



A Perspective on the Development of Indian Music in Education

Dr. Prachi S. Halgaonkar

Assistant Professor, Department of Music, Shri. Ganesh Arts College, Shivni- Kumbhari, Akola

Corresponding Author - Dr. Prachi S. Halgaonkar

DOI- 10.5281/zenodo.12754267

Abstract:

In education, music plays a vital role in shaping a good personality. Music is a powerful medium for emotional expression. It gives students a chance to explore and understand their own feelings, thereby promoting emotional intelligence. Various cultural inventions such as religious rituals, festivals and ceremonies, dances, dramas, films, narrative programs, special exercises, entertainment like magic games are performed with the addition of music. The changing geopolitical boundaries and influences resulted in music education, along with other art forms, becoming more informal and depended mostly on the patronage of the kings and dynasties. Eventually, by the end of 18th century, education became centered on students who learned from Great Gurus - like Saint Tyagaraja, Muthuswami Dikshidhar, Syama Sastri and many others - which led to the formation of Gurukulams, Banis and Gharanas. These schools or Gharanas have their foundation or roots in the traditional mode of music education. The main variation between different Gharanas is the manner in which the music (sing or play) is performed. The significance of the Guru-Shishya form of knowledge transfer leads to the preservation and improvement of the Gharanas different styles of music.

Key words: Indian Music, Gurukul, festivals, ceremonies, technology, Educational system.

Introduction:

Music has always occupied a very important position in the Indian way of life. Music is an integral part of the cultures of almost all countries around the world. Various cultural inventions such as religious rituals, festivals and ceremonies, dances, dramas, films, narrative programs, special exercises, entertainment like magic games are performed with the addition of music. Since music is primarily an auditory, auditory discipline, devoted listening is of utmost importance in its study process. Along with the direct guidance of music experts and gurus, the technological tools (radio, phonograph, tape recorder, record player, television, VCR, CD, etc.) made available by the electronic revolution of the twentieth century also contributed greatly to the process of music education.

The South Indian music, also known as Carnatic music is the classical art music in the southern states Andhra Pradesh, Telangana, Karnataka, Tamil Nadu and Kerala, whereas Hindustani music which is practiced mainly in the states of Rajasthan, Haryana, Uttar Pradesh, Gujarat, Bengal, Uttarakhand, Bihar and Maharashtra. It forms a major musical system of India. The musical form practiced by both the northerners and southerners of Indian music system is the same, and a marked divide between the two came very late. M. R. Gautam says, "The first music consisting of one swara was arcika from the Sanskrit root rica which means a Rig Veda hymn. The adjectival form of ric is Arcik which mean pertaining to ric. In other words arcika denotes the musical chant chanted by

Rigvedic reciters."¹ The oldest age in the history of Indian culture is considered to be the Vedic age. Raj Shree is of the opinion that, 'Although Indian music is considered to be eternal; the specific shape of Indian music is available only in the Vedas. Of the four Vedas, only the 'Sama' Veda is important from the point of view of Music. In the Vedic period, the music used in religious acts by enlightened sages and musicologists was completely regulated."² It is clear that in the Vedic period itself, the music-education system has been given special importance in Indian culture and this art has been accepted as a major part of education by considering it as a part of the development of human personality. "In that period, the ashrams of sages were in a way equivalent to schools or education centers. Takshashila and Kashi centers were major educational centers in Buddhist and Jain times."³

A Perspective on the Development of Indian Music in Education:

National Council of Educational Research and Training states that: "Educational system must find its guiding principles in the aims of social order for which it prepares and in the nature of the civilisation it hopes to build."⁴ Secondary Education Commission was chaired by Dr. Mudaliar which emphasizes the need for formulating the aims of education with special reference to the needs and ideals of our country. "Development of Personality: In order to release the sources of creative energy in the students, courses in arts, crafts, music, drama, etc. must be introduced."⁵ Pt. Vishnu Digambar Paluskar and Pt. Vishnu Narayan Bhatkhande laid

the foundation of institutional music education. The art of music (singing, playing, and dancing) is not only meant to represent entertainment and luxurious life; an artist is a soul elevated by the touch of that art. He should get a place of honor in the society. In the Maharishi's heart, the common man was not only curious about this art, but also wanted to know how to enjoy it based on scientific principles. "After independence, the widespread progress of music has been done in the country and the classical music is open to achieve higher education in both Theoretical and Practical, both sides. Music in schools, colleges and universities got appropriate importance and place as well as music not only a fine art, but also as a subject."⁶

The existing Higher Education Institutions and Special Independent Music Colleges in India are offering high quality specialized music education: (1) Delhi University, Delhi: Department of Music, Faculty of Music and Fine Arts. Post Graduate Courses in Music-Hindustani and Carnatic Vocal and Instrumental Music (Teaching of Sitar, Veena, Violin, Sarod, Guitar etc.) 2) Allahabad University, Allahabad: Diploma in Music and BA in Music. Degree education is provided. (3) Mumbai University, Mumbai: Music Centre. This Music Center offers certificate-courses, Diploma in Music, M.F.A. There are educational facilities for degrees. (4) Smt. Nathibai Damodar Thakarsi Mahila Vidyapith, Mumbai: B.A., M.A. in Music for Women. (5) Madras University, Chennai: B.A., M.A. in Music. Degrees are taught. (6) Kolkata University, Kolkata (7) Rabindra Bharti Vidyapith, Kolkata : B.A., M.A. in Music. (8) Assam Vidyapith, Silchar: BA in Music.(9) Bhatkhande Sangeet Vidyapeeth, Lucknow. (10) P. S. G. College of Performing Arts, Coimbatore (Tamil Nadu): Provides higher education in music, vocal and instrumental arts. (11) Jammu University, Jammu: B. in Vocal and Instrumental Music under the Faculty of Music. Muse. Degree education is provided. (12) Bangalore University, Bangalore: M.A. at Gnanabharati Kendra. (Music) Post Graduate Education facility in both vocal and instrumental music. (13) Punjab University, Chandigarh: B.A. (Music) degrees are taught. (14) Banaras Hindu University, Varanasi: Three years B. Music. The course for this (Vocal-Music) degree also teaches Hindustani and Carnatic vocal music. (15) Gandharva Mahavidyalaya, New Delhi: MA. (Music) (16) Vinoba Bhave Vidyapith, Bihar: Higher education in music (17) Vikram Vidyapith, Ujjain (M.P.): M.A. (Music) (22) Amravati University, Amravati: B.A. (Music). (23) Shivaji University, Kolhapur, M.A.(Music). (24) Jai Narayan Vyas Vidyapith, Jodhpur: M.A. (Rajasthani Vocal Music). (25) Kerala Vidyapith, Thiruvananthapuram: B.A. (Fine Arts), M.A. (Music). (26) Kurukshetra University, Kurukshetra

(Haryana): Up to Post Graduate Examinations (Vocal and Instrumental Music). (27) Savitribai Phule Pune University, Pune: Department of Fine Arts (Music), Undergraduate and Postgraduate Education. The above-mentioned university music education as well as independent private music schools, Indian music education has contributed a lot to the popularization of music and thus to the increase of knowledge and taste in music in the society as a whole.

As per the Government, the National Curriculum Framework is a landmark in the development of Curriculum Framework. In its report states, "Arts (folk and classical forms of music and dance, visual arts, puppetry, clay work, theatre, etc.) and heritage crafts should be recognized as integral components of the school curriculum."⁷ The power of music can melt the heart and had always been chosen as a path of devotion. The changing geopolitical boundaries and influences resulted in music education, along with other art forms, becoming more informal and depended mostly on the patronage of the kings and dynasties. Eventually, by the end of 18th century, education became centered on students who learned from Great Gurus - like Saint Tyagaraja, Muthuswami Dikshidhar, Syama Sastri and many others - which led to the formation of Gurukulams, Banis and Gharanas. These schools or Gharanas have their foundation or roots in the traditional mode of music education. The main variation between different Gharanas is the manner in which the music (sing or play) is performed. The significance of the Guru-Shishya form of knowledge transfer leads to the preservation and improvement of the Gharanas different styles of music. Over the centuries many different Gharanas have come to stay and develop their style of music. Some of the popular Gharanas founded by prominent musicians are - Gwalior Gharana, The Benaras Gharana, Agra Gharana, Jaipur - Atrauli Gharana and Patiala Gharana. Saint Tyagaraja is one of the most celebrated Carnatic musicians. He is said to have composed 24,000 kritis or devotional songs in Telugu and Sanskrit. Government of India is worthy of appreciation regarding organizations that support music and culture.

All India Radio has been playing a significant role in the preservation and propagation of music in general and the rich classical music and folk music traditions, with the association of several prominent artistes. "AIR's programmes include (i) Sangeetha Sikshana (ii) Akashvani Sangeet Sammelan (iii) Thyagaraja Aradhana Music Festival (iv) The folk and light music festival (v) Music Audition System that selects and grades artists."⁸ International Foundation for Carnatic Music is a non-profit organisation founded by Sri Chitravina Ravikiran with its main motto as 'Service to music; Service through music.'⁹ It promotes music through

concerts, lecture-demonstrations and workshops and also aims to create Departments of Carnatic music in important Universities in the world, and encourage research in music. It provides resources for teachers, administrators, and parents. National Association for Music Education¹⁰ providing music albums, private music records and bands is playing a crucial role in promoting music across the world. We know the popularity of Beatles, Eagles in abroad, Indian Ocean, Mother Jane, Zakir Hussain and Shakti which popularized music of India around the world.

Conclusion:

Music is a universal language that transcends borders, cultures and generations. It has a unique ability to connect our emotions, stimulate our intellect and boost creativity. In education, music plays a vital role in shaping a good personality. Music is a powerful medium for emotional expression. It gives students a chance to explore and understand their own feelings, thereby promoting emotional intelligence. Exposure to music from an early age, particularly at school or nursery, has been proven to promote teamwork, confidence, empathy, improved communication skills and intellectual curiosity. In the first half of the 20th century, radio and phonographs had a major impact on popular music education. These audio media contributed a great deal to make every person's ears hear good music and to increase their musical knowledge and taste. The audience's participation in musical taste grew accordingly. Therefore, this electronic light and the technical facilities available from it have an important role in bringing about a change in the traditional (teacher-disciple) method of music education.

References:

1. Gautam, M. R.(1993). Evolution of Raga and Tala in Indian Music. New Delhi: Munshiram Manoharlal Publishers. p.89.
2. Raj Shree, (2018) 'Role of Music in cultural Education' p. 128.
3. Panjpe, Sharajchandar. (2015) 'History of Indian Music' Varanasi: Chaukhamba Vidyabhavan. p. 85.
4. National Council of Educational Research and Training (2010)
5. Secondary Education Commission (1952–53)
6. Chaudhari Dr. Manjushree. (2017) Indian Music in Professional and Academic Institutions, Delhi: Sanjay Prakashan. p. 92
7. The Report of National Curriculum Framework (2005) pp. 127-128) Retrieved from <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>
8. All India Radio (AIR). Retrieved from <http://www.allindiaradio.gov.in/PROFILE/Pages/default.aspx>

9. International Foundation for Carnatic Music (1990)
10. National Association for Music Education (NAME). Retrieved from <https://nafme.org/>