

ICT AN EMERGING TOOL IN MUSIC EDUCATION

DR. ANSHUMATI¹ AND PROF. (DR). GURPREET KAUR²

¹Assistant Professor, Department of Music, Government Brijindra College, Faridkot, Punjab (India)

² Former HOD and Dean (Faculty), Department of Music, GNDU, Amritsar, Punjab (India)

Abstract

Information and Communication Technologies are continuously emerging as a tool to redefine music education. Teaching and learning practices in context of Indian Classical Music are rapidly taking a new shape with advent of technological advancements. Such tools are playing a supportive as well as supplementary role towards formal classroom teaching to take the music education to a new horizon and taking music education to maximum learners. This paper aims to explore the impact of ICT tools on music education from various aspects and is an effort to describe changing dimensions of music education under the umbrella of ICT. Various possibilities which are incessantly enhancing their gamut of impact through ICT enabled services have been discussed along with effectiveness of different ways and means provided by ICT. The paper will provide useful insights into the depth of impact made by ICT tools on music education, extent to which these dynamic technologies are being adapted by teachers and its advantages to learners along with constraints and challenges being confronted at different levels in effective and efficient employment of ICT supported delivery of music education.

Keywords: Music education, Information and Communication Technology, ICT, Technology.

INTRODUCTION

Education which is described as a systematic process of bringing forth innate human potential and development of various intellectual, social, behavioral, aesthetic, physical and manual faculties of living beings. In a process of educating a society in any field of study, method of delivery of education is of utmost importance and since centuries methods of delivery of education are changing with changing times. “New technologies are transforming approaches to teaching and learning in a rapid speed. Their adoption as part of teaching and learning processes is part of a much larger social and cultural change driven by the arrival of digital technologies (Somekh, 2000) [1].

From Gurukul system of education to classroom teaching and now virtual classrooms mode of education delivery are continuously changing. In recent times due to the revolution taken place in the field of ICT the sectors of telecommunication; satellite and computer science has progressed significantly.

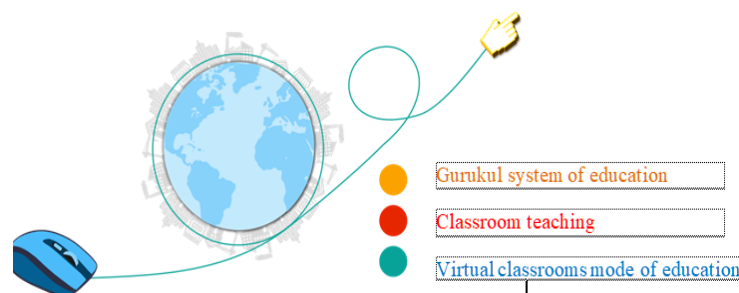


Figure-1: Gurukul system of education, classroom teaching and virtual classrooms mode of education.

Rapid advancements in the field of Science and Technology leaving its footprints on almost all walks of life and education is not an exception. Unified role of communication technologies like telecommunication, communication equipment, wireless technologies and information technologies including hardware and software is known as Information and Communication Technology (ICT). “Information & Communication technology can be described as “the use of both for managing the information efficiently that is storage, processing, retrieval, communication and sharing of all this information for significant purpose in order to uplift social, economic and cultural status [2].

Resorting to the developments in ICT, various aspects of education and its delivery are changing at an unprecedented pace. Indian Classical Music, which is till date maintaining the Guru-Shishya (Teacher-Disciple) traditional of Indian education system is also not left unaffected from inventions in ICT. Today through use and easy availability of ICT enabled resources it has become quite easy to create, perform and share music of very good quality. These ICT resources have made it possible to learn music while being anywhere in the world even at remote locations. Such type of digital learning process is being establishing itself in all academic circles.

INDIAN CLASSICAL MUSIC EDUCATION AND ICT

In India there are broadly two modes of delivery of music education one through traditional Gharanas and second through educational institutions. Institutionalization of music education has led music to be considered as a subject of study in addition to an art and it has also opened various possibilities in delivery of music education and use of ICT is one among them.

ICT is being used as a tool for communication in music teaching and learning process. Instructions on various aspects of music are being delivered by using ICT tools. In addition to this, ICT in its various forms i.e. hardware and software are contributing purposefully in different dimensions of music education. From conceptualization of music to professional production, from practicing to performing and from creating to sharing of music everything is assisted by ICT facilities. Even the creativity of musicians as well as music technicians has been augmented by judicious use of ICT services. Leaving apart certain aspects of Music education number of modules of music education can be taught by making use of ICT enabled services in one or the other way. "A handset of well-equipped educational tools can take the teaching process to a new level. Designated improvements can easily be carried out in a very effective way by using technology in teaching process which results a very effective and efficient learning that helps in arousing the intellectual aspects of the pupils [3].

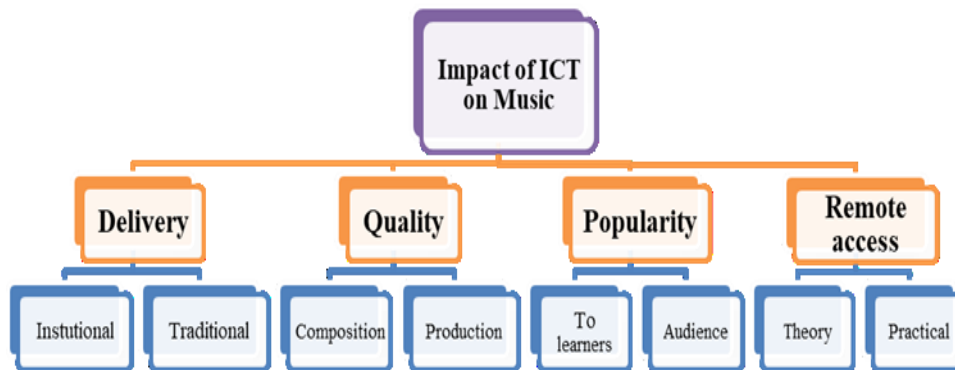


Figure-2: Impact of ICT on different aspects of Indian Classical Music.

In Indian context teaching of music starts at school level. From hobby classes to music as a subject where systematic set of instructions are delivered in a planned way to students, music has made its place. In higher education system also music has established itself as a major field of study. And at each level of music education ICT plays pivotal role. From simple keyboards to sophisticated ICT equipment and applications are used at different levels. Beyond doubt contribution of ICT is evident at preliminary stage of learning to advanced stages of research and performances. “Good teaching is interactive, whether it is between teacher and pupil, between the pupil and a resource such as a computer, or between peers, and so strategies that stimulate feedback from pupils and interaction between them can help children more effectively” [4].

Like any other subject theory of Indian classical music has also been benefitted from ICT. Thanks to the technical advancements one can always supplement its formal music learning process by making effective use of search engines, websites, and applications etc. which are providing easy access to theoretical as well as practical concepts. There are certain dedicated series, which are broadcasted through radio, as well as television, explaining various theoretical and practical concepts of Indian Classical Music in a very structured manner. Such ICT enabled initiatives enable learners as well as amateurs to gather basic information on various aspects of music upon which they may further explore following formal processes. Efforts are also being made to teach practical aspects of music also through such ICT enabled programs as well as through social media and such efforts have been successful to a good extent. All such ICT supported endeavors have made remote access to music education possible.

Another major impact of ICT on Indian Classical Music is its role in making this music popular. Reach of Indian Classical Music has increased manifold due to various modes of communication like internet, information technology, telecommunication devices etc. It shall not be wrong to say that globalization of Indian Classical Music has been possible due to

ICT. To understand the contribution of ICT in Music education it becomes important to precisely explore and discuss the role of each component of ICT. The term ICT components denote all such devices, which allow storage, retrieval, transmission and receiving information digitally or electronically. Tremendous growth in this sector has produced number of such devices and supporting equipment that acts as periphery and for the purpose of understanding, all such devices may be categorized into following four component categories:

- Information Technology
- Telecommunication and related equipment
- Internet
- Media

It is worth mentioning that all components of ICT are largely inter-dependent.

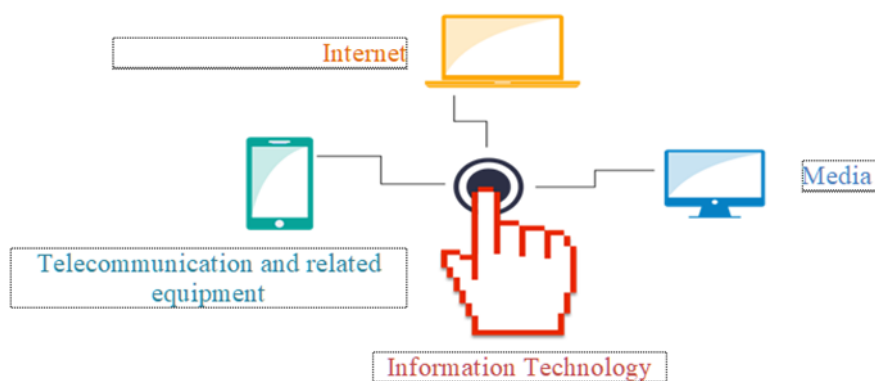


Figure-3: Major components of ICT.

INFORMATION TECHNOLOGY

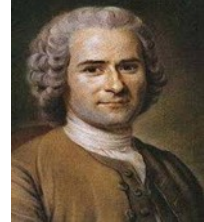
Information Technology (IT) has achieved a very unique place among the various innovative achievements of science and technology. In context of music education IT may be broadly understood under two categories:

- Hardware
- Software

Personal Computers, music keyboards, recorders and other high-end equipment are quite effective in music teaching-learning process. Latest electronic gadgets fixed with traditional musical instruments are emerging as a very successful tool to make learning process more lucrative, resulting into enhanced interest of students towards music. In fact these electronic aids have made music a more interesting phenomenon, which induces the learners to do experiments with music that leads to better results.

ROUSSEAU'S CONCEPT OF EDUCATION

Rousseau believes that education is the process of guidance by the teacher, but it is not instruction by the teacher. According to him, “The art of teaching consists in making the pupil wish to learn”. His concern is to educate the child to live his life. The educational views of Rousseau are considered to be new and modern. They are meant to relieve the child from strict discipline, artificial school, social environment, undue control and rigid methods of teaching.



Source: https://campbellmgold.co.uk/archive_definitive/emile_rousseau_1762.pdf

On other side IT specialists producing quality results have developed many software and software based ICT applications. Such applications are supporting remote teaching-learning processes where teacher impart lessons to its learners remotely. Customized websites, web-browsers, applications, social media all are software based. Further, the dependence of professional music production process on specialized software has enhanced to a great extent. Some of the uses of computers in music are:-

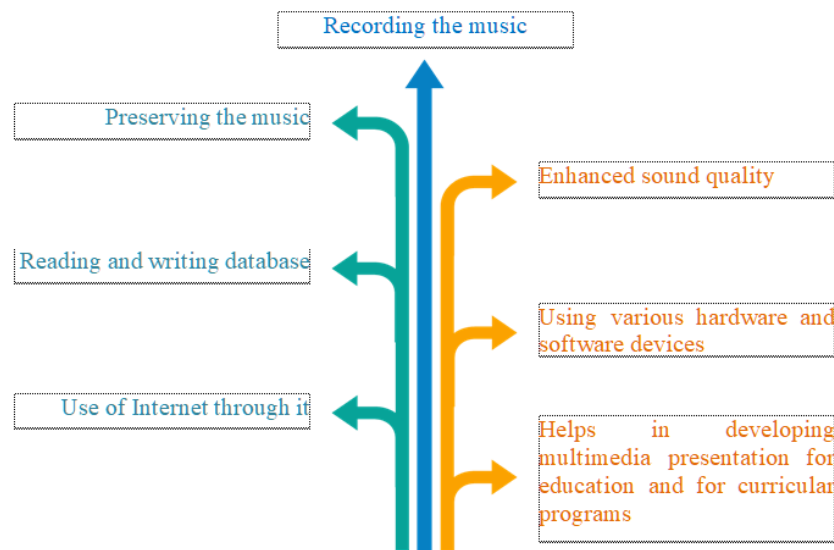


Figure-4: Uses of computers in music.

INTERNET

The blend of communication and information technologies is Internet. It uses both wired/wireless communication techniques and information technology to serve its purposes. The basis of the ICT enabled education lies in Internet through which information is made available at a single click. Music lessons both theoretical and practical delivered by using social media platforms, websites, mobile applications all need Internet. User-friendly easy transmission and receiving of information through internet with its ever increasing

penetration even in remote geographical areas of India has gradually helped this component of ICT a robust tool in teaching and learning practices of music.

Research in music education has also been greatly influenced by Internet as information from across the globe can be accessed very easily through various web sources.

EDUCATIONAL SITES FOR MUSIC AND MUSIC EDUCATION

- Sage Journals (Journals of music teacher education)
- Music Research
- Taylor & Francis online
- VRME (Vision of Research in music education)
- Indiana University Pries
- Education centre online
- Music Viva
- Bright Hub education
- The E-Learning Coach
- Education Technology & Mobile Learning
- ASCD (Learn teach, Lead)
- Project Based learning Using Web 2.0
- Swar Ganga (music Education)
- Suryagan Can (Indian Classical music)
- Raag hindustani.com
- Swarganga.com
- Suryayam.com
- Shadajmadhyam.com
- Raag-hindustane.com
- Parrikar.org
- Sunil Music Indian Music Page
- Artinadia.net
- Aliakbarkhanlibrary.com
- Carnaticindia.com

- Poshmaal.com (Ragas & Hindustani classical Music)
- Onlineriyaz.com
- Darbar.org
- All music.com
- Karnatik.com
- Benarasmusicacademy.com
- Swarsaptak.com
- Sarangi.info

Some of the basic uses of Internet in music education are as following: -

- Music education using social media
- Through video/audio conferencing
- Transmission or retrieval of music in various forms i.e. lessons, audios, and videos.
- Search engines to access information available across the globe
- Using Worldwide web to store and transmit music instructions in a structured manner
- Study material available in digital mode

All above forms the foundation of e learning in field of Music.

TELECOMMUNICATION AND RELATED EQUIPMENT

The concept of telecommunication is a strong overlap over the phenomenon of Information Technology due to in-depth synchronization of both. Integration of both the technologies is so high that telecommunication is now rarely considered as a separate technology and heavy dependence of telecommunication technology on IT is another reason for this. Accordingly the concepts discussed under IT and Internet suffices.

MEDIA

A mix of various printed and electronic modes of communication used to transmit or broadcast information is called media. Music education has been greatly influenced by different forms of media. Whether in print or in electronic form, media is playing a crucial role. However different forms of media are continuously changing their positions in order of merit in disseminating music education.

Among different forms of media it is print media, which played pioneer role for spread of music education. At times newspapers, lifestyle magazines, music papers and booklets etc were the key contributors in music education system. Gradually electronic media overtook

print media and dedicated music programs on television and radio helped in providing music education in a structured as well as unstructured manner. There are many television and radio channels, which broadcast programs on music education where acclaimed music academicians and artists teach music to learners in different languages and quench their thirst for music.

However with emergence of IT and Internet, social media has taken foremost position among all forms of media in music teaching learning process. Social media that is very conveniently transmitting instructions theoretical as well as practical in a well-organized manner is emerging as best suited platform with remote access especially among young learners. “We live in a world of media .Our nation’s young people are called the “Television Generation” because most of them spend more hours in front of the TV than they do in school. We are a visual culture, living in an environment impacted by media messages of every kind [5].

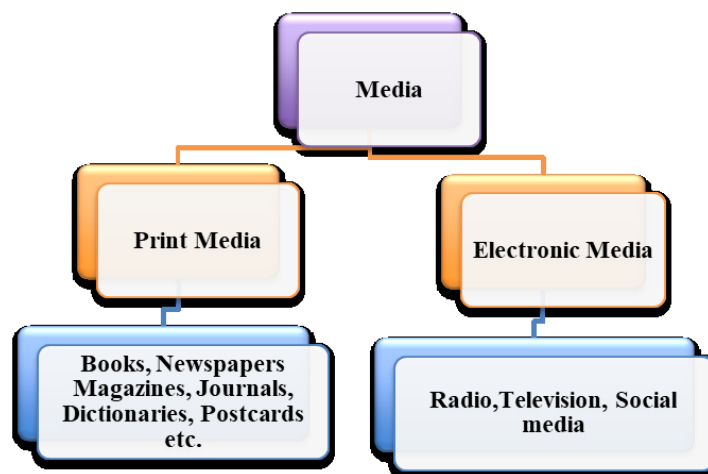


Figure-5: Types of Media.

Through ICT, it has become very simple to receive all relevant information on any topic from any corner of the world. This facility has been very rapidly developing in the field of music education also. Music as a subject is very vast, which includes music education, pedagogy, publicity, promotion, and preservation of the practical and theoretical constituents of music in totality. Education of music is becoming more and more an inter-disciplinary phenomenon due to its growing dependence on information and communication technology.

CONCLUSION

Above chronology of facts establishes that ICT revolution through a variety of equipment and applications has transformed music teaching and learning practices to a great extent and also has been instrumental in developing the social foundation of Indian Classical Music due to its wide reach. However certain challenges have also been posed by ICT before music education. One of the challenges is the availability of such high end ICT enabled apparatus in

the form of IT and Electronic hardware and software. Many institutions at different levels i.e. school, college and Universities still don't have access to apparatus with required level of quality which is acting as a major constraint before ICT based growth of music education in India. Another major challenge before teaching fraternity is know-how to efficiently and effectively operate this sophisticated equipment, which is the result of lack of formal training in this area, and need immediate attention. On the other hand in certain areas teaching process of Indian classical music is encountering a challenge of excess dependence on ICT, which is a threat to the true basic nature of music. In music education to embrace ICT enabled services in its true sense there is a need of drastic but careful change in cultural and conventional practices in the field. Only such a closely monitored change may enable music education to reap the actual benefit of ICT without losing its original body of knowledge.

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