

Summary and Conclusion

Education now is a well-accepted function of museums. At the beginning of 21st century, museums have begun standards of education services. Though museums are giving varied attention to education services, yet they are trying to take advantage of contemporary theory. All museums are unique in terms of their education philosophy, roles, practices and impact. An attempt was made in this thesis to do a comparative study of two museums IGRMS and NFMK in this regard.

The first chapter dealt with education and culture policies of the Governments and how the Museums are trying to accomplish the governments' policy. Both the Museums are national museums, therefore, the government policies are a major determinant of the Museums' strategies.

The main directions of the education policy of the two Governments are different. It depends on the social and political situation of each country. Both the countries have a different education environment, therefore, each country's major goals are different. Indian Government focuses on to reduce illiteracy rate. In order to do that, the Government gives emphasis on the life-long learning, and promotion and upgrading the skills to produce manpower resources of the kind and the number required by the society. The Korean Government concentrates on how to sharpen the competitive edge of higher educational institutions, to reduce the burden of private education costs, to raise the quality of universities located outside the Seoul City, to plan life-

long learning and to develop special education for impaired people.

The common points of the two Governments education policy are life-long learning and education for impaired. However, the view point of the life-long learning is different. The Indian Government considers non-formal education an important source for creating an educated society due to high drop out rate in schools. It also emphasis adult education for illiterate persons. Whereas, the Korean Government considers it as spending leisure time, and learning the new knowledge under the impact of the industrial society.

There are four salient features regarding government education policies in relation to IGRMS. First, the Museum offers opportunity for public to see the tribes' life styles in different parts of India through the exhibitions, and education programmes. Visitors can see and understand about the tribes even though they do not go there directly. One of the government's education policies is "to foster among students an understanding of diverse cultural social systems of the people living in different parts of the country". Second, the government education policy focuses on life-long learning. As considering the life long learning center, the Museum provides various kinds of education programmes for all public. To promote and boost the woman's culture, the Museum organized an exhibition on *Women and Cultural Heritage* during the World Heritage Week in November, 2005. It is to bring into focus the role played by women in preserving the cultural heritage of the country. And fourth is "to integrate the physically and mentally handicapped with the community as equal partners". For the

physically impaired visitors, the Museum provides wheelchairs and ramps and brailled labels for visually impaired.

NFMK provides various programmes for life-long learning and vacation holidays related to government's education policy. Deeply concerned with life-long learning, the Museum provides a lot of programmes such as *Traditional Costume-making Class*; *Korean Folk Lecture for Culture Volunteers*; *Traditional Seasonal Costume*, etc. And *Children's Folk Classes*; *Handicrafts-making Class for Grandparents and Grandchildren*; *Visiting the Folk Museum Mother and Children* as vacation programmes. And for the impaired children and youths, the Museum developed the brailled brochure. Under the guidance of the Museum staff, visually impaired groups learn using their hands by touching the exhibited objects and demonstrate about their folk culture through singing song, drawing on experience, making handicrafts, etc.

Both the Countries have a long cultural history and try to keep their own traditional heritages alive. The countries are trying conservation of heritage and historic sites, promotion of arts and crafts and introduction of their culture in the international arena. However, the countries have different culture history, heritages, national environments, etc. Therefore, the direction of their goals are different. The Indian Government focuses on library, important national anniversaries and Buddhist and Tibetan studies as major cultural policy. On the other hand, the Korean Government pursues on tourism industry, leisure culture, promotion of local culture and harmonizing with North Korea as part of their cultural drive.

Both the Museums are representative museums which convey each country's folk and traditional culture to people. IGRMS is trying to endeavour in conservation of traditional life style through their dwelling huts and houses. It is one of the government's cultural policies. The Museum hosted an international symposium concerning with one of the government's policy of "entering into cultural agreements with foreign countries". NFMK provides the traveling museum to offer opportunity of traditional folk culture for rural areas and neglected section of the society. It is one of the important government's policies such as "to start the developing of the local culture, to promote the conservation of culture with outstretched hands in neglected areas". The Museum is running various programmes for families and public in relation to the five-day-work-week-system so as to get a response of the government's culture policy.

It is suggested that if the Museums prepare programmes which are concerned with arts and crafts education on weekends or after school, it will help to promote the individuals skills and technique and to reduce the burden of private education costs. For example, drawing class, instrument class, traditional dance class, etc. It is one of the important issues in Indian Government's culture policy and the Korean Government's education policy "to promote the institutional and individual non-official initiatives in the fields of arts and culture", and "to expand extra curricular programmes including art, physical education and computer lessons". To do this, IGRMS needs to run a bus to transport the students. NFMK is located in the middle of Seoul Metropolitan City. Various public traffic like subway and city bus is running

near the Museum. So, children access to the Museum alone easily.

For a conducive environment for handicapped visitors, both the Museums should improve their facilities. IGRMS should establish the ramps in all indoor building for physically impaired and make brailled labels elaborated and keep them at proper locations. NFMK should provide stools for indoor galleries for old and physically weak visitors and construct the ramps at the library and entrances.

The second chapter examined the educational framework for public programmes at IGRMS and NFMK that serve as the bases of education programmes and their development and execution. The four cornerstones of educational framework are: One, non-formal and informal learning – Its characteristics include autonomy, spontaneity, voluntary participation, social interaction, heterogeneity of learners and interests, and lack of prerequisites and credentials. Second, education theory which ranges from widely practiced didactic education to constructivist learning. The didactic education is led by the teacher and considers knowledge as something which exists outside the learner in the real world. Between these two extremes lie the stimulus-response and discovery learning theory. Third, instructional design refers to different manners in which educational content can be presented. This includes major designs – factual, narrative, interrogative, humourous and demonstrative. Fourth, social inclusion - this refers to the ideology of serving a wider and more diverse audience.

As stated earlier the educational framework of a museum grows from its mandate.

Therefore, the mandates of both the Museums were examined under the heading - philosophy, aims and objectives. Both the Museums are social institutions for all and strive to offer opportunities on traditional and contemporary crafts, arts and folk culture to all and to conserve and preserve traditional culture including locality. IGRMS has an Introductory Gallery. This gallery introduces the outline of Museum exhibition and serves as an orientation gallery. Visitors, especially novice visitors get information on the exhibitions first, and go around. NFMK does not have introductory gallery but the Museum considers sending the visual material to school for pre-visit orientation. Another important aspect of NFMK's education programmes is the link between school curriculum and Museum collection. The programmes are more focused as compared to IGRMS. Another remarkable point is the concept of layered learning, i.e. different levels of learning opportunities according to the background of the learner.

To understand the contribution of these Museums it became imperative to give a brief account of their educational activities. Exhibition was also included because they are essentially educational in nature. The exhibitions are discussed under two broad categories – permanent and periodical/special and education programmes are grouped in three categories unbooked, booked and outreach.

Both the Museums are operating indoor and outdoor exhibitions. The major contents of IGRMS's exhibitions are narration of Indian dwelling; depiction of compositions as reflected in myths and legends in India and the Rock Art Heritage. NFMK's

exhibitions are on history of Korean people; their ancestor's lifestyle and lifecycle of Korean people.

IGRMS organizes both the permanent and semi-permanent exhibition. The Rock Art Heritage belongs to permanent exhibition which shows history of human kind during pre-historic times. Except the Rock Art Heritage, all exhibitions indoor and outdoor belong to semi-permanent category. These exhibitions are changed or removed if needed. NFMK has semi-permanent exhibition indoor and outdoor in all.

Both the Museums are organizing thematic exhibitions. IGRMS's exhibitions are organized on various themes. Each exhibition is given the name by its main contents like Himalayan Village: Chokat, Kothi, Belath District in Simla, etc. NFMK's three indoor galleries are divided into themes like History of the Korean people: Life and culture of the Three Kingdoms period, Handcrafts shop of Baekje, etc.

Another approach of organizing the exhibition by both the Museums is ecological. In ecological exhibition objects which are separated from their natural context are exhibited in the Museum by creating the context using artificial means and other objects. For example, Tribal Habitat, Mythological Trail, etc. in IGRMS and Making Kimchi, Traditional Weeding Ceremony, farming, etc. in NFMK.

Education programmes of the Museums consist of unbooked, booked and outreach. Unbooked programmes are not managed for special target groups but general public.

They consist of weekend programmes, national festival day programmes, and cultural events. IGRMS does not distinguish between weekend programmes and cultural events. NFMK manages weekend programmes, cultural event on national festival days. IGRMS is operating booked programmes under the 'Do and Learn' education programme since 1988. This 'Do and Learn' education programmes are not meant for any particular target group. Depending on the contents of a programme, the participants come. For example, embroidery workshop is open to all but mainly ladies participants. NFMK's education programmes are meant for variety of target groups like children, youths, adults, experts and disabled people.

Both the Museums are providing the wheelchair for physically impaired visitors, but it is still for limited area. IGRMS outdoor exhibitions area and indoor galleries, except Gallery One and Two can not be accessed by wheelchairs due to presence of steps without any provision of ramps. NFMK does not differ from IGRMS. They do not ramp at all the places. IGRMS provides brailled labels in indoor galleries. NFMK provides brailled brochure for children.

To sum up a few suggestions are made. IGRMS needs education programmes which link with school curriculum directly. Some of the exhibitions are concerned with school curriculum such as subjects of social system, human evolution, pre and proto history, culture, etc. but it is not enough considering the Museum's contents and space. IGRMS is using didactic learning theory in most of the programmes. The approach is like formal education, but still it is more enjoyable as it is based on real objects and

there are no pressures or bindings on learners. The Museum needs to provide multi-session programmes. NFMK is operating programmes linked with school curriculum. However, they also can develop more programmes.

Instructional design of the Museums includes factual, narrative, and occasionally interrogative manner. These styles are visible in labels, guided tours, gallery talks, etc. Both the Museums need to add humourous manner in text panels, gallery talks, group guide, worksheets, pamphlets, etc. This approach can make museum education familiar and friendly to strange audiences. In case of labels this can evoke curiosity among visitors.

Regarding provision for impaired visitors both the Museums need to add large printed materials for visually impaired, induction loop or audio guide for hearing impaired, lifts and ramps for physically impaired and special programmes for mentally impaired visitors.

As mentioned earlier, both the Museums do not have any written educational framework or approach papers. The absence of well defined and written approach papers offered a challenge to collect desired information by discussions with museum personal, and observing and analyzing exhibition and education programmes.

The third chapter examined the managerial logistics of education service. Logistics is the process of introduction of the dictates of reason in our activities. The base of

logistics lies in a scientific attitude towards the problems besetting an organization. It involves establishment of proper organization, policies, procedures and planning system.

Organizational structure of both the Museums is horizontal, based upon functional divisions. IGRMS has total seven divisions - Physical Anthropology, Prehistory, Social/Cultural Anthropology, Documentation and Information, Exhibition, Technical and Administration and Security unit. NFMK is divided into General Affairs, Cultural Exchange and Education, Exhibition, Folk Research and Relics. Within each division vertical structure is seen. The structure of IGRMS does not include a separation education division. The Museum does not have volunteer staff as well. NFMK does not have technical division for photography, display, conservation, etc. Both the Museums do not have specialist staff for education services. In absence of specialist staff, it becomes impossible to exploit the educational potential of the museum.

Policy making is an important part of managerial logistics. It is described as plans which are meant to serve as broad guide to decision-making in organization. Both the Museums have not developed a written policy but broadly they are committed to the instruction and enjoyment of various sectors of the public. They offer a wide range of programmes to achieve the mission of the Museums. A comparison of their education policy was done under twenty points such as relation to the mission of the museums, target audience, education method, level of language, providing pre-visit orientation, etc.

The effectiveness of educational programmes depends upon the method of education. Both the Museums are using teacher controlled method as their approach. Most of the part of teaching session is devoted to direct teaching and visiting the galleries.

Fry Test was applied to test the readability of text. The result reveals the level of language of both the Museums is 14 and 15 grade i.e. college level. This level is quite high for most of the adult population. They should adjust the level of writing to the front page of English news papers.

Pre-visit orientation helps the children and teachers understanding the themes to be studied in the museum. Both the Museums send various kinds of information materials such as literature, posters, folders, CD, etc. before museum visit for making children prepare for the visit.

The main outreach activities of IGRMS is traveling exhibition. They take exhibitions to rural areas and other parts of India. The duration of the traveling exhibition is normally 10 to 15 days at a place. It is held four to five times a year. NFMK is running traveling museum in culturally neglected places for a day at a time and more than 80 times a year. The Museum's staff and experts visit the culturally neglected places and make demonstrations and performances of traditional crafts and arts.

Evaluation of programmes refer to assessing the effectiveness of programmes and practices in achieving educational expectation of the institution. Both the Museums

are aware of the importance of evaluation and occasionally do evaluate some of their programmes. IGRMS has designed a questionnaire for getting feedback from participants and IGRMS' News Letter includes a space called visitors' comments where people can express their opinion about their experience in the Museum and mail to the Museum. NFMK also gets feedback in the form of opinion and suggestions through Museum's website.

A museum is an institution of non-formal and informal education. But it has a significant role in formal education. IGRMS does not design any programme linked to formal education directly. NFMK organizes programmes designed for catering to needs of elementary school and the youth.

Involvement of community can play a great role in shaping the nature of educational programmes. Both the Museums organize most of education activities with involvement of community. Artists and craftsperson come to the Museums and demonstrate their talents and skills to visitors.

With rapid changes in education technology, increasing expectation of customers and pressures on resources, it is important to realize that training and development have become indispensable for efficient utilization of resources. IGRMS has job training programmes for the last three years. For example, 'Museum and Heritage Management' organized by IGRMS in 2004 jointly with National Museum Institute in New Delhi. NFMK is running training programme 'Museum Technical Folk Lecture

for Curators' twice a year for two weeks. However, this programme is not for the curators of the Museum.

Procedures are considered as a type of plan. They are meant to be guides to actions. To operate education service efficiently and effectively a number of procedures are needed. Booking procedures must be as simple and as quick as possible for those making a booking. IGRMS announces the programmes through local or national newspapers. People who want to join the programmes apply to the Museum, through phone or in person. Then the Museum accepts the participants for programmes in order of application. The admitted participants pay programme fee Rs 50. NFMK requires booking for student groups and for programmes. If a pre-school and school group has more than 30 children they should book five days in advance from the visiting date through the Museum website. In case of programme, the Museum announces and receives the programmes through website and receives the participants through museum's website on first-come-first-served basis.

Exhibition procedure of the Museums are little different. IGRMS selects a region, researches it, invites the native people to the Museum to make the exhibits like dwellings, decoration for dwelling, etc. NFMK decides the theme, collects the data, loan the objects and installs and operates the exhibition.

It is suggested that IGRMS starts making use of volunteers as a bridge between the visitors and the Museum's collection and facilities. They will help making the

Museum's visitors comfortable and also make their visit enjoyable learning experience. NFMK needs some technical staff like display designer, photographer, conservator, etc. for making better museum environment. Both the Museums need specialist staff for education services. Education is a serious thing. One has to understand education theory, psychology, methods of museum education, understanding of learning needs of people, etc.

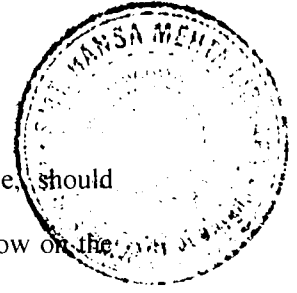
In method of teaching / learning in the Museums, the Museums need to change from teacher controlled to learner controlled when they do education activities. Most of the part of teaching session is devoted to direct teaching and visiting the galleries. The Museums must go beyond this and incorporate modern theory of learning.

In case of group visitors, a museum staff or volunteers should give orientation to them before going to the exhibition area about what they will see and do today.

After people go through the exhibition, the learning needs to be reinforced. Some kind of provision should be made to recapitulate the main points of the exhibition. People should be able to recall what they have learnt, correct their misconception, and further explore the theme. This can be done by provision of participatory exhibit with questions and answers, references for further study, or concluding exhibits mentioning the highlights of the exhibition.

Considering the situation of formal education, IGRMS needs to provide links with

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school curriculum like NFMK. NFMK, while planning the programme, should discuss and analysis carefully with experts and persons who have know-how on the subject.

Education staff learns and develops at work. Both the Museums should aim at developing the capabilities of their staff to enhance their skills and potential by introducing a comprehensive training programme including participation in seminars, conferences and workshops, visit to other museums, reading of published materials, etc.

The fourth chapter researched the comparison of social impact of the Museums. For the research, interviews with staff, volunteers and visitors were held using a questionnaire having twenty six closed-ended and open-ended questions.

There is a great different between the total number of visitors. For example, total 49113 visitors visited IGRMS from April, 2003 to March, 2004 meanwhile, total 2931000 visitors came to NFMK in the year 2003. It is about 60 times difference.

IGRMS visitors were - age of 20s 49%, 30s of 18%, and above 60s only 1% in total respondents, whereas, NFMK age of the 30s visitors were 40%, 40s of 17% and above 60s of 10.5%. This means that IGRMS is not popular among very young and old generation. The distance of the exhibits area of IGRMS, from the Coastal village to Mythological Trail is too far to walk. Most visitors were using their own vehicles to come to the Museum.

According to the survey, highly educated people like to visit the Museums. IGRMS 77.5% the respondents were above college, and 80% of the respondents of NFMK studied above college.

77% of IGRMS visitors heard about the Museum from relatives or friends whereas, 26% of NFMK's visitors heard about the Museum through word of mouth and 30.5% of visitors through Internet.

In IGRMS, nearly half of the respondents were age of the 20s. They came to the Museum to enjoy their free time with friends. Whereas, the main visitors of NFMK were housewives. They came to the Museum to help their children's study. This reflects on the Museum relation with school education. School children in India do not go to museum with their parents because they are not given project related to museum and the school curriculum. IGRMS should collaborate with Education authority link with formal education.

How visitors feel about the Museums visiting.

IGRMS: 5% of the respondents were dissatisfied of the Museum visit. Whereas, 12% of the NFMK's respondents were not satisfied with the Museum visit.

IGRMS: 92% of the respondents would like to visit the Museum again. Whereas, 79% of the NFMK's respondents would like to come to the Museum again.

There is a great difference between the total number of visitors. In case of NFMK, one quarter of visitors was foreigners. Most foreign tourists drop by the Museum as a part of their tour itinerary. IGRMS should intensify their publicity through tourist information centers, tourist guide books, etc. to attract more people. A number of tourists, especially foreign tourists visit Sanchi, a world heritage site in India, located near Bhopal City. However, most tourists still do not know about the Museum. IGRMS needs to develop their website with more information for national and international public. If public transport reaches near the Museum more visitors can come to the Museum.

In both the Museums, family group is the high percent like other museums. Nowadays, the nuclear family is increasing more and more. And the both the parents work during daytime and children are taken care by others. This reduces the time family members spend together. The Museums need to provide programmes to help them for spending time together to bridge the generation gap and offer the learning opportunity for both parents and children.

Facilities of the Museums, IGRMS needs to make toilets in outside museum building. Visitors, especially women complained.

More than 70% of the respondents were educated above college. However, a number of visitors of IGRMS were illiterate. The Museum needs to provide audio or group guide for them. Otherwise they can not understand the exhibits.

Signage of the Museums is not enough for use of the Museums. Visitors are confused where they should go. Both the Museums should set up the signage in proper places.