

HEALING BEATS: A CASE STUDY OF MUSIC THERAPY SOUND INTERVENTION FOR STUDENT ANXIETY IN MAURITIUS

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ABSTRACT

This paper examines the potential for the use of the rhythms from Indian classical music on the tabla in music therapy to decrease the anxiety levels of students in Mauritius. International literature suggests that the levels of anxiety and emotional problems amongst young people are increasing (del Pino et al., 2024; Heron et al., 2023). Recent studies in Mauritius suggest that the levels of observable emotional issues amongst the youth of the island are high (Ramdhonee-Dowlot et al., 2025; Gungea, 2024). Recent work in the area of music therapy also suggests that both receptive (listening) interventions (Singh, 2021) and active interventions (making music), particularly if the musical material used is of cultural meaning (Upasani & Jain, 2024), are effective for the relief of anxiety.

In the same context, the research concept "Healing Beats" outlines the plan for an organized program for guided listening to Indian classical 'ragas,' 'slow tabla thekās,' breathing exercises, along with simple 'finger-based' 'drumming patterns.' Based on literature related to 'group drumming,' 'rhythmic entrainment,' and the 'rāga/tāla chikitsā' concepts in Indian classical 'rhythm therapy,' the article postulates how the beats in 'tabla' might also help in the reduction of anxiety through 'predictable tempos,' 'vibrations in low frequency,' 'finger movements,' and 'opportunities for social engagement' (Sharma et al. 2021; Fancourt et al. 2016; Barbera 2024). It describes some research questions related to the impact of 'music' on the 'anxiety levels in the students,' the 'specific impact of the 'tabla' beats,' the methodologies related to 'effective tempos & frequency parameters,' and the process of 'finger movements involved in regulation.' Also outlined is the proposed 'case-study model through the mixed methods approach' in the context of the 'secondary & tertiary institution' in Mauritius.

Keywords: music therapy, tabla, anxiety in students, Indian classical music, Mauritius, sound therapy

Introduction

Student anxiety is an increasing issue within the education sector globally. Large-scale research and follow-up studies indicate that young people exhibit higher levels of stress, anxiety, and psychological symptoms compared to the rest of the population, especially in terms of examination performance (Heron et al., 2023; Kushwah, 2024). (USQ Repository) Student anxiety impacts concentration, sleeping patterns, motivation levels, and academic outcomes. Additionally, anxiety is linked to school dropout rates. However, in many low- and middle-income nations, access to psychological support for many students is a challenge. Thus, the school is expected to play its part in addressing anxiety.

In the context of Mauritius, recent studies clearly indicate the existence of emotional issues in the adolescent population which are clearly sub-optimally addressed. According to a national survey, nearly one third of the adolescent population in Mauritius was found to display high levels of emotional issues related to anxiety and depression, particularly in association with gender, victimization, & family-related hassles (Ramdhonee-Dowlot et al., 2025). (pure.roehampton.ac.uk) Also, in agreement is the concern raised by Gungea (2024), who explains the increasing anxiety levels in the adolescent population being expressed in the classroom by disengagement, poor concentration, & emotional disturbances.

At the same time, international research interest in the use of arts for mental health promotion is gaining momentum. Music-making and music therapy programs have been evaluated for their potential accessibility within daily life. According to systematic review literature, music therapy interventions are effective in lowering anxiety levels, stress, and symptoms of depression in diverse groups of people. However, the strength of the effect is subject to population group and music therapy type (De Witte et al., 2020; Lee et al., 2025).(Taylor & Francis Online)

Within the larger body of literature on the topic, the use of rhythmic interventions like 'drumming interventions' for their potential in aiding youth in terms of self-expression of emotions (Fancourt et al. 2016; Martin & Wood 2017; Ascenso et al. 2018).(PMC)

In the context of Mauritius, where one third of the population traces their origins back to the Indian subcontinent, and where the musical traditions of the Indian subcontinent combine seamlessly in contemporary musical forms such as sega, reggae, and other popular types of music in the region, the potential for sound interventions specifically rooted in the culture assumes importance. Recent research in Hindustani-Carnatic classical music suggests that certain types of ragas and talas in Indian classical music

impact anxiety levels, mood, and stress measures (Sharma et al. 2021, Chand et al. 2024, Pathak 2023, Babel et al. 2023). (ScienceDirect) Notions like ‘Raga Chikitsa’ (Music Therapy)/ ‘Tala Chikitsa’ (Rhythm Therapy) are being recounted through updated concepts in neuroscience and psychology in attempts to understand how musical parameters work on the functions of the human brain (Upasani & Jain 2024, Darbar 2024). (swarsindhu.pratibha-spandan.org)

Based on the strength of these strands of evidence and tradition, the proposed paper suggests the “Healing Beats” intervention. This is based on the case study approach utilizing the rhythmic cycles of the Indian classical rhythmic instrument ‘tabla’ in the form of guided listening for anxious students in Mauritius. However important to note is the use of the “tabla” because it is a dual drum system that requires direct finger and palm interaction. This also relates to pulse entraining through the use of bilateral stimulation. This relates to the mechanism of down-regulating the stress response in trauma-related stimulation (Barbera, 2024; Platt, 2024). (digitalcommons.lesley.edu)

This research paper is organised in the same fashion. Section 2 will explore the context of anxiety for students in the Mauritian setting. Section 3 shall survey the literature concerning the use of music, rhythm, and anxiety. Section 4 will describe the theoretical framework for the sound proposal based on the tabla. Section 5 describes the framework of the proposed research for the ‘Healing Beats’ initiative. Section 6 looks at the opportunities surrounding the proposed research. Finally, Section 7 draws the research together by identifying its implications for the future of learning in the Mauritian environment.

Student Anxiety and the Mauritian Educational Context

Prevalence and correlates of emotional problems

Mauritius is an Upper-Middle Income island nation that ranks high on its exam-conscious education system. Recent research undertaken by the authors in 2025 indicates the prevalence of 32% of the population of youths in Mauritius who experienced high levels of emotional problems in their study. Anxiety and depressive symptoms stood out in their study mainly due to poor emotion regulation strategies together with some familial risk factors. (pure.roehampton.ac.uk)

Previous research by the same author also demonstrated the prevalence of emotional issues in children and teenagers in Mauritius and the lack of preventive programs in place (Ramdhoney-Dowlot, 2022). (pure.roehampton.ac.uk) Despite the trans-diagnostic “Super Skills for Life” (SSL) program having been adapted in some institutions in Mauritius (Syros, 2021), (LIDSEN Publishing) its implementation on a larger scale in schools and colleges appears to be difficult.

However, the study by Gungea (2024) targets the issue of wellness specifically in Mauritian secondary schools. It was noted that the feeling of anxiety amongst students was recognized by teachers and social educators in the school. Causes highlighted by the study include anxiety related to academics, bullying, and conflicts in their homes. (netjournals.org) This coincides with world research observations in the impact on mental wellness by students who are stressed by examinations and school work. (Kushwah, 2024 & del Pino et al., 2024) (jpaap.ac.uk)

At the tertiary level, research from equivalent backgrounds indicates that university students are more prone to experiencing higher levels of stress, anxiety, and depressive symptoms compared to the wider community but are less likely to access counseling support due to stigma, time constraints, and a lack of suitability of interventions (Heron et al. 2023). (USQ Repository) Mauritius does not have much literature on the mental well-being of university students. However, observations suggest rising cases of concern among students related to examination anxiety, financial stress, and social isolation, especially in the wake of the COVID-19 incidents (Ramdawor et al. 2022). (PMC)

Implications for Learning & Well-being

Unmanaged anxiety also directly impacts class performance. High levels of anxiety decrease the working memory span, affect the memory storage process for new information, and increase the likelihood of avoidance behavior in problem-solving situations. Longitudinal research indicates that emotional difficulties in the adolescent years predict lower academic achievement and higher dropout rates (Brown et al., 2024; Alozkan-Sever et al., 2023). (Cambridge University Press & Assessment)

High-stakes examination scenarios for students in Mauritius might make anxiety extremely debilitating.

Due to the lack of resources in mental health care for students on their university. There is therefore the use of low-intensity interventions. This is because the Healing Beats approach links on the grounds that the interventions will take place in group structures that fit into the co-curricular programs.

Music and rhythm

Music therapy is defined as the clinical application of musical experiences to meet needs. Additionally, meta-analyses suggest that music therapy and the related field of music medicine (e.g. listening to music) correlate significantly with reduced self-

reported anxiety in both medical (De Witte et al. 2020) and psychiatric (Ueberholz et al. 2025) groups. Typically, in interventions, methods involve the use of low tempos.

Recent works also delved deeper into musical parameters. Sharma, Saxena, & Singh (2021) compared the effect of Indian classical music clips that either continued in the same way or progressed in terms of speed and octaves. Incremental variations evoked higher levels of anxiety reduction along with specific EEG patterns related to reduced mind-wandering compared to the stable clips and the silent condition. (Science Direct) Chand. S. K. et. al. (2024) concluded that six days of raga Bhairavi reduced the anxiety levels along with stress and depression in the participants by modulating the Heart Rate Variability parameter. (Nature) Pathak (2023) concluded the same for seniors undergoing raga Darbari Kanada for alleviating the parameters of depression, anxiety, along with the index of insomnia. (gapbodhitaru.org)

Other than the Indian musical context, research on binaural beats—the use of subtly different pitches in each ear to entrain the listener’s brainwaves—is consistent in the finding that the stimulation of beats in the frequency range of alpha waves (between 8Hz-13Hz) in the music resulted in reduced anxiety levels in the peri-operative period (Roshani et al., 2019; Opartpunyasarn et al., 2022; Ueberholz et al. 2025). (Brieflands)

Drumming & rhythmic group interventions

There is an increasing amount of literature supporting the use of group drumming for the support of mental health. Fancourt, Finnigan, and O’Brien (2016) highlighted the positive impact of drumming on the levels of depression and anxiety in mental health service users over the course of 10 weeks. Also noted was the improvement in the markers for the immune system. (PMC) This subject was advanced by the research carried out by Ascenso et al. (2018), who noted the importance of group drumming in the facilitation of flow. (Taylor & Francis Online)

With youth, Martin and Wood (2017) also tested the DRUMBEAT program in disadvantaged schools in Australia. It was found to increase mental wellness outcomes and decrease antisocial behavior in children, especially boys.(childreinaustralia.org.au) Community programs that introduced the DRUMBEAT program during the course of the COVID-19 outbreak also noted that rhythmic group work was beneficial for children in terms of stress relief, rebuilding engagement in school, and social-emotional skills (Holyoake/Firefly, 2021).(Firefly - Staging) Recent updates on social-emotional learning through drumming suggest that the combination of rhythm, collaboration, and follow-up discussion improves self-awareness (Binks Hub, 2023; Dorman, 2020).(binks-hub.ed.ac.uk)

Such observations align closely with polyvagal theory and trauma theory’s views on how the entraining movements of rhythmic activities like drumming may facilitate the transition from a self-protective response to one of felt social engagement (Barbera, 2024). (digitalcommons.lesley.edu) Additionally, the touch and bilateral aspect of the process in drumming make it particularly effective for such self-regulation.

Indian Classical Music, Raga/Tala Therapy & Mental Illnesses

Indian classical music is long recognized for its theoretical possibilities in therapy in terms of concepts like ‘rāga chikitsā’ and ‘tāla chikitsā’. Present-day research is at the initial levels of proving the same through modern research.

Upasani & Jain (2024), in their literature analysis for the impact of Indian classical music on anxiety, stress, & depression, point out the positive impact on patients who witnessed the use of ‘raags’ for the improvement in DASS-21 scores & other psychological parameters.(swarsindhu.pratibha-spandan.org) Babel et al. (2023) prove the positive effect of specific ‘raags’ on the mental performance & moods of patients.(PMC) Pathak’s (2023) work on the ‘raag Darbari Kanada’ on elderly patients presents very encouraging outcomes.(gapbodhitaru.org) Deka (2022) indicates the reduction in state anxiety in female university students who witnessed the ‘raag Todi’. (Science Direct)

Popular and professional sources also highlight the growing use of Indian classical music for mental wellness. Pieces on ‘Ragatherapy’ report on the joint efforts of classical musicians and medical professionals to craft musical sessions in the ragas for stress relief, grief counseling, and overcoming ‘burnout.’ (Darbar, 2024; Mahadevan Academy, 2024). (Darbar) Of note in such efforts is ‘Sitar for Mental Health,’ bringing together the serenity of slower ragas through ‘guided breathing exercises, storytelling, and group discussion.’ (The Guardian, 2025). (The Guardian)

Despite the reduced focus on research papers by peers on the topic of tabla, though, popular culture tendencies are now pointing towards “tabla therapy” in terms of the utilization of rhythmic cycles for pressure relief and mental stimulation (cited in Pal, 2020; social media in 2024-25).(YouTube) Also, the conceptual aspects of tāla chikitsā describe how the act of clapping Hands, foot-stomping, & beating the Indian drums in rhythmic cycles may help in entraining the brain & speaking clearly (Hindustani PDF, 2024).(Academia)

Conceptualization for the ‘Tabla-Based Sound

The tabla, tāla & rhythmic

The tabla-timekeeper is composed of small treble drums called ‘dayan’ and larger ‘bayan’. Conventionally, the ‘dayan’ is tuned to the ‘Sa’ (tonic note) of the performance. Talking from the healing aspect of deep breathing exercises, the absolute note isn’t the prominent aspect. However, pulse regularity along with vibrations is the crucial aspect.

There is research on the effect of the variations in the speed of the octave in Indian classical music on the progression of anxiety reduction. According to the research by Sharma et al. (2021), the variations in the speed rather than the continuous transition facilitate the process. (ScienceDirect) This means that for the table-based therapy, the thekās should be in the speed of 60-80 beats per minute (BPM), including the resting heart rate (De Witte et al. (2020). (Taylor & Francis Online) Additionally, the low frequency resonance of the bayan functions to ground the listener.

When in groups, the students in a circle are able to entrain their breathing cycles and body movements on the regular pulse. Other percussion-based interventions like drumming have proven the social cohesion effect achieved through entraining each other’s movements (Ascenso et al. 2018; Fancourt et al. 2016). (Taylor & Francis Online)

The various strokes (bols) on the tabla provide the opportunity for the creation of simple rhythmic cycles that are simple to follow for beginners.

Frequency, tempo & “Which frequency reduces anxiety?”

Learners also ask how often the frequency must occur in order for the anxiety to decrease. Scientific literature doesn’t identify the specific “magic frequency” for anxiety relief. Rather, the literature suggests the significance of frequency ranges. To achieve relaxation along with the reduction of anxiety in binaural beats studies, the frequency of 8-13 Hz needs to be used in the audio files (Roshani et al. 2019, Opartpunyasarn et al. 2022, Ueberholz et al. 2025). (Brieflands) Nevertheless, in the tabla instrument, pure tones of specific frequencies are not generated.

Moreover, for the Healing Beats intervention trial, it is more plausible to identify the pace and the spectrum rather than the specific Hz. Based on the data from the study’s evidence, the proposed research design principles are the following:

- Prominent use of tempos in the range of 60-80 beats per minute for the purpose of baseline relaxation along with occasional interjections of moderately higher tempos.
- ugain At pwyng levels should also be moderate. Too loud strokes might startle anxious students.
- Favorite open, resonant strokes that produce warm overtones rather than harsh metallic timbres.
- In instances where audio recording is used (for instance, in the background), the binaural beats in the alpha range for relaxation tracks may also be very subtly integrated.

Thus, the research question ‘What frequency do we play the tabla?’ becomes more complex in terms of system design: ‘tabla is tuned to the musical tonic appropriate for the vocalist and the raga being performed. Our goals are achieved by varying tempo, predictability, and smoothness.’

Finger movement, touch interaction, and anxiety regulation

One of the characteristic tendencies in the tabla is its emphasis on delicate finger movements. Various strokes such as na, tin, dha, & ge are performed by combinations of finger tips & middle phalanges along with palms & wrists.

Neuropsychological studies on finger tapping tasks also make it clear how rhythmic finger movements are closely related to attentional processes related to the timing of the movements (Guérin et al. 2021). Carames et al. (2024) also report the same (Frontiers). Other research indicates the rhythmic ability of the fingers is closely related to the process of neurodevelopment. Such rhythmic ability can also act as biomarkers in cases related to ADHD (Gustafsson et al. 2023) (BioMed Central). Of course, none of the aforementioned studies are directly related to the reduction of anxiety.

Therapeutic interventions such as Emotional Freedom Techniques (EFT), eye-movement desensitisation and reprocessing (EMDR), among others also employ rhythmic tapping. Classroom-based EFT trials suggest that stress levels in students decrease through simple tapping exercises introduced in the class (Lambert, 2022). (Edith Cowan University) Vagal tone exercises in the form of psychoeducation also employ rhythmic tapping tasks on alternate shoulders and knees to decrease anxiety (Bristol Child Parent Support, 2024; HereCounselling, 2023). (Bristol Child Parent Support)

When students are introduced to simple tabla patterns, they are engaged in just such a highly organized process of bilateral stimulation led by auditory inputs. By fixating on mallet formations and movements on the drum impact surface, students may

find their attention directed from rumination to the immediate stimulation of the flow process. When students are energetic enough to fidget in class, the carefully directed expression of finger movements on the drum surface may convert restlessness into meaningful aesthetically organized behavior.

Case Study Design: The “Healing Beats” Intervention in Mauritius

Purpose and research questions

The proposed case study attempts to answer the following core questions in the context of the Mauritian education scenario:

1. Can music play an anxiety-reducing role for students?
2. Can tabla beats, being one of the interventions of rhythmic sounds, also play an effective role in the reduction process?
3. Tempo and parameters of sound (and not “frequencies” per se) for anxiety relief:
4. Does active participation in tabla finger movements provide additional regulatory functions beyond passive listening?
5. Student views on the relevance of the proposed intervention in terms of culture acceptability in Mauritius.

These issues would be investigated through the application of the mixed methods research approach that combines quantitative anxiety levels with qualitative thoughts.

Setting & Participants

The intervention might be tried in either:

- a Form 4-5 class (15-17 years) in a state secondary school in Mauritius.
- a first-year class of undergraduates in a local university or teacher-training institution.

Since the peak time for anxiety was known to occur during examination periods (Kushwah, 2024), (jpaap.ac.uk), the timetabled delivery of the relaxation sessions could occur in the weeks running up to the larger assessments. Criteria for selecting participants would relate to students who self-assess their levels of examination anxiety. Participants needing exclusion due to either hearing impairment or for medical reasons (for instance, severe migraine headaches occasioned by noise), who would require different support alternatives anyway, would require exclusion.

Assistance Structure

Recommended cycle length for the Healing Beats rhythmic therapy could therefore span six weeks. Sessions every week would also comprise 45 minutes on each occasion. This process could take place in the following order:

1. Arrival & check in (5 minutes): Verbal/written rate of current anxiety on brief scale (0-10), plus brief grounding procedure.
2. August & Wolkin’s guided breathing & listening (10 minutes): students listen to an Indian classical ‘raga’ related to relaxation (for instance, Bhairav, Darbari Kanada, &c.) in low volumes while performing the process of deep breathing (Chand et al. 2024; Pathak 2023). (PMC)
3. Rhythmic warm-up (10 minutes): the trainer presents primary clapping/new knee-tapping rhythmic motifs in ‘Keherva/Dadra’ tala at 70 BPM. This stage corresponds to the rhythmic warm-up in the DRUMBEAT program through the experimental implementation of drumming (Martin & Wood, 2017).(childreinaustralia.org.au)
4. Tabla-based practice (15 minutes): students work in small groups on a set of tablas/practice pads. Learning two to three simple bol sequences (e.g. dha dhin dhin dha), emphasizing finger placement in alternation between the two hands in synchronization with the metronome/electronic tanpura.
5. P Cooling Down/Reflection (5 minutes): the class ends with soft drone music, silent breath breathing, and a check-out in which students note their change in anxiety level and describe their state in one word.

Preferably, the facilitators would be musicians who know both the Classical Indian rhythmic cycle and the basics of mental health first aid. Such individuals would work in collaboration with school counsellors/school social workers.

Measured values and data acquisition

To assess the impact the case study might employ the following:

- A proven brief anxiety scale for teens/juniors/higher education students (e.g. GAD-7 or brief test anxiety scale), given prior to the intervention, in the middle of the cycle, post-intervention, & follow-up (Brown et al. 2024). (Cambridge University Press & Assessment)

- Self-evaluation on each ANP by simple ratings (0-10)
- A brief scale for well-being/resilience, in recognition of existing literature supporting the impact of music/drumming interventions on positive functioning (Ascenso et al. 2018; Dorman 2020).(Taylor & Francis Online).
- Seminal data in the form of journals for gaining insight into the students' subjective experiences of the tabla system, focus group interviews, field observations by the facilitator.

Ethical sensitivities aside, the research would require approval from the relevant Mauritian institutions for education and ethics. Consent would be sought anonymously if the research detects severe levels of distress.

Chances & Challenges

Chances for innovations in supporting students

Firstly, Healing Beats presents the opportunity to weave mental health support into something students may already know. Many students in Mauritius will have experienced bhajans, Bollywood songs, sega songs, or Indian classical songs through their social circles. So much better if the therapy takes place through the tabla if Western therapies might come off as alien.

Secondly, the programme offers body-based, non-verbal regulation strategies, which might help students who find the expression of their distress very difficult. Entrainment techniques of different kinds along with group synchrony might form different channels for relaxation for students enrolled in SSL (Syros, 2021).

Thirdly, Healing Beats promotes active engagement on the part of the students. After having acquired the core beats, students are able to produce their own beats by combining them. Later on, they might also combine them with other beats from Mauritius. Such self-efficacy is also a protective mechanism against anxiety.

Pedagogical and research benefits

From a research perspective, the case study analysis would provide contribution towards various unexplored areas:

- It would strengthen the very small literature base on interventions in music therapy in small island nations.
- Remarkable empirical perspectives on the tabla-based rhythm therapy process, in as much as the topic has been dominated by testimonials at the moment (Pal, 2020; HindustaniPDF, 2024).
- It would explore the impact of finger movements in percussion on anxiety and attention in teenagers by extending research on the EFT tapping tasks to the musical context (Guérin et. al 2021; Lambert 2022).(Frontiers)

Teachers and school leaders could also realize some indirect outcomes like the enhancement of class cohesion, reduced instances of behavior problems, and the culture of frank discussion regarding mental wellbeing.

Challenges & Considerations

But some issues do require attention.

Adherence to tradition and the avoidance of triviality. Innovation must strike a fine line between creativity and humility in the face of traditional form (Vedabala, 2016) (Clayton & Leante, 2015). (saapjournals.org) Any rush-job 'tabla therapy' approach that fails to adhere to the logic of 'raga-tala' risks reducing the art form to triviality.

Noise, logistics, and room. Noise is the first issue. Drumming inevitably produces noise. This noise could affect other classes if carefully timed. Solutions must involve the school in finding room for the drumming either through the use of quiet instruments.

Training and Supervision. While the ability to play the basics on the drum kit can be developed quickly, trainers also need the ability to recognize distress signals, deal effectively with group dynamics, and refer students accordingly. Training in trauma-informed care and adolescent mental health issues is essential.

Research design and expectations. Finally, one must finish by not overhyping. Music therapy is in no way a panacea. Effect sizes for the reduction of anxiety levels are in many instances modest (De Witte et al. 2020; Chen et al. 2025).(Taylor & Francis Online). This specific case study for Healing Beats needs to place its ideas in the arena of exploration that belongs to the whole environment of counselling.

Conclusion

This research paper has proposed the potential for the use of the Healing Beats approach to music therapy in Mauritius in order to soothe anxious students due to the local mental health needs within the context of Mauritian youth culture in combination

with the body of research on the positive impact of musical interventions for mental health. Thus, the research satisfies the core questions related to the conceptual framework:

- Does music act as an anxiety reliever? Various studies and systematic reviews suggest that music is effective in lessening anxiety levels and stress because of the selection of musical parameters such as musical-tempo range, dynamics range, and frequency range (de Witte et al. 2020, Sharma et al. 2021, Chand et al. 2024).(Taylor & Francis Online)
- Can tabla beats help out? Evidence from group drumming studies indicates that interventions that involve beats related to rhythmic tasks are effective for emotional regulation and social resilience (Fancourt et al. 2016; Martin & Wood 2017).(PMC) Since the tabla is an indigenous rhythmic hand drum, the good news is that all these aspects can now be introduced in the Mauritian classroom.
- What's the "frequency" that's required? Rather than one frequency, the literature indicates the importance of ranges of tempo (60-80 BPM), variations in increments along with pleasant sounds, in conjunction with optional binaural beats in the alpha ranges if recorded audio is used (Roshani et al. 2019; Opartpunyasarn et al. 2022; Ueberholz et al. 2025; Sharma et al. 2021).(Brieflands)
- Can finger movements ease anxiety? Research on finger tapping, EFT, rhythmic bilateral stimulation: Repetitive finger movements may affect attentional processes, time processing, and emotional regulation. Hence the importance of the tabletop process of active playing instead of listening (Guérin et al. 2021; Lambert 2022. Bristol Child Parent Support 2024).(Frontiers)
- Which researchers link Indian classical music therapy to mental health? Modern researchers like Upasani & Jain (2024), Pathak (2023), Sharma et al. (2021), Chand et al. (2024), & Singh (2021) lend their scholarly inputs in favor of Ragas therapy interventions. Meanwhile, some related practical initiatives like "Ragatherapy" & "Sitar for Mental Health" are already in place. (swarsindhu.pratibha-spandan.org)

By contrast, in the Mauritius context where young people's emotional issues are being increasingly recorded but not satisfactorily treated (Ramdhonee-Dowlot et al. 2025)(Gungea 2024)(pure.roehampton.ac.uk), Healing Beats brings one positive strand of response. To translate ideas into actions, joint pilot initiatives for collaboration between educators, musicians, psychologists, and youth are needed.

However, if the implementation is done in a thoughtful manner, the sound of the tabla—the combination of dha, tin, and na—is perhaps not just for performance but for something much larger—the gentle gateway through which the nervous system of Mauritian students might begin to relax.

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