



INTRODUCTION

Museums are symbol of organization representing civilization like other institutions of knowledge and culture. A good museum acts as a dynamic agency in the cultural, educational and revolutionary life of the people. According to ICOM definition of 2007, Article 3, statement 1, “Museum is a non-profit, permanent institution in the service of society and its development, open to the public, which acquires, conserves, researches, communicates and exhibits the tangible and intangible heritage of humanity and its environment for the purposes of education, study and enjoyment.”

Hence museums are very important institution devoted to preservation of cultural material and technological object. It serves vital tools for education, research both formal and non-formal. Museums have much responsibility in this direction which can be vital significances to changing society by serving a platform for interaction between the generations and also by acting as a bridge between past and present. In this way museums are part of the response to the needs of human life. They impose the sense of aesthetic beauty, curiosity and of the chronological development to the society

“Museum has a unique place to serve as means to impart direct introduction to nature and original articles that serve as documents to culture and civilization”, states Sonal Maniar (2000, 6). She further says that museum serves as an educational institution to common people and researchers. It has a base to provide knowledge with the help of collection of natural, cultural or scientific objects. These objects are preserved and exhibited. The people take their advantage by various means. It becomes a site of knowledge for people, as knowledge can be gained from original objects collected in a museum. The genesis of a word ‘museum’ in Egypt describes it as site of knowledge.

The Greek people used to pray goddesses. Those goddesses were parallel to the Indian goddess of knowledge, Saraswati. Those nine goddesses were called 'Muses'. Turamay or Ptolemy Sotare opened a university at Alexandria in Egypt and named it 'museum'. He was contemporary of the Maurya Emperor in India. In the fourth century before Christ, an ancient Greek museum used to have a collection that included religious sculptures, astronomy, medical instruments and natural objects like elephant's teeth and skin of rare animals. The chief objective of the collection was to accumulate knowledge. In the fifteenth century, in Europe and specifically in Italy, a study room studded with old articles was called a museum. The concept of museum in the present time seemed to have emerged from these usages. In Europe, educational activities at schools, colleges and universities incorporated a kind of non-formal education through museums. Similar view has been held about museums as complementary to education. Therefore, museums are supposed to keep adequate arrangements to impart knowledge with wonder and pleasure.

Since the vision of museum attaches importance to acquisition of knowledge with fun and curiosity. It explains with more clarity, ideas and thoughts presented in syllabi at schools and colleges. It imparts direct introduction to them and increases among beholders power of comparison, power of imagination and research capabilities. The power of education that museums possess depends on a collection that it keeps. Hence, the terminology that prevails in India describes it as 'House of Collection'.

Experience at a museum may be related to what Jawaharlal Nehru says about the past in his last letter to Indira: "History is not a magic show, but there is plenty of magic in it for those who have eyes to see it...Innumerable pictures from the gallery of history crowd our minds..." (Nehru,1951). Museum brings to us a magic of history and allows us to listen to its melody to make a fascinating experience by evocation of the past through fascinating display of objects.

The Museum evokes the glory of cultural past to a world at large. In this sense, museums can serve as mirrors to reflect our cultural heritage. It is a medium that “connects” generations in the present with a glorious story of the past. It is a window through which one peeps to what good or bad is left behind. This is a view that perhaps occupied the minds of those who founded museums. The history of all countries and communities witness emergence and flourishing of museums. Once a museum exists it serves as witness to the cultural past.

The study of museums has acquired scopes of academic kind in the recent times and it has come to be known as museology. Its emergence is untraceable. However, two things can be said about it, it is that museums came in to existence before museology and that the emergence of museology was accomplished with the actions related to museums. Development of museums in the modern times, so to say, paved the way to explorations in museology. To make it clear, Jain (2001,96) refers to what Laurence Vail Coleman wrote in 1939:

The museum’s vocational complex is a product of the last 50 to 60 years. Before the 1870s museums were very simply run. Amateurs collected and put their stuff behind the glass of built-in exhibition cabinets. Taxidermy was brought outside, like a haircut. Education work consisted principally of opening door.

Assumptions and perceptions related to museums were further developed and formulated in the twentieth century, says Dr. Sanjay Jain who comments on the research and study conducted on museums in the recent times on national and international levels. He refers to the collaborations set between the museums in India with the museum associations of Britain, America and Germany established respectively in 1886, 1906 and 1917 that led to the establishment of international office of museums in 1926. The chief objective of this office is to create sentiments of cooperation among

the museums of the member countries. It led to the publication on the subject of museology and also training programmes for curators, etc. First time in 1958, the UNESCO organized international conference at the Brazilizn city Rio de Janeiro at which the definition of museology was shaped. The definition goes like this: "Museology is a branch of knowledge concerned with the study of purposes and organization of museums. Museography is the body of techniques related to museology".

In 1972, ICOM defined museology in a detailed manner to include along with purposes and organization of museums also the study of their history and development. It involves classification of museums of different kinds, special methods of research and development, etc. The definition of museology as finalized by the ICOM in 1972 then goes like this:

Museology is museum science – It has to do with the study of the history and background of museums, their role in society, specific systems for research, relationship with the physical environment, and classification of different kinds of museums. In brief, museology is the branch of knowledge concerned with the study of purposes and organization of museums.

Museography is the study of techniques related to museology. It covers methods and practices in the operation of museums, in all their various aspects.

On normal ground, museums are experienced as magic with quality to charm man with its capacity to evoke experience with awe and wonder. For this reason, museums are viewed as effective media. I may cite here one Hollywood film, 'One Night at Museum'. The film shows how a newly appointed security person experiences the museum. During the night duty when he is all alone in the huge building of the museum he feels that objects in the cabinets and windows come alive. He finds that from an old royal painting the general and his soldiers come to life, the general's

daughter falls in love with the guard and there is fighting and all hustle-bustle and confusion causing commotion in the museum. Not only that, even elephants, giraffe, dinosaurs, horses and other animals come alive and run up and down in the building. There is lot of commotion all through the night to cause panic to the guard terribly. In the morning, all things become normal. When he narrates the experience no one believes him and he is about to be fired off. The experience has lot of thrill and wonder. It makes him feel that objects in windows although dead seem to be speaking to him and bring before his eyes new colors and moods of life. Thus, being at museum can become a good audio video experience. Experiencing other dimensions of life is the first objective. It allows a good change to man from his usual life experiences. But this experience may remain stagnant in spirit and impact.

On personal level, an idea of museum works as simple and innocent habit or fascination of collecting exquisite objects. On public level, it takes a form of collective fascination about some objects of glory. In this way, museum may be understood as an institutionalized form of fascination for beauty and glory, personal or public. In this respect, museums are established.

Personnelia museums comprise of personal collections of objects that fascinate a person. These objects may be coins, postage stamps, photographs, cards, watches. A child is always fond of collecting several things. Following his entry in this world as such, everything that a child sees or encounters he sees it as new to his sight, knowledge and understanding. Newness of things fascinates him. The fascination goes to such an extent that he feels like collecting things and preserving them fondly as his personal treasure. In course of time, he develops attachment that grows to the extent of possessiveness of treating those things as precious treasure. As the time passes a person's possessiveness grows so strong that a child would not spare or share his things with anyone. Possessiveness makes him mad sometimes about the things that he collects.

Such a collection becomes a personal museum. It signifies fascination. It signifies his personal attachment. It signifies possessiveness. No child is seen to be free from this kind of fascination. It in fact makes a common childhood experience for each person on earth. We may also relate it to psychology of each child. It may, however, go with a child's condition and his personal capacity. In number of cases, a child desires for it but the condition and circumstances would not make it for him a possibility and, as a result, it remains buried in his psyche as desire or fascination unfulfilled. This instinct is seen to be becoming a base for museum. I observe, "At such a stage human instinct of collecting and accumulating objects of curiosity laid foundation of museums and opened a new horizon in the field of human progress".

It is a different matter that the fascination fades slowly and gradually as a child grows up. Then a museum serves him a magic box that unfolds to him childhood memory and he relishes it at times. It may sometime stretch to his ears that faded music of innocence and playfulness that enriched his childhood. In his grown up age when a man is almost out of touch with magic and music his personal museum may connect him back to such beauties of his living. Like looking at a photo album would crowd one's mind with memory of past to evoke to him its glory and melody. It brings to him some relaxation and relief from his day to day botherations, worries and problems. In this sense, personal museum may serve him a kind of resort. Likewise, an album of songs, videos or music, collection of stamps, cards and coins, and the like remain among man's most common fascination. At times, they make news and interesting reports on the television telecasts during regular news bulletins. Further, awards like Limca Book Awards and Guinness Book Awards are granted for such activities respectively at national and international levels for such hobbies. The awards signify that man's hobby to make a museum of objects of

curiosity is duly recognized for its exquisiteness. Some persons spend years and good wealth to make a unique museum of his personal collection.

As a child grows up in age he gets in to academics. He joins a school for education and training. In this stage, museum becomes a sort of need to supplement his education. Over and above learning in classrooms that remains basic to education and training he needs extra exposure to supplement to what his teacher explains to him on subject. It may not be possible for a teacher to show everything inside a classroom. A teacher of history, for instance, refers to number of things like weapons, ornaments, garments, etc. of past kings. But he cannot bring them actually in a classroom and until students do not see them they would not form understanding about them. Because most objects that belong to the past are strange and uncommon to the present day use. Likewise, a teacher of science may describe to students things like planets, animals, plants and vegetation on earth with all minuteness, but until students would see them as real they would not get an idea. Hence, science museums are set up in the present time in the form of planetarium, botanical gardens, aquariums, etc. They serve the purpose of providing exposure to students in subjects like natural science with an effective display of botany, zoology, geology, astronomy and the like.

There are also museums to store personal belongings of a person of repute and to exhibit to public in general. The purpose of such museums is to inspire people in to higher living and thinking through a story displayed through the objects that a great person used during his life. In this category the objects on display include personal belongings, letters, statues, photographs etc. The Mahatma Gandhi Museum at Porbandar, Kirti Mandir, Porbandar; the Nehru Museum, Allahabad; Anand Bhawan, Allahabad, the Sardar Vallabhbhai Patel National Museum at Bardoli etc. are set up to commemorate a person's glory and thoughts. Such museums have a

specific purpose to provide exposure to students to supplement their studies. They are known as personalia museums.

Recently a new concept of museums has emerged in the west. For instance, the Madam Tussaud Wax Museum is set up at London. It displays wax statues of eminent celebrities in the world. The idea of this kind of museum is to treat these personalities and the glamour world as cultural ambassadors of their country to the world at large. They become places of attractions for tourists across the world and thus viewed as helping tourism industry.

With a view to impart better exposure and understanding of related subjects, educational visits are organized by schools. Students are taken to museums from time to time so that students' live touch with museums can be maintained. When we refer to museums, they need not only be those set up in buildings. There are museums in the open too like botanical gardens, medicinal gardens, zoos, aquariums, etc. They are carefully maintained. They allow good exposure through a close contact and observation of plants, animals and fish in large variety and in varied shapes and colours. A museum that is set up in a building is artificial, while natural museums are basically nature's creation with little modifications to suit the purpose. Both kinds of museums fascinate students equally during their studies. Nigam (1985) observes,

"Well exhibited galleries of museums are more informative than any textbook. Museums provide with effortless education as well as entertainment to its visitors. The bookish knowledge is much more theoretical and incomplete. It has to be supplemented by seeing, feeling and realizing real objects which the book is written upon. Museum objects, by virtue of their three-dimensional effect, are more appealing to the human mind. Thus, the museum education is learning by seeing. 'Looking and Learn' a slogan introduced to the museum world during Second International Campaign of Museums organized by ICOM in 1967-68,

represents the very spirit of museum- education. Museums therefore must bear in educational policies, that it is the object, which is all important in dealing with their educational activities. Museums provide with effortless education as well as entertainment to its visitors.”

Mehta (1995, 2) states that for the activity of bringing the experience and ideas in conformity, the essential conditions are field work, laboratories and museums in the present day world. He, thus, puts museums in the category of co-educative activities that are intended to arrange for adequate exposure to students involved in studies. He very specifically says, “The general idea of the function of the Museum is that of education”. Stating the relationship of museums and education he says, “With the spread of primary education and the extension of secondary, collegiate, scientific and technical education, district museums are a desideratum and form the complement to these factors of a complete and progressive educational system”. Sir Sayajirao Gaekwad of Vadodara too expressed right back in 1906-07 concern over an idea of developing taste of fine arts. Further in this line M. H. Spielmann comments on the ideal, “The illuminating idea that the collection should have for its prime purpose the educative motive for setting before students and lovers of arts in Baroda... It must renew from within...”

In grown up age when man plunges in all kinds of worldly responsibilities, liabilities and difficulties that close him so tightly that he is distracted from his childhood fascination. He no longer feels the newness about the world and nature. He pays little attention to museums. His interest and enthusiasm in museums get dried up gradually. He may develop psychology that spending on museums would be foolish and senseless. But this kind of feeling or attitude would lead him to undermine the value of museums. Museums serve as potent sources to tap variety of source material that has potency to influence.

Influence of museum works powerfully on young minds. It spurs in them imaginative capability and capacity to understand the value of objects in this world. Various sources of history are collected, presented and displayed at various museums in Gujarat. They can be summarized as under:

- The sources of Indian History: literature, both religious and secular, Vedangas and Upvedas, Sutras, Purans, Buddhist and Jain literature, Epics like the Ramayana and the Mahabharata .
- Archaeological sources like stone tools, pottery, terracotta, sculptures, paintings and other antiquities.
- Inscription on rocks, coins, seals etc.
- Collection related to anthropology of tribal interest. (both pre and protohistory)
- Specimens representing various aspects of Natural History specimens
- Relics of pre-historic and proto-historic times.
- Historical remains of Pre Mughals, Rajputs, Later Rajputs, Later Mughals and British India and leed native states. Exceptional collection of art facts from civilizations of Egypt, Babylonia, Nepal, Tibet, China, Japan and Indonesia.
- Picture Gallery houses valuable collection of European oil paintings.
- European room shows art from early Greece to the 20th century.

These sources reflect on vide ranging subjects like Archaeology, History, Art-History, Anthropology, Ethnology, Social Science, Botany, Geology and Zoology, Paintings- Textiles, Literature, Religion, Numismatics,

Botany, Ornithology, Paleontology, Music (Musical instruments) and the like.

Museums make valuable source of reference material for higher studies and research. Higher studies and research do not operate on bookish knowledge. Knowledge in the form of ideas and abstract thinking, views, assumptions and conclusion needs to be supported with concrete evidences. Museum helps a student pursuing higher studies and a researcher with concrete reference materials to support his/ her assumptions and readings. In this light, museums of various kinds have emerged on the scene. They are textile museum, anatomy museum, weaponry museum, costumes museum, auto museum, atomic museum, planetarium, tribal cultural museum, ethnic museum, anthropological museum, archaeological museum and the like. They make useful appendices to basic research with good photographic illustration, exhibits of monuments and inscriptions and objects as supportive evidences to the point that is made in research.

In a broader perspective, according to Swarnakamal (1986, vii, xi) museum is viewed as “a place where the cultural heritage of our nation is preserved and protected”. He says that the cultural properties of our nation housed in museums must be made available for the good of the greatest number”. He further says, “One of the simplest ways of becoming acquainted with the culture, art, history and natural history of any country is by visiting a museum”. Museums serve a common platform to people in the present to connect with their past. They do it through delineation of history through objects. Objects on display at museums speak a story of their times. Not only that, they may speak about strengths and weaknesses of past events and peoples. A display at museums serves as a window to cultural heritage of any society and country. It stimulates appreciation of beauty, curiosity and sense of continuity with the past. Swarnakamal (1986, 2) is of the opinion that “Museums of India have much responsibility in this direction. Museums can be of vital significance to a changing society by acting as a

bridge between the old and the new. It can hold us to make the best of both worlds.

Museums are taken as a symbol of civilization. They can be powerful instrument of visual education. They may, thus, serve even as academic media to educate young generations at schools and colleges. They help students to form common and correct understanding about their cultural past. It may also help us to resolve sensitive issues in life holding with sensible approach. On a broader ground, museums help to cultivate collective consciousness. Swarnakamal(1986,1-2) points out in this regard, "A good museum may act as a dynamic agency in cultural and recreational life of the people...a museum affords recreation in education and education in recreation to different sections of community irrespective of any caste, creed, age or aptitude". He also opines that Museums carry a dual purpose of developing aesthetic sense in public and also to make it useful to society, He opines. This kind of thinking about museums may point at value of museums for human community. It is required that it is considered in terms of its potency to inform, impress and improve human attitude and approach. It is a value that seems to be working throughout the world as most countries and communities set up their museums and maintain them with lot of care.

In reference to all such activities in a museum Naqvi (2004) puts his painful remarks about the development of museums in the country. He says "For the past few years, for the purpose of modernizing Indian Museums many private management and marketing firms, display and design agencies, event managers and interpreters and in some cases even corporate and private business establishments are being engaged to do core museum work by some over enthusiastic directors and bureaucratic & ministerial in-charges of museums. I feel this practice is not going to help either in the professional growth and development of existing museums in India or for opening new museums in the country and creating an interest in the Indian

public for 'museum experience.' Museum making and managing is a professionals job having its own ethics, code of conduct and practice guidelines". He has given importance to the professional training of the personnels working in a museum for the progress of museums in the country. Further in this direction Bhowmik (2000) also states "The inception of museology departments in universities with museums necessitated with the view of better administration and management of museums. But in cases, the relationship between the museology department and museum is not so close, as it was before. And the co-operation and the co-ordination in them is not to the extent of desired requirement.

The history of museums shows that an idea of museum sprang basically from keeping personal collection by kings and royal persons in the past. As a collection relates to a person of eminence in a society or a state it becomes valuable for its people. Personal collection may be a limited range of activity with a common man. But with royal people museum remained an idea that is most needed. The reasons were obvious. Things stored in museum are usually precious, prestigious, exquisite and extraordinary. They possess capability to impress and fascinate beholders and to raise prestige of a person who owns them. It would make them popular with long lasting fame in history. We remember many rulers when we visit and view exquisite collection of their riches. Royal persons like kings, emperors, queens, princes and princesses seemed to be fascinated with this idea of personal glory and pride and also popularity that the collection would bring to them. Hence, they kept their own museums. Kings of almost all states used to maintain royal museums with all cares and fondness.

"Museums are part of the response to the needs of human life" says Swarnakamal (1986), the author of *Museums in Gujarat*. This view relates museums to human life. Though basic needs of human life are realistic comprising of food, clothing and shelter some person hold higher expectations to have comforts in human life. But life becomes beautiful

with beauty and melody in it. It becomes even more enjoyable with moments of magic and surprises. One always expects better life, from satisfying to comfortable to beautiful. Beauty and melody help to cultivate aesthetic sense in man. Aesthetic sense may be understood as capacity to know and appreciate beauty and music. It is this artistic sense that fills life with magic and thrill. Museums work potently and yet inherently to cultivate aesthetic sense in man since his childhood. A child's contact with museums through personal or educational visits works powerfully to cultivate in him artistic sense. As a result, a child grows up as human being endowed with capacity to appreciate and enjoy beauty. With it, he gets aesthetic pleasure.

The museum movement seemed to have sprung from an idea of personal museums. Public museums came up as its extension. They work on a wider scale of community. Public museums are usually set and maintained by some organizations or institutions. The purpose is to benefit its members or public in general. Museums stand as common heritage of citizens. It shapes in them collective thinking about their past. Government of a state holds this view when it keeps a museum. This modern view of museums may go against a traditional view of royal museums as a mark of royal glory and pride. In one sense, keeping a museum becomes responsibility on the part of a government in power in the interest of general interest of its people. An idea of royal glory and pride is now treated obsolete as varied interests are seen to be emerging among people of the present time. Museum is now understood as, "a non-profit making, permanent institution, in the service of society and of its development, and open to the public, which acquires, conserves, researches, communicates and exhibits, for the purpose of study, education, and enjoyment material evidence of man and his environment". Further, "Museums are very important institutions devoted to preservation of cultural heritages and also for non-formal education."

Museums work for visitors in a non-formal means of education and lend educational services to other institutions. The project of developing museums in the state of Gujarat takes note of this vital aspect in its policy recommendations. It states, "Collections at museums and acquisition of knowledge through them give more pleasure as compared to education at schools, colleges and universities. Museums claim a unique place in the cultural fields of the present time. In this respect, museums today need no more be perceived merely as a collection at a scrape dealer's, but it makes a valuable component of education to lead the entire people to a path of progress and cultural living on equal terms, to helps them to preserve their cultural heritage and to assign new perspectives to their cultural values" (Maniar, 2000, 6).

There are fifteen museums at different locations in the state of Gujarat. All of them are government undertaking managed by the Government of Gujarat since the inception of the state in 1961 following its bifurcation from the then Mumbai State. Most of them are a part of the royal heritage that the state received from kings of small indigenous states following their merger with the Union of India. The museums stand as pride and glory of the royal history of Gujarat prior to its independent status as democratic state. It contains in it lot of glamour, glitter and the resultant grandeur with riches and exquisite collection of royal articles and ornaments collected so fondly by them from around the world. They speak of the taste, choice and fascination that those royal persons held. With a view to evoking the royal taste, choice and fascination, the collected objects are arranged for an impressive display so that they may exert similar charm on beholders who visit museums. This spells out significant issues that may go in to keeping and maintaining a museum. They may be laid down as 'Collection', 'Display', 'Maintenance' and 'Management'. A due attention needs to be paid to these issues so that they help to keep a museum fresh and live with update of information.

When museum becomes government institution it may take in to it all kinds of issues that may affect its working and outcome. Hence, they need to be viewed in true light. The present research proposes to approach these issues through a questionnaire method and analyze the facts collected from various persons holding responsibilities at the fifteen museums in Gujarat. It is hoped that the issues thus spelt out and the problems read through them would help us to focus on relevant facts for effective resolution. It might work in the interest of better outcome of working of museums for community in general.

The present research also proposes to focus on this aspect of study and spell out the ways in which museums can be approached correctly and in true spirit. It hopes to open new avenues to allow further study and research to unfold a few more possibilities in the light of dynamism of museums. In the present study it is tried to introduce the subject of research and the museums in general.

First chapter shall focus on the meaning of the word 'museum' and its evolution from personal activity as hobby to a level of institution that claims value. In this light, the chapter shall present a historical review of how museums evolved with the history. The chapter will review the situation in the present that marks a shift in politics from autocratic kingship to a democratic form of political community that emerged in almost every state over the world. With it, a drastic change has occurred in people's thinking and attitude about museums.

The chapter will detail on the museums in the state of Gujarat that are entrusted to the authority and care of the Government of Gujarat. It will attempt to assess facts that prevail under different aspects.

It will also review the issues on usual operation and management of the museums by government officials and how they afflict them and affect their efficiency.

In the second chapter an attempt is made to focus on the current conditions at the government museums in Gujarat. It is planned to collect relevant data and opinions by adopting conventional research methods that may include Questionnaire method, personal discussion with museum experts and staff within the system and opinions of experts outside the system.

The chapter is supposed to focus on related facts and figures that may be reflected through relevant data. It was also thought to focus on the opinion structure within the system and outside the system on the current status of the government museums in Gujarat. The questionnaire method was devised to focus on different aspects of the administrative and curatorial conditions presently at the government museums with a view to state the adequacy or inadequacy of the present conditions. As further focus, it is also thought to collect quantitative information through opinions of expert staff and operating staff within the system for which the second method of personal discussions is adopted. It is further thought to provide a balanced view with qualitative information collected from experts, visitors and beneficiaries outside the system.

The third chapter seeks to review the conditions of administration, finance, staff positions and infrastructure in terms of the adequacy in the light of the demands of the time so that they can operate effectively to promote museums as dynamic source of education and awareness. It keeps in view limitations and restrictions of the government system that may cause impediments in the usual functioning of museums. The problems may not be reported openly but they are very much felt to affect the system adversely. These problems need to be sensed. The data, both quantitative and qualitative, may be put to review and analysis, so that useful

interpretation can be drawn in this light. The focus of the chapter remains on the management aspects of the museums. Further, finance being the most sensitive issue in the management of the government museums the chapter reviews the finance management and its cost effective utilization at the government museums. It also looks in to the rationale of the staff management, the functionaries and safety issues by which realistic view may be projected. The chapter deals with critical discussion on the present administrative scenario and the actual requirements of the Department of Museums. The analysis of the results obtained by survey shows that how low priority of government for museums harms the functioning of museums. It is tried to study the actual requirements of the department of Museums to keep all government museums functioning properly.

Forth chapter deals with analysis and interpretation: curatorial aspects. The curatorial aspects play an important role in museum management. It acquires lot of significance in view of the end results of the museum activities. It pertains to aspects like collection, conservation, preservation and technical care of objects, documentation, display, presentation, educational aspects, visitors' response, publications, community extension programs, exchange arrangements, sponsorship and the like. It calls for adequate know-how, awareness, effective supervision, periodical inspection and cost effective methods of display, light arrangements, safety measures and security arrangements on the part of the management in operation. The objective is it leads the activity to its valuable utilization with all its dynamism and versatility for the benefit of community in general, students and researchers in specific. The chapter deals with the collection methodology, the aspects of conservation and preservation, documentation, educational activities, flow of visitors and so on. It is seen that in some museums flow of visitors is increasing while in some museums it is decreasing.

In the fifth chapter results thus obtain by the research are discussed at length and some suggestions are drawn which may prove useful for the betterment of the museums and museum professionals. The chapter will also review how potency and dynamism of museums may be utilized for academic and cultural advancement. Such relations may help us to explore ways and means to resolve issues and problems. In this respect, the chapter will attempt to work out suggestions and solutions that may serve some purpose to curators and officials at government museums and experts in the field. The purpose of this exercise is to find out a way to remove hurdles and impediments that affect the work at government museums. It may also explore the ways to increase efficiency at management of museums.

It will emphasize that culture stands crucial to human identity and museums have vital role to play. It keeps up man's cultural self and identity through generating in him awareness about his cultural roots and relating him to his cultural past. As scientific progress and technical advancement are essential in the modern times keeping one's cultural self intact is all the more essential to survive independently in the times when everything is getting messed up with globalization. In this light, the case of western countries may be referred as valuing museums all the more in the light of exploring their cultural past. Culture relates one to his roots and museums can carry out this task for an individual. Such awareness needs to be aroused in the people of India so that it may lead us to respect our self and culture and build in us self confidence.

At the end some conclusions have been drawn.