

## Guest Editorial

### Facilitating Music in Schools through Teacher Education

*“We wrote, we sang, we acted, and we poured ourselves out on every side.” There was tremendous excitement and cultural richness.”- Rabindranath Tagore*

The above lines by Nobel Laureate Tagore symbolize the spirit with which India flourish in all its glory in the field of education. Music, arts, science and literature, all are necessary for the development of student in an integrated form. Many researches shown, that music is being used as a therapy for the betterment of the society as it helps to create peace and harmony among people. Music is always an important part of our life and it can be spread through education by proper Teacher Training where we teach *‘how to teach’* in school subjects either its language group, science or social science group and special mentioning work education and music where music is one of the arts which balances the study of sciences and social sciences to provide students a creative channel exposing them to another orb of learning.

As a Teacher Educator we always talk about policy papers, position papers, guidelines for school teachers, higher education professionals and students because we train our students to be a teacher in a particular subject in schools that is called pedagogy subject. For this, we see towards the National Curriculum Framework (NCF-2005) which focused on the integration of theatre, dance, drama and music compulsorily in the schools for the *Joyful Learning*. This joyful learning can be achieved through the joyful classroom teaching. Music and other art classes help in joyful learning by giving our children opportunity to bring out their inner potentials as per their own wish.

In India Teacher Education is governed by National Council for Teacher Education (NCTE) and it also emphasizing on arts, drama and music in teacher education quoting Rabindranath Tagore’s philosophy of teaching in natural and creative environment.

National Curriculum Framework for Teacher Education (NCFTE-2010) which is an attempt to prepare *ideal, innovative humane and affectionate* teachers and according to it theatre, dance, drama and music are the medium to create a humane and affectionate environment in the schools. Participation in the music is associated with gains not only in mathematics, reading, cognitive ability, critical thinking, and verbal skill but it also develops the personality and improves the self confidence of the students because they face the gatherings in different occasions. Learning music also improves motivation, concentration, confidence, and teamwork as many times students perform in chorus also. Music in any form either vocal or instrumental is beneficial for the students proven by several researches that the students who are having the hobby of music of any kind especially instrumental they perform well in mathematics because it develops command over the ability of multisensory activity of the body. So, as all we know that education is seen as crucial for the social, cultural and economic benefits of the human being same goes with the music also and if we want to be

fully benefitted by the education we must have music as part of core-curriculum and that is realized by the policy makers and administrators too.

The teaching pedagogy of music and education can be seen in three contexts- as a means to build positive and knowledgeable learners, as means to develop the proficient music practitioner or teachers and to train students to engage in a creative, innovative and cultural life which leads to the improvement of the aesthetic taste and values in children. Such a taste would make the present of our children wholesome, creative and enjoyable; they would not be traumatized by the excessive burden of information that is poured in their minds without understanding because they are having creative minds.

In our teacher education department '*Arts, Dance, Drama and Music*' is an unique practical paper of B.Ed. course where students are not taught to any arts dance, drama and music but they made free to perform any of the ability which they have with their own wish and ability and they surprise us with their musical talents either in vocal (any non-filmy song) or instrumental like flute, guitar, ektara or banjo. In this kind of papers where students get full freedom to perform according their own ability they enjoy the most and this enjoyment leads them to well-being.

Another important aspect of teachers training in our department is that '*Rabindra Sangit*' is a pedagogy subject in B.Ed. course where prospective teachers (B.Ed. trainees) try to develop their musical skills, expand their abilities and creativity towards teaching of music in schools. They learn the different teaching skills both in artificial and real situation. Initially the B.Ed. students practice in artificial situations like *Micro-Teaching* and *Simulated Teaching* where their peers become the students and they practice to teach music especially Rabindra Sangit and get the idea of teaching process and also the upcoming difficulties of real situation in the schools at the time of their internship.

The internship period in schools is more than four months and in this duration B.Ed. trainees teach in real situation with the help of different teaching aids and in the pedagogy of music they use harmonium, sitar and table etc. to take music classes in VI to VIII classes to become a trained music teacher. Thus education department is practically not only following the norms and standards of NCTE, guidelines of NCF-2005 NCFTE-2009 but also promoting and facilitating music in schools by continuously producing trained teachers for the next generation of the country.

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