Chapter 5

Development of Children Museum—
A World View
5.1 Introduction

The word museum has a classical origin. The Museum at Alexandria was founded by Ptolemy Soter in the third century BC. The word museum was revived in the 15\textsuperscript{th} century in Europe. By the 17\textsuperscript{th} Century, the word museum was being used in Europe to describe collection of curiosities. The museum had a huge collection, amassed by Elias Ashmole. The collection was transferred to the University of Oxford in 1675. A building was constructed for it and was named Ashmolean museum. It was opened for public in 1683. It was a world’s first public museum. After this, the British Museum of London was established in 1753 followed by the Louvre in 1759.

5.2 The History of Development of Children Museum

Initially, the main aims of museum were only acquisition, conservation, research and display of the objects. But with the changing world, the role of museums has also changed. The visitors’ not only look at objects and admire them, but also learn from them and pass the knowledge to the succeeding generation. Since the early 20\textsuperscript{th} century, many countries have acknowledged the educational functions of museums. However, a serious and systematic thought to this role of the museum was given an international level in 1951 when a seminar on the educational role of museums was organized by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in Brooklyn. It was emphasized in the seminar that the collection of museum educating the general public through various educational activities is regarded as one of the primary functions of a museum (Harrison Molly, 1960).

The Potential of narrative methods to knowledge has been discovered more recently by museums. Museums are the places where a social-cultural framework could be useful for learning from the time when a majority of people visit in some type of social group and come with specific prior interests and knowledge (Leinhardt, Schauble et. Al. 1997 Crowly et al, 2002, Paris 2002,). Museums are mainly free choice, learning organization providing a wide range of tools which children can use to make their own meaning (Falk & Dierking 2000, Hein 1998). Learning in Museum needs to create environments that encourage exploration and unable meaning to be constructed through, best, trial, control and teamwork, leading to self-discovery, where children may learn more about themselves and their experiences through reflection (Paris, 1997).
The progressive social, political movement of the late 19th century and particularly the liberal education efforts in most western societies, mutual with child growth investigation led to the growth of specialized educational activity and focused personnel in museums in the 20th century. The approaches used were faithfully related with objects and the use of limited material and activities and importance was given in the investigation. Museum instructors involve in a tremendously wide-range of activities (Hooper Greenhill 1989,1991).

Mehta (Mehta) states that for the activity of bringing the experience and ideas in conformity, the essential conditions are field work, laboratories and the present world. He thus puts museums in the category of co-educative actions that are planned to arrange for exposure to students involved in the studies. He also says that the general idea of the museum is education. About the relationship between museums and education, he says, with the spread of primary education and the extension of secondary, collegiate, scientific and technical education, district, museums are desideratum and form the complement to these factors of a complete and progressive education system.

Now-a-days, the museum community believes that the term ‘museum education’ should be seen in a broad context, with interfaces to many areas of the museum.

Today museums are trying to understand the nature of children’s education and are catering to the needs of children, whether they are school children or general visitor. Museums offer different types of workshops and activities which augments children’s overall growth, from physical to cognitive and psychological development, in a play-way method.

During the same time, John Dewey and Maria Montessori published writing on the program of education. Dewey supported the indication that the child was not the curriculum, should be central to learning processes. He pointed out that “in old-style education the center of gravity is outside the child. Whereas in child centered education, child is the center”. Montessori was mostly interested in evolving the child's personality through motor, sensory and intellectual activities. In order to extend the mind, a child has to have in his environments, complete the work of his big hand.
On the other hand, Piaget’s phases of enlargement are sensory motor, proportional, real operational and formal operational which forms the basis for many approaches to education, teaching and learning. Although Piaget was a pioneering figure in the study of children’s cognition, his theories were criticized in three areas (Woolfolk, 1998). First, it was felt that not all children develop in the same way and pass through the stages sequentially. Other, there is a faith that Piaget undervalued the cognitive skills of children, especially very young children. The third criticism is that he did not have an adequate account for the effects of social and cultural groups on development and learning. Piaget’s lasting legacies was in the naturalistic methods he employed, including the detailed reporting of raw data that gave children a voice within the research process (Hein 1998).

The impression that is gained from background studies is that the image of young children in the museum context is closely related to the perceived role of museums. It seems that the more the museum’s mission is linked to information, communication and proper schooling, the more children are thought of in a student capacity. Moss (1999) and Piscitelli (2002) mentioned that the museum's role is more connected to free time experience and to group aims such as social or cultural addition and convenience imperatives. The more young children are seen in their own right and in connection with other settings as part of their life experience.

Keeping all these things in mind, museum educators realized that children need a greater care by which they can stimulate their ideas in learning process. Moreover, they also apprehended that children learn more through play-way methods and therefore, a number of programs and activities were started in museums for the children.

If museums want to provide meaningful and educational experiences for their young visitors they need to understand how children learn, how museums can stimulate learning situations, how they can motivate children to use their observational and enquiring skills, how materials should be presented according to the needs of different age groups and learning styles and other educational and psychological issues. The result of this research is that children whose interaction with the exhibits was more epistemic, had greater levels of learning and understanding of the exhibit concepts.
Frank Oppenheimer, the founder of the famous hands on Science Centre. The Exploratorium in San Francisco emphasized the relationship between art and science. In 1937 as a result to the growing number of children's museums, the American Association of Museum created a youth division to accommodate all children’s museums in a special division (Smith, 1993). The division was transformed later into the Association of Youth Museums (D.C. Studart, 2000).

Child development was seen as dependent on the associated concepts of stimulus response and reinforcement. The behaviorist model suggested that a child learns through direct instruction, and the teacher should control the reinforcement of learning punishment, rewards and frequent repetition (Wadsworth, 1971).

The most important stream of psychological and learning thought is the relations or constructivist conception of learning and development, which sees cognitive development as an active interaction between the individual and his physical and social environment. The developing/learning child is necessarily active and that developing/learning were not automatic (Wadsworth, 1971).

In the context of the development of the concept, approaches function and responsibilities of children’s museums, their educational role has also expanded considerably. The museum community today agrees that the term ‘museum education’ should be seen in a broad context, with interfaces to many areas of the museum. With the purpose of improving the museum experience and providing the children with a more meaningful encounter, museum professionals responsible for learning and explanatory activities have begun to investigate theories of learning and the psychology of cognition that could have an application to museum context (Hein, 1998).

The children's museum plays a vital role in providing a learning experience for children, especially for toddlers. Studies have shown that learning begins at a very early age. Nearly half the 20 million children that visit the children's museum every year are of the large group. Today’s children museums have the latest technologies to help these very young children expand cognitive and physical skills through interactive learning and play (Caplan, 2004).

The growing concern regarding the learning potential of museum exhibition prompted museum professional involved with education and communication to pay more attention to the interpretive approaches they were employed in the creation of
child oriented exhibitions. Many exhibitions for children and families have explicit learning goals. As a result of this movement, some museum professionals have been trying to develop a deeper understanding of the nature of learning in informal settings (Hein 1998, Falk and Dierkling 1992, Borun 1997).

In response to the number of visitors of different ages and types, museum started a number of programs for different types of visitors. As a large number of visitors to the museum were from school groups, many museums started different educational programs. Today, the museum community recognized the significance of museum education. In addition to exhibitions, their educational goals should aim at contributing to the enrichment of the visitor experiences by giving those prospects for assessment, observation, study, critical thinking etc (Hein.G.E, 1998).

In 1995, a conference was organized in the United States, with the theme ‘public institutions for personal learning which aimed at defining ‘learning in museum and establishing a research agenda’ in order to determine how museums can meaningfully affect people’s life (Falk and Dierking 1995).

The attempt to provide suitable museum services for children is an issue that has been concerning museum educators for a long time. By the inspiration of various conceptions of the nature of learning in childhood, museum educators have begun experimenting with diverse educational approaches to exhibitions and interpretation of the collection.

The progressive social political movement of the late nineteenth century and specifically, the progressive education effort in most western societies, combined with the child development investigation, led to the growth of generalized educational activity and specialized personnel in museums in the twentieth century. The approaches used were firmly associated with those of the progressive education movement like learning from objects, the use of local materials and activities, an emphasis on inquiry, appeal to the visitor’s interest and prior experience, story-telling, lectures demonstrated with lantern slides and kits for delivery to schools were all popular (Cohen Urial, 1985).

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exhibitions. Many exhibitions for children and families have explicit learning goals. The growing interest in the nature of the family experience in museums encouraged visitor study's researchers to focus on the connections and perceptions of children and family groups at different museums exhibitions (Feber, 1987,64).

5.3 Children as Target Audience of Museums

In the endeavor to provide more adequate services to different visitors, museums have started to play more attention to the provision of special programs, exhibitions and activities that could attract diverse social groups and meet a variety of abilities. Some museum professionals point out the need for museums to reflect more carefully about the role they can play in the educational and socialization processes involving families (Wollins 1989).

In the late 1960s and 1970s, the work of Piaget and his stages of cognitive development (began in 1930s) started joining with other theories concerned with stage of human development. These theories highlight the done the importance of early stimulation of children.

Rousseau’s guiding principle, expressed throughout his book Emile, that a child’s nature is different from the adult nature. Each stage in child development is different from other. Rousseau’s opinions had important implications for the development of child education. Rousseau’s principal concerns were related to the vital part that sensory experience plays in each stage of child growth. Though he did not argue the part played by the child’s development in an ongoing social life, he stressed on the importance of a controlled environment as well as manifesting admiration for simple, rural societies (Dierking, 1994).

Falk & Dierking (2000), Zevos (2003) reported that Discovery Learning represented a shift in thinking from imparting information, to focusing on the needs of the learner, with the emphasis moving from teaching to learning. Discovery Learning became widely embraced in informal learning and museum contexts with a children’s museum, in particular, utilizing Discovery Learning as a framework for structuring their exhibition and programs. Museum exhibition is based on a discovery learning model that has a wide range of active learning modes that allows for exploration, asking questions and encouragement for visitors to find out for themselves (Hein,1998).
In the United Kingdom, the Science Museum, London established the first gallery for children in 1931. The Gallery was located in the basement of the science museum and had some thirty groups of varied exhibits specially designed for children. He examined that the aim of this gallery was to provide an introduction to the theme of science in daily life and to create an environment that could attract and entertain young museum visitors. This effort was not to be further developed until the early 1980’s, when the movement towards museum exhibitions planned for children and families became much stronger in Britain.

Feber, (1987) also mentioned about the museum in Hague, Holland, which was created in 1904. It is considered to be the first European museum, which has children as the target audience. The purpose of this museum was to be a museum for the benefit of school going children, providing opportunities for children to have direct experience of museum objects. According to Kievit (1989), this was created by a small group of private individuals, including the internationally renewed educationalist Jan Ligthardt’s varied collections which were divided according to the scientific fields of Biology, History, Ethnology, Natural Science and Geology. In the late 1970’s, it was decided that the museum would move to a new building and will have proper space for exhibition, activities and management of the collection. In 1986, the museum for education was opened with the name “Museon” in the Hague. The exhibition of this museum, like other museums, aims particularly at a child audience and has displays designed at child eye level. Other characteristics are the use of working models, replicas, photos, charts and audio/visual presentations.

5.4 Origin of Children Education in Museum

Since the late 18th century, the museum has been, by popular usage of building used for storage and exhibition of historic and natural objects. It was very popular and a large number of visitors came to a museum. Museums started the permanent exhibition gallery for different types of visitors. Exhibitions were set up for children on a particular theme which were based on their syllabus and related topics including social issues. It was explained by using the medium of charts, photographs, etc. along with objects. Now museums belong to all, from retired old persons to school children, the physically challenged or the minority groups. All types of visitors are welcomed to museums.
The internationally famous educationist Jan Ligthardt founded a museum called Museum of Education, aimed to collect and maintain a collection for teaching, serving both as a guide for schools and instructors (Kelvit, 1989).

5.5 Educational Activities for Children

In the middle of the 19th century, the educational activities offered to children by the museums in Europe and US were basically for the schools which could provide museum visits in groups and provide an experience which was different from the school. Another activity was the object teaching initiated by the museums. These activities are still practiced in a museum, but now incorporate a new approach to learning (Hooper G. Hill, 1991,25-27).

In the United Kingdom, the discussions regarding museum education and ways of improving it was under the attention in 1920s and 1930s. In 1931, the Board of Education published a memorandum called the Museum and School. It was the cooperation between public museum and public educational institution with guidelines describing diverse example, such as loans of the exhibit, provision of information for teachers, school visits etc (Hooper-Greenhill,1991:40-41).

The situation regarding children’s museum in Britain was different from the United States. The museums of childhood, which typically contain mementos of childhood, have developed educational program oriented towards children (Feber, 1987) but these museums were quite distinct from the children's museum. In a museum of childhood, the impetus is often on collecting and by no means follows that an antiquarian or childhood supplements a love of children themselves. The pedagogic drive in these two kinds of museum was different. In a children's museum, exhibits are to be explored, the environment is informal and there are very few glass cases. Generally in a museum of childhood, the collections are to be observed and the design of the exhibit is characterized by the use of glass cases and formal labels. Today, these museums of childhood are also taking a similar approach as children's museums, by introducing interactive exhibits and participatory programs into their activities for example at the Bethnal Green Museum.

5.6 Birth of Children’s Museum (World 20th Century)

The Brooklyn institute of arts and science opened the first children museum in 1899. This children's museum was housed in a renovated mansion located on a
A separate site from its founding institution. It was designed to be a place to experience rather than to see objects and to welcome the inquisitive minds of children.

A criticism commonly raised by people from the museum sector about children’s museum and science centers is that they cannot be concentrated museums because they do not have ‘real’ museum objects. However, such institutions have public and educational concerns comparable to museums and they can play an active role in enhancing the visitor’s awareness of subjects (Studart, 2000).

Weihsin Din Herminia (1998), in his dissertation identified the movement of children's museum in the United States and showed the changes in educational theories. He drew a picture of how children’s museums have evolved. He identifies four periods of children’s museum development in the United States of America.

1. Derivation and Innovation (1899-1928) the importance of children’s leisure;
2. Institutional sponsorship;
3. Community joint endeavors on the development of children's museums;

One of the prerequisites for children’s play is a place to play. In many communities, children’s options for safe, reachable, motivating, parent-approved play spaces seem to have become more limited at that time. An exception to this had been the growth of children’s museums. Children’s museums are the fastest growing segment of the museum field as a complete(Association of Children’s Museums), 2002, Section Success and Growth). The children’s museum ‘movement is becoming progressively global’ (Atkin, 2002).

Cleaver (1988) states that from 1899 to 1930, around fifty children’s museums were recognized in the United States. These had a planned goal, which was to provide a proper environment for children and to experiment with the modern educational theories. Children's museums, mostly were not created from the starting point of the collection, but from the idea of serving as an educational and free time resource to their communities. Children Museum mission statements continue to highlight this aspect.

In 1989, Hawaii Children Discovery Center was established in Honolulu. Every year, more than 200,000 children visit this Center. It organizes many activities and discovery camp for the children of different age groups.
It is exciting to notice that the first children's museum was initiated by people concerned with art and science education, such as the Brooklyn, Boston and Detroit children museum in the United States. Art and science are subjects totally connecting to awareness and experimentation, institution and reasoning, and inductive and deductive thinking.

5.7 Brooklyn children Museum

The Brooklyn Children’s Museum is credited with ‘pioneering the viewpoint that now administrates all children’s museums: that the museum was for somebody rather than about something’ (Cleaver, 1992). Alternative early example of a changed model of a child center, museum was the Discovery Room at the Smithsonian Institution Which was opened in 1901. It had displays housed in low cases with simplified explanations and English names for specimens. In addition, live animals such as birds and fish were included. This has been a historically influential program. Later, traditional museums also called their children’s area as ‘Discovery Room’ or a ‘Discovery Gallery’. Some children’s museums use the term discovery in their name.

In 1975, there were approximately 38 children’s museums in the United States; 80 opened between 1976 to 1990; with 100 more since then (ACM, 2001).

5.8 The Smithsonian Children’s Room

The first children’s room in a museum was opened in 1901 at the South Tower of the Smithsonian Castle, Washington, D.C. This space was conceived by Samuel Pierpont Langley, who was the Smithsonian’s secretary at the time. The children’s room was based on a ‘Show case display’ design concept. There was a fish tank, a stuffed beaver, a case of invertebrates and minerals, but the cosmic majority of the exhibit was devoted to birds. There were seven cases of birds (McCutcheon, 1992). Regarding the use of labels, mostly believed that no need for taxonomic name should be used to cite well known poetic and literary reference (McCutcheon, 1992). Having in mind that the exhibition was aimed at the children aged eight and nine, the Smithsonian children’s room illustrates that the child exhibition approach taken from a traditional museum was different from the approach taken by children’s museum such as the Brooklyn.

During the first decades established in the 20th century three influential children’s museums were formed in the United States, in Boston, Detroit and
Indianapolis. They were formed because of the interest of representatives of their community in providing more educational resources for city children.

5.9 The Boston Children Museum

The Boston Children’s Museum was opened in 1913 with the cooperation of science teachers. The inspiration came from the Boston Science Teacher’s Bureau, which maintained that formal education could be supplemented and further improved in a museum setting (Smith, 1993). The museum has implemented many programs and services, such as publication, educational kits, field trips and travelling exhibitions serving the surrounding and school communities. It has also become a meeting place for local kids clubs (Cleaver, 1988). The third museum to be created in the United States was the Detroit children's museum, which opened in 1917 (Feber, 1987). It became the earliest children's museum to be owned and operated by a school system when, 8 years after its opening, the Board of Education unspecified duty for running it (Pitman-Gelles, 1981). Another children’s museum was Indianapolis established in 1925.

5.10 Origin of Association of Children’s Museum in United States

The Association of Children Museum in Washington, D.C. is an organization that represents more than three hundred children’s museums in 23 countries throughout the World. The Association has begun in 1962 as the subsidiary body of the American Association of museums, earlier known as the American Association of Youth Museums. It grew out of the desire for children's museums to meet as a separate group during the American Alliance of museum annual meeting in 1962. By 1975, there were nearly forty Museums for children throughout the United States (ACM, 2008b). Today, there are approximately 400 children's museums in the United States (ACM, 2008a). Each year ACM works to improve services for its members and to promote the value of Children’s Museum.

Maher (1997) states that, “children’s museums are a unique museum type that appeared at the end of the 20th century as an effort to provide a museum environment that caters more effectively about the educational and developmental needs of the child”.

The Children Museum Nation has encompassed learning through hands-on experience and play to improve the learning experience of the preschool and kid and also that of elementary and even middle school children. The children's museum
offers positive educational activities in which children connect. Television, video games and computers often take the place of the real hands on learning that children need (Ginsburg, 2007).

One of the key findings from research into Learning in a children’s museum showed that-Children stayed longer at exhibits and learnt more when they were accompanied by an adult who was actively engaged in the activities. Young children were busy with galleries and were learning to reveal how and what they were learning. The learning that resulted was seen as a social achievement situation, surrounded and incessantly negotiated. The aspect outside of a specific exhibition or program that children remembered and used in their post-visit constructions of their interactions with museum staff and actual features of the building (Puchner et. Al, 2001).

5.11 Brief history of the Museum Development in India

In India, there is evidence of the existence of museums and picture galleries from the earliest times. The Sanskrit epics speak of Chitrashalas (picture galleries) which were the center for recreation as well as education and culture. During the medieval period kingdoms grew into empires and several dynasties came and went with. They had precious collections. They were the result of acquisitions by individuals and families of that time. It was the origin of the Ajayabghar and Toshakahnas.

The genesis of the museum is to be traced in the Asiatic Society of Bengal in 1784 founded by William Jones. In 1814, Dr. Wallich, a Danish botanist strongly urged the society to establish a museum and offering both his services as honorary curator and offering supply duplicates from his valuable collection. The proposal was accepted. Later in 1875, the collection was transferred to a new proposed building known as the Indian Museum Calcutta.

Efforts to set up a museum in Madras had been made as early as in 1819. In 1828 the Madras Literary Society, an auxiliary of the Asiatic Society of London, expressed the desire to have a museum of Economic Geology in Madras. In 1893, the society asked the Government for their help in setting up the museum. The board of directors of the East India Company also agreed to support the setting up of a central museum in Madras. In 1851, the Victoria and Albert Museum was established in Bombay by the efforts of Dr. Erskine.
After this many museums came into existence in various cities of India, especially in the latter half of the 19th century. The great exhibition in London in 1851 and the celebration of the jubilee of Queen Victoria in 1887 gave an motivation to rise of new museums in India and other parts of the British Empire. For example, museums were established in Lucknow and Nagpur (1863), in Lahore (1864), in Bangalore (1865), in Mathura (1879) and in Raipur (1875).

During the first decades of the present century, Sir John Marshall, the then Director General of the Archaeological Survey, helped to establish many museums, including those of Ajmer, Jodhpur, Khajuraho, Gwalior, Sarnath etc.

The first three decades of the present century saw the founding of museums of different kids in India, such as site museums, state museums, medical museums etc.

In 1936, a survey or museums in India were carried out by Markham and Hargreaves and published the Directory of Museums in India providing the first comprehensive account of 105 museums in India.

In 1952, ICOM made a proposal to the Indian government through the Director General of UNESCO for the preparation of the up-to-date Directory of Museums in India to give an account of the progress of the museum movement in India, especially after its independence in 1947.

In response, the directory of museums in India was prepared by C. Sivaramamurti under the Ministry of Scientific Research and Cultural Affairs of the Government of India and published in 1959.

The Museums Association of India was formed in 1944, to provide a forum for the development of museum activities in the country. The association, over the years, through its conferences, workshops, training program and publications has tried to provide directly or indirectly, support and stimulus to the growth of the museum profession in India.

The Museums Association of India began publishing the Journal of Indian Museums a year after of its foundation in 1944. The first volume of the Journal included an article entitled “Education through Museums”.

In 1973, Usha Agarwal, research officer in Asia, produced an index of articles and notes on Indian museums since 1945.

The first planned attempt to discuss the problem of general education through museums in India was made in 1955 when UNESCO organized a workshop in
Mysore on ‘Museum techniques in Fundamental Education’. But these pioneering attempts failed to influence or have any impact in accelerating the activities of the museums.

A month long seminar on the “Development of Museums” was held in India from 31st January to 28th February 1966, with the Museum Association, in collaboration with the National Museum, organized a special symposium on museum education. The Indian museum education committee of ICOM was also established.

- After 69 years of Independence, India has made significant progress in various fields, but still more than 70 per cent of the people living in villages are illiterate. The Indian leaders recognized for basic education of the Indian masses, and the need for mass education has been recognized from the time of the formulation of India’s first Five Year Plan in 1950. Even today, however, educational planners have failed to realize that through the formal education system alone, they cannot achieve these objectives, and that museums have the potential to be an effective medium of non-formal education.

The whole problem of the role of museums in India comes down to two main points:

1. A lack of insight and direction by the State as well as the Central Government, which do not yet method the experience and awareness to carry out a long range program, together with a general ignorance among decision makers about the role and functions of modern museum in instruction and education of the general public.

2. The administrators of funds in the state and central governments give poor advice from so-called museum experts who are still mostly scholars than museologists or museum educators and still most of the experts have fixed and outdated ideas about the museums, especially about interpretation and educational potentials of the museums (Naqvi, 1985).

**5.12 Starting of Children’s Museum in India**

The growth of children’s museum in India is of very recent date. In India, museums have never lost sight of the basic needs of children. Instructional year of the child’s serious attention of museum experts has been focused towards requirements of children. Numerous plans and policies were drawn for the development of children’s museum in India.
In India the great consideration has been given by the first Prime Minister of India Jawahar lal Nehru whose affection for children was fathomless and who was lovingly called ‘Chacha Nehru’ b, and the another great visionary was Shankar Pillai who opened the Doll’s museum for the children.

**5.13 Chronological Perspective of Children’s Museum in India**

India is one of the developing countries of the world in which the growing population is upward. According to a 2015 survey, it was realized that India is the second most populous country in the world with over 1.271 billion people, which is more than one-sixth of the world’s population. India has more than 50 per cent of its population below the age of 15. India is a big country with a growing population of children. Earlier, there was not much consideration given to children in India. As there was not enough participation of the parents with their children as they were busy taking responsibilities of their livelihood. But it cannot be said that there is no love for children and that they are ignorant of them. Now-a-days, it is the need of the society to have better economic conditions. There are also changes in a child’s development between the earliest times and the recent times.

Children and their families constantly experience barriers to the amusement of their simple human privileges and to their inclusion in society. These abilities are overlooked; their requirements are given less priority. Yet, the barriers they face are more frequent as a result of the environment in which they live than as a result of their impairment. A protective environment has to be created to ensure their access to education, protection and to make them lead their lives with safety and dignity.

To understand the needs of children, some people started thinking about their children. The great consideration of child welfare is to be given to Pandit Jawaharlal Nehru whose affections were the greatest for children. Children called him *Chacha Nehru*. *Cha-cha Nehru* will emphasize on children for a brighter tomorrow. A number of speeches delivered from *Chacha Nehru* to awaken the people to their children to have a fulfilled childhood and receive high education. In the memory of *Chacha Nehru*, Children’s Day is celebrated on the 14th November every year. Schools organizes various activities and events on this day. *Chacha Nehru* delivered the message for the welfare of children in his speeches. By the inspiration of Pandit Jawaharlal Nehru, some organizations started to think about the different types of activities for children and from the time of Independence children have had a great
consideration from this time. Different organizations were started for children. The first organization in India, which thinks about children is National Balbhawan, New Delhi along with another step taken by Shankar Pillai who opened a doll’s museum in 1957. The great consideration given for children to provide better education along with different learning programs was felt along with the need to play and enjoy for the cognitive and physical development.

As a number of the children's museums have opened in the United States, USA and U.K, even India are not trolling behind. There is continuing thought about the child’s development and education.

According to Markham S.F and Hargreaves, the idea of a children’s museum under the context was not thought about or there was perhaps not a single museum which felt the necessity to supplement the school curricula. Occasional lectures are given at many museums, but anything like an organized and successful effort have not been made to bring together schools and the museum. In fact, the concept of museum for younger ones had its first base when in 1934-35 the Government museum in Madras had arranged classes for secondary school teachers. These teachers attended demonstration by the museum’s staff on the exhibit, biological, archaeological and anthropological and later in their respective schools, they explained these exhibits to the children. It was a really good experience for the teachers as well as the children.

G.B. Saradesai (1957) mentioned that the late curator of the Lord Ray Maharashtra Museum Shri B.V. Gharpure visited the U.K and U.S.A in 1947-1948 for the study of museums and various educational activities were carried out by them. On his return, he started educational activities in the museum. The museum was able to introduce some new activities and services for the educational institution in Poona. To give impetus to the museum education scheme, a museum education conference was organized in the year 1949 and 1951. The head master association of Poona approved this scheme and in its meeting held on 16th September, 1952 all members were requested to join the scheme.

B.S. Ranga (1984) reported that museums in India have realized that providing new learning resources is a gigantic problem currently in focus. How to provide more inputs for the present effective program and activities for children education? How to make best use of the learning resources for the museologist? To this end, tremendous amount of work has been done in this field; radical changes in presentation of exhibits
have been brought in. More and more new ways and means have adopted to make visits of children to philosophy of a museum; it has separate programs and activities for children. Museums are more rewarding and fruitful.

In 1955, Amrelli Sri Girdharbhai Sangrahlaya for children has galleries of science, dolls, art, archaeology and famous people. This museum is the first children’s museum in India. This museum as a cultural and educational center not only strives to promote the child’s welfare in the locality in which it is situated, but also organizing the museum section of a large number of schools of its neighborhood.

In Third Five Year plan, child welfare in India was attended and then it was decided to start the National Children’s Museum at Bal Bhavan, New Delhi.

In October, 1957 Motilal Nehru Children’s Museum was founded at Lucknow. It has five sections dealing with health, toys, natural history, hobby clubs, workshops and library for children.

In 1960, the Government museum in Madras established a section for children. The section includes subjects such as geology, zoology, paleontology, ethnology and habitat groups. Another industrial museum at Poona has valuable loan service for schools. Through its education section, various objects, including charts, maps, pictures, films, etc. were transported to the local schools in portable cases to supplement the school curricula.

In New Delhi, the All India Handicrafts Boards craft museums provide Saturday programs exclusively for the children. The special feature is ‘pleasing touch exhibits’ gallery, where children are allowed to touch and handle according to their choice and will.

In Assam state at Guwahati, a children’s section on collections has also been installed.

Another notable museum is Lord Reay, Maharashtra Industrial Museum in Pune. It has valuable loan service for schools.

In 1965 Shankar Pillai opened the Dolls Museum, on his personal interest. Soon he had a collection of around 500 dollars, which he decided to display in various places in India. But due to frequent packing and unpacking the dolls damaged. To solve this problem Shankar raised this issue to the Prime Minister Jawaharlal Lal Nehru and his Daughter. It was then decided, as per suggestions of Mrs. Indira Gandhi to build a permanent museum for dolls as well as children’s enjoyment.
In 1972 Nehru’s children’s museum was opened in Calcutta. This museum was the inspiration of Pandit Jawaharlal Nehru. The exhibits in the museum spread over four floors. This museum organizes workshops and programs and activities for the children. Minimum 300 children participate in the sit and art contest.

In 1975 Cha-cha Nehru’s Children’s Museum was opened in Kerala. The foundation stone of this museum was laid by Shri R. Keshwan Nair, honorable secretary of the Kerala state council of child welfare society. The first floor of the gallery includes dolls section along with different deities of Hindu culture. Second gallery is the oldest stamp gallery, third is the traditional costume gallery and fourth gallery have clay model and activity section.

In 1985, International Dolls Museum was opened in Chandigarh. The international Dolls museum has the collection of dolls from the different state and counties. In 1887, Uncles Robin Children’s Museum was opened at Assam.

In 1988, Government Museum Chennai opened the door of the children's museum in its own building. This children’s museum is a multipurpose museum. The display arrangement in the children’s museum reveals to the children the world in which they are made aware, stimulates knowledgeable, curiosity and opens the door to the World of Wonder.

In 1989, Uncle’s Robin Children Museum was opened at Assam. This children’s museum is a place of wonders for the children. It encourages a child to probe new horizons.

In 1999, Kolam Children’s museum was opened in Chennai. This Children’s museum is under construction. Then in 2001, A science center was opened at Chandigarh. Other Children’s Museum was opened at the Ranchi Science museum in 2010, Goa Chitra Museum opened in 2010 and Steller Children’s Museum was opened at Gurgaon in 2012.

5.14 Summary

With its focus on historical context and general trends, this Chapter to understand: How had the concept of Children’s museum existed, leisure affected the establishment of Children museum,
References


