

Challenges in Incorporating Gharana Music Teaching with Institutional Teaching of Music

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ABSTRACT

Music teaching begins at nursery level to mid school to secondary school, enters graduate level to post graduate and finally to doctoral research level. In Gharana music the fortunate begin in childhood but most enter the Guru Sishya teaching in early young age continue for tens of years before the Guru presents the person as an accomplished artist. The efforts of a student in both is a dedicated and long years' study and skill development before an artist or accomplished musician comes to form and contributes to society.

Presently the traditional music sources come from music in Gurbani, temples, mazars, and churches, Sufi singers, folk musicians accompanied by instrumentalists. Radio, television, film and advertisement industry tap all sources of music in country and abroad. In today's fast developing technologies, we have the sourcing and propagation of music via internet media.

Today Institutional teaching is in subjects like sciences, commerce, social sciences, history, etc. Few will be exposed or used in life, but music will always be useful interaction the entire life. Music teaching should be given priority from primary education presently limited to group songs on festivities, exercises, etc. and a limited institutions introduce subject in secondary education, colleges and higher studies. This subject is needed in the life for personality, health, religious and professional development of a person. Music develops healthy memory, mathematics and discipline, the cornerstone of development in Gharana music.

Article discusses steps which can be adopted to bring the values of Gharana music to institutional music, introduce masters of Gharana music, to improve the education of music. The difficulties of present education system and the adaptations required where Gharana education is benefit able. The present technological advances with E learning are also briefly discussed.

Article

Music teaching begins at nursery level to mid school to secondary school, enters graduate level to post graduate and finally to doctoral research level. In Gharana music the fortunate begin in childhood but most enter the Guru Sishya teaching in early young age continue for tens of years before the Guru presents the person as an accomplished artist. The efforts of a student in both is a dedicated and long years' study and skill development before an artist or accomplished musician comes to form and contributes to society.

Presently the traditional and major music sources originate in Gurudwaras,¹ temples, mazars, churches, social programs, among Sufi singers, folk musicians accompanied by instrumentalists. In mass communication field radio, television, film and advertisement industry tap all sources of music in country and abroad. In today's fast developing technologies, we have the sourcing and propagation of music via internet, phone and social media. The modern communications media has created jobs with interdisciplinary skills. Music has developed as a therapeutic² healing source as well.

Today's Institutional teaching is in subjects like sciences, commerce, social sciences, history, etc. with min 4-5 subjects study. It is seen that for only a few of these subjects, the students will be exposed or used in life, but music will always be a useful interaction the entire life. Music develops a healthy memory, mathematics and discipline, the cornerstone of development in Gharana music. This subject is needed in the life for personality, health, religious and professional development of a person. It is pertinent to say that ideally Music teaching be given priority from primary education. Here at present it is limited to group songs on festivities, exercises, etc. and further a limited institutions introduce music subject in secondary schools, colleges and higher studies.

Earlier we had only two principal Music occupations namely performing artists and teacher. Now the scope is widened with advent of electronic musical devices, computers, computer like

phones, internet and social media. The world has become small as any part of world is now reachable within hours and few days by wider air, rail and sea travels. Today there is a plethora of jobs created in areas of art, education, mass media, films industry, music industry, radio, television, tourism, advertisement, and government media, fashion, website and social platform management. New vocations have been added, to name a few like Lyricist Composer, Event manager, Director, music recording, mixing and editing of Visual and audio. People have become Therapists, singers, vocalists / playback singers, percussionists and instrumentalists the list is long.

It is important to realize here that jobs nowadays require multitasking with special skills. Almost all jobs require that person must be knowledgeable about computer, phone and internet use. This is true for present day students but older teachers, performing artists and Gharana mastreos do require assistance. To discuss a few profiles, for career as a lyricist will require in-depth study of a language along with study of music. A music director requires training on electronic devices operation and capabilities along with a training of music which can be in classical field and popular music or better still fusion music. Advertising profile will require a person qualified in language and music studies to search and select music from throughout country and world. In medical field, a Therapist would be a physiologist with music knowledge who can select music for healing of patients. A fashion show would require an Event Manager as a business professional with a DJ trained in music study, to operate the music devices and select and search appropriate music. Film industry looks for eminent artists vocal and instrumentalists and at same time require Program executives in music to manage, create new, search, record and mix music. A good music artist (having a good voice) and well trained in a language person finds success as announcers for example Satinder Satti in Punjabi, Kapil Sharma in films and entertainment. Similarly, in TV, radio and mass communications jobs require PEX, producing executives for various broadcast programmers with music qualifications. School college teaching of course require qualified music teachers, the list of multitasked jobs is long and ever changing as need of the day.

So looking at this scenario one can say we require to prioritize and organize the Education of Music as one of the main subjects in school and colleges. The curriculum of music need to be determined keeping in view the need to equip the student with skills required for job and also

performing artist. The teaching of music need to begin from primary as in other language, science and other subjects.

It goes without saying that a music student requires a lot of hard work, time, guidance for his skill development. Looking at requirements of today, it is important to realize that because it is a slow process of learning and skill development, the teaching of music must begin early in life, that is primary schooling. Thorough curriculum planning to inculcate the knowledge and skill in music with view to multitasking in future need to be done. There are other direct benefits of teaching of music. Just as an athlete and other sports activities makes a person healthy, music studies and skill development leads to good voice culture and helps in speaking skills. It develops a good memory with mathematical mind. A music rendition daily gives peace to a person's soul and keeps him happy for other tasks in life. It can be confidently said that Music is another language which appeals our soul and inner self. Looking at the prospects in job and other benefits of music, it will become apparent that this subject must be made attractive with training started from primary schooling. In this way, after secondary schooling stage students with good interest, talent and capabilities can continue for higher studies to enhance their special job skills. They can further become performing artists and educationist's. Other students with not so good skill development in music can utilize the knowledge in other job fields.

Now that the need to start from primary schooling to higher secondary keeping continuous music teaching is understood we have to also keep in mind that this cannot be adopted immediately as there are not enough music teachers available for each school. Gharana teaching is also limited in scale. We have following music Gharanas well known and recognized,

Khayal Gharana³ -----Qawwal Baccho ka Gharana, Gwalior Gharana , Bhandi Bazaar Gharana, Agra Gharana (laikari), Kirana Gharana ,Jaipur-Atrauli Gharana, Patiala Gharana, Rampur- Sahaswan Gharana, Indore Gharana, Mewati Gharana, Sham Chaurasia Gharana, **Dhrupad Gharana**⁴ ----Dagar gharana, founded by the Dagar family ,Bishnupur Gharana, founded by Kirtankars in West Bengal (13th century), Darbhanga Gharana, founded in Darbhanga, Bihar Bettiah gharana, founded in Bettiah, Bihar, Talwandi gharana (Punjab), **Thumri Gharana** In the Benares Gharana, Patiala gharana.

Tabla Gharana--Delhi gharana is the oldest of the tablaGharana,Ajrara gharana is an offshoot of and closely associated with the Delhi Gharana ,Lucknow gharana has rhythmic development through Kathak,Farukhabad gharana, Punjab Gharana,Banaras gharana

Sitar Gharana--Imdadkhani gharana,Maihar gharana.

Pakhawaj Gharana Nathdwara gharanaNana, Saheb Panse gharana,Punjab gharana - also a tabla Gharana,Kudau Singh gharana,Dhaka gharana

Dance Gharana⁵on Kathak,⁶ Jaipur gharana, Lucknow gharana , Banaras gharana Raigarh gharana

These are only a few in numbers for our large country but with today facilities of Conferencing tools on net like Zoom, Google Hangout, Babel, Cisco Web,etc, we can hold special but limited virtual classes, Webinars, and some visits to impart special and skilled teaching to school and college students. This will optimum utilization of GharanaMaestros knowledgeand performing skills and imparting this education to students to benefit of all.

How best teaching of music can be done we need to consider this indepth inprimary, secondary and college education. In all three stages we need firstlyteaching of historical aspectsand knowledge of music Shastra's and books on music todevelop interest and knowledge of music and secondly the performing art training. The initial primary school education need to more emphasize the development or cultivation of talent in music singing.We may begin by teaching vocal music in primary school with Sur Sadhana, chanting in classical music, listening music, introduce few sargams,alankars, to enhance skills, teach group songs, national songs and other songs. In middle school start teaching one or two basic raags like RaagKalyan, Bhairav, Durgha, Bhopali and such. From Secondary level we need teaching two types of music-- theory base and practical base. In practical as per student choice, student can choose vocal or instrumental forbest development of students, we need to provide with resource material made by teachers, experts and Gharana artists.We can introduce field work with Gharana by visits on virtual /net for learning finer aspects in music. In secondary school and college educationGharana introduction of Gharana teaching can play a pivotal role either by direct involvement in school and college or by virtual classes. The Gharana teachers can also bring in their history to inspire and educate the young children. In middle school curriculum we may add the introduction of classical raags compositions or for sustaining the students interest and development of voice culture. Here

instrumental music may be introduced as well. Instrument playing in middle school onwards is advised after student has acquired a sense of notes while learning vocals in earlier primary classes. The emphasis on performing satisfactorily need be the main aims of this teaching as we are looking to cultivate the singing or playing talent of students. Prior to this, interaction by educational institutions with Gharana Institutions is required for their preparation to get involved in E- teaching, and special lectures and performances in schools and colleges. This will have to be done with recognition by secondary education administration. Further Students may be given assignment to present music performances or articles in webinars and later post on school website and other official sites through their teachers. These steps will preserve and help progress our musical heritage;

In conclusion I would like to express that the utility of teaching Music in School and College level is very much underutilized because of poor recognition of its contribution to society. In this world of advance instrumentation and artificial intelligence advances, multitask jobs, Music plays a crucial balancing of morale in lives of people. We need to encourage this, preserve this with adding the role of Gharana maestros and their institutions in teaching for the benefit of society directly and indirectly as well.

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⁴ Saxena, Madgubala, : ``Bhartiya Sangeet Sikshan Pranali Evam uska Vartaman Star''. Chandigarh , Haryana, sahitya academy. Pg No 74-75

⁵ Marg Magazine , Special issue on Kathak , Sept 1959 vol 12 no4

⁶ Mahesh Garg , Lakshmi Narayan Garg, Kathak Nritya , 1960 .Pg

