2.1.0 Introduction

Research has been carried out in different fields from time to time and knowledge has been accumulating since ages. The review of the related literature involves locating, reading and evaluating the researches, carried out earlier, so as to get the background and understanding of the recent emerging trends. This helps the researcher to drill deep and reach the microbase of the work already done. A complete understanding and insight leads the researcher to the right direction and fruitfully furthers the cause of empirical research towards the key areas yet to be explored.

Research can never be undertaken in isolation. It is always based upon the work that has already been done on the problems, which are directly or indirectly related to a study, proposed by the researcher (Koul Lokesh 1984). Thus the review of the related literature enables the researcher to converse with the past scenario of research in a particular field and to place the new findings, perceiving the gaps and lacuna in the concerned field (1983). The purpose of the review of related literature, of course, is to locate the present research in the existing body of research on the subject and to pullout what it contributes to the subject. Accordingly, old literature, investigations and researches play an important, vital and proper role for the improvement in the existing system of a research study, especially related to the education. Mouli has pointed out, “Man is the only animal that does not have to begin a new in every generation, but can take advantage of the knowledge which has accumulated through the centuries” (Mouli, 1990). A brief reference to researches undertaken, thus, serves as a pointer to provide a realistic base for the conduct of studies in a comprehensive manner so as to arrive at general conclusions as well as some specific ones, to evolve the research strategy for the utilization of all available supports, to make a piece of research, an instrument of social change and development. “The research for reference material is a time-consuming but fruitful phase. Familiarity with the literature of any problem –helps the student to discover what is already known, what others have attempted to find out, what methods of attack have been promising or disappointing and what problems remain to be solved.” Best J.W (1983)
Many more investigators and researchers in various fields have also recognized the importance and need for the old literature for vital and proper guidance for further research work. It is evident that the review of related literature tells us how much work has been done in a certain field, which methods were used to collect the required information and which statistical operations were performed to analyse the data, and what were their findings and recommendations. It also provides theories, ideas, explanations or hypothesis, valuable up-to-date information about the problems and contribution to the general procedure of the investigation.

2.2.0 Background of the Cultivated Interests

The available research studies which are directly or indirectly related with the topic enhanced the interest of the investigator to explore the area of curriculum of different levels of higher learning.

**John Bernard (1981)** conducted a study on the topic, “Mastery Learning: Its potential in higher education music settings.” The purpose of this study was to consider the feasibility of implementing mastery based learning strategies in higher education music settings. The findings suggested that mastery-based corrective strategies had a positive effect on a student’s achievement in transposition and psychomotor conducting skills. The study suggests that mastery learning is a potentially valuable tool for music in higher education because it enhances a student’s learning through the individualization of teaching and learning.

**Le Roux (1993)** conducted a study on the topic of “Music Education in a Multicultural Society: A psycho-pedagogical perspective.” In his study he proposed a curriculum model for multicultural music education. According to him, such approach would lead to better understanding of other people and cultures. Multicultural music can contribute to educational reform by providing equity and equality of learning experience to all learners in a multicultural society.

**Cheung Chi, Leung (2002)** conducted a study on the topic, “The role of Chinese music in secondary school education in Hong Kong.” The study aims to investigate the current practice of Chinese music education in Hong Kong secondary schools, the development and advancement of Chinese music education. The results of
the study include the identification of a rationale for an educational background of the music teachers, the importance of teacher education in Chinese music, and the limited provision of teaching materials in Chinese music. The study highlighted the concerted effort of government policies and education at different levels in the advancement of education in Chinese music in Hong Kong secondary schools. Furthermore, the issue of the teaching of traditional music is not only confined to Hong Kong but also to Asian countries with significant Western influences in the past. The models developed in this study could be adapted for the development of traditional music education in other Asian countries.

Lacroix, Shirley E. (2002) conducted a study on the topic, “The effect of integrated curriculum on fourth grader’s achievement in and attitude towards music education.” The purpose of this study was to investigate the effect of an integrated curriculum on fourth grader’s achievement and attitudes toward general music instruction. Results revealed positive participation behaviour of students. Based upon the results of this study, the researcher concluded that students made significant achievement in music.

Kethy Forester, Adkins (2003) conducted a study on the topic, “The singing schools of New Salem, Georgia.” The purpose of this study was to document the singing schools held in the community of New Salem, Georgia, and the use of the shape-note teaching method. The interviews revealed that the singing schools had been held in the community since 1911 and possibly before that time. Several students attended normal schools held by the Stamps – Boxter publishing company and one student became a professional singing school teacher. The interview also revealed that the students greatly valued the music education they received at the singing schools and it has instilled in them a love of gospel music.

Acra-brache, Susana, (2004) conducted a study on the topic, “Toward a Contemporary Vision of Music Education in the Dominican Republic.” The purpose of this descriptive research is to stimulate and solicit thought among current Dominican music educators with the intent to create a foundation for their professional growth and for the growth and enhancement of music education in the Dominican Republic. Results indicated that music education in the Dominican and should be strengthened through
teacher training in contemporary practices of music education. The Role of music education within the national curriculum should be revised. A strong and longstanding commitment to improve music education is required from the government and the entire community, and support from the international community will be necessary as well.

Daniel A., Keast (2004) conducted a study on the topic, “Implementation of constructivist techniques into an online activity for graduate music education students.” The purpose of this study was to investigate constructive principles used for online teaching and learning in various fields of education, apply them to an online activity for a graduate music education course, assess how effectively participants achieved the learning objectives and how they used the materials provided online to construct knowledge about the assigned content. The result of this study revealed that participants’ presentation scored higher than required for the assignment; therefore the activity was moderately successful.

Holiander, Gary Howard, (2004) conducted a study on “The use of Technology in applied studio instruction at the collegiate level.” The purpose of this study was to describe and explain how technology is integrated into the university applied music studio in U.S. colleges and universities. In addition, it aimed to explain how studio professors perceive the benefits and potential of technology, from the basic form to the most advanced, in studio instruction. The results showed that applied instructors believe that technology can be a valuable teaching tool, especially in applied instruction, where students, no matter their type of learning style, are consistently enhancing and/or learning new skills and concepts. Additionally, only a few instructors implement advanced use of technology in applied instructions.

Re, Adrien Marcus, (2004) conducted a study on the topic, “The role of transcription in Jazz improvisation: Examining the aural-imitative approach in Jazz pedagogy”. The purpose of this study was to find out the role of transcription in jazz improvisation: Examining the aural – imitative approach in jazz pedagogy. The results suggest that current methods do not contain adequate aural representations and that transcription can be a viable alternative to current methods. A practical system based on the transcription paradigm should be developed. Current digital technologies and internet developments may help facilitate an all transcription based methodology.
Certain recordings and solos have become recognized as ‘masterpieces’ that deserve to be transcribed and studied. The insights gained from school of the blind suggest that certain musical aspects may be best gained from an aural – centric perspective.


Schneider, Maria Christina, (2004) conducted a study on the topic, “An exploration of school profiles and factors relating to music experience for South Carolina Middle Schools.” Music experiences were provided by South Carolina schools with extremely low, moderate and extremely high-socioeconomic student populations, and what factors related to differences in music experiences at the student level and at the school level. The findings indicated that students with the extremely- low socioeconomic student populations received fewer music course offerings than students in moderate – or extremely-high socioeconomic student populations. Results also indicated that 6% of the variance in student making experiences was attributable to schools. 10% of the variation in music experiences was attributable to ensemble affiliation and race. Based on relationships among standard based instruction items and ensemble affiliation, South Carolina Grade 8 students were not uniformly or consistently taught singing, playing and improvising across music classes.

Skornia, Dale Edward (2004) conducted a study on the topic, “Giving the gift of music: the educational program of the Cheyenne Symphony Orchestra.” This study provides a description of the 2001-2002 giving the gift of music: The educational program of the Cheyenne Symphony Orchestra (CSO). The youth concert, Movie Magic 2001: A Moview Music Odyssey, was the primary focus of this study. Primary education goals perceived by informants for the Movie Magic concert included acquisition of musical instrument knowledge and music appreciation. Adult informants also advocated concert etiquette as a relevant outcome. Informants held different values for giving the Gift of Music events. Elementary students described programs as
enjoyable and related learning to other music experiences; High school students valued participation in the community and the experience of producing art works. Adult informants valued programs as a means of developing future audiences, as a source of income for CSO musicians, as an opportunity for corporate recognition, as a means of motivating musical careers and acquiring life skills, as a means of providing cultural enrichment opportunity for students, and as a means of promoting music education.

Williams, Lindsey R. (2004) conducted a study on “The effect of musical training and musical complexity on focus to melody or harmony.” In his study he found that significant interactions occurred between musical training and focus of attention. The data indicated a positive relationship between harmonic focus of attention and increased musical training.

Andrew Ferguson David (2005) conducted a study on, “Music education in Edison schools; An evaluation of K-5 music education in three schools managed by Edison schools.” In his study he found that music is an important tool for improving student’s achievements in various disciplines.

Baylin Neomi (2005) studied on the topic, “Social, cultural and psychological influences on three promising piano students’ decisions to continue taking piano lessons.” Results of the findings support that teachers influence their students’ decision to continue their music studies by socializing them into the practices of the musical community, by developing their musical competencies, by encouraging them to regulate their own learning, and by teaching them strategies to cope with the emotional experiences of playing and performing piano. The results of the findings also suggest that a teacher’s holistic approach to teaching and use of language during the lesson play a major role in mediating his or her students’ decisions to continue.

Bogojeva-Magzan, Masa (2005) conducted study on “Music as an ideological construct: prevailing ideology in the music curriculum in Croatia before and after its independence.” The purpose of the research was to examine how and why music curriculum reflects the prevailing ideology. The focus of the interest is the relationship between political implications in music and specific aspects of socio-historical reality in Croatia prior to and after its independence. The study demonstrates the political role of music in defusing and eliminating ethnic conflicts and helping the promotion of national
identity. An examination of text books reveals exclusion of music referring to Yugoslavia, Yugoslavianess, communism or socialism, and inclusion of religious music as symbolic expression of freedom and independence from socialist regime, suggesting that valuable music is that which serves the interests of the ruling class and the prevailing ideology. Ideological construction of musical meaning is thus confirmed.

Cecil Vincent (2005) conducted a study on the topic, “Moral Concepts in the Philosophy of Music Education.” Results of the analysis indicate that a range of moral authorities and moral system are used and that they reflect the conceptual metaphors of strict, Nurturant, and permissive parent families. Possible applications and implications of this analysis for the practice of music education are explored.

Grausam, R.V.D. (2005) conducted “A survey of piano pedagogy curricula in selected United States music conservatories and performance-oriented music units.” The purpose of this study was to provide a current view of piano-pedagogy course offerings and requirements for undergraduate and graduate piano performance majors at collegiate United States music conservatories and selected university performance-oriented music units.

The research revealed that the majority of performance-oriented collegiate music schools in the United States are private institutions that offer at least one undergraduate piano pedagogy course; however the majority of the institutions surveyed do not offer a graduate-level piano pedagogy courses.

Horner, Ronald George (2005) attempted a study on the topic, “A National survey of college level percussion teachers regarding the importance of certain characteristics of percussion materials in beginning instrumental methods.” He concluded that while college level percussion teachers make such an acknowledgement, they wish to retain the proven methods of the past.

Jamila L. McWhirter (2005) conducted a survey of secondary choral educators regarding piano skills utilized in the classroom and piano skills expectations of students teaching interns. The results indicated that the majority of secondary choral music educator (a) use many functional piano skills daily or frequently (b) believe that functional skills are extremely important for student teaching interns. Several secondary
choral music educators reported they would use functional piano skills more frequently if they were more proficient, particularly accompanying skills.

Recommendations that are provided can help guide collegiate music departments in examination of proficiency requirements with regard specifically to choral music education majors. From these data, choral student teaching interns may learn what skills they will be expected to use on a daily basis in the public school areas.

Janice M. Cusano (2005) conducted a study on the topic, “Music specialist’s beliefs and practices in teaching music listening.” The purpose of this study was to examine elementary music teacher's beliefs, materials, methods, and confidence in teaching music listening. It was found that teachers strongly believed that music listening enhances aesthetic sensitivity, but more often chose music that illustrated concepts in the curriculum.

Kennedy Sanford Jay (2005) examined the ‘Paradoxes in undergraduate music curriculum at exemplar music schools in American higher education: Traditions and irrelevance. He analysed that once established, the core music requirements remain unchanged for an extended duration, often for ten years and in some cases much longer. Despite enormous advances in music during the past centuries, undergraduate core music curriculum is predominantly sedentary area, continuing to focus nearly exclusively on music of Western classical tradition. Music from more contemporary styles and genres, and non-European countries is less commonly integrated. In contrast to the increased prevalence of music technology and expansion of the music business, most schools have resisted including a required music technology courses or a course focused on the fundamentals of the business of music or career preparations.

Linpej-Ju (2005) conducted a study to examine (1) the effects on college students’ musical learning achievement when music technology is integrated into music learning (2) the perceptions of college students regarding the integration of music technology into music learning (3) the benefits or difficulties with the use of music technology in music teaching and learning and (4) the issues and challenges of integrating music technology into music teaching and learning. The researcher found that four issues resonated throughout the data. First, teachers and student’s music background could be a factor that affects their attitude towards music technology.
Second, private schools seemed to have more flexible budgets and policies than public schools did with regards to integrating technology into the curriculum. Third, students have variety of motivations and attitudes for using technology that correspond to their future learning and career development goals. Last, both teachers and students need appropriate training for using technology both in music teaching and learning.

Mary, Reid (2005) conducted a study on the topic, “Music assessment collaboration model for secondary music teachers.” The purpose of this action research was to guide and allowing teachers the freedom to collaborate using their own creativity which brings rewards such as innovative instructional practices. As a result of this research, it was found that with the correct guidance, facilitators were able to include teachers to use standards to create a music programme that is more rigorous which will better serve the student's development as musicians and educate parents, administrators and the public. It may seem like a logical conclusion, but music teachers are not given the opportunity to work together at this level. Allowing teachers the freedom to collaborate using their own creativity brings rewards such as innovative instructional practices.

Martha J. Mclelland (2005) conducted a study on the topic, “The impact of instrumental music on students’ academic achievement.” The purpose of the study was to examine the possible impact of instrumental music on student’s academic achievement in the reading and mathematics. Music advocates profess that students participating in an instrumental music programme achieve academically higher than those not involved in an instrumental music programme.

Mays-Jackson, Debra Lynette (2005) conducted a study on the topic, “The Quality of Coral Music Programs in the Jackson Public School District as perceived by choral directors and school administration.” The purpose of this is to examine how choral directors and school administrators perceive the choral music program within their schools. The results show that most of the principals surveyed expressed satisfaction with the coral music instructor and believed the choral music programs were important to the school climate. More than 50% of the participants believed the programs served as an academic course rather than a recreational one. The majority of the participants believed that students who perform in choral music also perform better
academically. The results of this study support the studies of the National Curriculum for music (2000) and Music Education National Conference (2001-04) which indicate that a higher level of academic performance and discipline occur when students are exposed to musical programs.

Moore, Michael William (2005) examined the status of music education in the American Association of Christian schools and found that despite all the facilities offered to them, still the music instructions were lacking in many schools. Forty five percent of music teachers did not hold a degree in music.

Nam-Hee, Lim (2005) conducted a study on the topic, “Children’s construction of musical knowledge in early school.” The purpose of this study was to explore how socio cultural and musical contacts influence children’s construction of musical knowledge. The findings of this study revealed that (i) The process of musical knowledge construction was mediated by tools and other people. The musical learning of children was enhanced by cultural constraints, such as rhythmic movements, iconic devices, devised materials and social contacts, such as interaction with teachers and peers. The current study indicates construction of musical knowledge is especially enhanced by the interplay of the meditational tools, the teacher's scaffolding, and the collaborative efforts of peers. (ii) The students developed shared frameworks for interpreting musical experiences, whereas their own were mediated by musical activities. (iii) Musical learning and development proved to be domain specific rather than domain general. The children's domain specific knowledge was facilitated by a better understanding of the musical repertoire by: (a) the use of mediational tools (b) in depth study of a limited repertoire, and (c) an inter connection across the musical activity setting. The children's musical knowledge in the three schools flourished.

Procopio, Mary J., (2005) conducted a study on the topic, “Haitian classical music, Vodou and cultural identity: An examination of the classical flute compositions of Haitian composer Werner A. Jaegerhuber.” The study indicated that by examining Mizik savant in a historical context as it relates to Haitain indigenous culture and traditional music, we can see how Haitain art music has been a driving force behind Haitain nationalism and identity at home and in the diaspora and Haitain indigenous
culture and traditional music have long influenced Haitian classical music, also known as migik savant ayisyen.

Renfroe, Dennis (2005) conducted a study on the topic, “An Investigation of the Current Status of Music Appreciation Courses at Colleges and Universities in southeastern Region of the United States and Accredited by the National Association of Schools of Music.” The purpose of this study was to describe the current status of music appreciation courses at colleges and universities located in the southeastern region of the United States and accredited by the National Association of Schools of Music (NASM). After analyses of the questionnaire responses, the majority of subjects revealed that they required two-and-one half to three hours of in-class instructional time in music appreciation, including the direct supervision of an instructor who has an earned master’s degree in music or music education. Each of the institutions participating in this study offered other fine-arts courses as alternatives to music appreciations, indicating that music appreciation is a required fine-arts course for students’ prior to graduation.

Scherler, Kathy L. (2005) conducted a study on the topic, “Elementary music teachers Instructing Hispanic English language learners: Reflection on Practice.” The purpose of this multiple case study was to investigate the teaching practice and curricular decisions of elementary music teachers who instruct Hispanic ELL students. The study revealed that the majority of elementary music teachers had a lack of preparation and ELL music curriculum and negative perceptions of the placement program for English speaking learning students. Despite these factors, the teachers made attempts to include English language learner students in all music activities. The study showed that while one teacher accommodated specifically for the ELL students learning, three out of four teachers did not. This study also suggests that music is a subject by which strong interactions between person’s opportunity for language expansions and other factors occur which have positive correspondence to recommend ELL instructional strategies.

Theng-Chooi, Lew (2005) conducted a study on the topic, “The musical lives of young Malaysian Children in school and at home”. The purpose of this study was to examine the presence of music in the lives of young Malaysian children within an early
childhood educational setting, as well as the musical influences in family homes which are brought to bear on their musical experiences. Musical expressions for specific context-driven identities were observed as shaping in the home and at preschool through the mechanisms of cultural awareness.

Wayman (2005) performed a study on the Topic “The meaning of music education experience to middle school general music classroom.” The primary conclusion that can be drawn from this study is that for middle school student, music class can be meaningful and multi-faceted experience.

William F., De Santo (2005) conducted a study on the topic, “An analysis of undergraduate sacred music curriculum content in colleges and universities accredited by the national association of schools of music.” The purpose of this study was to analyse the curriculum content analyse in undergraduate sacred music in colleges and universities accredited by the national association of schools of music. The study indicated that in order to keep the undergraduate sacred music degree vital in North America the curriculum should be revised to include the study of additional musical styles, including popular music. The respondents also stated that the inclusion of other musical styles in the curriculum should be a supplement not a substitute to the traditional curriculum.

Danial Stephen Galyen (2006) conducted a study to test structural method of teaching mental practice and its effect on the performance of high school band students. The results suggest that high school students taught using a structured method of mental practice perform better or just as well as those using an unstructured form of mental practice or physical practice.

Donald Bryan, Krubsack (2006) conducted a study on the topic, “The performance achievement of wind instrumentalists who have had singing instructions.” The purpose of this study was to investigate the effects of teaching music vocal as a method to improve performance achievement among high school wind instrumentalists. Results revealed that, after having had this singing experience related to their instruments, the students in the present study had a more positive attitude toward singing. In addition, a majority of students agreed that singing exercises helped them
Donald De Vito (2006) conducted a study on the topic, “The communicative function of behavioral respondents to music by public school students with a autism spectrum disorder.” The purpose of this study was to investigate and record the behaviours of four students with autism spectrum disorder during public school music experiences in order to systematically examine relationships between observed behaviours and participants’ musical preferences. The results suggest that communicative behaviours exhibited during music instruction can be a useful tool for enhancing the quality of music education for students with autism spectrum disorder.

Grace Elizabeth Aureden (2006) conducted a study on the topic, “The performer as teacher.” The purpose of this study was to examine closely the interactions of one expert teacher-the cellist Paul Katz and his students in order to better understand pedagogy that is informed by musical performance and used to guide students towards the goal of independent artistry. The presentation of this research in the thesis realizes upon detailed ethnographic description and analysis of how Katz’s pedagogy of awareness shapes a teaching and learning process emphasizing inquiry, collaboration, and conscious reflection on experience.

Heejung, Lee (2006) conducted study on Violin Portamento: An analysis of its use by masters violinists in selected nineteenth-century concert. Results showed that the performers tended to agree more on the type of portamento in descending intervals. The older generation tended to use portemento more frequently than the younger generation. The findings of the study imply that the use of technology may open up new possibilities for both teaching strategies and scientific research regarding musical performance.

Huisman Lisa, Koopa (2006) conducted a study on the topic, “Children’s music making in the Gambia: Pathway to culturally informed music pedagogy.” The purpose of this research was to construct an ethnography of the children’s music culture in a suburban community of the Gambia, West Africa. In Gambia music is also used for cultural understanding, entertainment, education, and communication; enjoyment is linked to each of these functions. Based on the results of this research, three teaching
pathways were identified that can lead to culturally informed music pedagogy. First, teachers can improve teaching methodology of all musical practices by gaining and applying knowledge about the musical learning processes of children of other musical cultures, acknowledging and respecting children’s agency in music making, and being flexible the changes required by these commitments into their existing teaching methodologies. Second, in exploring musical cultures and the role of music in people’s lives, teachers can focus on helping their students to learn about a specific musical culture, such as Gambian children’s music, and consider with students what music might mean to the Gambian children and its impact on their lives. Third, developing relationships between students, musical practices and musicians can occur through introducing students to musical practices by listening to and learning to perform representative pieces, communicating with musicians, and possibly travelling to the geographical location to experience musical life there.

Kay, Metzger Lois (2006) conducted study on the topic, “Religion, Spirituality and Health Outcomes in a secondary analysis of data on patients recovering from an acute myocardial infarction: implications for music therapy.” Implications for the potential of music therapy as a viable modality in conjunction with religion or spirituality and cardiac care were discussed.

Kenneth J. Foster (2006) conducted a study on the topic, “Gordon’s approach to music learning in middle school: A modified Delphi Study.” This qualitative study, using a modified Delphi approach, evaluated the consensus of music professionals and middle school music teachers familiar with Gordon’s music learning theory to determine how best to engage students in music education in middle school. This study makes a significant contribution that if all students are given the opportunity to increase their personal understanding of music through education utilizing Gordon’s music learning curriculum, they may develop a feeling of self-accomplishment and be better prepared for further personal developments.

Lorenzino, Lisa (2006) studied on the topic, “An ethnographic study of secondary music education in Cuba: In rights for Canadian music education.” The aim of this study was to produce an ethnography of secondary music education in Santiago de Cuba and to consider possible changes to Canadian music education on the basis of
the ethnography. Specially, the study focused on the relationship between curriculum, pedagogy and culture. Results indicate that culture has a significant effect on curriculum formation and implementation. In a country that values participation in musical activity by all of its citizens, the profession of musicians seems as one of the most prized ones.

**Thiam, Pascal Bokar (2006)** conducted a study on the topic, “Effects of school band experience on the motivation of high school students.” This study sought to directly ask high school music students what their self-perceptions of the influence, if any, of performing in a school band were, for three subjects of motivation: Preference for challenge and curiosity, self-perceived scholastic competence and self-esteem and self-worth. The results indicated that school band was a significant enhancer of scholastic competence, further results indicated that students had become more motivated to work in other school related classes as a result of joining the school band, music was helping memorization abilities and improvement in their ability to stay on task as a result of their school band enrollment, and students reported more confidence due to school band performances. It was also found that through the selection of specific musical pieces the school band promotes diversity, cultural awareness and fosters a sense of social acceptance that plays a significant role in the development of well-being of teenagers.

**Thomas, Leonard, Stampfli (2006)** conducted a study on the topic, “A survey of digital music technology implementation by graduate and undergraduate piano pedagogy facility in American colleges and universities.” The purpose of this study was to assess the current level of adoption and diffusion of specific digitally based instructional and music technologies by pedagogues in American graduate and undergraduate pedagogy programs. The results showed that respondents reported frequent usage of generic digital technologies but even greater use of digital music technologies. One-way ANOVA tests revealed that younger faculty members were significantly more likely to use digital music technology. Respondents’ attitudes were shown to be positively and significantly related to the use of generic digital technology and digital music instructional technology.
Allyue Emily Moss (2007) studied to discover the differences between novice and experienced teacher’s perceptions of the most important characteristics of an effective instrumental music teacher and to discover the differences between novice and experienced teacher’s perceptions of where those same characteristics are acquired from. Findings also showed that some teachers believe personal development as an important contribution to the success of effective instrumental music teachers. While teaching skills and musical skills are commonly covered in music teaching training programs, personal skills are rarely discussed. Findings also suggest that effective teachers often possess these traits.

Chen, R.M., (2007) conducted a study on the topic, “Effect of movement-based instruction on singing performance of first grade students in Taiwan”. The purpose of this research was to investigate the effects of movement-based instructions on singing performance of first grade students in Taiwan. Results of analysis of Variance indicated no significant difference between students with high and low music aptitude on total and rhythm dimensions of singing performance. For Taiwanese first grade students, locomotor/whole body movement instruction resulted better total singing performance than nonlocomotor movement instruction.

Choi, Carolyn MiHwan (2007) conducted a study to examine the effects of the modified CARING at Columbia – Music Therapy (CAC-MT) program on the psychological conditions of refugee adolescents from North Korea. Participants perceived the CAC-MT program as a pleasant and non-threatening experience and credited it for effectively changing their perceptions about themselves and managing stress and feelings of loss.

Christine Yunn Bing Tan (2007) conducted a study on the topic, “Teaching Intermediate Level Technical and Musical Skills through the Study and Performance of Selected Piano Duos.” The results indicate that the study and performance of ensemble repertoire can provide benefits at all levels of music study. Playing piano duos is enjoyable for young students and can help maintain their interest in playing piano. Furthermore, skills acquired in duo-piano playing, such as communication, coordination and balance can not only be transferred to solo/or duet performance, but can also develop a foundation for performing other types of chamber music, thus preparing
young students to accompany other instruments or vocalists or even a choir in the near future.

Keren Snell (2007) conducted a study on the topic, “Teaching Popular Music as Embodied Knowledge; A Phenomenological Model of Music Teaching and Learning.” The study indicated that in order to be a relevant and influential part of the musical and socio-musical development of more students in today's classrooms, music educators need to incorporate aspects of music (and specially popular music) that are applicable to the lives of today's young people outside of school. In doing so, bridges can be built between the now very separate musical worlds of youth. These connections, however, will not be established simply through the incorporation of popular music genres into current curricular content and teaching practical music education but music education also needs to move away from “the very disembodied kind of knowing which is currently predominant in our educational institutions. As a prospective solution to this problem this study explores the potential of entire musical practices including the ways that musicians learn as essential components of teaching and learning music in the institution. This way, the emphasis is on the authentic reproduction of the learning processes of real-life musicians, rather than on the products. Further more, a phenomenological approach to music teaching and learning tends itself especially well to many informal learning practices in the world of popular music such as extensive listening and copying of recordings, and peer group learning through performing and improving and composing. By using such strategies in institutions music educators can serve a large proportion of today’s youth by valuing young people’s musical experiences and knowledge with popular music. Phenomenology, when coupled with popular music genres and learning practices, has the potential to provide all the institutions music with a much needed path for growth and development in contemporary society.

Lee, Angela J., (2007) conducted a study to compare two non-traditional methods for teaching cells to young beginners the Yamagata – Suzuki method and the sharp method. Results confirmed that the two non-traditional methods investigated in this study used markedly different approaches in teaching cells to the beginning students. The results of this study found that there were relatively few similarities
between the non-traditional methods. The merging of qualitative and quantitative results indicated that the two teachers agreed that young children should be taught with good foundational skills such as good posture and good tone quality. Secondly, both teachers believed in the value of listening. Thirdly, both teachers emphasized the importance of parental guidance.

Lim, Hayoung Audrey, (2007) conducted a study on the topic, “The effect of Developmental speech language Training through music speech production in children with autism, spectrum disorders.” The purpose of this study was to explore how the perception of musical stimuli would impact the perception and production of speech and language in children with Autism spectrum disorders. Results of the study showed that participants in both music and speech training significantly increased their scores on the Verbal Production Evaluation Scale (VPES) from the pre-test to the post-test. Both music and speech training were effective for enhancing participants’ speech production including semantic, phonology, pragmatics, and prosody. Participants who received music training made greater progress on speech production. The results indicate that both high and low functioning participants improved their speech production after receiving either music or speech training; however, low functioning participants showed a greater improvement in speech production after the music training than after the speech training.

Meier, Scott A. (2007) conducted a study on the topic, “The effect of lecture-support-media on software skills learning.” The purpose of this study was to compare two types of lecture supports both designed to teach computer skills within music classroom. One type of lecture support was computer-based and the other was paper-based. The study has served the purpose of demonstrating that computer-based multimedia, when used to train music software skills, is a viable instructional tools, and this experimental situation produced significantly better results than paper-based media. Results demonstrate that educators can create their own computer based multimedia that may produce equal or better outcomes than paper-based media.

MiaCarla Davis (2007) conducted study to find out effects of early and late rest intervals on performance and consolidation of a keyboard sequence. Participants in the early rest group showed the largest overnight gains between training and retest.
Findings suggest that neurophysical processes that occur during 5 minute rest intervals enhance performance and that the temporal placement of rest in a training session affects subsequent motor sequence learning and the consolidation of procedural memories.

**Nam Insook (2007)** conducted a study on the topic, “Children’s perceptions about attitudes toward, and understanding of multicultural music education.” This study investigates children’s perceptions about, attitudes toward, and understanding of cultures other than their own as they encountered music from various cultures during their general music classes. The children’s responses reflected generally positive attitudes toward multicultural music instruction and positive feelings towards multicultural music. The students stated that they liked multicultural songs just because they liked music or because the music sounded different and interesting to them. Findings suggest that embedding multicultural music into curriculum may aim at minimizing biased views.

**Policastro, Vega, Victoria (2007)** conducted a study on the topic, “Personality, burnout and longevity among professional music therapists.” The purpose of this study was to examine possible relationships between personality, burnout level, longevity, and demographic variables among professional music therapists. The study described the profile of music therapists who are staying and thriving in the profession.

**Tsutsumi, Mihoko (2007)** conducted a study on the topic “A History of the Japan Choral Association”. The purpose of this study was to collect historical data from newspapers, journals, and interviews of the organization’s secretary generals in order to analyze the development of the organization and its projects. The study found that it plays an important role in the International Federation of Choral Music and has played a leading role in Choral activities in the Asian Pacific regions. This study found that the Japan Choral Association has had a long and active history. The organization has supported and raised the performance level of Japanese Choral society through the national competitions, festivals, and workshops which it conducts. The organization has supported competitions since its beginning.

**Meier, S.A (2007)** conducted a study on the topic, “The effect of lecture-support-media on software skills learning.” The purpose of this study was to compare
two types of lecture support both designed to teach computer-skills within music classroom. One type of lecture support was computer based and the other was paper-based. The study has served the purpose of demonstrating that counter-based multimedia, when used to train music software skills, is a viable instructional tool, and in this experimental situation produced significantly better results than paper-based media. Results demonstrate that educators can create their own computer-based multimedia that may produce equal or better learning outcomes than paper-based media.

Chiung-Hui Lai (2008) conducted study on the nature of musical development in infants. Results suggested that infants are responsive to auditory stimuli as shown by their facial expression and physical gestures. The study found that a purposeful interval of silence inserted in both live and recorded stimuli played an important role in infant’s behavioural responses across the facial expressions, physical gestures and sound production categories.

Jones Tami, Draves (2008) conducted a study with the intent of better understanding of the music student teaching experiences, examining the nature and extent of the student teacher/cooperating music teacher relationship, looking specifically at the various types of relationships that exist between student teacher/cooperating music teachers pairs. Criteria used to identify potential participants were experienced as a cooperating teacher, teaching experience, grade level and teaching assignment, and gender match between cooperating teacher and student teacher. After analyzing, Jones offered recommendations for teacher matches; providing opportunities for student teacher/cooperating music teacher pairs to interact prior to the beginning of student teaching; promoting meaningful discourses between cooperating music; preparing cooperating music teacher for working with student teachers; implementing activities in music teacher preparation programmes that foster characteristics of effective teachers and nurture teacher identity formation in pre-service teacher; and widespread implementation of professional development partnership in music teacher education.

Kwak, Eunmi Emily, (2008) conducted an exploratory study of the use of music therapy in teaching mathematical skills to individuals with Williams syndrome. The basic premise for the effectiveness of music therapy intervention for individuals
with WS in this study was that, by combining arithmetic with musicing individuals with WS could be motivated to attend to mathematical tasks and their attention could be held for longer periods, which might enhance their ability to learn and retain the lessons. The findings suggest that music therapy could offer various strategies that assist in coping with the difficulties. Three primary functions in music were identified as being particularly beneficial for mathematical development, music used to advance cognitive development; music used to encourage and motivate; and music used to provide structure for academic learning interventions. This study demonstrated the strong possibility that music therapy can assist individuals with WS in their mathematical development.

Mae Melissa, Mills (2008) conducted a study on the topic, “The effects of participation in a community children’s choir on participant’s identity: An ethnographic case study.” The purpose of this study was to explore the effects of participation in a community, on the identities of choir participants. Results indicated that regarding personal identity, involvement in the children’s choir enhances choristers’ self concept, self-esteem and self-efficiency. Choristers hold fast to the ideals of the children’s choir, a constant during a time of great change in their lives. Their self concept is enhanced in the areas of commitment, self-discipline, social skills, respect, confidence, and leadership. In contrast to school, where they experience harsh peer judgement, children’s choir is a safe place where the choristers feel unconditional peer acceptance. Their self-efficacy increases as they master difficult repertoire and become proficient singers. Regarding musical identity development, choir participation enhances the chorister’s musical self-concept and musical self-esteem. They attribute most of their improved musical abilities to choir participation. The chorister’s frequent comparisons between children’s choir and other ensembles helps them further differentiate their emerging self-concepts, although they may not fully comprehend choir’s role in their musical development. Formally, the children’s choir has a family like collective identity that exerts a powerful influence on the participants.

Baek, Jeehea, D.M.A (2009) conducted a study on the effects of music instruction using picture books and creative activities on musical creativity, music aptitude, and reading ability of young children. The purpose of this study was to
examine the effects of a music instruction using picture books and related creative activities on the musical creativity; music aptitude, and reading ability of young children.

One way analysis of covariance tests, using the pretests as the covariate, revealed the following: (a) there was a statistically difference for musical extensiveness, musical flexibility, musical originality, and composite creativity scores (MCTM II) between the two groups with the experimental group achieving a higher score. There was no significant difference for musical syntax. (b) There was statistically significant difference for the total and composite scores of music aptitude (PMMA) between the two groups with the experimental group achieving a higher score. There was no significant difference between the two groups for the rhythm scores (c) There was a statistically significant difference for reading ability between two groups with the experimental group achieving higher scores; and (d) Significant relationship were found among musical creativity, music aptitude, and reading ability. Therefore, music instruction using picture books with related creative activities can support musical creativity, music aptitude, and reading ability by providing opportunities to experience and create with music in various ways.

**Bures, Ruth, Ed. (2009)** explored how non-music majors experience the value of participating in music. This qualitative study examined the experience of active participation in music making as perceived by college students who continued to participate in music performance even though they had no intentions of pursuing music as a career. It explored what value students found in continuing to make music. Students who were active in collegiate level instrumental ensembles, but who were not music majors, participated in this study.

**Evans, Paul Anothny (2009)** conducted a study on psychological needs and social-cognitive influences of participation in music activities. According to him a large portion of students engage themselves in music learning activities in school, but only a few enter adult life with musical competencies that enable them ongoing and rewarding participation in music activities. Many people come to believe that they simply do not have musical abilities and that engagement in music activities is for the few who have been gifted with musical talents. Although, many people would consider music abilities
as valuable, music learning tends not to be valued in the same way as other school subjects.

The study aimed to contribute to understanding of motivation to engage in music activities by examining the relationships between some of these constructs and behaviour associated with music learning. The main finding highlights the importance of early experiences in shaping beliefs and values that influence participation in music activities. The evidence suggests that individuals who experienced feelings of satisfying psychological needs for competence, relatedness, and autonomy valued music as important, useful, interesting, and enjoyable, and held greater beliefs in the benefits of music and music learning. The findings expand on several areas of music education research on beliefs, values, and behaviours, and explain influential aspects of motivation for participating in music activities.

Etopio, Elisabeth A, (2009) studied characteristics of early musical environment associated with preschool children’s music skills. The purpose of this study was to explore the early musical experiences of children in preschool and the extent to which musical environments established by teachers and parents were associated with children’s development of Tonal skills and rhythm skills.

Conclusions drawn from the study confirm that the quality of musical experience for the young child remains a serious challenge. Early childhood professionals and music education professional must work in concert to improve the musicianship skill of the early childhood specialists so that young children can realize their full potential.

Gonzalez Mareno, Patricia Adelaida (2009) conducted study on motivational beliefs about music and six other school subjects: The Mexican context.

The purpose of this study was to examine what motivates student’s and classroom teacher’s involvement and achievement in school music, as compared to six other school subjects (Math, Spanish, History, Sciences, Physical Education and Art). In Mexico, as in other countries around the world, music is at the edge of the curriculum. A deeper understanding of teachers and students’ motivational beliefs is needed in order to define strategies to foster higher levels of involvement and achievement in school music. Students who were learning an instrument or voice displayed distinctly more
positive motivation towards music and all other subjects than did non-music learners. The findings of the study highlight the need to change perceptions by addressing misconceptions about the nature of music as a school subject and by educating teachers, parents, educational authorities, and students about the value of music in students overall education.

**Vitale, Christine Ribbeck, (2009)** conducted a study on the topic, “Post-performance Mood in Classical Musicians: Where Elation Meets Depression.” This research was aimed at addressing this dearth of empirical studies by conducting an investigation into the existence of post-performance depression in classical musicians, along with data collection intended to define and name the condition. Results showed that 75% of the musicians in the sample felt that the unpleasant emotions following performances negatively affect their daily activities, routines, and relationships. Upon entering the professional world, musicians tend to have fewer and milder occurrences of unpleasant emotions associated with the post-performance mood response. Furthermore, musicians engage frequently in orchestra performances as principal players tend to exhibit more positive moods. Musicians, students in particular, may benefit from education related to post-performance mood disturbances; specially about contributing factors and how to productively cope with unexpected mood fluctuations.

**Cremata, R. (2010)** conducted a study on the topic, “The use of music technology Across the Curriculum in music Education settings: case studies of two universities.” The purpose of this study was to discover the ways in which music technology was used in two schools of music across the entire music curriculum for music education students. This study detailed the ways in which music technology was implemented into pedagogic practices for all students within the tow schools of this study and explored the participants’ perceptions and experiences related music technology. A qualitative methodology was used with a multiple case study design. Data collection included interviews, field observations and collection of artifacts.

Results of this study include a lack of music technology integration despite faculty and administrative support to improve music technology integration. Participants were aware of the importance of music technology education and felt that its inclusion was long overdue despite the many challenges associated with integration.
Kelli, B.D., (2010) conducted a study on the topic, “The Impact of Music Education in Academic Achievement in Reading and Math.” The purpose of the study was to examine the relationship between music education and academic achievement in two selected school systems in West Tennessee (Union University School of Education). Tests and study revealed that music education can benefit administrators, teachers, parents, and most importantly, students. According to this study, the students will form the implementation of music education in school system, which will increase academic achievement on reading in math scores on the TCAP test. Students in 4th grade who have music education scored higher than their peers who do not have music education on the reading and math portions of the TCAP test. Students in the 8th grade who have music education outscored in their peers.

Deborah, W.A. (2010) conducted a study on the topic, “Music in Education and in life.” The purpose of this study was to find out the effect of music in education and in life. The studies have shown the increase in the literacy and learning processes of students who participate in music activity. The study also indicated the role music has played in Texas culture, involving the importance in life, in self and in reality. Studies have also shown that music can enhance memory. Music elevates attention as well as helps text to be remembered more readily when it is accompanied by music. Music influences the topographic distribution of the increased spectral power. Using music as a “mnemonic device for non-musical learning strengthens coherent brain oscillations associated with verbal learning. It had been found that music involved several parts of the brain, including areas associated with emotions, rhythm, language ability and blood circulation.

Susan, D. Holmberg, (2010) conducted a study on the topic, “Music Teachers’ Perceptions: The role of music education.” The purpose of this qualitative study was to gain understanding of how music teachers perceive the role of music education in acquisition of early literacy. Findings described the sequential sound before symbol pedagogical practice of music literacy development from perspective of the nine general music educators to be similar to early reading skills progressions, as they experienced equivalent learning processes. Report findings from National Reading Panel (Institute of Child Health and Human Development, 2000) indicate the establishment of a high
quality comprehensive reading curriculum must include the five key components of phonemic awareness, phonics, fluency, vocabulary and comprehension to improve reading achievement. These essential elements with emphasis on phonemic awareness and phonics skills beginning in pre kindergarten, are instrumental in the acquisition of literacy development.

Bryan, James P. (2011) conducted study on the topic, “Popular music ensembles in post-secondary contexts: a case study of two college music ensembles.” The purpose of this study was to examine the perspectives and experiences of the participants with respect to the inclusion of popular music ensembles in colleges. Data analysis revealed themes with regards to the challenges of implementing popular music ensembles in college settings and from the narratives of the participants. Challenges for the participants in this study included: lack of administrator support; insufficient rehearsal space; and codifying informal learning practices in college settings. Themes that emerged from the participant narratives included: student benefits; previous experiences that shaped the instructors’ approaches to popular music ensembles; and, a need for rethinking music education in American schools.

Chee K.K. (2011) conducted study on the topic, “Adolescents motivation to study as compared to other school subjects; A Singaporean Perspective.” The purpose of this study was to examine the expectancies and task values held by Singaporean adolescents about learning music and other school subjects (English, Mathematics, Science, Physical Education, and Art) across primary 6, secondary 1 and secondary 2 levels (Grades 6 to 8). The data was analyzed according to gender and music student status (music students, high aspiring non-music students, low aspiring non-music students) in order to provide suggestions that would foster music instruction within the Singaporean school system. The study found that music and non-music students held different perceptions of competence and valuing about school music. School music was generally less valued by students, particularly the low aspiring non-music students, when compared to the other school subjects. In addition, it was found that valuing of music among older adolescents was lower than their younger counterparts. Finally, the study found that students’ perceived usefulness of school music predicted their intention to enroll in instrumental music instruction outside of school.
Clemens Wollnerl (2011) conducted study on the effects of "Team teaching in the conservatoire: The views of music performance staff and students: key benefits of team teaching were seen as exposure to new ideas and additional feedback. The respondents suggested a variety of improvements to mitigate drawbacks such as perceived difference between tutor’s off approaches and limited time for individual tuition. Provided tutors and students communicate effectively with each other and negotiate where necessary. This method of teaching and learning is likely to be beneficial for all.

Corin T. Overland (2011) conducted study on the topic, “Effects of music education on Synchronization tasks in Secondary School Music Students.” The purpose of this study was to determine the extent to which differences in asynchrony and variability might be related to the type of musical experiences received in secondary school. All participants were asked to perform synchronization tasks using three motors actions typically associated with musical performance, (a) tapping a finger on a flat surface, (b) striking a drumstick on a flat surface, and (c) vocalizing on a neutral syllable (“AH”). Data showed that tapping with a drumstick resulted in significantly lower asynchrony and variability than both finger tapping and vocalizing in all participants. Additionally, the three motor actions demonstrated significantly different synchronization properties; on average, participants placed finger taps before stimulus, but placed vocalizations after the stimulus. Examination revealed that experienced students exhibited significantly lower variability than inexperienced students during finger or drumstick tapping. Reduced asynchrony as a function of experience was not seen for vocalizations. The findings of this study corroborate similar findings the suggest that training in music increases the efficiency of coordination between incoming and outgoing information in portions of the brain that subserve synchronization skills.

Lance D. Nielson, (2011) conducted study on the topic, “A Study of K-12 music educators’ attitudes toward technology-assisted assessment tools.” The purpose of this study was to examine K-12 music educators’ attitudes regarding the use of technology in the assessment of music learning. This study provided current data about the demographics of teachers using technology to assess musical growth and the
variables that might motivate a music teacher to use technology-assisted assessment tools. A researcher-designed survey was administered to a stratified, random sample K-12 music educators. A sample of 2,211 music educators, provided by MENC. The national association of music education, was surveyed. It was discovered that specific school and teacher factors had a generally small influence on their perceptions of technology-assisted assessment tools. It was evident that music teachers are utilizing technology for daily instruction more often than to assist with assessment strategies. The factors of time and resources are two important variables that affect teachers’ decisions regarding the use of technology for assessment in music settings.

Jinseung Hun (2011) conducted study on the topic, “Digitally processed music creation (DPMC): music composition approach utilizing music technology.” The purpose of this study was to examine the process and effects of utilizing digitally processed music creation (DPMC), a newly defined compositional approach utilizing computer-music technology. An efficient and effective music creation method and pedagogical approach were established by investigating the features and advantages of newly developed computer software technologies for music compositions, how professional composers implemented the technologies for their music creation process, and an experimental composition report.

This study consisted of three separate methods: An investigative review of currently available music technology, concentrating particularly on computer software for music creation; interviews with selected professional music composers, who were also educators, on what music technologies they used and how they implemented them in their music composition and on their pedagogical approaches to music technology; and a report on an experimental composition process resulting in a piece of music composed and produced using the findings from the research and the researcher’s own technology-implemented music creation process.

The researcher expected that the in-depth comprehension of the results of this study, a newly developed music creation method, would present new direction for effectiveness and efficiency in technology implemented music composition and pedagogy that will improve the results for both professional and student composers.
**Joseph, Catherine Kelith, (2011)** conducted a study on the topic, “Integrating music education, music therapy and special education in a music classroom.” The purpose of this study was to investigate, describe and analyse how the integration of best practices from music education, music therapy and special education benefits students in areas of cognitive, social, gross or sensory-motor and emotional skills. This study focuses on four students with disabilities and 44 students without disabilities in a junior high school classroom and analyses various data from the Iowa music literacy tests (IMLT) level I. Other data were obtained from questionnaires, parents, students and teachers. Interviews with parents, and students to meet at regular time lines are assets for the study. Results indicate that a significant effect of the time is found. Neither the main effect of disabilities nor grade level nor the interactions have been significant. However, significant improvement in IMLT scores for the children with disabilities and without disabilities occurred. There is no a significant effect of grade on test scores. The seventh grades did not differ significantly in their performance on the IMLT from the eighth graders. The children with disabilities did not differ significantly from the children without disabilities. Even though it appears that the children without disabilities show greater improvements than the children with disabilities, the ANOVA did not reveal a significant interaction between disability and time.

**Marjan Lahuis (2011)** conducted study on the topic, “Multicultural education and multiliteracies pedagogy in the primary curriculum; exploring the role of music.” The purpose of this study was to find out the role of music in multicultural and multilingual classroom teaching. This study explores teachers’ views on multicultural education and multiliteracies approach to learning, which makes use of multimodal teaching methods while preserving students’ different ethnic and linguistic domains. As one of the multimodal ways, music was explored as a vehicle for supporting language development as well as for creating an inclusive classroom environment. Data were gathered through individual interviews with eight primary teachers, two observations and a review of student work and visual representations of multiliteracies practices in the schools. Participants identified both benefits and challenges when incorporating multicultural education and multiliteracies. Music was considered a valuable tool in
supporting ESL students in their languages development as well as promoting respect for diversity.

Wade, Carolyn, A.N. (2011) conducted study on the topic, “Exploring the development of mathematics patterning skills and concepts in young children who experience integrated music and math lessons.” The purpose of this study was to examine the effects of music education on mathematics ability for students of varying ages. The studies have shown the positive effects of music education on mathematics ability for students of varying ages, the results of early mathematics and music education is beneficial. The study explores how mathematics patterning skills and concepts develop when pre-kindergartners experience mathematics and music lessons. The results indicated that during the music and math lessons, every student created a unique pattern.

2.3.0 Over View/Conclusion

The review of the related literature involves locating and evaluating the researches, carried out earlier, so as to get the background and understanding of the recent emerging trends. This helps the researcher to drill deep and reach the microbase of the work already done. A complete understanding and insight leads the researcher to the higher direction and fruitfully further the cause of empirical research towards the key areas yet to be explored.

Familiarity with the literature of any problem-area helps the students to discover what is already known, what others have attempted to find out and what problems remain to be solved. The review of the related literature tells us how much work has been done in a certain field and contribution to the general procedure of the investigation.

The review of the previous studies indicates that most of the work to evaluate the music education was done regarding the importance of music in human life and in education. It also appears from the related literature that there has been very sincere efforts on the part of central government, state governments, various commissions, committees and boards to boost the level of music education in the country but it is of course, sorry to note that the follow up programme has been quite neglected. Due to
lack of follow up programmes and poor conditions concerning music education facilities available in the country, the needed progress cannot be assured. It has been seen further that much work was done to raise the standard of music in the institutions of higher education, especially in the state of Punjab.

The review of the previous studies also indicated that much work has been done on the effects of music therapy in the treatment of brain-damaged patients. Old literature also indicated that much research work has been done which proves that music can improve the ability of slow learners, benefits of music therapy in the behaviour treatment of neurotic patients.

The studies also showed that some of the work has been done on the techniques of teaching and learning pedagogies such as online teaching, computer-based teaching and how technology is integrated into educational institutions, universities and studios.

The review of the related study also indicated that much research work has been done on the topics like role of music as an important tool for improving an individual’s achievement in various social skills, disciplines, respect, confidence, leadership, musical self-concept, musical self-esteem and also enhancement of music listening in aesthetic sensitivity.

Various studies are conducted to examine the possible impact of music on student’s academic achievement and also by participating in music functions and programmes students are benefited with memorizing abilities, adjustment with fellow being.

A lot of useful research work has also been done, as the studies indicated, on the topics like the impact of folk music, rhythm, beats, drums, impacts of instrumental music, vocal music, pitch, intensity and timbre, on teaching popular music, phenomenological model of music teaching and learning, skills in music teaching verbal production evaluation of students with Autism spectrum disorders, computer skills within music classroom etc.

Much work has been done on the comparison of various type of lecture support, methods, performance levels of choral societies, national competitions, festivals, workshops, better understanding of the music student teaching experiences, music teachers relationship, criterias used to identify potential participants in music,
implementing activities in music teacher preparation programmes, implementation of professional development in music teacher education etc.

As the previous data reveals, many surveys have been conducted which show the positive effects of music education on mathematics ability for students of varying ages, the benefits of music education to learn mathematics. Many studies focus solely on the effect of music on spatial-temporal reasoning or spatial task-performance.

The review of the previous studies indicate that many studies are conducted regarding the better understanding of the music student-teaching experiences, examining the nature and extent of the teacher cooperating music teacher relationship, teaching experience, grade level and teaching assignment, psychological needs and social-cognitive influences of participation in music activities, effects of participation in community, on the identities of choir participants, differences in various methods of teaching music, traditional and non-traditional methods, examining possible relationships between personality, burnout level, longevity and demographic variables among professional music therapists, differences between novice and experienced teacher’s perceptions of the most important characteristics of effective instrumental music teachers, levels of adoption and diffusion of specific digitally based instructional and music technologies etc.

The review of all the surveys and studies conducted clearly shows that very few studies are conducted on the curriculum and infrastructural facilities provided or available in the higher education institutions. Despite many facilities available in the music departments music instructions are lacking. Though institutions are doing a great job of popularizing Indian classical music for the masses by teaching general students, coming from different miles and cultures and thereby teaching them cultural heritage of India, yet this certainly has given an impellent to music education, but the training on such lines has not produced music critics or scholars equipped for research in music and performers so far. These institutions have produced teachers but less performers. It was observed that even at college at university level performers, critics and scholars equipped with research in music are not to up to mark. It was further observed that the number of music learners and performers in different colleges falls short of the required
strength. Moreover, the practical efficiency has not been experienced by the investigator as a music teacher.

The review also shows that no study is conducted on the establishment of any relationship between syllabi and performance. How much lies in syllabi, and facilities towards performance and how much lies in administration and organization in matters of performance and facilities such questions have neither been addressed nor answered. Here lies the need of the present study.

The institutions of higher education and universities have usually remained out of touch of such investigation. The present study is connected with the curriculum and infrastructural facilities provided to the institutions of higher education.