafts, music, and sports, organising of community outreach programs that promote social responsibility and awareness among students while 62.5% agreed that offering guidance, counselling sessions, and interventions to help students cope with personal and academic issues, organising Parenting workshops to help parents with concerns about the education, growth, and wellbeing of their children. 100% agreed with fostering creative and artistic skills in students by offering programs, workshops and other resources, organising skill enrichment activities such as arts, music, dance, theatre, athletics, creative writing, and other co-curricular activities. 75% agreed that contributing in holistic development of students by organising activities for providing opportunities for character development, leadership skills, teamwork, self-confidence, and overall well-being while only 50% agreed to, 37.5 % disagreed with and 12.5% were not sure about providing academic support like tutoring and remedial classes to students who require extra assistance in their studies.

while 87.5% agreed that bal kendras may face limitations in terms of capacity, such as the number of students they can accommodate or the availability of trained staff. 75% agreed that lack of communication, coordination and awareness may have led to the gap between expectations and contribution, Bal Kendras may have their own unique approach to cater child's development and creative learning, which may differ from the approach followed by schools, administrative procedures and roadblocks may create difficulty for schools and Bal Kendras to coordinate and work together. 62.5 % agreed that geographical distance between schools and Bal Kendras may provide logistical difficulties and make it difficult to facilitate regular interactions and collaborations, Bal Kendras usually serve the needs of a larger community and may have their own goals that may not exactly align with those of each individual school. 62.5% of the participants have disagreed to different pedagogical approaches and philosophies may lead to a misalignment of expectations and contributions.

The Qualitative data was collected from three sources:

#### 4.2.1 Findings from Open ended questions from Questionnaire

According to the participants, lack of good infrastructure, ineffective communication with administration, lack of initiative for organising workshops, cultural programs and insufficient staff. Inflexible timings, shortage of raw materials and unattractive remuneration for teachers were cited as obstacles in smoother functioning of bal kendras.

#### (ii) Suggestions for improving the functioning of Bal Kendra

Some of the participants shared a few suggestions. These include work being done according to rules and regulations, better communications between bal kendras and linked schools, more advertisement of bal kendras, better salaries, medical facilities and leaves to teachers, better infrastructure, materials and respect and job satisfaction of teachers were some of the suggestions made by the participants.

### 4.2.2 Findings from Interviews

Interviews were conducted with staff members of the bal kendra centre. Five centres were selected as samples. The teachers belonged to different fields- Yoga, Music, Dance and Art and Craft. Except for one centre, all other centres catered to classes upto VIII grade during morning sessions. Only one centre catered to students of primary classes and ran in the afternoon. Two of the five centres were independent and were not linked to any school. The raw materials provided to them were sent annually and usually exhausted or were just sufficient. In some cases, the school supplied the materials. The infrastructure consisted of just one classroom except for one independently run centre which had a very small room. In centres linked to schools

there was a symbiotic relationship as the school supplied them with materials and the teachers prepared the students for desired activities. Centres had a strength of as low as 8-10 students per centre to as high as 60-70 students per centre. All except one centre catered to students from outside the school, the number ranging from 15-40 students.

### 4.2.3 Findings from Observation of Classrooms

One of the techniques of data collection in qualitative research is through observations. In the present research study, non-participatory observation technique was used, where the researcher observed the classroom interactions. Three classes were observed namely, Music, Art and Craft, Yoga. The description of the three classes are as follows:

**Music Classes:** The Bal kendra had a very small room dedicated for the music class. The teacher with 5 students consisted of the class at the time of observation. Vocal classes of Hindustani music. The teacher used a Harmonium and the students eagerly learned seated in a semi circle. The teacher also helped the students prepare for competitions or cultural events.

**Art and Craft classes:** This Bal Kendra was run independently in a home. There were 35 students present at the time of observation of class. The materials for art and craft were sent annually and had already exhausted and the teacher provided their resources and materials. The class was divided into small groups of students who sat on a darri mat. They were enjoying themselves as they worked together and also were constantly asking for help, guidance etc. during the work. They also showed the final products to their teacher and



beamed with smiles on receiving appreciation from her. Overall, the socio- emotional environment of the class was healthy and the joyful learning by students could be seen.

**Yoga Class:** This Bal kendra was run in school premises. It consisted of one room where VIII grade students were practising Yoga positions. The students were practising enthusiastically.

The teacher had a keen eye on every student and helped them better their positions. The school provided the costumes to the students. Preparation classes for school events and interschool events were also held at the centre. The school also provided the school grounds or hall for learning and practice of Yoga classes. The environment of the classes was very conducive for learning.







## CHAPTER 5:

### SUMMARY OF FINDINGS AND SUGGESTIONS

This chapter deals with objective wise findings and suggestions to strengthen the bal kendras.

#### 5.1 Summary of Findings

The first objective was to study the functions of Bal Kendras in East Delhi. This includes providing opportunities to children for education and creativity, helping in providing experiences and activities which are otherwise not available to children, offer educational services (curricular and extra-curricular activities) to the local schools of East Delhi, offer the Nation a prototype comprehensive children's institution, i.e established an ideal Bal Kendra, inculcate values that would help children to develop modern Indian personality with a scientific temper. Developing personality and talents of children through recreation and physical activities, promoting social and cultural contacts amongst the children of all classes and communities, providing leadership and guidance to teaching towards fostering a creative approach in teaching of arts and science. It also includes providing training facilities for recreational workers and Children's Museum personnel.

The second objective was to study the role of Bal Kendras in developing creative skills in students of DoE schools. It includes organising creative workshops and activities covering diverse fields such as arts and crafts, music, dance, drama, painting, sculpture, story-telling etc., organising talent development programs that aim to identify and nurture exceptional creative talents in the areas of performing arts, visual arts, creative writing etc., collaborating with schools/ teachers to integrate creative activities and innovative teaching methods into the regular curriculum. Providing a platform to students for gaining recognition,

building confidence, and receiving valuable feedback on their creative endeavours by organising exhibitions and performances, organising healthy creative competitions and events at district level to motivate students for participation, exploration and enhancement of their creative abilities. Organising healthy creative competitions and events at district level to motivate students for participation, exploration and enhancement of their creative abilities. It also included engagement in research and development activities for promoting creativity in education and evolving their own programs.

The third objective was to study the need and expectations of schools from Bal Kendra. These included working in alliance and partnership to supplement and support the educational and overall development of students, sharing and providing open access to resources, tools, and knowledge that can enhance and supplement the school's educational initiatives, such as innovative teaching tools, study materials, and expertise in fields like arts, crafts, music, and sports, organising of community outreach programs that promote social responsibility and awareness among students. Offering guidance, counselling sessions, and interventions to help students cope with personal and academic issues, organising Parenting workshops to help parents with concerns about the education, growth, and wellbeing of their children. Fostering creative and artistic skills in students by offering programs, workshops and other resources, organising skill enrichment activities such as arts, music, dance, theatre, athletics, creative writing, and other co-curricular activities. It also included contributing in holistic development of students by organising activities for providing





opportunities for character development, leadership skills, teamwork, self-confidence, and overall well-being.

The fourth objective was to study the gap between the expectations of the schools and contribution of Bal Kendras towards the schools. It includes limited resources, including funding, staff, and infrastructure, limited time and scheduling flexibility, especially if they serve multiple schools or have a high demand for their services, intake of students and trained staff. Lack of communication, coordination and awareness are other such reasons. Also it was highlighted that Bal Kendras may have their own unique approach to cater child's development and creative learning, which may differ from the approach followed by schools, administrative procedures and roadblocks may create difficulty for schools and Bal Kendras to coordinate and work together. Geographical distance between schools and Bal Kendras may provide logistical difficulties and make it difficult to facilitate regular interactions and collaborations. Bal Kendras usually serve the needs of a larger community and may have their own goals that exactly align with those of each individual school.

## 5.2 Suggestions

The findings from quantitative and qualitative data have led to the following suggestions to strengthen them.

Increase in the number of Bal Kendras.

Adequate space and infrastructure for Bal Kendras.

Adequate trained faculty of different fields should be hired at these kendras. The positions should be refilled as early as

possible on retirement of faculty.

Satisfactory remuneration and leaves should be provided according to government norms.

Awareness through advertisements should be made so a large number of students can benefit from them.

Most bal kendras have reported lack of funds even for raw materials. Therefore, it is suggested that fresh stock should be provided at these kendras on a monthly or quarterly basis and not annually.

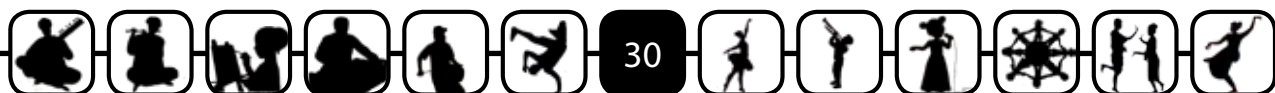
At kendras linked to schools, if there is a faculty available to a creative field which is also offered at the Bal Kendra, it is seen as a waste of resource by the school.

## Conclusion

It can thus be concluded that the Bal Kendras are doing a great service to the students who visit and learn different artforms and crafts at these centres. However, at many bal kendras, it was highlighted that there is a lack of faculty, raw materials, satisfactory remuneration for faculty and also lack of coordination and communication with administration. A highly cooperative attitude was observed in bal kendras linked to schools, where schools' needs are met by bal kendras and the school provides required materials in return. However, strengthening of Bal kendras to make their functioning run smoothly and independently is highly desired.

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