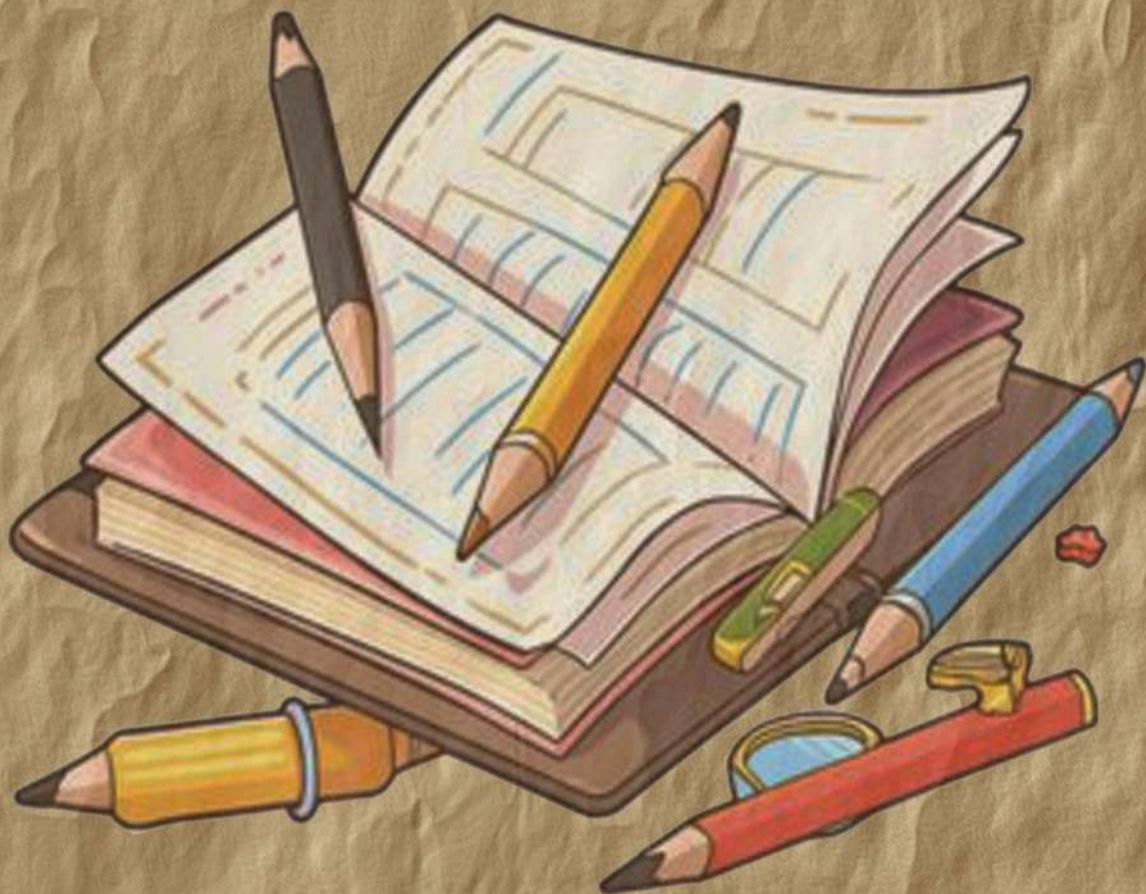


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PREFACE

Indian education system catering over 300 million students of various categories is expanding continuously to bring considerable transformation. It is expected to be more accessible, inclusive and aligned for catering needs of the fast changing global society. The emerging digital technology is immensely influencing school and higher education system leading to significant changes in coming days. Digital learning with interactive apps and online resources will be more used by students. The National Education Policy, 2020 will not only promote innovative teaching and learning processes but also emphasize inclusion of Indian Knowledge System (IKS) into curriculums at all levels of education, which purports to promote indigenous Indian systems of knowledge. Blended learning with integration of online learning and traditional class room teaching offering flexible and personalized experience will be in focus and used widely. There will be shift in curriculum directing towards environmental awareness, entrepreneurship, project based experiential learning etc. to prepare the students for upcoming job market. Schools and parents will more focus to promote creativity, critical thinking, empathy, physical, emotional and social skills.

The Higher Education will emphasize on multidisciplinary approach with multiple entry and exit points. It will be more flexible and accessible with promoting online and distance education programmes to cater needs of diverse group of students and working professionals. Industry- Academia collaborations between universities and industries will be encouraged to address needs of job market with emphasis on internship programs, hand on training/ workshops, guest lectures by industry professionals etc. Vocational education will emphasize on re-skilling, up-skilling & life long learning to meet needs of job markets.

Education is a dynamic process with the teacher being the central focus. It provides new shape to the individual and consequently the nation. It has potential to play a significant role to bring about social change, economic growth and political development in any society. Teacher and Teacher Education needs to be oriented to achieve sustainable development goals (SDG). Individual excellence and life long learning matter a lot for success in Teacher Education. The teachers have to be updated with disciplinary knowledge and emerging digital technology regularly as their students used to access it. So, the performance can very well surpass degrees. A teacher has to compete with global teaching community to remain relevant in the current technology dominated environment. There is need that students at all levels should be taught by well qualified, passionate, motivated, professionally trained and well equipped teachers to promote creativity. The present volume of the Journal *Educatum* tried to address various issues pertaining to Teacher Education to enhance the knowledge in the discipline of education.

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DEVELOPMENT OF VALUE ENHANCED LIFE SKILLS AMONG STUDENTS THROUGH RABINDRASANGEET

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Abstract

This paper presents the development of value enhanced life skills among students through Rabindra Sangeet, whereas the songs contain the social, moral, emotional and ethical value in life. Education in life skills gives students the resources they need to grow, teaches individuals' novel approaches of analyzing and resolving issues, and shows them how to interact socially, create companions, and understand the effects of how they behave. It additionally assists pupils in becoming more confident in their verbal abilities and supportive and teamwork abilities. Introducing music education to children and pupils at a young age helps to improve their many abilities. This is so that when they execute, the pupils can recall the words and chords from recollection. They can fully utilize their capacity, particularly when they execute music from an arrangement. In this paper, the researcher has taken two songs from Prem O Prakriti Parjaay. Through this songs, the researcher shows how Rabindra Sangeet is related to life skill education, its values in life and as well as the significance of those songs related to the parjaay. For this research, the researcher has gone through for qualitative descriptive method. Afterwards, the findings of this study are shown that the songs developed student's creative thinking, self-management, assertiveness, and way of managing emotions. The songs create interest, aspect in life, moderate values, and develop one's attitude towards life and also develop one's skills in education.

Keywords: *Value education, life skill education, development of life skills, components of life skill, prem-o-prakriti parjaay Rabindra Sangeet*

INTRODUCTION

A life skill is a term used to define fundamental abilities obtained via education or information. The daily routine may also be considered a life skill. The capacities of our emotions, money, academic performance, health, etc., are other examples of life skills. A child's self-worth, social skills, and confidence may all increase if he/she practices life skills.

Today, the term "life skills" refers to a set of psychosocial competencies and interpersonal abilities that support decision-making, healthy development, problem-solving, effective communication, and critical and creative thought. Life skills may be applied to one's own behaviour or behaviour toward others.

One such ability is learned through life skills education. As a result, the youngster gains the capacity to manage his life effectively and to plan out his daily tasks methodically. It is a sort of education whereby abilities are built to make the child effective in such a manner that he can decide based on his ability and intellect in unexpected scenarios. Such suffering must simultaneously grow in human existence to enable him to develop into a capable citizen.

Value-based education places importance on helping students to cultivate their unique traits so they can mold their future and deal with challenges with comfort. It shapes youngsters to effectively carry out their societal, ethical, and constitutional responsibilities while becoming sensitive of evolving circumstances. Along with intellectual enhancement, our emphasis is on helping individuals build values-rich life skills that will aid them in fending off intimidation from peers, adopting intelligent choices, and executing healthy decisions.

To communicate with oneself, other people in and around one's surroundings, make a choice that takes high skill, and come up with solutions for various types of difficulties, a person needs a collection of social traits and personal talents. Additionally, life skills are the abilities needed to approach every situation constructively in order to get the desired result. By encouraging social adjustment, fostering healthy personal habits, and adopting a positive outlook on work, life skills may be acquired.

The rigorous and constrained educational techniques are very different from Tagore's educational philosophy. He created Shantiniketan as an experiment with his own ideas (Bolpur, West Bengal). Tagore offered an entirely free atmosphere in which to receive education. He had the opinion that education should soothe the spirit rather than only be about earning degrees. Education is a tool for encouraging one's own growth and the healthy development of one's personality. Tagore's entire life was filled with experiences, which heightened his dislike of the current educational system. He saw schools as book-learning factories where some students are shaped into items of a higher calibre and then sold on the open market. He had always seen it as a blessing that he had not gone through a strict, official education.

Developing self-worth, gaining self-assurance, becoming assertive, managing feelings, overcoming difficulties, developing interpersonal abilities, interacting with and valuing others, having empathy, making choices, resolving issues, adaptability, and many other life skills are the primary components of life skill development. Throughout all the life skills, the researcher here uses only four components (creative thinking, self-management, assertiveness, and managing emotions or feelings) to show the development of value enhanced life skills. For this purpose, the investigator has taken two Rabindra Sangeet from prem-o-prakriti parjaay - 'Tarun prater arun aakash' and 'Sahe na jatona'.

RATIONALE OF THE STUDY

Rabindranath Tagore's songs are cordially connected with value enhanced education for life and development of the skills in life, i.e. mental, social, emotional, moral and ethical development of life. The purpose of life skills education is to reduce hazardous conduct and strengthen present skills, favourable mind-sets, and values. The continued developments of oneself and others, as well as the averting of problems related to health and society, are all facilitated by life skills education. So, the researcher states the topic as **“Development of Value Enhanced Life Skills among Students through Rabindra Sangeet”**

OBJECTIVES

- 1) To utilize distinctive skills and valuable abilities, to generate innovative ideas and clarification regarding problems, to accord pupils on the test in unfamiliar circumstances, and to assert oneself without excessive trepidation through the song ‘Tarun praater arun aakash’.
- 2) To adequately manage one's state of mind, feelings, and actions in various environments, to effortlessly convey genuine feelings and emotions, and to assert one's own values without criticizing the dignity of others through the song ‘Sahe na jatona’.

RESEARCH QUESTIONS

1. Are the creative thinking and self-management skills in life expressed through the song ‘Tarun praater arun aakash’?
2. Are assertiveness and way of managing emotion skills explained through the song ‘Sahe na jatona’?

RESEARCH METHOD

The researcher adopts qualitative descriptive method for this investigation. In a descriptive essay, the researcher is only concerned with outlining the circumstance or case being studied. It is a theory-based design approach. This enables the researcher to explain the motivations behind and methods used in research.

SOURCES OF DATA

- a) Primary source – Prem O Prakriti Parjaay Rabindra Sangeet which obtained from ‘Geetabitan’, ‘Gitamalika’, ‘Swarabitan’ etc.
- b) Secondary sources –
 - i. The researchers who have done work regarding ‘Educational and Musical Contribution of Rabindranath’, ‘Value Education’ and ‘Life Skill Education’
 - ii. Journals, articles etc.

ANALYSIS & INTERPRETATION OF DATA

Pertaining to Objective 1:

The song ‘Tarun praater arun aakash’ was written on 1915 (7 Kartik 1322) in Srinagar, Kashmir by R.N. Tagore and it is the 63rd song of Prem O Prokriti Parjaay in Geetabitan. The notation had prepared by Dinendranath Tagore in Swarabitan16 (Geetapanchashika). The musical composition of this song is based on Dadra Taal and Bhairavi Raag.

Tarun praater arun aakash shishir-chhalochhalo, Nodir dhaarer jhaauguli oi roudre jhalomalo. Emni nibir kore era dnaaray hriday bhore – Taai to aami jaani bipul bishwabhubankhani Aakul-maan-as-saagar-jale kamal talomalo. Taai to aami jaani – aami baanir saathe baani, Aami gaaner saathe gaan, ami praaner sathe praan, Aami andhakarer hriday-phata aalok jwalo-jwalo.
--

Through this song, it has unveiled that music can stimulate imaginative thinking, which is one of the essential elements of the process of creation. A favourite song or thoroughly engrossing oneself in a wonderful piece of music may change one's outlook on life, evoke imagery in the mind, have an effect on the emotional mind, and help us become more receptive to innovative thoughts. Self-management instruction may also be argued to benefit students' academic achievement, efficiency, and duration spent on activities. Effective self-management abilities enable pupils to regulate their spare time efficiently, concentrate on their work, collaborate with others both at home and in educational institutions, and accomplish well in their academics.

Pertaining to Objective 2:

The song ‘Sahe na jatona’ was written on 1885 by Rabindranath and it is the 41st song of Prem O Prokriti Parjaay in Geetabitan. The notation or swaralipi had prepared by either Indira Debi Chowdhurani or Jyotirindranath Tagore in Swarabitan 32. The musical composition of this song is based on Tritaal and Mishra Behaag Raag. The song was basically collected from “Robichhaya”.

Sahe na jatona.
Dibaso ganiya ganiya birale
Nishi din bose aachhi shudhu pathopane cheye –
Sakha hey, elena.
Sahe na jatona.
Din jaay, raat jaay, sab jaay –
Aami bose haay !
Dehe bal naai, chokhe ghum naai –
Shukaaye giyachhe aankhijal.
Eke eke sab aasha jhore jhore pore jaay –
Sohe na jatona.

This song expresses that music accelerated all facets of a child's growth and preparedness for educational institutions, including cerebral, social-emotional, propeller, linguistic, and complete knowledge. It promotes harmony between the body and the mind. One may enhance their abilities to cope with and manage anxiety and frustration by being more assertive and by analyzing and acquiring persuasive interactions and behavioural skills. An essential method of interaction entails of being assertive. One may explain oneself clearly and defend one's perspective by being assertive. Individuals who are assertive come off as more appealing to others and are consequently more likely to be successful.

FINDINGS

- a) The ability to communicate sentiments and emotions via music makes it a significant component of everyday life. Music is viewed by some as a means of escaping life's suffering. One feels relaxation and can lessen tension as a result.
- b) It promotes harmony between the physical being and the inner being. Early exposure to songs assists young children in learning about the sounds and significance of words. Children can exercise artistic expression while developing their physical abilities by performing to music. Both children and adults benefit from music's ability to improve memorization.
- c) Irrespective of how much control a person has over their feelings, they are nevertheless able to make more precise judgments. Understanding our emotions enables us to become more conscious of what drives us and of our ability to respond in a constructive way.

- d) Furthermore, research has shown that musical therapies benefit those with moderate to severe learning difficulties. Additionally, studies have been shown that music-related education can enhance intellectual and mental factors in addition to musical ability, which is related to linguistic growth.

DISCUSSION

The current study is distinctive in that it is the first of its kind to look at the effects of Rabindra Sangeet on the teaching of life skills, whether in an Indian or international environment. Rabindra Sangeet was examined in the research by Mandal, Mondal & Bishnuroy (2020), Acharya & Tarafdar (2019), and Das et al. (2015) for its impact on stress levels among mothers of autistic children, depressive teenagers, and generally developing people respectively.

SUGGESTIONS

According to the researcher, for developing the value enhanced life skills, in all educational institutions, the songs based on life skill education should be included in as – assembly, different observation activities, various programmes in school related to any aspect as opening song.

CONCLUSION

With the use of life skills, students may better comprehend who they are, live more thoughtfully and purposefully, find their own meaning in life, and accomplish both their academic and non-academic goals. The overall method for achieving social and psychological integration is life-skills education. Adolescents are greatly empowered, both physically and intellectually, by this knowledge. It aids in the growth of emotional intelligence, problem-solving skills, critical thinking, and cognitive abilities. These days, it's crucial to include life-skills education in the curriculum. Students' mental health should be improved, and their personalities should be fully developed and capable of handling the difficulties of events that might change their lives. Education in life skills makes a substantial contribution to students' overall development. It gives young people the tools they need to succeed in the modern age.

Tagore was a prolific songwriter who is credited with creating over 2,230 songs. His poetry, short tales, dramas, and songs—collectively known as Rabindra Sangeet—fluently meld with his written works. The majority of his works were poems with lyrics. They covered the full spectrum of human emotion, from his early dirge-like Brahmo religious hymns to nearly sexual songs, and were influenced by the thumri form of Hindustani music. They varied in how closely they resembled the tonal hue of traditional ragas. Some songs accurately reproduced the melody and rhythm of a certain raga, while others creatively combined parts from other ragas. However, only around 90% of his compositions were bhangagaan, the collection of songs that Tagore reworked with "new value" from particular Western, Hindustani, Bengali, and other regional styles "external" to his own ancestral culture.

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