ADDENDUM

The necessary revisions have been done on the following points one by one as suggested by the examiner in his report on the thesis entitled “Museum Educational and Recreational Programmes for The Indian Children of Preschool and Primary Stages”

Content:

Points Raised(Noted in Extenso)

1) What are the implications for instituting fully functioning education programmes for children in museums?(In terms of training, mandates, budgets, integration with school curricula)

The following implications for instituting fully functioning educational programmes for children in museums need stress :-

(A) Training

In India the National Museum of Natural History, New Delhi, Birla Industrial and Technological Museum, Calcutta, Indian Museum, Calcutta, Nehru Children’s Museum, Calcutta, Children’s Museum, Lucknow, Nehru Science Centre, Mumbai, Government Museum, Chennai, Salar Jung Museum, Hyderabad and District Science Centres under the National Council of Science Museums in particular organize periodical programmes to train children under study in Nature study, Painting, Jigsaw puzzle, Elementary Science Sit and Draw Competition, etc. These involvements impart a substantial training to children and consequently arouse a germane interest about museums and their activities among them. Besides these programmes the national status museums have creative ability centres, science clubs, annual science fairs, hobby centres to function as participatory organs for the children. The Science and Technological Museums in particular, organize demonstration lectures in the galleries on Elementary Science topics for the school children, e.g.
The Birla Industrial and Technological Museum Calcutta and the Art Institute of Chicago organize some programmes for their school children.

(B) Mandate

Museum personnel well versed in aforesaid educational programmes for Children impart training for them through these facets undertaken by museums. Female guide lecturers or docents have proved to be very suitable for such programmes for their pleasing personality, docile and loving nature.

(C) Budget

To carry out the diverse programmes for the children of Pre-school and Primary Stages museums have to incur expenditure for purchase of materials, apparatus etc required for the low cost and participatory programmes undertaken.

To carry out the programmes successfully a separate operating budget needed for the purpose is about 1.5% of the total annual budget of the museum. This budget covers the day to day expenses.

(D) Integration with School Curricula

The Thesis encompasses the education and recreation of children of Pre-School and Primary Stages from three to ten years of age. In the Pre-school Stage children go to school mainly to enjoy and play. At that age they only know the primer of education without strictly following the rigid curricula. They learn to play with other fellow members and to concentrate
thus satisfy their social needs, values of brotherhood and harmony are instilled among them.

Kindergarten and Montessori systems of education are highly appreciable to the Pre-school children. So museum objects befitting these systems are to be provided to these children by the museums.

Primary stage children will be benefited by various objects and programmes undertaken by museums following the school curricula. In the Primary Stages up to Class 4, children have to learn about the basics of Mathematics, History, Geography, Elementary Science and relevant museum objects attract the children’s attention and make them interested to the school curriculum.

2) In what ways do such programmes carry forward other agenda; political, social, educational and how are these to be selected, identified and managed?

Various educational and recreational programmes on wild life protection, environmental pollution, sit and draw competition, Nature study camp, Conservation of Nature, Mini Zoo with an Aviary, a fish corner with varieties of tropical fish are some of the enchanting things for children. Traditional folk songs and dances, games, fun activities, etc for the Children in museums create a lively and exciting atmosphere for attainment of their formal and informal knowledge. Overall consciousness is inculcated among children right from childhood, through these agenda. Often these provide an ample opportunity to express their latent abilities spontaneously through these creative works and activities. These will go a long way to identify their educational, social and mental attitude. To record these variable attitudes, survey on visitors of all ages have been conducted and data are recorded in different worksheets.

To study the behaviour of child visitors an integrated format is highly advocated to assess their demands and requirements, and after knowing them, such programmes can be oriented and managed.
effectively. Again there now prevails a world wide political unrest and an identity problem. So it is high time to prepare the children right from infancy to face the social crisis. Biographical Museums could help in the formation of character, dedication, determination and patriotism. So visit to biographical museums would be able to mould the immature minds, nature and character of children.

The value of education begins from the very threshold of museums. An extensive study on these relevant issues will help to select, manage and to orient various programmes suiting to the needs of children.

The proposed Format is as follows:-

1) Museum visited and date-
2) Name-
3) Address-
4) Sex(Male \ Female)-
5) Age-
6) Parents Occupation-
7) Economic Status-
8) Name and address of the educational institution-
9) Class in which the visitor reads-
10) Distance from the museum-
11) Frequency of Visit-
12) Rural or Urban-
13) Reaction to museum visit-
14) Total time spent in the museum -
15) Galleries visited –
16) Total time spent in individual galleries –
17) What do they look at ?
18) What do they pass by ?
19) Name of Programmes which children like (Temporary Exhibition)
20) Sit and draw competition, Nature Study, Games, Jigsaw Puzzle.
21) Outreach programmes –
22) Leader (Teacher/Parent/Guardian) –
23) Remarks
3) There could be a much stronger link between the text and bibliography ie. all quotations cited, stronger demonstrations of the use of all citations.

The quotations cited in the Thesis are to support the views expressed in the text therein as an usual practice followed, and these are put under " " quotation in this manner . All these citations if marked with numerical numbers, like 1,2,3 in succession and follow this method with full bibliographic reference and page numbers it will form a more stronger link between the text and bibliography than merely following bibliography in alphabetical order of the authors of the books consulted.

4) There could be a clearer separation between the issues (ie. The theory of education in museums) and suggested programmes (a practical primer)

Programmes oriented on education in museums for children are based mostly on theoretical aspects having, of course, being framed as per school curricula as far as practicable. But their implications will be more fruitful when scope is offered to children to lend their hands at the time of practical operation of museum programmes and such an act would definitely help them to gain practical primer knowledge on the topic shown in the museum galleries through display of related objects. This can be amplified by an example, when a museum arranges a temporary exhibition on any event like anniversary of a great scientist, poet, or historical event for school children. They can be allowed to sort out and arrange the objects, make replicas, clay models display them in showcases, make posters, labels, design cards and prepare effective visual symbols and charts, exhibition fliers etc. which will arouse enthusiasm and self expression among children. Since such museum programmes require many different activities, formal, informal, vocational training, project work, group discussion, etc. and these will be their practical primer on museum programmes. The participation makes children conversant with the problems of display, gadgets, lighting etc.
The experience gained through the trial and error methods entails scope for betterment and perfect comprehension. It admonishes the children not to be careless in the field of museum activities. The experience will create an interest and internally motivate children to learn things they work out. It will also imbibe an instinct of conservation of the heritage and culture so that we can be sure to find responsible and interested museum personnel in future. Thus a museum is a fountain of knowledge and a temple of Audio-Visual learning for children.

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12/1/2002