

## Chronicling the past, enriching the present, investing for the future: The Myriad Prospects of the Rajagiri Finance Museum within a Library Setting-A Case Study

**Vijesh P. V.**

Rajagiri College of Social Sciences, Kalamassery, Kerala, India

ORCID: <https://orcid.org/0000-0002-1503-0806>

[vijesh@rajagiri.edu](mailto:vijesh@rajagiri.edu)

**Shinto Joseph**

Rajagiri College of Social Sciences, Kalamassery, Kerala, India

ORCID: <https://orcid.org/0000-0001-9314-3446>

[shinto@gmail.com](mailto:shinto@gmail.com)

**N. K. Nikhil**

Rajagiri College of Social Sciences, Kalamassery, Kerala, India

ORCID: <https://orcid.org/0000-0001-8027-1406>

[nknikhil@rajagiri.edu](mailto:nknikhil@rajagiri.edu)

**Anand K**

Rajagiri College of Social Sciences, Kalamassery, Kerala, India

ORCID: <https://orcid.org/0009-0007-2953-7724>

[anand@rajagiri.edu](mailto:anand@rajagiri.edu)

### ARTIGOS

DOI: <https://doi.org/10.26512/rici.v18.n3.2025.59017>

Recebido/Recibido/Received: 2025-07-17

Aceito/Aceptado/Accepted: 2025-09-27

Publicado/Publicado/Published: 2025 11-28

**Narrando o passado, enriquecendo o presente, investindo no futuro: as inúmeras perspectivas do Museu Financeiro Museu Financeiro Rajagiri em um ambiente de biblioteca - um estudo de caso**

#### Resumo

O Museu de Finanças Rajagiri, localizado na Biblioteca Fr. Moses da Faculdade de Ciências Sociais Rajagiri, em Kerala, Índia, representa uma confluência única de comércio, história e educação em um ambiente de ensino superior. Este estudo de caso examina o papel do museu em fomentar a aprendizagem experiencial e promover o engajamento cultural e acadêmico por meio de práticas inovadoras. Exibindo uma extensa coleção de moedas, documentos financeiros e instrumentos comerciais tradicionais, o museu oferece uma narrativa tangível da vibrante história comercial de Kerala e suas conexões históricas com o comércio global. Adotando uma abordagem de pesquisa descritiva, o estudo baseia-se em consultas com especialistas em museologia e história financeira, análises detalhadas de exposições selecionadas e feedback de alunos e partes interessadas. A integração de tecnologias — por meio de tours virtuais habilitados por QR code e displays interativos — melhorou notavelmente a acessibilidade e ampliou o engajamento, especialmente entre alunos nativos digitais. Os resultados revelam que o museu enriquece significativamente a compreensão dos alunos sobre comércio e finanças, transformando a aquisição passiva de conhecimento em experiências de aprendizagem ativas e imersivas. A contribuição de especialistas refinou o processo de curadoria, garantindo precisão histórica e valor pedagógico. Embora desafios como a escassez de recursos e a preservação a longo prazo de artefatos persistam, o museu se destaca como um modelo dinâmico para a integração do patrimônio cultural em ambientes

acadêmicos. Em última análise, o Museu Financeiro Rajagiri exemplifica como instituições educacionais podem alavancar criativamente artefatos históricos e inovações digitais para cultivar a aprendizagem ao longo da vida, fortalecer vínculos interdisciplinares e preservar o patrimônio cultural imaterial para as gerações futuras.

**Palavras-chave:** Aprendizagem experimental. Museu de Finanças. Educação, Pedagogia do ensino. Bibliotecas. Faculdade Rajagiri de Ciências Sociais (Índia).

### **Crónica del pasado, enriquecimiento del presente, inversión para el futuro: Las innumerables perspectivas del Museo de Finanzas Rajagiri en un entorno de biblioteca: un estudio de caso**

#### **Resumen**

El Museo de Finanzas Rajagiri, ubicado en la Biblioteca Fr. Moses de la Facultad de Ciencias Sociales Rajagiri, Kerala, India, representa una confluencia única de comercio, historia y educación en un entorno de educación superior. Este estudio de caso examina el papel del museo en el fomento del aprendizaje experiencial y la promoción de la participación cultural y académica mediante prácticas innovadoras. Con una extensa colección de monedas, documentos financieros e instrumentos comerciales tradicionales, el museo ofrece una narrativa tangible de la vibrante historia comercial de Kerala y sus conexiones históricas con el comercio global. Adoptando un enfoque de investigación descriptiva, el estudio se basa en consultas con expertos en museología e historia financiera, un análisis detallado de las exposiciones seleccionadas y la retroalimentación de estudiantes y partes interesadas. La integración de la tecnología —mediante visitas virtuales con códigos QR y pantallas interactivas— ha mejorado notablemente la accesibilidad y ampliado la participación, especialmente entre los estudiantes digitales. Los hallazgos revelan que el museo enriquece significativamente la comprensión de los estudiantes sobre comercio y finanzas al transformar la adquisición pasiva de conocimientos en experiencias de aprendizaje activas e inmersivas. Las aportaciones de expertos han perfeccionado el proceso de conservación, garantizando la precisión histórica y el valor pedagógico. Si bien persisten desafíos como la escasez de recursos y la preservación a largo plazo de los objetos, el museo se erige como un modelo dinámico para la integración del patrimonio cultural en entornos académicos. En definitiva, el Museo de Finanzas Rajagiri ejemplifica cómo las instituciones educativas pueden aprovechar creativamente los objetos históricos y las innovaciones digitales para fomentar el aprendizaje permanente, fortalecer los vínculos interdisciplinarios y preservar el patrimonio cultural inmaterial para las generaciones futuras.

**Palabras clave:** Aprendizaje experimental. Museo de Finanzas. Educación. Bibliotecas. Rajagiri College of Social Sciences (India). Enseñanza Pedagogía.

### **Chronicling the past, enriching the present, investing for the future: The Myriad Prospects of the Rajagiri Finance Museum within a Library Setting-A Case Study**

#### **Abstract**

The Rajagiri Finance Museum, housed within the Fr. Moses Library at Rajagiri College of Social Sciences, Kerala, India, represents a unique confluence of commerce, history, and education within a higher education setting. This case study examines the museum's role in fostering experiential learning and promoting cultural and academic engagement through innovative practices. Showcasing an extensive collection of coins, financial documents, and traditional trade instruments, the museum offers a tangible narrative of Kerala's vibrant trade history and its historical connections to global commerce. Adopting a descriptive research approach, the study draws on expert consultations in museology and financial history, detailed analysis of curated exhibits, and feedback from students and stakeholders. Technology integration—through QR-code-enabled virtual tours and interactive display has notably enhanced accessibility and broadened engagement, particularly among digital-native learners. The findings reveal that the museum significantly enriches students' understanding of trade and finance by transforming passive knowledge acquisition into active, immersive learning experiences. Expert input has refined the curation process, ensuring historical accuracy and pedagogical value. While challenges such as resource constraints and the long-term preservation of artefacts persist, the museum stands as a dynamic model for integrating cultural heritage within academic environments. Ultimately, the Rajagiri Finance Museum exemplifies how educational institutions can creatively leverage historical artefacts and digital innovations to cultivate lifelong learning, strengthen interdisciplinary linkages, and preserve intangible cultural heritage for future generations.

**Keywords:** Experiential Learning. Finance Museum. Education. Teaching Pedagogy. Libraries. Rajagiri College of Social Sciences (India).

## 1 Introduction

Education and innovation are two words that are bound to go together, hand-in-hand. Modern-day educational institutions have been laying greater emphasis on innovative, practical, outcome-based research to ensure optimal skill enhancement of learners. Coupled with various governmental and non-governmental funds, the managements aren't reluctant to spend money on infrastructure to facilitate the same. Collection development poses a significant challenge for modern museums as they strive to adapt to their evolving societal role (Buchczyk 2022). The optimal use of learning spaces, thus, has identified as a crucial impact factor in enhancing significant learning outputs. Museums and Libraries have played a pivotal role in enhancing practical learning since time immemorial. Apart from the predefined roles of collecting, archiving, and displaying, their roles have been experimented with widely in recent times (Back *et al.*, 2001). Thus, it has been established that physical space design is important for achieving excellence in learning and knowledge environments (Dove, 2006). Visiting a museum highlights many students and academic communities' educational experiences. The museum atmosphere engages, teaches, stimulates, and assists students in taking responsibility for their future learning (Anne Cox & Leah 1999). This study aims to shed light on the difficulties encountered and lessons learned by those tasked with establishing a finance museum within an institutional library, as well as to demonstrate the value of collaborative efforts and the library's committed participation in this endeavour. In recent years, museums have undergone a remarkable transformation, transcending their traditional role as mere repositories of historical artefacts. Instead, they have emerged as dynamic institutions dedicated to delivering captivating experiences and educational services to their visitors. Acknowledging their unique potential as environments for non-formal and selective learning, museums have embraced a new purpose: to curate and facilitate immersive, enriching encounters that blend education, recreation, and cultural exploration (Mirghadr *et al.*, 2018). In academic discourse, there is frequent reference to museums, libraries, and archives as "memory institutions" when considering their potential integration in both the digital and physical domains on a global scale (Robinson 2012).

Libraries and museums have long shared complementary roles in preserving cultural heritage and facilitating education. Historical models, like the integrated libraries-museums of the 19th century, laid the foundation for collaborative spaces fostering public engagement and multidisciplinary learning (Hoffman & Nolen, 2020). Contemporary cases, such as MSU Libraries' exhibits and presidential archives, demonstrate how curated artifacts can deepen user interaction and community relevance, n. Kiersten Latham's (2012) study of museum objects as

documents drew parallels between the concept of information emanating from documents (books, manuscripts, *etc.*). The Rajagiri Finance Museum builds on these frameworks, introducing a novel approach by embedding finance-themed cultural preservation into an academic library, uniquely blending technology, student collaboration, and contextual storytelling.

Schultz (2013) has explored the use of QR codes in libraries and museums, identifying themes like personalization, technology adoption, and user awareness. These studies reveal low usage yet highlight potential readiness among patrons. Unlike earlier research, which primarily assessed perceptions, this study uniquely focuses on interdisciplinary collaboration and educational outcomes of QR code integration within a finance museum setting, establishing its innovative approach. Ilyasa (2023), in their study on the Asian-African Conference Museum Library, has highlighted preventive preservation efforts to ensure the longevity and accessibility of cultural artifacts, emphasizing measures like environmental controls, fumigation, and user awareness. While these efforts focus on safeguarding collections, the Rajagiri Finance Museum uniquely integrates artifact preservation with digital innovations, multidisciplinary collaboration, and a student-driven approach to curation. This study advances the field by demonstrating how heritage preservation can be intertwined with education and global accessibility through technology-enhanced library spaces. (Akbar *et al.*, 2018) pointed out in their studies that the digital records storage management investigation at the Indonesian Visual Art Archive highlights the significance of archiving practices for preserving cultural heritage. This study emphasized systematic processes, including archive acceptance, metadata creation, conversion, and storage, underscoring their role in safeguarding artistic history. Unlike these efforts, the Rajagiri Finance Museum integrates physical artifacts with digital tools. It creates a hybrid preservation model that blends cultural heritage with multidisciplinary academic engagement, demonstrating its unique contribution to educational innovation. (Desriyeni, 2019), researched the preservation efforts for Minangkabau manuscripts in Nagari Koto Padang, Dharmasraya Regency, and highlights the role of community participation in maintaining ancient artifacts through preventive measures, digitization, and cataloging. Challenges like funding and expertise gaps were also noted.

Unlike these community-centered models, the Rajagiri Finance Museum integrates multidisciplinary academic resources and digitization within a library setting, fostering student collaboration and institutional engagement. (Fardhosseini and Morshedi, 2024) have explored integrating library and museum functions to enhance cultural preservation and education. For instance, the Malek National Library and Museum Institution (MNLMI) in Tehran, Iran, exemplifies a cultural hub that blends library resources and historical artifacts, including

manuscripts, to showcase Iranian heritage. These initiatives highlight the potential of combining libraries and museums to create interactive learning spaces. However, unlike the MNLMI, the Rajagiri Finance Museum emphasizes the intersection of finance, trade history, and education, utilizing digital tools and student-led curation to foster multidisciplinary learning and cultural appreciation. (Rasmussen, 2019) analyzed the convergence of libraries, archives, and museums (LAMs), often emphasizing digitalization as a key driver. However, research also highlights other influential factors, such as societal changes, shifts in cultural policy, and the adoption of shared practices among cultural institutions. Unlike prior works focusing on digital transformation alone, this study underscores the integration of historical artifacts within a library setting, emphasizing cultural preservation, student engagement, and interdisciplinary learning, presenting a novel educational and heritage convergence model. (Bell, 2003) Ascertained in his research, those exploring library-museum connections in community colleges highlight innovative strategies for fostering lifelong learning through collaborations. For instance, community college libraries in Florida and beyond have effectively integrated museum spaces, emphasizing historical and philosophical synergies. Unlike these examples, the Rajagiri Finance Museum focuses on cultural and economic heritage within a higher education library setting. (Semmel and Bittner, 2009) highlighted the evolving definitions of public value within museum sectors, as exemplified by the Institute of Museum and Library Services (IMLS), which has supported projects emphasizing the value and effectiveness of museums. However, this study focuses on a museum embedded within an academic library setting. (Schimelpfenig, 2024) explored initiatives such as the Washington State School for the Blind's archival museum, which focuses on preserving historical records, and the Rajagiri Finance Museum, which combines commerce, history, and digital tools within a library setting. It uniquely engages students in curating artifacts, offering an interactive and interdisciplinary learning experience

While museums and libraries have traditionally been regarded as separate entities, this article explores the potential of merging their resources and functions to create a holistic learning experience. By presenting a comprehensive study on the Rajagiri Finance Museum, this article aims to contribute to the discourse on integrating museums and libraries within educational institutions worldwide. The Rajagiri Finance Museum is a pioneering initiative that combines the distinctive features of a library and a museum, offering a unique learning environment where students engage with the history of trade and commerce in Kerala through a collection of artifacts and documents. This museum goes beyond traditional static displays, serving as a platform for experiential learning. Integrating physical artifacts with digital tools, such as QR codes for virtual tours, enhances accessibility and encourages active engagement from students. It fosters a collaborative and student-driven approach to curation, empowering

learners to participate actively in their education. It aligns infrastructure with the teaching-learning process, emphasizing the importance of multidisciplinary learning and critical thinking.

The establishment of the Rajagiri Finance Museum was driven by the recognition that modern educational spaces must adapt to the evolving needs of learners. Museums, like libraries, are increasingly seen as interactive environments providing cultural preservation and enriched learning experiences. This study is essential in a library setting because it demonstrates how integrating historical and cultural resources within academic spaces can deepen students' understanding of social, economic, and historical contexts. This study seeks to examine the factors that led to the creation of the Rajagiri Finance Museum, highlight the development process, and showcase the outcomes of this innovative project. By documenting the challenges encountered and lessons learned, this study provides valuable insights for creating similar educational spaces that blend collaborative and experiential learning, thereby enhancing future generations' academic and cultural experiences.

## 2 Review of Literature

(Mason *et al.*, 2021) examines Indian museum practices in Velha Goa and Chandannagar, highlighting their role in representing narratives of liberation and independence, contrasting European imperialism. (Garcia Lopez *et al.*, 2021) explains how two collections of media art were catalogued for display in a museum. It also examines the literature on the conceptualization of these collections as well as the challenges associated with their conservation and management. The methodology presents new ways to describe and analyze media artefacts in Spanish museums. The proposed cataloguing method can describe other collections like it and provides a foundation for establishing a Spanish network of media art archives and collections. (Mabe, 2021) determines the potential benefits and difficulties faced by LAMs in South Africa collaborating on digitization efforts. The research used to utilize a literature review and conduct non-standardized, semi-structured interviews with 21 interviewees located in various LAMs met the objectives of this qualitative study. (Roy, 2018) assesses whether it is still necessary to offer information services to American Indians who have relocated from their traditional regions of residence, based on the information presented in a 1993 article. The study also found that more American Indian people mean there is still a need for services. Even though there are more jobs for American Indian librarians, all librarians still need to learn how to serve this group. (Poll, 2018) uses the well-known quality indicators for libraries as a point of comparison to develop quality requirements for museum work and tries to identify indicators for evaluating such quality and describes some approaches to measure the effectiveness of museums. Due to the similarities between museum and library quality

standards, newly developed museum quality indicators may find application in the library field. (Moreno, 2018) focuses on the evolution of museums in the context of the Information Technology revolution. It is crucial to view works created with new media as egalitarian arenas of interaction, where the artist's authority is diminished, and the audience participates actively in an open process. (Roued-Cunliffe, 2017) provides an overview of the various research fields that examine collection formation among heritage enthusiasts. The study discovered that while some of the subjects and fields examined overlap, there is potential for more collaboration, resulting in a deeper understanding of collection building among heritage amateurs. (Sirinides et al., 2017) highlights that the museum and library sectors are ideally situated to provide young children and their families with enlightening activities and programming. The study found that museums and libraries seek partnerships that offer implementation capacity, age-appropriate best practices, specialized learning activities, and community engagement support. City and state leaders can help partner with museums, libraries, and early learning programs to increase access and benefit. (Robinson 2012) examines the concept of “memory institutions” and argues that it is not particularly useful for facilitating the thorough, critical analysis required to highlight both the synergies and discords in the histories and memory-making techniques of museums, libraries, and archives. (Barnes and Lynch 2012) analyze the reoccurring themes in museum projects across various fields of study. These regularities illuminate how instructors use four common exercises in higher education: observation and interpretation, analysis and synthesis, research, and organization, to guide students' engagement with objects, ideas, and texts. (Semmel and Bittner 2009) in their study, contribute to the growing body of evidence supporting the positive social, educational, and economic effects of museums. Museums foster imagination, curiosity, creativity, and innovation, essential components of effective learning and 21st-century skills. (Dove 2006) underlines that learning and knowledge environments need well-designed physical spaces. Theatrical, museum, and writing influences on knowledge environments are also outlined in the study. These influences led to design principles for knowledge-intensive spaces like libraries. (Rodger *et al.*, 2005) investigated how public institutions in the United States work together to offer children and adults opportunities for informal learning, that can continue throughout their lives. (Hirumi and Allen 1994) demonstrate how a model for instructional design can be modified to accommodate differences in user needs, desired outcomes, resources, and constraints in museum settings.

### 3 South Indian Trade and Finance - A Saga of Evolution

Mark Twain once said, *"India is the cradle of the human race, the birthplace of human speech, the mother of history, the grandmother of legend, and the great grandmother of tradition"* (**famous quotes**). The spiritual and cultural traditions of India have influenced people all over the globe. India's 5,000-year-old cultural civilization would inevitably be the source of her intangible cultural heritage. We can trace most of Asia's artistic development and evolution back to India's influence. Her cultural impact has spread worldwide, both directly and indirectly. India's culture has never been one that stands still (**Intangible-cultural heritage -India**). The dynamic South Indian contribution to India's culture and commerce was proudly proclaimed. There is a long history of trade between India and other countries. According to historical texts, ancient Europeans, Chinese, and Middle Easterners considered the steel produced in Southern India among the best in the world. According to historical accounts, King Solomon had to import expensive materials from India to build his magnificent palace. Among these were sandalwood, ivory, and precious stones. Because of this change, the Sanskrit word "Chandan" eventually became "Sandan", and then "Sandil" in current usage. Even though Europe's early attempts at creating small towns were ahead of the times, the states that would eventually become India were far ahead of their more progressive global counterparts. Indian merchants played a pivotal role in the globalization of trade after establishing themselves in the ancient port cities and urban hubs they had constructed (**archive.org**). The tolerance level in India was so high that it provided a welcoming platform for foreign religions and people.

According to historical records, when St. Thomas first visited Kerala, he discovered a Jewish girl playing a traditional Indian flute, indicating the Jews' integration into the local community, which became a force to be reckoned with in Kerala's social, economic, and political life. When Europeans considered creating great architectural monuments, 15th century India already had many massive structures in the Deccan (Wikipedia). We are currently establishing a finance museum in a college library dedicated to the South Indian trade industry, which will provide an additional perspective on the past.

### 4 Rajagiri College of Social Sciences -Background

Rajagiri College of Social Sciences (RCSS), an autonomous institution in Kerala, India, was established by the CMI (Carmelites of Mary Immaculate) fathers, pioneers in the Syrian Catholic tradition. Inspired by their founding father, St. Kuriakose Elias Chavara, a 19th-century visionary and reformer, the CMIs have created a vast network of educational institutions, including over 800 schools, 41 colleges, and various specialized institutions across India. RCSS, the flagship institution of the Rajagiri group, operates from two picturesque campuses in Kochi: The Hill



Campus at Kalamassery and the Valley Campus at Kakkanad. In 1955, RCSS began with a Diploma in Social Service, later introducing the first Master of Social Work (MSW) program in Kerala. The college has expanded its academic offerings to include Management Studies, Computer Science, Library and Information Science, Behavioral Science, and Commerce, with AICTE-approved MBA and MCA programs. CSS maintains its commitment to excellence through state-of-the-art infrastructure, fostering an environment conducive to high academic performance. The institution's global outlook is reflected in its international partnerships with reputed institutions worldwide, facilitating a global perspective for its faculty and students. Today, RCSS offers 17 programs across undergraduate, postgraduate, postgraduate diploma, and PhD levels under eight departments. The Rajagiri Centre for Business Studies (RCBS) represents the college's management programs, emphasizing the college's mission encapsulated in the motto: "Rajagiri, Relentlessly Towards Excellence." This vision drives the institution's pursuit of academic and professional excellence, making it a leader in higher education in India([www.rajagiri.edu](http://www.rajagiri.edu)).

### **5 Rajagiri Finance Museum: Integrating History and Learning at Fr. Moses Library**

The Rajagiri Finance Museum, built on the 6th and 7th floors of the Fr. Moses Library at Rajagiri College of Social Sciences, leverages the library's rich resources and scholarly environment to create an innovative educational space. The choice of the library as the venue for this unique concept stems from its foundational role in preserving and disseminating knowledge. Established in 1981 and encompassing 17,000 sq. ft across four floors, the Fr. Moses Library is a testament to the institution's commitment to academic excellence. The library embodies the spirit of intellectual pursuit by housing extensive resources across various academic fields and symbolic structures like the Tower of Wisdom. Integrating the Finance Museum within this space enhances its role as a knowledge hub, providing an immersive learning experience that combines historical artefacts with academic resources. The museum's exhibits, from antique coins to business contracts, are complemented by detailed write-ups and caricatures, offering visitors a comprehensive understanding of Kerala's trade and commerce history.

This synergy between the library and the museum promotes active learning, critical thinking, and cultural appreciation, making the Fr. Moses Library ideal for such an interdisciplinary and experiential initiative. The innovative digital elements, such as QR codes and online resources, further expand the museum's accessibility, aligning with the library's mission to foster scholarly excellence and intellectual growth(<https://rajagiri.edu/library>).

### **Significance of Finance Museums in Social Science Institutions**

The Rajagiri Finance Museum (Newseum) is thus a novel experiment at combining the faculties of history, commerce, literature, and library by using the potential of the museum within a minimal space, without altering the structure of the library. It is a knowledge-intensive space design project wherein the inner space of the library complex is modified to accommodate installations of artefacts of historical significance relating to trade and commerce in Kerala. Such an attempt by blending the attributes of a library and museum, without affecting the space, is unprecedented and hence unique. Libraries and Museums are often regarded as “memory institutions.” Modern studies reveal that their roles in enhancing an effective, collaborative learning process are immense (Robinson 2012). Dove remarks that “Physical objects are in themselves repositories of knowledge, yet also provide a vocabulary for stimulating memory, both individual and collective, and can serve as a stimulus for deep learning and for drawing people together on a collective enterprise (Dove 2006). The Rajagiri Newseum is such a collective venture, set up with a vision of a one-stop practical learning space of knowledge dissemination and sharing. It was set up as a live-demonstrational model, showcasing the entire trajectory of the history of trade and commerce in Kerala, which the learner’s study as part of their undergraduate course in Commerce (Computer Application, Taxation, Business Administration, etc.).

A recognized gap in the educational experiences of commerce students at Rajagiri College of Social Sciences led to the conception of the Rajagiri Finance Museum. We needed to revise traditional classroom methods, which heavily relied on textbooks and lectures, to provide a comprehensive understanding of the history and evolution of commerce and trade in Kerala. This gap highlighted the necessity for a more immersive and practical learning environment.

## **6 Methodology**

### **6.1 Research Type**

The study is based on a qualitative, case-study approach. It focuses on conceptualizing, developing, and implementing an innovative educational initiative— the Rajagiri Finance Museum, integrated within the Fr. Moses Library at Rajagiri College of Social Sciences. This research explores the intersection of education, cultural heritage, and practical learning by creating a museum designed for commerce students.

### **6.2 Population and Sample**

The primary population of interest includes the students, faculty, and administrators at Rajagiri College of Social Sciences. The sample focuses on commerce students, particularly those

involved in the museum's development, curation, and use. A secondary sample includes experts and consultants consulted about artifact verification and historical content development.

### 6.3 Research Location

The study was conducted at Rajagiri College of Social Sciences in Kerala, India. The Rajagiri Finance Museum is situated on the sixth and seventh floors of the Fr. Moses Library, providing an ideal environment for immersive learning and engagement with historical artefacts.

### 6.4 Data Collection

Data for this research was collected through multiple methods:

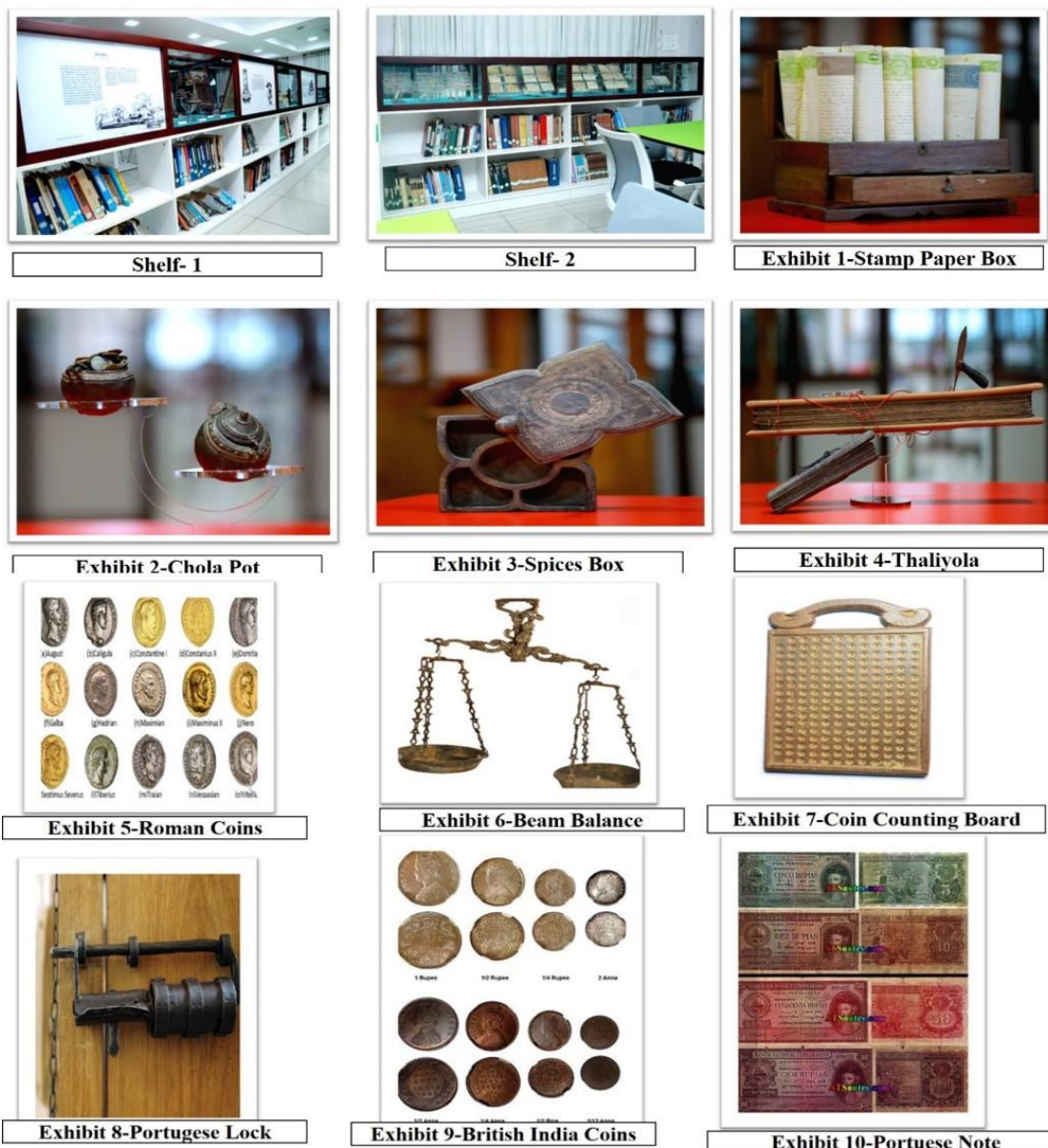
- **Artifacts Collection:** We gathered historical and cultural artifacts related to Kerala's trade and commerce, including antique coins, cheques, writing instruments, business contracts, and stamp papers.
- **Surveys and Interviews:** Surveys were conducted with students who were actively involved in creating the museum. Interviews with faculty members, museum curators, and external experts provided insights into the challenges faced during the museum's development and educational impact.
- **Documentary Analysis:** The process of curating and cataloging the artifacts was documented to track the progress and decision-making during the museum's creation.
- **Digital Tools:** QR codes and other digital tools were used to facilitate virtual tours, and their usage data were analyzed to assess accessibility and engagement.

### 6.5 Data Analysis

Qualitative data from interviews, surveys, and observational notes were analyzed using thematic coding to identify key themes related to educational impact, student involvement, challenges in artifact collection, and digital engagement. Artifact descriptions were cross-referenced with historical research to ensure authenticity. Additionally, the impact on students' learning outcomes and cultural understanding of Kerala's commerce history was assessed through comparative analysis of pre-and post-museum feedback.

## 7 An overview of Finance Museum Exhibits

### Illustration 1 -Finance museum shelves and some objects exhibited



#### The Illustration exhibits are

Exhibit 1 -Stamp paper box -box in which stamp papers are kept without folding, exhibit 2- cholapot -used in south India for safe keeping coins, exhibit 3 -Spices box-Making spice storage organized and aesthetic, exhibit 4- Thaliyola-Ancient manuscripts were written on palm leaves before the paper came in and Ezhuthani is a writing instrument used since antiquity in south India, Srilanka and other proximate regions of Asia for writing in thaliyola. Exhibit 5-Roman Coins-Roman Coins Large chunk of Roman gold and silver *coins* were transferred to peninsular India through Kerala. Exhibit 6-Beam Balance -The beam balance is used for calibrating masses in the range between 10 mg and 1 Kg. Exhibit7-Coin Counting Board-Made up of wood and used for counting coins. Exhibit 8-Portuguese Lock-Made of iron to lock shops and godowns in south India. Exhibit 9-British India Coins-The coins which used in the British Indian periods. Exhibit 10-Portuguese Note -Portuguese notes are used during the Portuguese periods in India.

([museum.rajagiri.edu](http://museum.rajagiri.edu))

#### 8 Discussions

### **8.1 Social and Practical Implications of the Study**

The Rajagiri Finance Museum within the Fr. Moses Library at Rajagiri College of Social Sciences is an innovative learning space that bridges historical knowledge with contemporary academic inquiry. It provides students with a unique opportunity to engage with historical artifacts—such as antique coins, cheques, ink pots, stamp papers, and business contracts—that they encounter in their syllabi. This direct interaction fosters a deeper understanding of Kerala's trade and commerce history and enriches the educational experience by offering tangible connections to theoretical knowledge.

### **8.2 Social Implications**

#### **Enhanced Learning Experience**

The immersive nature of the Rajagiri Finance Museum offers an enhanced learning environment where students engage directly with historical artifacts. This hands-on experience promotes critical thinking, encourages active participation, and fosters a greater appreciation for cultural heritage. The aesthetic design, alongside informative write-ups and caricatures, brings these artifacts to life and creates an engaging platform for students to connect academic knowledge with historical context. Using QR codes for virtual tours expands the museum's accessibility and promotes continued learning outside the physical space.

#### **Preservation of Cultural Heritage**

The museum is crucial in preserving and promoting Kerala's cultural heritage. By curating artefacts related to finance, trade, and commerce, it serves as a living archive of Kerala's socio-economic evolution. Through this preservation, the museum contributes to safeguarding collective memory and reinforces the community's identity, ensuring that important historical artifacts are not lost to time.

#### **Promoting Social Consciousness**

One of the significant social implications of the Rajagiri Finance Museum is its ability to stimulate social consciousness. By presenting the progression of trade and commerce through the artifacts, students are encouraged to reflect on the socio-economic changes over time. This comparative reflection fosters an understanding of historical challenges and achievements, encouraging a more critical evaluation of current societal issues and prospects.

#### **Encouraging Multidisciplinary Learning**

The museum exhibits catalyse multidisciplinary learning. Students from diverse academic backgrounds—such as commerce, sociology, linguistics, and social work—are invited to explore the interconnectedness between disciplines. This encourages a holistic understanding

of history, social structures, and economic systems. Through this cross-pollination of knowledge, students gain a more rounded perspective, essential for addressing complex global issues.

## **9 Practical Implications**

### **Experiential Learning**

The Rajagiri Finance Museum is a prime example of experiential learning in action. The hands-on engagement with historical objects and the opportunity to explore detailed write-ups allow students to develop a deeper, more practical understanding of concepts they encounter in their coursework. This learning approach enhances retention, fosters critical thinking, and bridges the gap between theory and real-world application.

### **Resources for Research and Reference**

The museum also functions as a valuable resource for research, particularly for students and academicians interested in finance, history, and commerce. Its extensive collection of artifacts and reference materials provides a wealth of primary sources that support scholarly research and facilitate deeper academic inquiry. The availability of these resources in a curated, accessible format further enhances the educational value of the museum.

### **Development of Archival and Curatorial Skills**

Students are actively involved in curating the museum's exhibits, allowing them to develop critical archival and curatorial skills. From cataloging to preserving artefacts, students gain hands-on experience in museum management and cultural preservation. These skills are invaluable for those pursuing heritage management, library science, and archival work careers.

### **Integration of Technology**

Integrating digital tools, such as QR codes for virtual tours, represents a forward-thinking approach to museum engagement. This use of technology ensures that the museum is not limited by physical space and allows a global audience to access and interact with its resources. The digital dimension increases the museum's accessibility, enabling students and scholars worldwide to engage with Kerala's trade and commerce history.

## **10 Findings & Analysis**

The findings from the study of the Rajagiri Finance Museum highlight its multidimensional impact on various academic disciplines. Commerce students benefit from a closer examination of trade-related artifacts, sociology students explore cultural shifts over time, linguists analyze historical writing styles, and social work students gain insights into the application of systems theory. The museum thus serves as a cross-disciplinary hub for academic inquiry. Despite challenges such as authenticating the artifacts and sourcing accurate historical



data, the museum has overcome these obstacles through interdisciplinary collaboration and expert consultation. Integrating digital tools further enhances the museum's reach, allowing it to engage a wider audience and make Kerala's financial history accessible to a global community.

The Rajagiri Finance Museum is a testament to innovative museum design and educational integration. It not only serves as a resource for academic learning but also plays a significant role in preserving cultural heritage, fostering social consciousness, and encouraging multidisciplinary exploration. As a model for future educational institutions, it demonstrates how cultural heritage can be leveraged to enhance learning, preserve history, and promote global engagement.

## **11 Limitations**

The research on the Rajagiri Finance Museum identifies several limitations and implications that warrant further consideration. One of the primary challenges encountered during the museum's establishment was verifying artefact authenticity. Expertise in this specific domain is scarce, and the expertise available tends to be specialized within specific fields, limiting their ability to provide insights into mixed cultures or interconnectedness among artefacts. Additionally, gathering historical information associated with certain artefacts proved difficult, requiring reliance on self-knowledge and potentially leading to gaps in the narrative. Scientific restoration and preservation of the museum's artefacts pose another significant challenge. Restoration efforts are costly, and the limited resources available may result in compromises or suboptimal preservation methods. The ongoing maintenance of the museum's exhibits also presents a continuous challenge, as the delicate nature of historical artefacts requires meticulous care and attention to prevent deterioration. While the Rajagiri Finance Museum successfully combines elements of a library and a museum, it is essential to recognize the need for broader expertise and interdisciplinary collaboration in establishing and managing such institutions. Future research should focus on developing frameworks and guidelines for the authentication and preservation of artefacts and strategies for effective information retrieval and documentation of historical significance. Despite these limitations, the Rajagiri Finance Museum serves as a pioneering model in blending academia and cultural heritage, contributing to museum management and curatorship. By acknowledging the challenges faced during its establishment and ongoing management, researchers and practitioners can learn valuable lessons that will inform the development of similar ventures in the future. The limitations and implications identified in this research underline the need for continuous improvement and exploration of best practices in preserving and showcasing historical artefacts within the context of knowledge dissemination and experiential learning.

## **12 Future Directions and Strategic Expansion of the Digitally Curated Rajagiri Finance Museum**

The Digitally Curated Finance Museum concept introduces a transformative dimension to the Rajagiri Finance Museum, leveraging technology to enhance accessibility, interactivity, and engagement. In today's digital age, technology plays a pivotal role in amplifying the visibility and relevance of museums globally. By integrating digital elements into the museum experience, the Rajagiri Finance Museum transcends physical limitations and engages a broader audience across geographical boundaries. Through the voluntary involvement of computer science students from the institution, all museum objects have been systematically categorized and tagged using QR codes. This digital curation enables visitors to access comprehensive information about each artefact by scanning the corresponding code, fostering a seamless and interactive experience enriched with historical context, interpretive narratives, and financial insights.

Digitization efforts not only improve accessibility but also extend the museum's educational impact by making its resources available online to researchers, students, and enthusiasts worldwide. The museum's digital presence, including its website and social media platforms, fosters community dialogue, promotes event participation, and enables real-time updates on exhibitions and academic initiatives. This model preserves tangible and intangible heritage and supports continuous learning in finance, trade, and commerce.

Looking ahead, strategic proposals have been submitted to the Department of Science and Technology (DST), along with other relevant governmental and academic bodies, to secure funding for the museum's further development. These initiatives aim to expand the museum's digital infrastructure, improve archival systems, and enhance interactive content creation. With adequate funding, the museum plans to introduce advanced technologies such as augmented reality (AR) walkthroughs, multilingual virtual guides, and cloud-based digital repositories. These enhancements will facilitate outreach to schools, community groups, and public institutions, offering inclusive educational experiences for diverse audiences. The museum also envisions creating satellite learning modules and collaborative exhibitions with other academic institutions and libraries, thereby establishing a replicable model for digitally curated finance museums across India. However, sustaining digital initiatives necessitates ongoing investment in digital preservation, infrastructure maintenance, and periodic technological upgrades. The long-term availability and functionality of digital resources remain central to the museum's mission. In this evolving context, the Rajagiri Finance Museum is poised not only to serve as a centre of academic excellence and historical preservation but also as a national exemplar of how



educational institutions can creatively blend heritage, technology, and pedagogy to foster inclusive, lifelong learning ([museum.rajagiri.edu](http://museum.rajagiri.edu)).

### 13 Conclusion

In the current age, academic excellence is highly dependent on blending teaching-learning outcomes and infrastructure. Aligning infrastructure with the requirements of the teaching-learning process would help students understand the concepts in a true sense. The library is a space where learners must ignite their thinking process. Hence, the architecture and the artifacts inside it are supremely significant. The Rajagiri Finance Museum within the Fr. Moses Library at Rajagiri College of Social Sciences is a pioneering model of integrating historical, cultural, and academic resources into an immersive learning space. Through carefully curating Kerala's trade and commerce artifacts, the museum provides students with a direct, hands-on experience that enhances their understanding of the evolution of commerce in the region. This innovative space bridges the gap between theoretical knowledge and practical application and fosters critical thinking, cultural appreciation, and social consciousness.

The museum's integration of digital tools such as QR codes further enhances its accessibility, extending its reach beyond the physical space to a global audience. Technology in this context allows the museum to transcend geographical limitations, providing a platform for virtual engagement and knowledge dissemination. The digital curation concept introduces a new dimension to the museum, offering visitors an interactive and engaging learning experience while ensuring that historical knowledge is preserved and shared with future generations. Despite the challenges faced in artifact authentication, preservation, and the continuous maintenance of the exhibits, the Rajagiri Finance Museum has proven to be a valuable resource for students, researchers, and the broader community. It serves as a significant preservation platform for Kerala's cultural heritage, promoting a deeper connection to history and fostering a multidisciplinary approach to learning. The lessons learned from overcoming these challenges will contribute to the development of future museum initiatives, guiding best practices in curation, preservation, and digital integration. The Rajagiri Finance Museum, as a blend of library and museum functions, presents an exemplary model for educational institutions globally. It demonstrates how cultural heritage can be leveraged to enhance learning, preserve history, and promote global engagement. The prospects of the Digitally Curated Finance Museum are promising, as integrating digital tools ensures continued relevance and accessibility in the digital age. As such, this model contributes to the academic environment of Rajagiri College of Social Sciences and serves as a valuable resource for other institutions seeking to merge educational objectives with cultural preservation. The Rajagiri Finance Museum has an antique value.

The sight of the museum will invoke social responsibility, inquisitiveness, and values among the learners. They would be able to realize and appreciate the value of the foregone past. Showing the past is more effective than teaching the past. Thus, the learners will be able to relate to and reflect on it and substantiate and differentiate the progression in a true sense. Chalk and Talk have a limitation that can be overcome with the help of experiential learning. The Finance Museum tries to envisage how a particular product in the past served a particular purpose within the confines of those times. The linear progression arrangement of the inventions will make the learners visualize the drastic change in culture and the products they were using in the current context. It would also activate the thought that if this much can be done in the past, much more could be accomplished in future times. Thus, the experimental model in Rajagiri Library serves as a beacon to the world, an exemplary model that must be remodeled, not only in higher educational institutions across the globe; in fact, such a radical change must begin in schools themselves. It shall open windows of wonder, uniting the past, present, and a foresighted, bright future.

#### **Authors' Contributions**

All authors have contributed to the final manuscript. The contribution of all authors: conceptualization, methodology, formal analysis, writing original draft preparation, writing review and editing. All authors have read and agreed to the published version of the manuscript

#### **Conflict of Interest**

All authors have no conflict of interest related to this study

#### **Funding**

This study did not receive any funding.

#### **References**

- A guide to the 14 UNESCO intangible cultural heritage of India elements.* (2024, September 13). Authentic India Tours. <https://www.authenticindiatours.com/2022/11/28/intangible-cultural-heritage-of-india/>
- Akbar, M.; Winoto, Y.; Rohanda, R. A study of digital record storage management institutions in art archive Indonesian visual art archive. *Record and Library Journal*, v. 3, n. 2, p. 108, 2018. <https://doi.org/10.20473/rj.v3-i2.2017.108-115>
- Back, M.; Gold, R.; Balsamo, A.; Chow, M.; Gorbett, M.; Harrison, S.; MacDonald, D.; Minnerman, S. Designing innovative reading experiences for a Museum exhibition. *Computer*, v. 34, n. 5, p. 80-87, 2001. <https://doi.org/10.1109/2.895121>
- Barnes, A.; Lynch, D. R. From the classroom to the Museum: Understanding faculty-designed assignments in an academic Museum. *Museum Management and Curatorship*, v. 27, n. 5, p. 487-503, 2012. <https://doi.org/10.1080/09647775.2012.738134>

Bell, C. J. Library-Museum connections in community colleges. *Community & Junior College Libraries*, v. 11, n. 4, p. 45-68, 2003. [https://doi.org/10.1300/j107v11n04\\_07](https://doi.org/10.1300/j107v11n04_07)

Buchczyk, M. Transforming legacies, habits and futures: Reshaping the collection at the Museum of European cultures. *International Journal of Heritage Studies*, v. 28, n. 5, p. 563-577, 2022. <https://doi.org/10.1080/13527258.2021.2025143>

Cox-Petersen, A.; Melber, L. M. Creating a classroom museum. *Science Scope*, v. 22, n. 6, p. 38, 1999. <https://www.proquest.com/openview/6b8204ad0309d5bc8eee6668e50e35cf/1?pq-origsite=gscholar&cbl=36017>

Desriyeni, D. Community Participation in Preserving Minangkabau Manuscripts in Nagari Koto Padang, Dharmasraya Regency, West Sumatra. *Record and Library Journal*, v. 4, n. 2, p. 99, 2018. <https://doi.org/10.20473/rlj.v4-i2.2018.99-107>

Dove, A. Effective environments for knowledge and learning. *Business Information Review*, v. 23, n. 3, p. 196-205, 2006. <https://doi.org/10.1177/0266382106068577>

Dove, A. Effective environments for knowledge and learning. *Business Information Review*, v. 23, n. 3, p. 196-205, 2006. <https://doi.org/10.1177/0266382106068577>

Fardhosseini, M.; Morshedi, M. Manuscripts from library to Museum: Malek national library and Museum institution. *International Journal of Librarianship*, v. 9, n. 2, p. 79-86, 2024. <https://doi.org/10.23974/ijol.2024.vol9.2.368>

García-López, F; Martínez-Cardama, S.; Morales-García, A. M. Voremetur project: Proposal for the digital cataloguing of Museum objects on media art. *Collection and Curation*, v. 41, n. 1, p. 1-8, 2021. <https://doi.org/10.1108/cc-08-2020-0030>

Hirumi, A.; Savenye, W.; Allen, B. Designing interactive videodisc-based Museum exhibits: A case study. *Educational Technology Research and Development*, v. 42, n. 1, p. 47-55, 1994. <https://doi.org/10.1007/bf02298170> <https://www.news18.com/news/india/some-famous-quotes-that-perfectly-define-the-idea-of-india-1281586.html>

Hoffman, J. I.; Nolen, D. S. The Museum as an extension of the library: Embracing John Cotton Dana's vision in a modern academic library. *The Journal of Academic Librarianship*, v. 46, n. 2, 102114, 2020. <https://doi.org/10.1016/j.acalib.2020.102114>

Ilyasa, D. Preventive preservation efforts in Museum libraries. *Record and Library Journal*, v. 9, n. 2, p. 255-267, 2023. <https://doi.org/10.20473/rlj.v9-i2.2023.255-267>

Internet archive: Digital library of free & Borrowable books, movies, music & Wayback machine. (n.d.). Internet Archive: Digital Library of Free & Borrowable Books, Movies, Music & Wayback Machine. [https://archive.org/details/bookshttps://en.wikipedia.org/wiki/Thomas\\_the](https://archive.org/details/bookshttps://en.wikipedia.org/wiki/Thomas_the)

Latham, K. F. Museum object as document. *Journal of Documentation*, v. 68, n. 1, p. 45-71, 2012. <https://doi.org/10.1108/00220411211200329>

Library. (2022.). Rajagiri College of Social Sciences | RCSS. <https://rajagiri.edu/library/finance-museum>

Mabe, K.; Potgieter, A. Collaboration between libraries, archives and museums in South Africa. *SA Journal of Information Management*, v. 23, n. 1, 2021.

<https://doi.org/10.4102/sajim.v23i1.1269>

Mason, R.; Bhattacharya, D. Discordant colonialism: Museums and the emergence of Indian independence in the former territories of French and Portuguese India. *International Journal of Heritage Studies*, v. 27, n. 12, p. 1296-1309, 2021.

<https://doi.org/10.1080/13527258.2021.1969983>

Mirghadr, L.; Torabi Farsani, N.; Shafiei, Z.; Hekmat, M. Identification of key components of visitor education in a Museum. *Museum Management and Curatorship*, v. 33, n. 3, p. 223-234, 2018. <https://doi.org/10.1080/09647775.2018.1466192>

Oliveira Lopes, R. Museum curation in the digital age. *The Future of Creative Work*. 2020.

<https://doi.org/10.4337/9781839101106.00016>

Poll, R. Quality in museums and libraries: A comparison of indicators. *Performance Measurement and Metrics*, v. 19, n. 2, p. 90-100, 2018. <https://doi.org/10.1108/pmm-10-2017-0049>

Rasmussen, C. H. Is digitalization the only driver of convergence? Theorizing relations between libraries, archives, and museums. *Journal of Documentation*, v. 75, n. 6, p. 1258-1273, 2019.

<https://doi.org/10.1108/jd-02-2019-0025>

Rivero Moreno, L. D. Museums and Digital Era: Preserving art through databases. *Collection and Curation*, v. 38, n. 4, p. 89-93, 2019. <https://doi.org/10.1108/cc-02-2018-0002>

Robinson, H. Remembering things differently: Museums, libraries and archives as memory institutions and the implications for convergence. *Museum Management and Curatorship*, v. 27, n. 4, p. 413-429, 2012. <https://doi.org/10.1080/09647775.2012.720188>

Rodger, E.; Jørgensen, C.; D'Elia, G. Partnerships and collaboration among public libraries, public broadcast media, and museums: Current context and future potential. *The Library Quarterly*, v. 75, n. 1, p. 42-66, 2005. <https://doi.org/10.1086/428692>

Roued-Cunliffe, H. Collection building amongst heritage amateurs. *Collection Building*, v. 36, n. 3, p. 108-114, 2017. <https://doi.org/10.1108/cb-01-2017-0003>

Roy, L. Finding face: Building collections to support Indigenous identity. *Collection and Curation*, v. 38, n. 1, p. 19-22, 2019. <https://doi.org/10.1108/cc-08-2017-0032>

Schimelpfenig, R. J. Establishing a Museum at Washington State school for the blind. *Humboldt Journal of Social Relations*, v. 1, n. 46, 2024. <https://doi.org/10.55671/0160-4341.1237>

Schultz, M. K. A case study on the appropriateness of using quick response (QR) codes in libraries and museums. *Library & Information Science Research*, v. 35, n. 3, p. 207-215, 2013.  
<https://doi.org/10.1016/j.lisr.2013.03.002>

Semmel, M. L.; Bittner, M. Demonstrating Museum value: The role of the Institute of Museum and library services. *Museum Management and Curatorship*, v. 24, n. 3, p. 271-288, 2009.  
<https://doi.org/10.1080/09647770903073110>

Sirinides, P.; Fink, R.; DuBois, T. A study of early learning services in museums and libraries. *Early Childhood Education Journal*, v. 45, n. 4, p. 563-573, 2016.  
<https://doi.org/10.1007/s10643-016-0820-z>