BHARATI INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH & DEVELOPMENT (BIJMRD)

(Open Access Peer-Reviewed International Journal)

DOI Link : https://doi.org/10.70798/Bijmrd/04100006

Available Online: www.bijmrd.com | BIJMRD Volume: 4 | Issue: 10 | October 2026 | e-ISSN: 2584-1890

The Transmission of Cross-Culture And Knowledge in the School Education System :The Context of Indian Museum

Arpita Mondal

Assistant professor in History, Bishnupur Public Institute of Education, Bankura, Bishnupur, 722122 (W.B),
Email: mondalarpita46196@gmail.com

Abstract: *A museum serves as a repository of history and culture. It is a place where the public acquires knowledge regarding various valuable artifacts. The museum stands as one of the key institutions for cross-cultural exchange. However the main purpose behind conducting the study is to examine the importance of museums as custodians of the currents of ancient history, to explore the significance of museums as a medium for intercultural social interaction, to examine Indian museums transmit culture and diversity within the context of school education. To complete this entire research paper, the researcher has utilized qualitative data. Based on the findings of this research paper, it can be concluded that museums significantly enhance intercultural social interaction.*

Keywords: *Cross-Culture, Knowledge, School Education, Indian Museums*.

Introduction: A museum serves as a repository of history, culture, art, and heritage. It is an important educational institution through which the public acquires knowledge about valuable historical artifacts, cultural objects, and traditional practices. Museums play a significant role in promoting cross-cultural exchange and intercultural understanding by preserving and presenting the cultural heritage of different societies. According to the International Council of Museums (ICOM, 2022), museums are permanent, not-for-profit institutions that research, collect, conserve, interpret, and exhibit tangible and intangible heritage for society.

The knowledge acquired through museum visits enhances students' subject-specific understanding, historical awareness, critical thinking, and intellectual development. Museums also facilitate the exchange of cultural values, traditions, and heritage among different communities. The artifacts preserved in museums communicate important historical information and philosophical ideas, providing valuable insights into the lifestyles, beliefs, customs, and social practices of past civilizations. Collections may include ancient and modern coins, metals, sculptures, paintings, manuscripts, textiles, traditional costumes, archaeological objects, and other cultural materials.

Museums provide students with opportunities for firsthand observation and experiential learning. By examining historical objects and cultural materials directly, learners can develop a deeper understanding of historical events, artistic traditions, and the evolution of human civilization. Museum-based learning also stimulates curiosity, increases students' interest in different subjects, and connects theoretical classroom knowledge with practical experiences (Hein, 1998). Furthermore, museums provide opportunities to understand the contributions of kings, emperors, artists, intellectuals, and different cultural communities throughout history.

Review of Literature: Wang and Geo (2024) conducted to access " Cultural Identity in Museum Exhibits: Power Symbol in Inter cultural Communication" In this research paper, the researcher has conducted a comprehensive investigation and sought to explore the impact of museums. Museums facilitate cultural exchange and help bridge cultural divides across the globe. Furthermore, the researcher has highlighted in this paper the inter-cultural exchange that takes place through museums.

Li (2024) explored "Cultural Communication in museum: A Perspective of Visitors experience",In this context, the researcher has conducted an in-depth study. Data was collected through on-site surveys. The primary focus of the research is the Nan Song Deshou Palace Relics Site Museum in Hangzhou, China. The research findings address themes such as cultural communication, knowledge exploration, social interaction, and psychological restoration. Based on this work, the researcher offers recommendations for future museum construction projects.

Nasrin and K (2021) reviewed " EDUCATIONAL ROLE OF MUSEUM IN INDIAN"In this context, the researcher has characterized the museum as a non-profit entity. The entire research paper was conducted using a qualitative methodology. The researcher has identified the museum as a medium for lifelong learning, noting that it serves to foster public awareness as well as an appreciation for cultural and natural heritage.

Objectives of the Study:

1. To examine the importance of Indian museums as custodians of the currents of ancient history.
2. To explore the significance of museums as a medium for intercultural social interaction.
3. To examine Indian museums transmit culture and diversity within the context of school education.

Research Questions:

1. What is the importance of Indian museums as custodians of the flow of ancient history?
2. What is the significance of museums as a medium for intercultural social interaction?
3. In the context of school education, how do Indian museums convey culture and diversity?

Methodology of the Study: The central theme of this research is the transmission of culture and knowledge through the Indian Museum within the context of the school education system. To complete this entire research paper, the researcher has utilized qualitative data. Furthermore, information was gathered based on both primary and secondary sources—such as research articles, e-journals, magazines, books, government records, and similar materials. Each piece of information was meticulously scrutinized by the researcher.

Result and Discussion:

The importance of Indian museums as custodians of the currents of ancient history: As an institution that serves as a custodian of history, the museum holds immense significance. The Indian Museum stands as one of the oldest and largest multi-purpose museums in Asia—and indeed, the entire world. It was established on February 2, 1814, under the supervision of Dr. Nathaniel Wallich. The Indian Museum houses a diverse collection of valuable objects and intriguing artifacts, gathered from various corners of both the domestic landscape and the wider world. In essence, this museum serves as a sanctuary where history is preserved. Artifacts unearthed from the past seem to come alive within its walls, offering visitors the unique opportunity to witness history with their own eyes. At the time of its inception, 27 European donors gifted a total of 174 items to the Indian Museum. Indians, too, began contributing to the museum; records indicate the names of 49 such donors. Among them were notable figures such as Baboo Ram Comul Sen, Kali Kissan

Bahadoor, Maharaja Radhachand Deb, Mathuranath Mullick, Sivachandra Doss, and Her Highness Begam Sambroo. The museum stands as a unique institution serving as a vital medium for cross-cultural communication. Upon its inception, the Indian Museum comprised just two galleries; it subsequently evolved into a multi-purpose institution featuring six distinct sections: Art, Archaeology, Anthropology, Zoology, Geology, and Botany. Currently, the museum houses between 35 and 60 galleries, organized into six primary divisions: Anthropology, Art, Archaeology, Geology, Zoology, and Economic Botany. Each gallery serves as a vessel carrying the currents of history. In the modern era, the museum continues to preserve artifacts of ancient history, thereby constantly imparting knowledge to future generations. Initially, the institution was known as the 'Asiatic Society Museum.' Its name was subsequently changed to the 'Imperial Museum,' and shortly thereafter, it became widely recognized as the 'Indian Museum.' The museum gained even greater renown through its popular local appellations: Jadughar (House of Magic) and Ajabghar (House of Wonders). Every room of the museum is rich in ancient history and heritage, which significantly influences the diversity of future social life. Ancient history comes to life through the preserved artifacts; indeed, the museum stands as a premier institution for preserving the continuity of ancient history. In this context, the Indian Museum holds immense significance as a custodian of tradition, culture, and ancient heritage. Established during the British colonial era, the Indian Museum currently serves as a key medium for cross-cultural exchange. Its importance in this regard is substantial; this institution—built through the collaboration of the British and Bengalis—continues to carry forward the legacy of ancient history to this day.



Figure 1 : **Museums Objects**

Retrieved from: https://share.google/T17YvVyTGaArr6rrB

Museums as a medium for intercultural social interaction

Museums serve as an important medium of intercultural communication by promoting mutual understanding and bridging social, cultural, and geographical divides. They provide visitors with opportunities to develop visual and experiential connections with different countries, civilizations, and cultural communities through the diverse collections of historical objects, artworks, manuscripts, sculptures, traditional costumes, and archaeological materials. The artifacts preserved and displayed in museums transcend cultural and linguistic barriers by communicating the history, traditions, beliefs, and lifestyles of different societies. Through museum visits, people gain insights into the ancient civilizations and cultural practices of other nations, thereby developing intercultural awareness, mutual respect, and an appreciation of cultural diversity. Such experiences encourage individuals to explore knowledge beyond their own cultural boundaries and facilitate meaningful intercultural interaction (ICOM, 2022; Hooper-Greenhill, 1994).

Furthermore, museums constitute an important medium of informal and lifelong education. Unlike formal educational institutions, museums provide learning opportunities to people of all ages, irrespective of their educational backgrounds or academic qualifications. Students engaged in formal education can relate museum collections to their prescribed curricula and develop a deeper understanding of various academic subjects through firsthand observation. Similarly, individuals who are not involved in formal education can acquire valuable knowledge about history, art, science, culture, and heritage through museum exhibitions and educational activities. In this context, museums function as open learning environments where knowledge is acquired through observation, exploration, interaction, and personal experience (Falk & Dierking, 2013).

Moreover, museums encourage communication and knowledge sharing among individuals belonging to different social, linguistic, and cultural backgrounds. They create opportunities for people to understand diverse cultural identities, appreciate common human experiences, and recognize differences among societies. Therefore, museums contribute significantly to informal education, cultural awareness, social inclusion, and global understanding. Through the preservation and interpretation of cultural heritage, museums gradually help reduce cultural divisions and strengthen intercultural relationships among people across the world.

Museums facilitate intercultural social interaction. The ways in which this occurs are:

Global Communication: Museums bridge global divides, serving as a primary medium for global communication. In doing so, they pave the way for enhanced intercultural communication.

Field Studies: Through field studies integrated into school education curricula, the objects preserved within museums serve to impart knowledge to students.

Focus on Research: Contemporary museums increasingly prioritize research, thereby fostering cross-cultural communication and enabling the general public to gain a deeper understanding of their nation's culture and heritage.

Transmission of Culture and Diversity: Museums facilitate the transmission of ancient traditions and culture, allowing people to draw comparisons between the ethos of antiquity and modern lifestyles.

Observation of Artifacts: The observation of artifacts fosters social interaction, thereby facilitating cross-cultural communication.

Museums transmit culture and diversity within the context of school education: Museums occupy a significant position within the realm of school education. Indeed, they serve as one of the primary mediums for the acquisition of knowledge within the educational landscape. By observing museum artifacts firsthand in conjunction with their academic curriculum, students foster the development of their critical thinking skills. Furthermore, various psychologists have, through their theoretical frameworks, provided detailed insights into the trajectory of child development within the context of education. Regarding the trajectory of child development, Vygotsky's "Social Learning Theory" incorporates the concept of "Scaffolding"—a method that fosters the "I do, we do, you do" approach. Furthermore, Jean Piaget's "Theory of Cognitive Development" outlines four distinct stages: 1. Sensorimotor Stage (0–2 years); 2. Pre-operational Stage (2–7 years); 3. Concrete Operational Stage (7–12 years); and 4. Formal Operational Stage (12+ years). At these various stages of intellectual development, knowledge acquired through exploration within a museum setting exerts a significant influence on students' current and future growth. Indeed, Bruner's "Discovery Learning Theory" and Dewey's "Experiential Theory" can all be effectively realized through the medium of a museum—an approach that, in turn, profoundly impacts the realm of school education. Museums are frequently chosen as the primary destination for "excursions" organized by schools and various universities. The firsthand knowledge gained from visiting a museum helps students develop a deeper understanding of

heritage, culture, and antiquity. It is observed that students cultivate a positive outlook toward the wider world. Consequently, their enthusiasm for their studies tends to increase manifold. The knowledge acquired from a museum provides students with the opportunity to integrate new information with their existing prior knowledge and experiences. The National Education Policy (NEP) 2020 emphasizes the importance of imparting and acquiring education not merely through rote learning, but rather through "hands-on learning." In this context, museums are often selected as key mediums for fostering observation and acquiring new knowledge, as they serve as powerful educational tools. According to the International Council of Museums (ICOM), there are currently an estimated 55,000 museums worldwide. Museums have brought about significant transformations in the quality of education globally. Nowadays, many museums are placing a strong focus on communication and research. From school-level education to higher education and research endeavors, museums continue to play a vital role in transmitting culture and celebrating diversity.

Conclusion: The museum serves as a medium for cross-cultural communication, there by bridging global divides. In the context of school education, museums provide students with informal learning opportunities. As an educational medium, the museum stands as a pivotal institution. Field studies conducted by museums are aiding students in their school education. Furthermore, a focus on research within higher education is fostering intercultural communication. Furthermore, museums hold immense significance as custodians of culture and heritage. Based on the findings of this research paper, it can be concluded that museums significantly enhance intercultural social interaction.

References:

- Arya, D. (2023). Informal Education In Museum: Impact on Students. *Rath India.* Available at : https://www.rathindia.org/2023/01/12/informal-education-in-museums-impact-on-students/ Accessed on :21/04/2026.
- Falk, J. H., & Dierking, L. D. (2013). The museum experience revisited. Left Coast Press.
- Hao, S.(2025). Cross- Cultural Communication Strategies and Effectiveness Evaluation of Museum Artifacts in the Era of Social Media. *Academic Journal of Humanities & Social science,8*(10), 28-32. DOI: 10. 25236/AJHSS.2025.081005 Accessed on:10/04/2026
- Hein, G. E. (1998). Learning in the museum. Routledge.
- International Council of Museums. (2022). Museum definition. ICOM. https://icom.museum/en/resources/standards-guidelines/museum-definition
- Jahangeer, K, A. & Ansari, M. N. (2021). Role of Museum in Education. *International Journal of Advanced Research in Science, Communication and Technology (IJARSCT), 3*(2), 41-43. www.ijarsct.co.in Accessed on :21/04/2026
- Li,P. (2024). Cultural Communication in museums: A Perspective of Visitors experience. *PLOS one, 19*(5), 1-29 Accessed on :12/04/2026
- *MINISTRY OF CULTURE* .(2026). HISTORY OF THE MUSEUM, Available at: https://indianmuseumkolkata.org/about/history-of-the-museum/ Accessed on:08/04/2026
- Nasrin, S, K. A.(2021). EDUCATIONAL ROLE OF MUSEUM IN INDIA . *INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS. 9*(8), 611-615. www.ijcrt.org Accessed on :21/04/2026.

- UNESCO. (2015). UNESCO recommendation concerning the protection and promotion of museums and collections, their diversity and their role in society. https://unesdoc.unesco.org
- Wang, R., Geo, L.(2024). Cultural Identity in Museum Exhibits Power Symbol in InterCultural Communication. *Lecture Notes in Education Psychology and Public Media, 52*(1), 246- 250. Accessed on:09/04/2026

Citation: **Mondal. A.,** (2026) "The Transmission of Cross-Culture And Knowledge in the School Education System :The Context of Indian Museum", *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, Vol-4, Issue-10, October-2026.