CASIO ®

— PROJECT MUSIC —

KEYBOARD EDUCATION
School Programme

ANNUAL REPORT 2015-2016

Project Music is a CSR initiative of CASIO India Company Private Limited. The project aims to build and enhance life skills of students through music. Currently, the project is being implemented in 10 schools of Delhi and Gurgaon where regular classes in keyboard music learning is being facilitated by CASIO India.

Implemented by

RD

GlobalHunt FOUNDATION™
Creating Sustainable Solutions

About **CASIO India Company Pvt Ltd**

CASIO India was established as an extended arm of Japanese based organization, CASIO. The company is a leading brand of digital watches, musical instruments, calculators, electronic dictionary, projectors, label printers, cash registers, handheld terminals & digital cameras. In India, headquartered at Delhi the company is offering technological innovation, through its operations, for customer satisfaction.

Website: www.casio-intl.com

About **GlobalHunt Foundation (GHF)**

GlobalHunt Foundation (GHF) is primarily a CSR research and consulting organization, it has been established as a section 8 (primarily known as Section 25) not for profit company registered under the Indian Companies Act, 1956. As a signatory to the United Nations Global Compact (UNGC), GHF serves as a knowledge catalyst and engages its vast corporate clientele with diverse multi-stakeholders to enhance their Corporate Sustainable Responsibility (CSR), GHF provides key services on research, reporting programme designing, advisory, training and due diligence for its pan India clients comprising of leading corporate, civil society organizations, government institutions and academia.

Website: www.globalhuntfoundation.org

About **Centre for Rural Development (CRD)**

Centre for Rural Development is a Non Profit Organisation, carrying out development activities since last 20 years. Since its inception, the emphasis was given on the holistic development of the community people. Therefore, no area of development was untouched in the process of community development. This is the strong belief of the foundation that all section of the society be covered to experience a visible change.

Program Supported by :

CASIO®

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Disclaimer:
The report is an Outcome Report of the project "Music" undertaken by CASIO India Company Private Limited as their CSR initiative in 10 schools of Delhi and NCR. The programme is being implemented by GlobalHunt Foundation & Centre for Rural Development. All the findings presented in the report are based on field visits, data analysis and interaction with the school authorities, students and music teachers. The purpose of the report is to present the outcome of the project within the target community.

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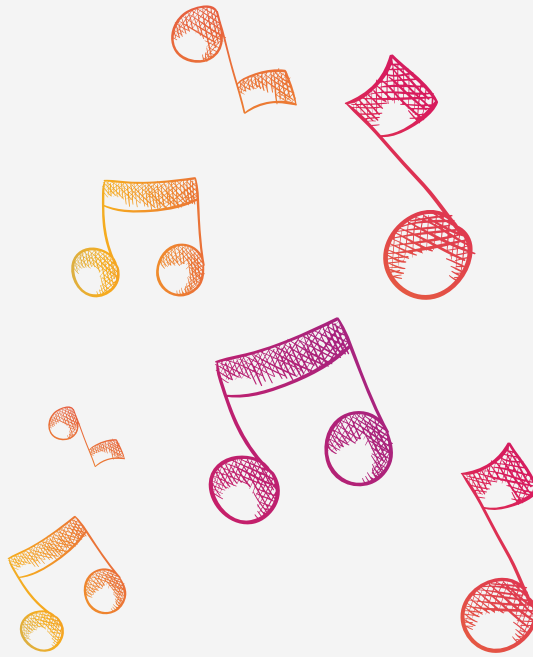
ACKNOWLEDGMENT

We would like to extend a special gratitude to the CASIO India CSR Team for their efforts in initiating the project that is bringing a change in the lives of many children.

Also, a thank you to the implementation partners for effective execution of the project.

A special mention to the music teachers for their continuous efforts towards outreaching the objectives of the projects to the community. Lastly, we are grateful to the schools & students for making this project a success.

NOTE FROM
CASIO INDIA

Forwarding the corporate philosophy of *"Creativity and Contribution"* CASIO through its responsibility initiatives is endeavoring to initiate programs that addresses the crucial needs of society. As a leading brand, in the education sector where our products are marking difference in the lives of many it was imperative for us introduce programs that aligns our CSR strategy with our business strategy. Therefore, designing a project in education was one of the prime mandate which *CASIO CSR team* identified and by recognizing music education the company was able to adhere to the necessity of special education among children.

Project Music-keyboard education school programme is one such initiative where CASIO India got the opportunity to direct its efforts in the lives of children that lack opportunity to excel in their social-economic profile. Enabling children to develop life skills is very crucial as it gives ability to a child to think, reason and communicate in complex society. But given, that children placed at the societal bottom are missing opportunities to enhance their life skills, therefore, *CASIO India* launched the project to build skills of children that is essential for their overall personality.

The project is being implemented largely in schools that do not include such kind of education within their curriculum and especially in blind students schools were physical disability add further limitation. By facilitating products and music teachers CASIO India ensured that students enrolled in the program should get the maximum benefit of learning and developing the values of rational thinking, reasoning and communicating.

Lastly, I would like to extend a special thanks to *GlobalHunt Foundation* and *Centre for Rural Development* for executing the project and bringing the desired change among students. Also I would like to extend my gratitude to teachers, as without their dedication the project would have lost its essence.

I am pleased to share the project details in the outcome report. The report comprises an overall detailed outline of the project and we hope that with coming time we are able to strengthen our commitments towards children and society.

Company Secretary
CASIO India Company Private Limited

Background

Music, as an art, has been recognized as a form of communication that assists the human body in transforming thoughts, developing imaginations and promoting creative insights. It is a medium through which individuals explore and express themselves and interpret the world liberally around them. As a music learner individuals, recognizes diverse cultures, traditions and practices, thereby building innovative and dynamic ways of thinking and knowing. Hence, music is a medium that offers comprehensive learning.

Early learning to music establishes a strong institution of thinking, recognizing, interpreting and reasoning. Therefore education should move beyond theoretical and conceptual understanding and focus towards interactive teaching like impartation of hands-on & life skills through music, arts, dance, poems and musical plays etc. By learning the art of singing and playing instrument a child develops long lasting experiences of the social peer group, social values and gains intercultural knowledge.

Music School Education Programme

CASIO India Company Private Limited, in order to carry forward the mandate of CSR in society has initiated the Music School Education programme for school going children. After family schools are the institution for developing and shaping overall child's personality and attitudes that determine future of any family, community and society. Therefore, it becomes imperative to provide support systems to schools that ensure quality education to students. The project aims to introduce music as an interactive medium of education and learning. Through music children will be given an opportunity to develop life enhancement skills which are generally seen missing in the course of the school education system and especially in those schools where music is not being taught.

The project will adhere to the Clause II of Section 135 of The Indian Companies Act, 2013 and all the applicable Sections of CSR Clauses. To this one year project, CASIO India will be the prime organization extending its support through its music product like keyboard and will be initiating the programme in the selected areas of Delhi/NCR. GlobalHunt Foundation (GHF) and Centre for Rural Development (CRD) has facilitated the project in the selected areas agreed on mutual consent by all the parties.

Objectives of the Project

- To enable children to receive equitable access to a high quality music education.
- To support a range of positive student outcomes in areas such as music, self-confidence and skills for learning.
- To enhance the self-esteem of students through involvement in music.
- To promote music as a career option amongst the children.
- To develop long lasting experiences of social peer group, social values and to gain intercultural knowledge.

Impact of musical instruments education on children

Enhances basic mental skills and capacities

Fosters superior memory

Cultivates better thinking

Sharpens students attentiveness

Strengthens perseverance

Equip students to be creative

Build self esteem and confidence

Improves study habits

Improves motivation

Instill feeling of self achievement

Masters over reasoning

Builds imaginations

Musical instruments teaches discipline

Develops skills multi-tasking

Nourishes the process of learning
Sensory integration
Attention
Critical thinking
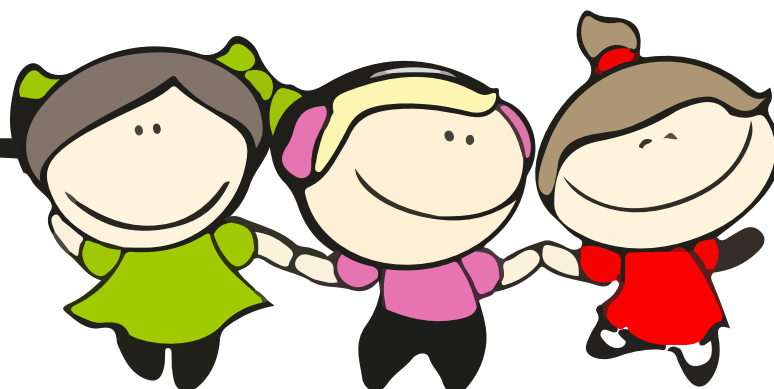Emotional maturity
Motor capacities

Improves memory & ability to differentiate between sounds and speech

Builds and strengthen connection between brain cells

Engages the left & right brain

Benefits
to the Brain

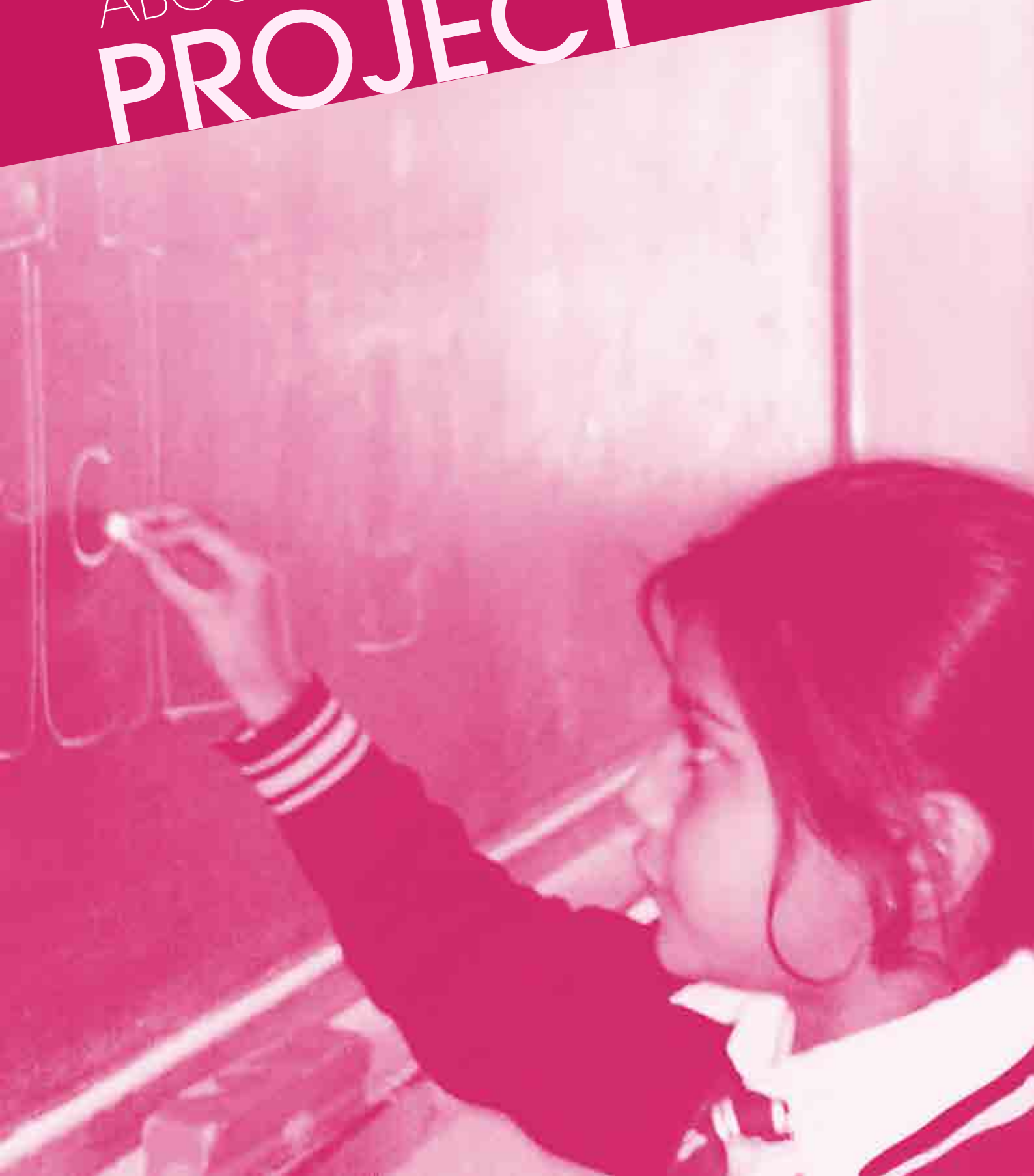References :
Arts Education Partnership : Music Matters (http://www.aep-arts.org/wp-content/uploads/2011/12/Music-Matters-Final.pdf)
We Save the Msuic Foundation (http://www.vh1savethemusic.org/why-music/benefits-to-the-brain)

ABOUT THE PROJECT

Project Outline

CASIO India

- The company has initiated keyboard music learning classes for the school children.
- The program has been supported by providing company's musical instruments and teachers to the 10 schools.
- The project is being fully supported by CASIO India as their prime CSR project.

Schools

- The Music School Education Programme has been initiated in 10 schools of Delhi and NCR.
- The 10 schools selected are majorly catering to informal and semi-rural communities.
- Out of the 10 schools 2 schools are being run for visually impaired students.
- The schools were selected on following parameters:
  - Basic Infrastructure.
  - Catering majorly to informal and semi-rural community.
  - Schools that lack life skills programme within their education curriculum.

Music teachers

- 2 teachers having sound background of musical teaching have been appointed.
- These teachers are covering 10 schools.
- Each teacher is undertaking classes in 5 schools.
- The teachers are conducting weekly classes in each school.
- The teachers appointed for the project are *Danish Ansari* for Gurgaon schools and *Debjyoti Paul* for Delhi schools.
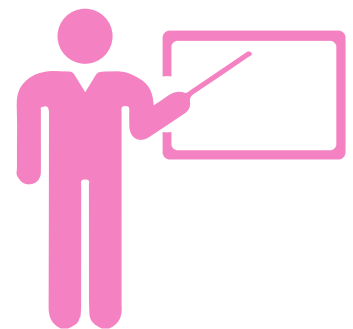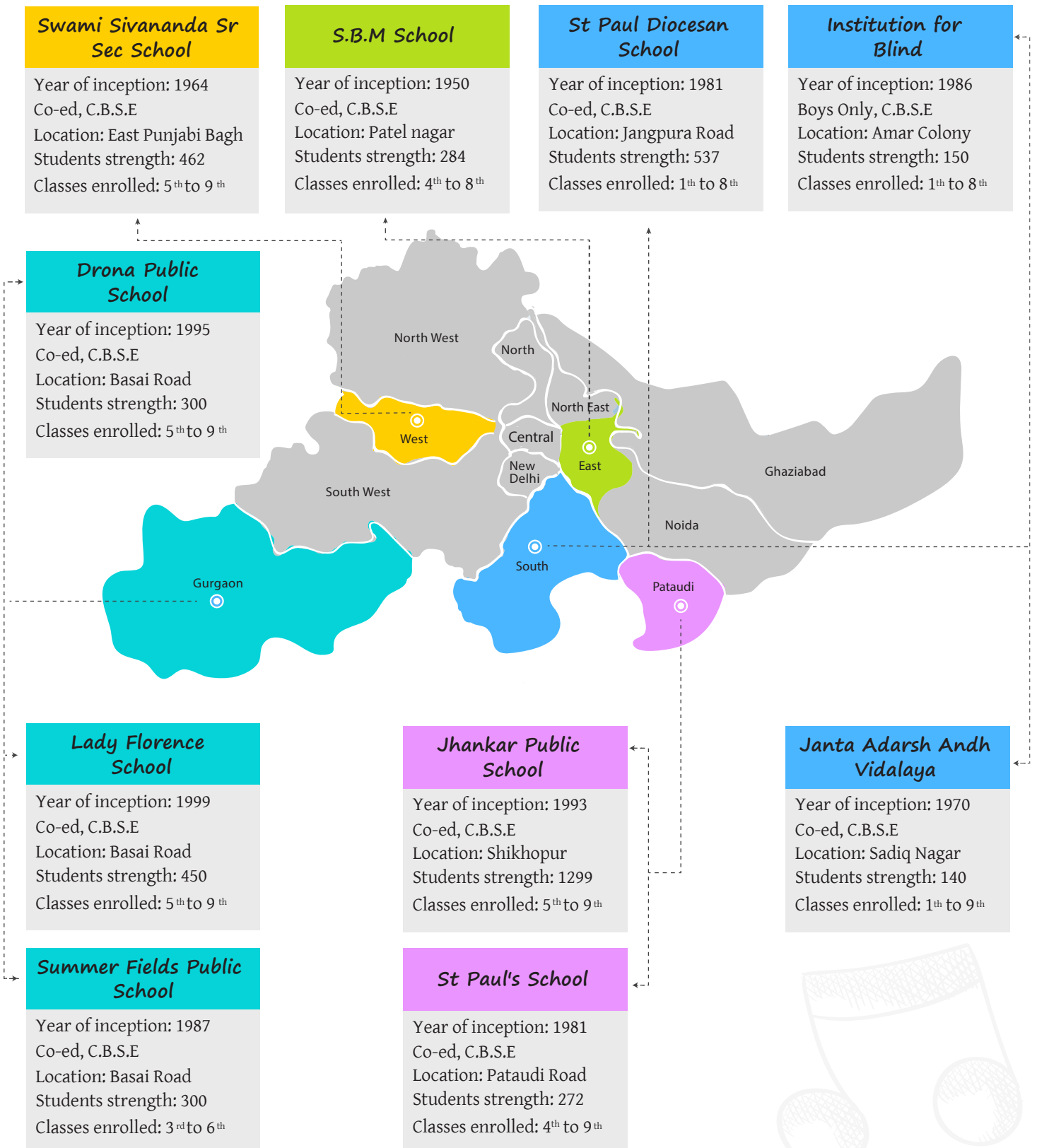
Students

- From each school 100 children between standard I to X will be covered.
- The students will be taught the basic of singing and playing musical instruments.
- Concepts of peer learning, exchange of ideas and group learning's will be used to create larger impact.
- To develop and enhance the learning of music among children.

Schools

Given that the project aims to impart keyboard music classes to school going children that lack opportunities, within families and schools, to learn life skills for better confidence and personality. Thus, most of the schools were selected which are involved in providing quality education to children belonging to the informal economy and are not conducting music classes for these students. In this respect, 25 to 30 schools application, field visits and interaction with schools authority were conducted to finally select 10 Schools.

Swami Sivananda Sr Sec School
Year of inception: 1964
Co-ed, C.B.S.E
Location: East Punjabi Bagh
Students strength: 462
Classes enrolled: 5th to 9th

S.B.M School
Year of inception: 1950
Co-ed, C.B.S.E
Location: Patel nagar
Students strength: 284
Classes enrolled: 4th to 8th

St Paul Diocesan School
Year of inception: 1981
Co-ed, C.B.S.E
Location: Jangpura Road
Students strength: 537
Classes enrolled: 1th to 8th

Institution for Blind
Year of inception: 1986
Boys Only, C.B.S.E
Location: Amar Colony
Students strength: 150
Classes enrolled: 1th to 8th

Drona Public School
Year of inception: 1995
Co-ed, C.B.S.E
Location: Basai Road
Students strength: 300
Classes enrolled: 5th to 9th

North West

North

West

North East

Central

East

New Delhi

South West

Ghaziabad

Noida

Gurgaon

South

Pataudi

Lady Florence School
Year of inception: 1999
Co-ed, C.B.S.E
Location: Basai Road
Students strength: 450
Classes enrolled: 5th to 9th

Jhankar Public School
Year of inception: 1993
Co-ed, C.B.S.E
Location: Shikhopur
Students strength: 1299
Classes enrolled: 5th to 9th

Janta Adarsh Andh Vidalaya
Year of inception: 1970
Co-ed, C.B.S.E
Location: Sadiq Nagar
Students strength: 140
Classes enrolled: 1th to 9th

Summer Fields Public School
Year of inception: 1987
Co-ed, C.B.S.E
Location: Basai Road
Students strength: 300
Classes enrolled: 3rd to 6th

St Paul's School
Year of inception: 1981
Co-ed, C.B.S.E
Location: Pataudi Road
Students strength: 272
Classes enrolled: 4th to 9th

Curriculum

The curriculum has been designed keeping in view the age group participating in the classes and also their existing learning levels. Given that the majority of the schools have introduced keyboards instrument classes for the first time, hence the curriculum focused primarily on imparting the basic yet essential learning on keyboards playing.

Indian Music

Alankaar	**Raaga**	**Taal**	**Swara**
• Sa, Re, Ga, Ma, Pa, Dha, Ni	• Aaroha-Avaroha • Vaadi • Saunvaadi	• Sam • Khaali (kaal) • Maatra • Taali (Thokaa)	• Shuddha swaras • Komal swaras • Teevra madhyam

Western Music

Fingers numbers
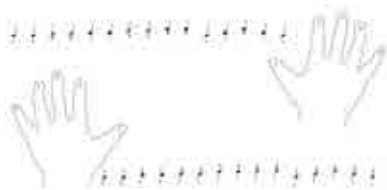
Beats & Rhythms

Time signature

Time & Tempo

Notes & rhythms

Note name	Beats	Note	Rhythmic name
quarter note	1		dah
half note	2		dah-ah
dotted half note	3		dah-ah-ah
whole note	4		dah-ah-eh-ah

Line & Space notes

Line note

Space note

Steps & skips

Steps

Skips

Accidentals
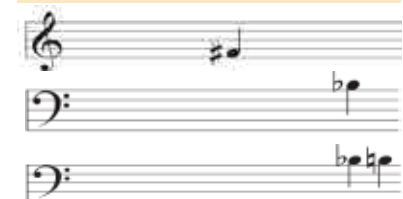
Playing with both hands

11

Project
Timeline
2015 -16

Finalization of project details

Finalization of project partners

Selection of 10 schools

Curriculum development

Product facilitation to schools

Initiation of classes

Apr **May** **Jun** **Jul** **Aug** **Sep**

Recruitment of 2 music teachers

Oct **Nov** **Dec** **Jan** **Feb** **Mar**

Schools feedbacks on the project

Mid-term review

Schools event for Christmas

Schools event for Republic Day

Project Review

Report submission

Gender-wise participation

42% She He 58%

Students attendence from September to February for all 10 schools

Month	Attendance
Sep	1595
Oct	2191
Nov	2257
Dec	1918
Jan	1321
Feb	2239
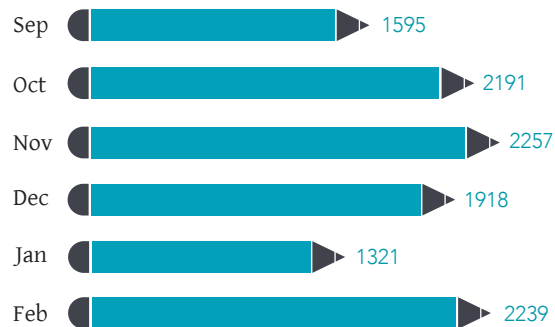
Students attendence from September to February for all 10 schools

Age -wise participation

- 10-11 yrs — VI
- 11-12 yrs — VII
- 9-10 yrs — V
- 12-13 yrs — VIII
- 8-9 yrs — IV
- 13-14 yrs — IX
- 7-8 yrs — III

Class - wise participation

Class	Percentage
III	8.9%
IV	15.6%
V	13.3%
VI	22.2%
VII	15.6%
VIII	15.6%
IX	8.9%
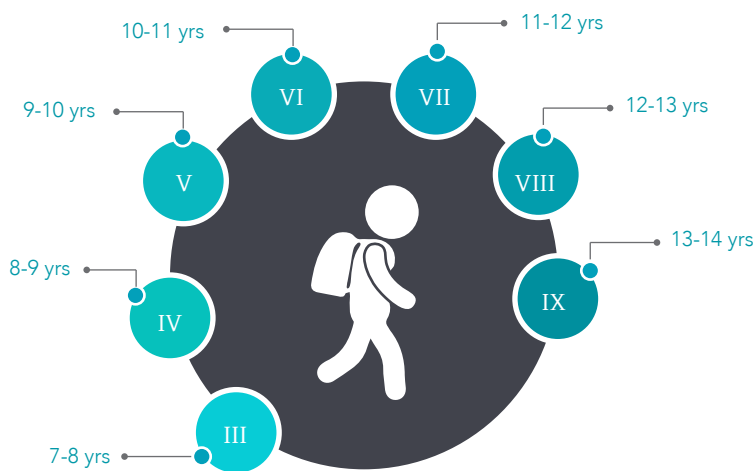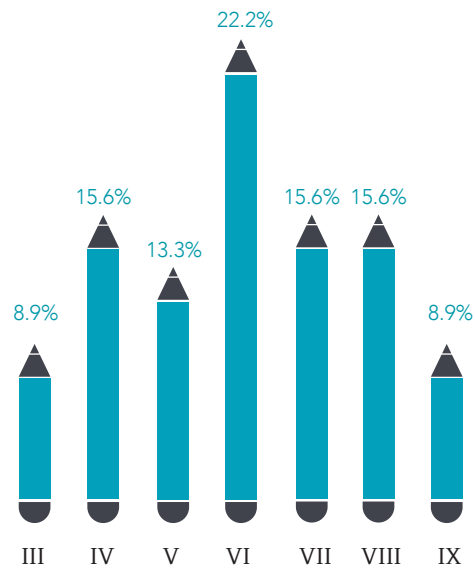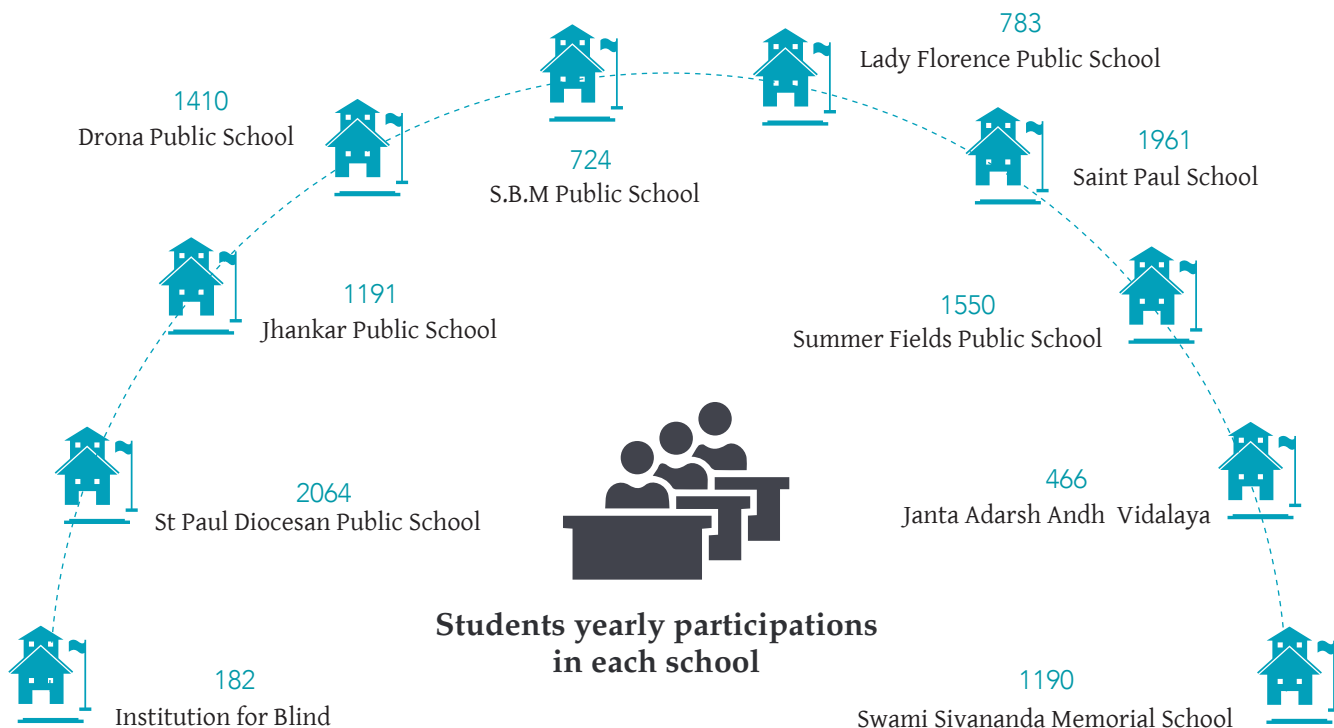
Students yearly participations in each school

- 1410 Drona Public School
- 783 Lady Florence Public School
- 724 S.B.M Public School
- 1961 Saint Paul School
- 1191 Jhankar Public School
- 1550 Summer Fields Public School
- 2064 St Paul Diocesan Public School
- 466 Janta Adarsh Andh Vidalaya
- 182 Institution for Blind
- 1190 Swami Sivananda Memorial School

Attendence in numbers

- **Curriculum covered**

  - *Technical:* Basic sargam, minor notes, practice of beats & rhythms, sharp (#) and flat (b), meaning of # and b, C & C#, correct use of fingers.
  - *Practical:* Beti Bachoo, Happy Birthday, National anthem, Christmas carols, gazals, bollywood & motivational.

- **Methodology adopted**

  - Blackboard is used to teach sargam with practical session on the keyboard. Also, before every class revision of 10 minutes is conducted for students to revise about the previous class.
  - Some schools are also maintaining register where after every class the teacher is asked to provide the details of what he has taught in class.

- **Challenges and how they were overcome**

  ### Blind Students

  - Teaching blind students is difficult in comparison to sighted students hence, the teacher introduced numbering system were the students count, identify and play notes. For e.g. If students want to play 'C' note then they were asked to count the notes from 1 to 15 as 'C' note is located at the 15th note. Then after 15th count they are asked to play the whole note with new numbering again.
  - Also, for notes like sharp (#) and flat (b) in respect to C note then the students are asked to count gain till 15 and just above C note the C# is played.

  ### Sighted Students

  - Some schools have introduced keyboard music classes for the first time hence, most students were interested in learning in keyboard.
  - The schools are following a well prepared time-table for classes to enroll more and more students in the classes. However, here the schools have prepared a time-table where majority of the students interested are enrolled.
  - Given, that the classes in each school happens in a gap of seven days therefore to maintain a continuity with the previous class, 10 to 5 minutes (out of 40 to 45 minutes class) revision is taken so that the students recall their learning.
  - Some students tend to learn fast than rest therefore, groups are created where students learning fast are able to teach their counterparts better.

Teachers performance as per school ratings

School	Planning & Preparation	Teacher Student Relationships	Class Management	Management of Student Behaviour	Monitoring Students Performance
SBM	2	2	3	2	5
Swami Sivananda	2	2	2	2	2
St. Paul	3	3	3	3	3
Jhankar	3	2	2	2	3
Saint Paul	2	3	4	4	5
Lady Florence	1	2	3	2	3
Drona	2	1	3	3	3
Janta Adarsh	1	2	2	2	2
Institution for Blind	3	3	4	5	3
Summer Field	3	3	3	3	5

1 Excellent   2 Very Good   3 Good   4 Average   5 Not observed   any other please specify

Project Key Performance Indicators

Sector	Education	Skill development
Name	**Project Music** - keyboard learning classes for informal, rural and semi-urban community	
Location	Delhi	Gurgaon

Scope	Project coverage	Target Community	Subject
	10 schools from Delhi & Gurgaon	• Informal • Semi urban • Rural • Blind	Life skills among students

Area	Vision	CASIO Initiative	Impact
Schools	To introduce music learning for schools which lack such support within their infrastructure	• Selected 10 schools from Delhi & NCR • 2 schools are catering to blind community • Keyboards & music teachers facilitation	Schools have introduced music as an interactive medium of education and learning. facilitation
Students	To introduce music learning classes for children that are devoid of such facilities within their schools	• Introduce music classes • No fees is being charged • Product provision for practical learning • Teachers provision for technical knowledge	• Around 1000 students are being covered under the project • Students lacking interest in music have developed knowledge • Students who knew keyboard playing are able to enhance their ability
Music Teachers	To enhance the existing knowledge and provide career growth opportunities	• Introduced training the trainer concept	The teachers are learning new techniques and forms of music which is assisting them in building their knowledge
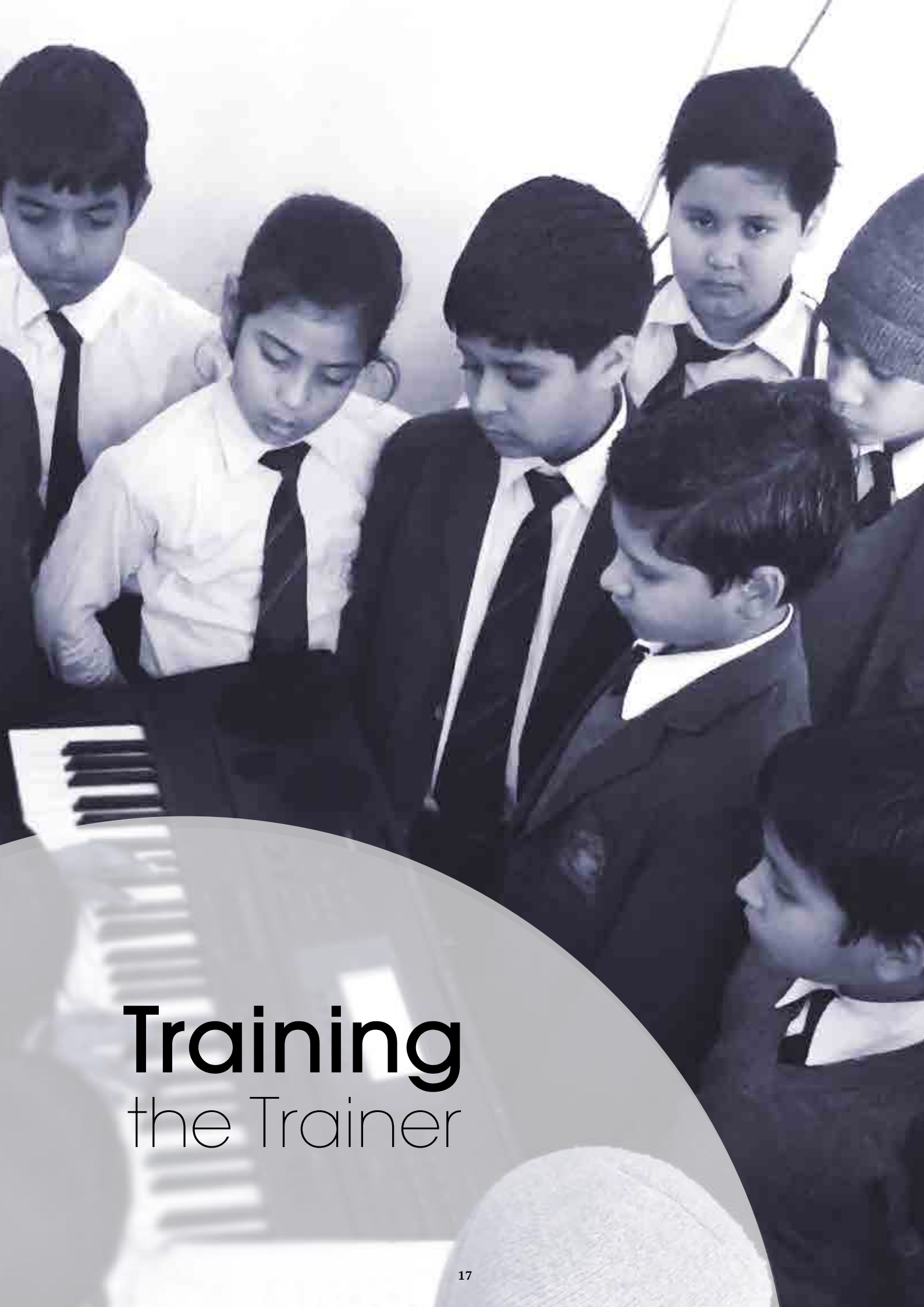
Training
the Trainer

Training the Trainer

In order, to ensure effective implementation of the project the concept of "Training the Trainer" was introduced. On regular basis, the technical team of CASIO conducts capacity building and interactive sessions with both the students in order to assess what the teachers are teaching, how they are teaching, how much students are learning and what more can be added in the teaching.

Purpose

- To understand existing teaching techniques.
- To recognize the relationship build with the students and schools.
- To understand the learning levels of students in each school.
- To identify the challenges faced by teachers during implementation of project.
- From time to time motivate the teachers towards the project objectives.
- Enhance the existing knowledge of the teachers.

Observations

- Teaching pattern of both Debjyoti and Danish is different.
- Danish approach is to focus more on theoretical understanding of keyboard playing. While Debjyoti is working on the practical aspect of playing keyboard.
- Debjyoti has more expertise in western music. Danish is teaching more of classical music.
- Both are working on individual students to develop interest and enhance learning towards keyboard playing
- In respect, to knowledge of songs Debjyoti is teaching both western and Indian music. While Danish is only teaching Indian classical & gazals.

Suggestions

- Both the teachers need to show more involvement with schools programmes & events.
- They both need to interact more with each other in respect to broaden their horizon of teaching.
- Both the teachers needs to include a balanced list of songs comprising of both western & Indian music.
- From time to time they need to motivate students towards new techniques of keyboard playing.
- Lastly, they need to introduce more techniques of playing keyboard which CASIO can teach them.

Training

The music teachers are undergoing extensive training. The training has assisted teachers in introducing new keyboard playing techniques among students. This results in strengthening the technical and practical knowledge of music among teachers & students.

Introduction of functions

Rhythm section
- Merging of two rhythm
- Addition of bass and 5 chords of present rhythms

Tone selection

Use of registration bank
- Different tones can be saved into 2 banks
- Different tones and rhythms with several changes like tempo, transpose, octave, tones with layer and split etc.

Layer split
- Two tones can be played from same key
- Split keys where two different tones can be played from left and right hand using layer and split together

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Other basic functions were also taught like:-

Tempo
Rhythm editor
Tone editor
Metronome
Rhythm variation

Music Sense Development

- Development of listening capacity
- Playing various types of tone in same scale
- Playing "C" major with variations. Students should learn to play their own style
- After scale then use the relative chords in particular scale
- Introduce western songs for good chord programme
- Establish a sense among students to recognize scale on their own

STORIES
OF
CHANGE

THE CHANGE BROUGHT ......

Case Study - 1

Rohit is a student of class 9th at *Drona Public School.* His father performs at jagrans and mata ki chowki in order to earn livelihood for his family. Rohit with an aim to support his father always wanted to learn keyboard. As keyboard is one of the instrument that is largely used in jagrans and chowkis. But given the family income he was not able to buy a keyboard and perfect his skills for playing.

His dream came true when he got to know about the CASIO music education school programme. One day his class teacher announced in the class that keyboard music learning has been initiated in school by CASIO India and any student interested can enroll themselves. Rohit became more excited when he got to know that no fees will be charged for the same and the timings of the classes will be within existing school timings.

Since the initiation of classes Rohit is participating and learning the skills of keyboard playing. Danish, music teacher, states that Rohit is one of the student who is regular in his classes and seriously listens and practice on keyboard. Given that his family cannot afford keyboard he makes sure that he learns the most during his classes. Also he assist other students in their learnings.

The project have given him the opportunity to not only enhance his keyboard playing skills but also realize his dream. CASIO through the project wants to spread more such smiles within children.

Case Study - 2

Muskan and Anjali are partially blind by birth and are currently studying in class 4th. Their family got them enrolled them in *Janta Adarsh Andh Vidalaya,* a blind boarding school, so that they can get education and be with children who are like them. In the school they are given opportunity to learn and write and also participate in extra-curricular activities. Learning harmonium is one such extra-curricular activity in which the girls participated.

In September, their class teacher enrolled them in CASIO keyboard music classes. Like rest of the students keyboard was new to them as they had never played a keyboard. Initially, Debjyoti, music teacher states that teaching keyboard was difficult but gradually they started listening and learning. With an inner power to learn fast they are learning the concepts of playing keyboards.

Being young girls they get excited on hearing new sounds and music therefore they insist Debjyoti to teach them new sounds. In order to keep their interest alive Debjyoti play songs for them and ask them to sing. Currently, the girls are learning basic concepts of keyboards.

The girls were already learning harmonium but with the introduction of CASIO keyboard classes they are able to learn a new musical instrument. They are happy that they have opportunity to learn something new and with time develop more understanding on music and keyboard.

THE CHANGE BROUGHT ......

Case Study - 3

Mohit, a class 9th student of Jhankar Public School, just like any of his friend he got enrolled in the CASIO keyboard music classes without knowing what his experience would be. Initially, he thought he would get a free time from regular classes. But with time his participation and interest has increased so much that at home also he is practicing keyboard by playing on phone.

Danish his music teacher states that Mohit was a student who had no knowledge about music and keyboard. Through these classes Mohit has been able to develop interest in music which was unknown to him. Earlier his interest was just limited to attend a free class but gradually with technical and practical session on keyboard he started liking keyboard playing. This liking towards keyboard playing has moved in a positive direction where now he wants to enhance his knowledge .

This liking towards keyboard playing has moved in a positive direction where now he wants to enhance his knowledge .

The opportunity to play different tones and songs has created passion in him that he continuous his practice through a mobile application. Whatever he is learning in schools he is practicing at home so that he keeps his practice continuous. This assists him learning better and wherever he is facing problem he comes to school discuss with Danish and practice it in order to correct his techniques.

Case Study - 4

Joshua, is a young kid studying in class 7th of Swami Sivananda School. His father is a salesman at a company and mother is a housewife. Joshua before the initiation of CASIO project was not participating in any music classes. Although his father has keen interest for music and his younger sister can sing well Joshua was not interested to learn music.

When Swami Sivananda School started classes Joshua and his class was one of the first batch to get enrolled. With time, he got so interested in learning that he became one of the best performing child in the class. Debjyoti, his music teacher states that Joshua is one of the those students in the class who are attentive and learns quickly.

The keenness to learn has increased his confidence as well. From the classes, he has learnt to play national anthem, motivational songs and Christmas carols.

Currently, he is not only excelling his skills on keyboard but he is also participating at school level events & programmes. He has already participated in christmas, republic day and annual day events of the school.

Jousha has moved from knowing nothing to confidently participating at school events showcasing how small initiatives can bring big change in the overall personality of a child.

FIELD OBSERVATIONS

For effective implementation and assessment of the project CASIO CSR team has developed tools for monitoring the monthly execution of the project. Some of the tools for monitoring are:-

- Field visits
- Participant Observations
- Interaction with students, teachers & school authorities

Objectives

- To review the overall project.
- To understand school wise performance and concerns.
- To identify areas which require more focus.
- To assess teachers performance.
- To comprehend students response towards the project.

Project Benchmarks

- Identification of schools that lacks music as a life skill education.
- Engaging music teachers that have sound background in teaching keyboard to students
- Enrolling students that lacks opportunity in learning life skills within their families and school.
- Enhancing the existing the knowledge of teachers so that they teach effectively to the
- students.
- Developing interest and inclination of students towards music.

Tool	Timeline			
	Monthly	Bi-monthly	Quarterly	Yearly
Students attendance	✓			
Field visit	✓			
Report	✓			
Teachers performance assessment			✓	
Interaction with school authorities		✓		
Workshops with teachers			✓	
Impact assessment				✓

Other than the CASIO CSR team and implementation partners the project was also assessed by the students of Narsee Munjee Institute of Management, Mumbai.

Their role in the project was to assess the learning level of the students, monitor teachers performance and evaluate the schools engagement in the project.

Student Evalutaion:

▸ Enthusiasm of students is high. This is helping both the teachers to take the project seriously.

▸ Both the teachers are building confidence in children by giving attention to individual students.

▸ Participation at school events and programs is further instilling confidence among students.

▸ Major section of the students enrolled in the program are serious to learn keyboard.

Teachers Overview

Debjyoti Paul

▸ Students in each batch are further divided into sub-batches which are rotated to practice on keyboard.

▸ At a time 3-4 students practice on 1 keyboard. That reduces the effective time every student get to practice.

▸ He gives individual attention to all students.

▸ The kids of lower standards are very young and it's difficult for them to concentrate and for Debjyoti to teach effectively. However, the situation is different for students of higher standard.

Students playing keyboard with their Debjyoti

▸ **Regarding Blind Schools**: He is using only 1 keyboard to teach the students. It's not feasible for him to install all five keyboards as it become very difficult to coordinate among these children.

Danish Ansari

▸ He is engaging students in learning to play. One of the reason behind this is that he is teaching to higher grade standards starting from class 5th to 9th.

There are 5 keyboards and two students play at a
▸ time. The both students on a keyboard are able to play simultaneously. Danish makes it possible by letting both children play on 2 different scales where no keys are common between the two students. This makes the use of 10 keyboards effectively.

Danish teaching keyboard to students

▸ 10 students are able to practice at a time. Since there are 15-20 students per batch, they rotate periodically.

Methodology for teaching

Danish Ansari

➤ While teaching them new song, he makes them notice the differences very well. This helps the students to understand the basics such as beats, '*tivr*' and '*komal*' swar, and the notations.

➤ He commands respect from students. Students are much disciplined in the class.

➤ When too many students are confused how to play, he teaches all of them together.

➤ He also asks the students who are good to help the ones who are having difficulty in learning.

Debjyoti Paul

➤ He pays individual attention to each student.

➤ For motivating children he plays music at intervals. This keeps students engaged.

➤ The students who are good at learning he makes them practice on the master keyboard.

➤ He instills the coordination of fingers with beats which he plays using the keyboard.

Evaluation of Teaching

Danish Ansari

➤ Students know the 12 notes and also know what is '*komal*' and '*tivr*' swar.

➤ Some of the students were not able to write down the sargam of Happy Birthday song but all were able to play it on keyboard.

➤ Students knew about beats and rhythms.

➤ Overall, the students of Narsee Monjee found teaching of Danish to be very effective. All the students were engaged in his class. No student was neglected. He commands respect from students. Students are much disciplined in the class. When too many students are confused how to play, he teaches them collectively. He also asks the students who are good to help the ones who are having difficulty in learning.

Debjyoti Paul

➤ Students are able to recognize notes notations.

➤ Some students knew meaning of # and ♭, but some didn't knew.

➤ Students can make out the coordination of fingers.

➤ Debjyoti helps them by writing finger number on the keys and writes the finger number along with the notes of the song.

➤ They know about scales and are able to play both *c* and *c#* scale.

➤ We tested a few students and asked them to play birthday tune, they were able to play it well.

➤ Overall we found that enthusiasm of both students and Debjyoti is very high in the class. He maintains a very friendly environment in the class. This sometimes leads to indiscipline but otherwise it creates a learning environment. Individual attention given by him to students is most appreciated.

Upscaling of the Project

▸ *The project is meeting the basic target of imparting music knowledge to students. However, given that the students have developed inclination towards music it is necessary that the classes should be extend from one day in a week to at least three days in a week for one school.*

▸ *With the increase in days per school the enrollment of students will also increase as currently the schools are enrolling specific classes only.*

▸ *Increase the number of keyboards as per the class attendance ratio.*

▸ *Special sessions on music by CASIO team with students should be introduced as this will increase the motivation level.*

▸ *Also class based test after every quarter will assist in mapping the learning level of students.*

ANNEXURE

Guidelines for evaluation of schools

- Total students strength
- Is music being taught in school
- If yes, is keyboard being taught (those schools already running keyboard classes were not selected)
- Does the school have separate room for conducting classes
- How will the schools introduce music classes within their existing time table

Also several field visits by the CASIO CSR team and implementation partners was made to schools in order select the schools for final implementation of prject.

Guidelines for teacher's performance assessment by schools

Planning & Preparation	Teacher Student Relationships	Class Management	Management of Student Behaviour	Monitoring Students School Performance
Knowledge about the subject and usage of resources	Students gives respect to teacher	Teacher ensures learning environment	Monitor the behaviour of students	Assess learning levels of students through oral & written work
Structure of lessons	Class environment is positive	Each student is participating	Manages inter students communication	Keep a track of individual student participation
Time management of classes	Teacher focus on individual student	Teacher is effective in directing the class	Teacher reports inappropriate behaviour to school authorities	Awareness of student skills and knowledge
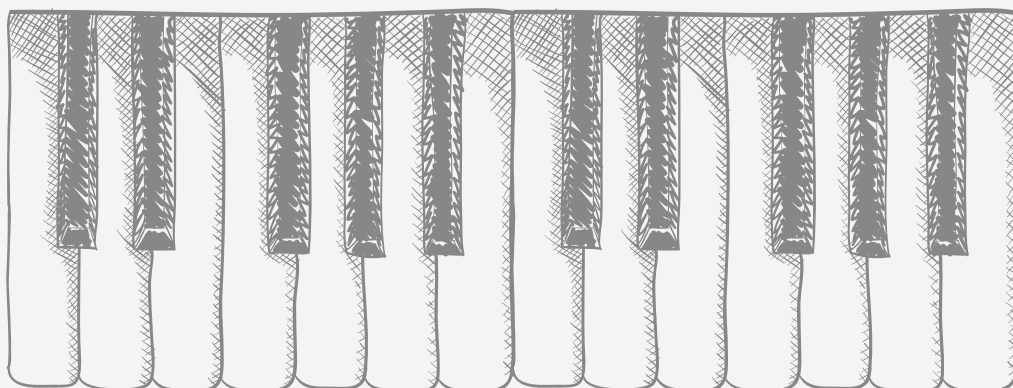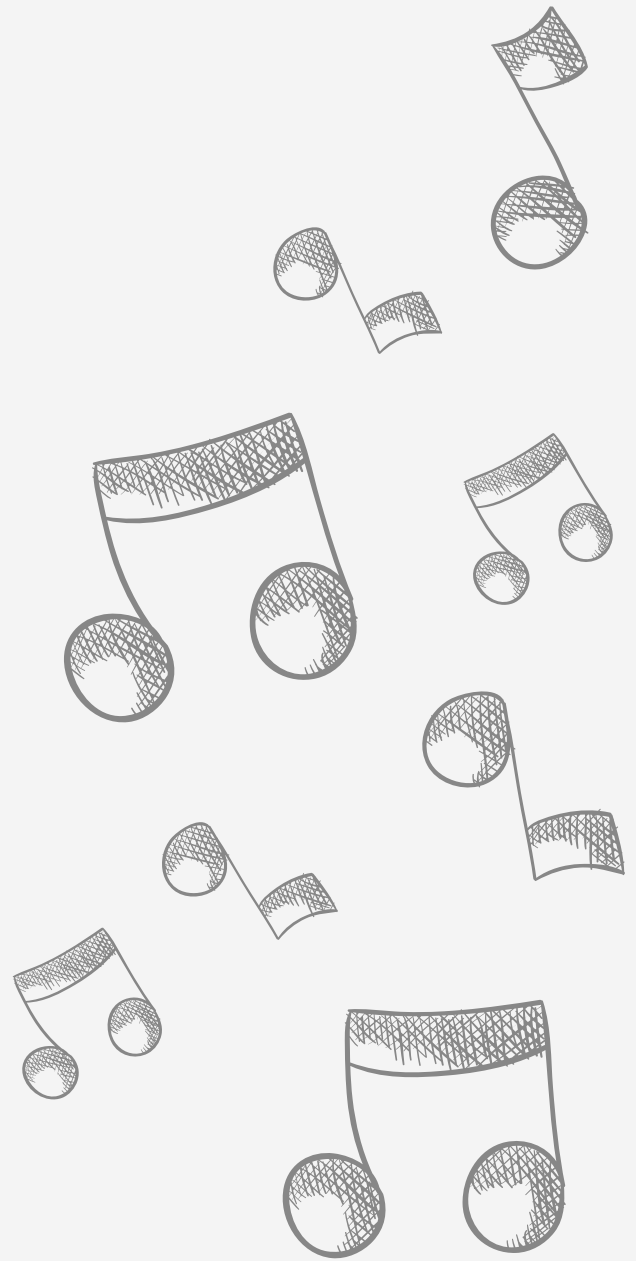
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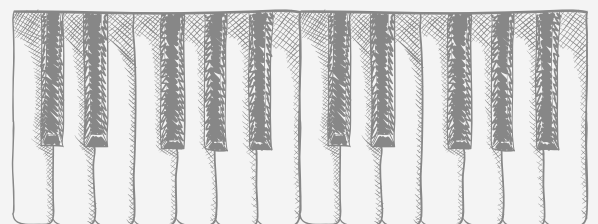## GlobalHunt Foundation

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