

Analytical study of the relevance of establishing music as a subject in schools

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Music is no longer merely a source of entertainment or fun. It has transcended towards the higher purposes and goals. From gentle lullabies to diligent healer/therapy, from merely worshipping God to brain and cognition enhancement tool, from the band rock 'problem' music to intense over-emotional Bollywood tracks, from the age-old folklore, rituals songs to highly auto-tuned memory-setter world music.

Education is not a physical thing that can be delivered through the post or through a teacher. Fertile and robust education is always created, rooted in the physical and cultural soil of the child, and nourished through interaction with parents, teachers, fellow students and the community. Teaching should aim at enhancing children's natural desire and strategies to learn.[1]

But fast forward a century or two ahead and suddenly we see that this mode of music education has taken a bit of beating. Societal pressures like academics and the associated cultural change no longer deem it necessary for a student to live with the Guru to attain musical wisdom.

But somehow the integration of music in to our educational practice has never materialized. The British policy of neutrality in matters of religion was extended to culture, as both were intimately associated in India. It is, therefore, understandable why the teaching of music did not find a definite place in the syllabus so studies from the primary to university levels.[2] If look at what passes for a music education in schools today is quite dismal.

In today's circumstances, the burden of music education must then fall in our schools. For them to start, music sessions in school are restricted to one class a week. During such a session, an entire class may be made to learn and memorize the lyrics to patriotic songs, hymns and so on. This approach may stem from the problems of trying to

impart music knowledge to many students. The lethargic style with which they teach music makes the student squander the interest and zeal.

Genuine Need of a Formal Classical music program

Jason Zachariah, Chief Coordinator of programs at the Nathaniel School of Music says, "Why would they want to have a structured music program when it's not compulsory?" He goes on to say that "things could change only if those prominent in the education system push for music to be part of a well-rounded education."

However, the possibilities of growing music as a subject in the school level is much higher in the coming 3-4 years. As per the new schemes and educational strategies introduced by MHRD, chances are higher that music will be the part of formal curriculum. For instance, CCE (Comprehensive and Continuous Evaluation) system, framework-2005 etc. Scheme of CCE is expected to help the child make an informed choice of subjects in class XI based on his aptitude, interests, liking, and creative performance. With CCE aiming at all round development of the child's personality it is expected that a student will be able to take up competitive examination with right earnest. It may be clearly understood that in introduction of CCE does not mean less emphasis on academic attainment. However, due to acquisition of additional life skills, like thinking and emotional skills, they are expected to meet different life situations with great maturity.[3]

The present NCF framework 2005 by NCERT states that we need to give our children some taste of understanding, following which they would be able to learn and create their own versions of Arts as they go out to meet the world of bits, images and transactions of life. Such as they would make the present of our children wholesome, creative and enjoyable; they would not be traumatized by

the excessive burden of information that is required merely for as horttimebe fore the hurdlerace, we call examination.[4]

Before craving for the demand of policies to make music as a subject in schools, music educators and policy makers should first in it iateon the purpose and reason ability such as sustained future, fame and certified jobs for the school kids after pursuing the same for higher studies. The questions: “*why music is important to be emerged as a subject, where can the music be applied in along run? what is the upcoming future of Indian music*” should be more convincing to IT- working, non-musical parents and their kids. Unlike the kids studying science, maths to pursue engineering and further to become are puted engineer with financial wellness, music, as of now, ensures a little scope of proper future (jobs and career), demands struggle for majority of students who do not belong to the musical background.

Observation:

No incentive or job - satisfaction to specialize in music

Music career, even if made compulsory, hardly has an incentive or sustainability. Even at the school level, kids and their parents take subjects seriously which can help them make carrier. They spend time and energy to the subject they think has an adequate job and success scope in future. The job prospects are still disastrous for the music students in India, (as even the PhD’s and up teaching in schools).

Adding up to the study pressure of academics.

Parents do want the kids to learn music but **not** as a subject because they find it adding up to the study pressure and course. As per my sampling, 12 out of 15 parents want music to remain as a ‘Just for fun’ subject. “There cent CCE scheme has already bundled the head sofmy girls by FA sand SAs. I would hate to add on.” says the mother of a 9 thgrader. Study pressure, Olympiads, unittests, and subject load these day scmpel parents to go against the subjects (likemusic), which are so-called un important. Hence, it is important to evaluate and promote the application regarding introducing music as a formal subject.

Craze for Western Music

The kids to day are highly fascinated by western music and maestros. “I love to sing *Countingstars, 21 guns* and *Walkalone*. Rightnow, I am learning anoperaon Piano and singing both.” says Abheek, afifth grader from Future Kids Schools, Hyderabad. They might not a ware of even on erecent Bollywood song but graspherarest Taylor Swift songs by hard. When asked the reason, they perceive the music classier and more accepting among the ir friends. The 4-5 grade rsimitate the as cent and lyrics sominutely that is hard to differentiate from the original.

Predict the situation after music gaining the ‘formal subject’ place. During the British Raj, the question of how music should be taught in the late nineteenth and early twentieth century in India was anideological and political issue as well as an educational one, linked closely to the questions of national identity, modernization and westernization (Campbell, 1991; Farrell, 1997a). In present day India, music does not have a high profile in political and educational terms. Music is not as ought-after profession and the purpose of much music education is to produce educated list eners and amateur performers.[5]

It is high lyessential toimbi be Indian music and pedagogy in the heart and will of the students rather than applying music as a subject. Orelse, music too will and up in the same boatas SUPW, hand work, craft shad been existing. All these subject satour times, were taught and marked, but all mom’s job at the time of exhibition. Eventually, no body continuesit and these subjects lose the mark. In this era of excessive study pressure, Music, after being take nup as a subject, pupils might study/ sing on the exam day it self, just for the sake of passing the test. I hope the policy-makers would not deny that music is toen joy and relax, not the liability. Therefore, music should be made the formal subject but only inelementary or primary level, may be from first to fifth grade and above that level it should be kept optional.

As per there commendations of music education committee held in Bombay:

- Music should be made a compulsory subject for all primary classes.
- It should be made compulsory in secondary levels up to the end offirst three years.

- It Should be compulsory for the primary teachers' training college for both men and women.
- In the first four years of the primary school, music should be taught by the 'Listen and imitate' method.
- Grant-in-aid to be paid to schools in respect of music.
- There should be a separate examination in music for which the syllabus should be same as for the SLC or matriculation with music.[6]

Important Steps before establishing music as a subject for Secondary and Upper Secondary Levels:

Teach students what they can do in future through Indian music.

A part from pursuing in teaching line, plethora of music related fields like sound-engineering, Music app designer, music-composer, music the rapist, recordist, etc. have emerged which persist for students to make the irprofession. It's essential to inform the primary and secondary level kids about the future career and job prospects in music so that they pursue it more seriously.

Ensure better incentive for them to study music: scholarships, Olympiads, awards.

In schools, standardized music is given importance in the events and celebrations. In most of the international schools today, classical music is being trained but in addition, it is viable to declare the music Olympiads and scholarships in music especially in the primary level. It might be a convincing step for students to demand for music as a formal subject.

Awareness of music as at her a py should be initiated.

It is extremely beneficial for the students to make them aware about the benefits of music the rapy; that music is good for enhancing cognitive ability, retention, and concentration. There should be meditative rooms where kids can go, listen to the sound, relax and relax. Awareness of music therapy work shops should be initiated in all schools at all level once a month. Not only this will make them explore new scope in music but music healing will change their life styles.

Indian classical learning program is profitable for the primary level, because kids have better grasp for arts.

Reinhardt (1990) examined the rhythm improvisations of 3, 4 and 5- years old children, and found that nearly all

the students in the study could improvise with as steady beat and consistent meter to the percussion accompaniment. T.S. Brophy (1999) examined the age-related difference in the melodic improvisations of 6 through 12 years old children that might be developmentally nature. [7] The best age to install different talents in kids is kindergarten to primary level, when the retention is most powerful. Most of the parents interviewed gave valid answers on this topic. They insist music should become a formal subject in the primary level from 1st to 5th grade; Secondary level music classes should be optional for who ever want to learn or should be just for fun. Several schools have this format but music in the primary level is still a fun activity rather than a formal subject.

Weekend Indian music sessions in schools to develop interest Saturday or Sunday fun sessions of Indian music such as renditions of *Tablols*, teaching *alankaras* and compose music out of it, transposing *paltas*, fit the words in to the given *alankaras* etc. in all the level might be fruitful to develop interest in kids and teenagers so that they can aspire to pursue in music. The session should include good hi-tech learning tools and better instruments. It might indeed be a good way to convince pupil for making music formal.

Casual Music training in IT- sector parents for their kid's guidance.

IT - sector and other working parents (tech-oriented) are unaware people and lack the music temperament. With a myth "Kyahoga music se ekhke", they can never allow kids to spend time. As per my exploration, only 3 out of 10 parents agreed that music can take their kids to height, and that's because they were musicians. Therefore, casual music workshop for IT parents should be integrated to imbibe awareness so fits possibilities, benefits, mental realm etc. When parents change, kids will automatically direct the attention.

Conclusion

I would conclude my present attention by a thoughtful quote by Plato, "I would teach children music, physics, and philosophy; but most importantly music, for the patterns in music and all the arts are the keys to learning." Music should be, and has been in itiated as the major aspect of the school pedagogical structure, whether in the form of standardized curriculum or not.

Footnotes

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6. Education and Industry Department, Government of Bombay, Bombay, 1949.
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