

Education Theory and Practice Music Education

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Abstract

"Music is the universal language of mankind" – Henry Wadsworth Longfellow

There is no truer statement than this statement made by Henry Wadsworth Longfellow. Music can cross the barriers of different cultures and even boundaries. Music is the most important part of our culture and it has a vast impact on human life. Music is considered a stress buster and it is considered a therapy for good health and wellness. Like most other nation in the world, Music is a part of curriculum in our country. But because of pressure of studies and modern living in today's society, effective implementation of it is beyond the reach in many schools and colleges. It has been observed that not every child has access to some sort of music training at school. There are various problems in the field of music education in India- Music as a subject is not available in all institutes, there is a lack of trained teachers in this field, curriculum is outdated, music is treated as an activity not as a subject. These issues should be resolved so that music education system may be improved and enriched.

1. INTRODUCTION

India is probably the only country in the world which has two well-established classical music styles- Hindustani or North Indian classical music style and South Indian Classical music style. In addition of these two, there are many different music genres which are considered an important treasure of our culture with a tremendous impact on human life.

The scenario of music education in India- As per NCF 2005 (National Curriculum Framework), music education comes under arts education with other streams like arts, dance, theatre etc. it is also mentioned in it that music education should be compulsory up to class 10th and experimental and participatory approach should be followed to teach it. Students, parents and institutional authorities should be aware of the need and importance of music education.

1.1. Primary Level

At this stage, to understand the sense of sound, students are taught different short poems and songs with melody and rhythm. So, Music is an integrated component at this stage.

1.2. Upper Primary Level

At this stage, the arts are available as a subject having its streams like music, dance, drama etc. students are provided advanced training of music and they gradually develop interest in vocal and/or instrumental music. Students are encouraged to learn in traditional and innovative way. Audio/ visual aids should also be used for effective learning of music.

1.3. Secondary Level

Secondary level is a link between school and higher education. so it is considered a very important stage. Students must select between vocal or instrumental music, further Hindustani and Carnatic music, Theory and practical both are given equal importance to understand the depth of music.

2. IMPORTANCE OF MUSIC EDUCATION

2.1 Music is therapy

Music has been used as a therapy for many centuries. It is helpful for our heart, immune system and our whole body. children with autism spectrum disorders (ASD) are also benefitted by music. To eliminate anxiety and depression, music may do miracles.

2.2 Improvement of social skills

Many positive social skills are developed through music. Students who practice music are better recognized in society. They learn to work in a team/ group, Character building and personality development are also possible with the help of music.

2.3 Develops language and reasoning

Students who have music training at early stage have more advanced and creative mind as compared to others. In these students, reasoning skills are also more developed.

2.4 Promotes craftsmanship

Learning music encourages craftsmanship, the students who practice music want to do perform any activity in the best manner in place of mediocre way.

2.5 Increased co-ordination

Hand-eye co-ordination is improved in those students who practice music. In addition to it, motor skills are also developed.

2.6 Good for society

Students who are engaged in music are more likely to engross in their world of music. They have literally no time for those activities which are destructive for society. Children's intellectual development is also possible with the help of music.

2.7 Emotional development

Music students are more emotionally developed, they develop empathy towards other cultures. They also tend to have higher self-esteem and are better at coping with anxiety.

2.8 Better self-confidence

Self-confidence and pride are developed in those who practice music. At the same time, their communication skills are also developed.

2.9 Value of continuous efforts

In music, a successful performance needs a lot of continuous hard work and efforts. So it teaches them a lesson of continuous efforts to attain success in life.

2.10 Promotes discipline

Music education promotes discipline and team work in life. For an excellent performance, all players work harmoniously for a common goal, at the same time they practice together, in this way, discipline is maintained and gradually developed in them.

3. GROUND REALITY AND BASIC OBSERVATION

3.1 Music education is not available in every school

When we talk about ground reality, it has been observed that many schools do not have music education as a part of curriculum. There is no music department, music research or instruments available in the school. As and when required, music instructors/ teachers are hired, especially around any occasion/ celebration in the school.

3.2 Music is not a compulsory subject

It has also been observed that music is not available as a compulsory subject, rather it is an optional subject so only those students who are interested in music may learn it.

3.3 Music syllabus is not updated

As the syllabus is outdated, teachers must teach the same lessons for many years, this does not arise interest among students.

3.4 Less of lucrative job options

Music education in India is less career oriented and there is a very narrow career options for students. The only job they get is music teacher of vocal or instrumental music. The meagre salary also does not excite the students.

3.5 Less availability of musical instruments and music rooms

In most of the schools, traditional music instruments like tabla, sitar, veena etc are less in numbers as compared with the strength of students. There are also no dedicated music rooms to teach students.

3.6 Non-availability of technology

Recording facility, electronic guitars / keyboards are not easily available in the schools.

3.7 Parents are not aware about the importance of music-

There is less awareness among parents about how important music is. At the same time, students also learn music as for fun, they are not deeply interested in that.

3.8 Less scope of creativity

Teachers and students are more inclined towards the set syllabi of music. They are not paying attention on experimental and innovative part.

3.9 Misconception about Music

There are many parents and teachers who somehow allow their child to surf internet and to do whatever he wants, but they sometimes they do not allow his child not to practice music because they think that by this, their child is simply wasting his time.

4. RECOMMENDATION AND SUGGESTIONS

4.1 Music curriculum should be revised and updated

While RMSA (Rashtriya Madhyamik Shiksha Abhiyaan) mandates that arts should be treated as a part of curriculum but in most of the schools and boards, music is treated as a non-scholastic extra-curricular activity, not at par with academic subjects.

Students feel difficulty to cope up with academics and music. Current environment establishes the fact that music is opposite to academics. Curriculum development bodies and policy makers should ensure that music curriculum is updated, it should also introduce some new and innovative areas like music production, fusion with instruments, cultural journalism etc. along with classical music to widen its horizon and scope of career for students. Education board should ensure that updated curriculum of music should be implemented in every school and curriculum should also be career oriented. But only updating curriculum is not the solution of the problem. Higher authorities should ensure that expert music teachers should be appointed who follow updated curriculum effectively.

4.2 The role of teachers

The music teachers should be encouraged to participate in different music related workshops, seminars, online tutorials to have a deep insight of the updated curriculum.

4.3 The role of state/ central government

State/ Central government should initiate campaigns to make the citizens of country understand the need and value of music. They should also promote research activities and grant in this field. Cultural exchange programmes for teachers and students should also be encouraged.

4.4 Inclusion of technology

Teachers should try to include technology in the teaching music education. For example- sound editing etc. board of education should inculcate technology in curriculum, at the same time, sufficient grant should also be provided by govt for the same. Special training should be arranged for teachers to be familiar with inclusion of technology in music education.

4.5 Encourage supportive teaching-learning process

Higher authorities and teachers should try to provide non-discriminatory conducive environment for students. There should be complete focus on analysis and interpretation of music lessons. students should be encouraged to compose music/songs based on their imagination. Students should also made aware of our traditional instruments in addition to contemporary ones. They should also develop spiritual understanding of music education. Teachers should have an idea of talent of the students and plan the activities to fulfill the need of students.

5. CONCLUSION

Music education needs a strong advocacy at various levels like policy makers, administrators, education board, head of the institution and parents. Updated curriculum for music is required with a focus to make students lifelong music enthusiast who practice music as a pool of various career opportunities. At the same time, music education is very important for brain development of learner, create path to connect with other people, teaches discipline, relives stress.

It has also been proved that left side of human brain is better developed with the help of music. A mastery over memorization is also achieved through it and this mastery helps us a lot in different walks of life. In other words, music is the fabric of our society. music may shape and sharpen our ability and character. Cultural and intellectual development is also possible with this education.

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