



“Adapting Music In Teaching- Learning Techniques For Students With Special Needs In Inclusive Education”

Gokula Krishnan B¹ Dr. P. Janardhana Kumar Reddy²

¹Research Scholar, Department of Education, Bharathiar University,

²Associate Professor & Head (Rtd), Department of Education, Bharathiar University,
Coimbatore – 641046, Tamil Nadu.

ABSTRACT

Inclusive education is an essential component of contemporary educational methods, it aims to give all students, including those with special needs, fair access to the teaching-learning process. It fosters an environment where diversity is renowned and every learner is supported to achieve their fullest potential. Among the various tools available for teaching-learning approaches to enhance inclusive education, music stands out as a universal medium capable of bridging cognitive, emotional and social gaps. This thematic paper examines the role of music as a teaching-learning technique tailored to the unique needs of students in inclusive classrooms. Also, it explores how music can address diverse learning styles, promoting active engagement and fostering a sense of belonging among students with special needs. It highlights its potential to reduce anxiety, enhance self-expression, and improve collaboration in inclusive settings. Furthermore, the study delves into the cognitive benefits of music, including its impact on enhancing attention span, problem-solving abilities and academic performance. Despite its advantages, significant challenges impede the seamless integration of music into inclusive education. These include the lack of teacher training in music-based pedagogy, limited access to resources and the absence of structured curricula that incorporate music effectively. The necessity of effective training programs for teachers that provide educators the know-how to employ music as an engaging teaching-learning instrument is emphasized in this research. It also advocates for the inclusion of assistive technologies to support students with varied needs and abilities. Through a review of best practices, this study provides actionable strategies for integrating music into the inclusive classroom, aiming to empower educators and students alike. By addressing the challenges and opportunities of music in inclusive education, this paper contributes to the growing body of knowledge on innovative teaching-learning methods. This study reaffirms that music, when thoughtfully integrated, has the potential to enrich the educational experiences of students with special needs, promoting not only academic success but also emotional and social well-being.

Keywords: Adapting, Music, Teaching-Learning, Techniques, Special Needs, Inclusive Education.

INTRODUCTION

Inclusive education is an approach that ensures all form of students, regardless of their abilities or disabilities, learn together in the same classroom (common learning environment). It emphasizes equal opportunities, fostering acceptance and removing barriers to education for special needed students, marginalized groups and physically challenged. Inclusive education respects diverse needs, offering personalized support for students with special needs in teaching learning. It supports to promote empathy, cooperation and friendships between students with and without disabilities. Inclusion often leads to better academic and social outcomes for students with special needs, fostering confidence and participation. Implementing inclusive education requires adequate

resources, teacher training and supportive policies to address classroom diversity effectively. Within this framework, the innovative teaching learning strategies are significant to deal the needs of diverse learners, particularly students with special needs. Music, as a versatile and universally accessible medium, holds immense potential in this regard. Its ability to engage multiple senses, evoke emotions and create connections makes it a valuable tool for enhancing the teaching-learning experience in inclusive classrooms. Music's role in education extends beyond entertainment; it serves as a powerful catalyst for cognitive, psychomotor, and social development. The music brings the optimistic impact on various areas, including memory enhancement, attention span, problem-solving skills, emotional intelligence, developing life skills and so on. For students with special needs, music can bridge gaps in traditional learning approaches by offering alternative pathways to acquire knowledge and skills. Furthermore, music promotes emotional well-being, helping students manage stress, regulate their emotions, and build self-confidence. These aspects make music a unique and essential component in fostering holistic development within inclusive education. Adapting music in teaching-learning practices is particularly significant for students with special needs, as it accommodates diverse learning styles. Music-based techniques such as rhythmic exercises, songs, and instrumental activities can be tailored to meet individual requirements. For instance, students with autism spectrum disorder can benefit from music's structured patterns, which help in improving communication and social interactions. Similarly, for students with attention deficit hyperactivity disorder, can be treated with music to enhance their focus and reduce their impulsivity. These tailored interventions can create a supportive environment where every student can thrive in inclusive classroom. And also, the technology has further amplified the role of music in inclusive education, providing innovative tools and applications to support music-based teaching learning in inclusive classroom. From interactive music apps to assistive devices, technology enables educators to design inclusive lessons that engage students with varying abilities in teaching learning process. For example, digital keyboards and software allow students with physical disabilities to compose music, fostering creativity and a sense of accomplishment.

This thematic paper titled as, 'Adapting Music in Teaching- Learning Techniques for Students with Special Needs in Inclusive Education' explores the transformative role of music in inclusive education, focusing on its application for students with special needs. It examines the cognitive, emotional, and social benefits of music, the challenges in its implementation, and practical strategies for integration. This study intends to add to the conversation on inclusive education and emphasize music as a decisive component of teaching-learning strategies by examining current practices and offering creative methods for teaching learning in inclusive education. Ultimately, the study advocates for the recognition of music not just as a supplementary tool, but as a fundamental component of an inclusive and equitable education system.

UNDERSTANDING INCLUSIVE EDUCATION

The significant goal of inclusive education is to guarantee that every student, regardless of their sociocultural background, talents, or disabilities, has equal access and to attain success in school via fair teaching and learning opportunities. With its foundations in justice, accessibility and respect for diversity, inclusive education acknowledges each learner's individual needs and works to foster an atmosphere where differences are not only accepted but also appreciated. At its core, inclusive education is about breaking down barriers in teaching learning. It challenges traditional systems of segregation that often isolate students with disabilities or other disadvantages. Instead, it advocates for integrating all students into mainstream educational teaching learning settings, with appropriate support and accommodations to enable them to achieve their full potential. This plan of action is in line with international frameworks like Sustainable Development Goal 4 of the UN, which places a strong emphasis on universal access to high-quality, inclusive education. The physical access to the classroom system is only one aspect of inclusive education. It focuses on modifying teaching methodologies, learning materials, and assessment practices to cater to diverse learners for full inclusion. For instance, differentiated instruction, peer-assisted learning, and the use of assistive technologies are commonly employed strategies to address varied learning needs for inclusive education. Moreover, inclusive education fosters social integration by encouraging interactions and collaboration among students of different abilities, promoting mutual understanding and empathy.

One of the key components of inclusive education is the collaboration between educators, parents, and other stakeholders. Teachers play a central role in creating inclusive classrooms by adopting flexible teaching

strategies and fostering a positive teaching learning environment. At the same time, parental involvement and support from specialists, such as therapists and counselors, are crucial in addressing specific needs. Despite its many benefits, implementing inclusive education comes with challenges. These include limited resources, inadequate teacher training, and resistance to change due to ingrained societal attitudes. The schools also face difficulties in adapting infrastructure and curricula to accommodate students with special needs for implementing inclusive education. Overcoming these obstacles requires comprehensive policy frameworks, capacity-building initiatives, and a commitment to fostering inclusive mindsets among all stakeholders.

THE NEED AND SIGNIFICANCE OF THE STUDY

The need and significance for the study entitled as “Adapting Music in Teaching- Learning Techniques for Students with Special needs in Inclusive education” are profound and multifaceted:

1. Promoting Inclusive Education: This study underscores the importance of music as a teaching-learning tool, ensuring that students with diverse abilities are actively engaged and included in the inclusive classroom.
2. Enhancing Social Integration: Music fosters collaboration and empathy, promoting improved communication between special needed pupils and their classmates in inclusive class room settings.
3. Fostering Holistic Development: Music is a powerful medium for cognitive, emotional, and social development, helping students to develop their life skills together with academic knowledge.
4. Addressing Diverse Learning Needs: Adapting music in inclusive education allows for the customization of teaching learning methods, catering to the unique needs and abilities of each student with special needs, especially in inclusive classrooms.
5. Encouraging Emotional Expression: Music provides a safe and creative outlet for students with special needs to express emotions, which is essential for their mental health and emotional regulation in inclusive education.
6. Improving Cognitive Skills: Engaging the students in teaching learning with music has been shown to enhance memory, attention and problem-solving abilities, contributing to better academic and personal outcomes for all students.
7. Reducing Anxiety and Stress: In inclusive class room situation music has therapeutic properties that can help students with special needs manage stress and anxiety, creating a more conducive learning environment.
8. Empowering Educators: By exploring music-based strategies, the study provides teachers with innovative teaching learning approaches to engage students effectively in inclusive classrooms.
9. Strengthening Communication Skills: Music activities such as singing or playing instruments improve verbal and non-verbal communication skills among students with special needs.
10. Guidance for Policy and Curriculum Development: By incorporating music into teaching-learning processes, policymakers and curriculum creators may improve the effectiveness and inclusivity of educational institutions.
11. Building Self-Esteem and Confidence: Participation in music activities boosts self-esteem and gives students a sense of achievement, encouraging active participation in teaching learning processes.
12. Supporting globally Educational Goals: This study supports worldwide initiatives such as the Sustainable Development Goals (SDGs) of UNESCO, especially Goal 4, which calls for universal access to high-quality, inclusive education.

These points emphasize the critical role of music in addressing the educational, emotional, and social needs of students, making a strong case for its integration into inclusive education frameworks.

STATEMENT OF THE PROBLEM

All pupils, including those with special needs, should have equal access to education through inclusive education, by accommodating diverse abilities and fostering an inclusive environment. However, conventional teaching methods often fail to address the unique challenges faced by students with special needs, leading to gaps in their academic, social and emotional development. While music has been recognized as a powerful tool for enhancing cognitive, emotional and social skills, its potential remains underutilized in inclusive education settings. Many teachers lack the training and resources needed to effectively integrate music into their teaching-learning practices, resulting in missed opportunities to leverage its benefits. Additionally, there is limited research on the structured use of music as a teaching-learning technique tailored to the specific needs of diverse learners. This gap highlights the need for exploring innovative approaches that use music to support holistic development in inclusive classrooms for teaching learning process. The challenge is to figure out how to adapt music to fit the emotional and intellectual requirements of special education learners in inclusive

education, while addressing practical challenges like teacher preparedness, curriculum integration and resource allocation. This study seeks to investigate these aspects, providing evidence-based insights to support the effective implementation of music in inclusive education.

GENERAL OBJECTIVE

The general objective of the study is to find out the importance and challenges of adapting music in teaching-learning techniques for students with special needs in inclusive education.

SPECIFIC OBJECTIVES

The specific objectives for the study "Adapting Music in Teaching- Learning Techniques for Students with Special needs in Inclusive education":

1. To investigate how music may be used in inclusive education settings as a teaching and learning aid.
2. To analyze how music enhances cognitive skills such as memory, attention, and comprehension in students with special needs for inclusive education.
3. To investigate the impact of music on emotional and social development, including empathy and communication skills, among students with special needs.
4. To identify specific teaching-learning strategies that incorporate music effectively in inclusive classrooms.
5. To evaluate the challenges faced by educators in integrating music into inclusive education, with a focus on teacher training and resource availability.
6. To examine the role of assistive technologies in facilitating music-based teaching-learning for students with special needs.
7. To observe how music might help children with a range of learning styles in inclusive education by lowering stress, anxiety, and behavioural issues.
8. To assess the effectiveness of music-based interventions in fostering collaboration and social inclusion among students for complete inclusion.
9. To provide best practices for integrating music into instructional design and curriculum planning in inclusive education for children with special needs.
10. To provide evidence-based recommendations for policymakers and educators on the integration of music into inclusive teaching-learning practices.

These objectives align with the goal of highlighting the transformative potential of music in inclusive education while addressing practical implementation challenges.

THE ROLE OF MUSIC IN INCLUSIVE EDUCATION

The art of sound and rhythm are known as music, it explains human feelings and ideas. There is no denying that music has an impact on individuals. It is said that the bond between humans and music begins during the prenatal stage and that newborns can hear when they are still within their mothers. The young age children can also able to understand the two components of music (sound) and rhythm and can move their body parts in time with a musical composition. They can even make noises in measured tones that are in tune with their mother's lullabies. Music serves a variety of purposes in human existence, including social, cultural, educational, economic, and individual ones. While the social functions of music include facilitating interpersonal interactions and the exchange of feelings, ideas, and impressions through music, the individual functions of music include supporting a balanced and contented, healthy and successful, sensitive and happy individual, as well as providing musical stimulation and reaction ways that positively impact cognitive, sensory, and psychomotor structures. When the cultural roles of music are examined, it becomes evident that music can bring people from various cultures together and both influences and is influenced by other aspects of culture. Regarding the educational roles of music, they include planning, organizing, and arranging musical learning and teaching activities as well as the structures and procedures associated with each of these. Thus, in the teaching learning process, music is a part of education, a method of education, a medium of education, and an educational area in and of itself. In addition, music is used as a tool and as an area of study for people with special needs in teaching learning process. Music has several purposes that are inseparable, and it may be used in a variety of ways during courses or sessions. Instead, then being seen as "separation from each other," the variations in how music is used in special education seem to "complement each other" from this angle.

There are techniques to follow in order to employ music in an inclusive classroom to reach all sorts of learners as successfully as possible, to pick educational materials that differ in genre, function, meter, rhythm and tone. Adapting children's music to the lesson is a preferable strategy, even though the initial impulse would be to utilize modern tunes or movie soundtracks. For instance, if "The Wheels on the Bus" is more appropriate for

your lesson plan, you may simply change it to "The Wings on a Plane." Make sure that students are exposed to music on a regular basis by including it into your daily lesson plans. The instructor can stock a music center and include it during circle and transition times. Have faith that you can spread the love of music! You can instil a love of music in young children even if you lack the necessary musical abilities. Little ones simply want you to sing and move with them while you teach them learning exercises; there is no right or wrong way to do either. If you want more help, you may contact local musicians for guidance or training on how to incorporate rhythm and music into the classroom. A note informing parents that their children danced during movement time is another way the instructor might go above and beyond. Rather, be clear about what music is utilized for and how.

Allow parents specific details about the songs their child enjoyed, including links to download the music so they may sing along at home. Ask parents to submit music that their kids especially like in return. It's crucial to observe if children with special needs are vocalizing, finishing songs and moving above and below the waist in rhythm with the music, even though they might not develop music competency during the first five years of life. Find out whether they'll do it alone or if they want to do it again. For kids with exceptional needs, that final element is especially crucial. This kind of musical experiences that other kids are having could overwhelm these young students. However, you'll know you've established a stimulating atmosphere if kids show musical behaviour outside of the scheduled music period in the classroom. Children may share experiences in an inclusive classroom, which fosters a socialization and connection culture among students of all skill levels. To put it briefly, music unites us all.

MUSIC IN LIFE SKILLS DEVELOPMENT FOR INCLUSIVE EDUCATION

One of the best-known art forms that promotes the growth of life skills in a variety of efficient methods is music. Practice and self-control are necessary when learning music in order to enhance our life abilities. It calls on the student to establish objectives, such as learning a piece of music or getting ready for a performance, and then carry out a strategy to meet these objectives. Students learn the value of cooperation, listening to one another and supporting one another in an inclusive classroom via group performances. The students who study several musical genres gain empathy and a greater comprehension of diverse viewpoints. The majority of music curricula promote improvisation and composition, which helps students hone their creative thinking abilities. While learning from mistakes during a performance fosters resilience and a development attitude, performing in front of an audience boosts self-confidence. We must make sure that music-based activities are incorporated into regular school activities. Then, irrespective of background or ability, we can guarantee equitable access. All children's holistic development will be guaranteed if we can integrate music into the teaching and learning process in schools. In addition to helping kids on their path to success in their personal and professional lives, developing character and life skills will help create a generation of leaders who can look out for both themselves and the environment. We build strong life skills as a result of our experiences and surroundings. Since we were little, music has played a significant role in our lives, from soothing lullabies to memorable melodies. It aids with our comprehension of the world, ourselves, and the interconnectedness of all things. As a result, it is critical to acknowledge its significance as an important part of a curriculum that is well-rounded. It improves kids' comprehension of the world and promotes holistic growth. In addition to encouraging the growth of musical ability, playing music gives pupils valuable life skills that they may use in other spheres of their lives. Music is seen as a multisensory development as it appeals to the senses of hearing, sight, and touch. According to scientific studies, singing and playing an instrument activate both sides of the brain, and youngsters who get musical instruction have higher levels of cerebral activity than those who do not. Reading sheet music and performing intricate musical sequences also improve spatial-temporal thinking, which is the capacity to mentally move objects in space and time and solve multi-step issues. Additionally, this ability enables us to pack our bags, solve puzzles, read maps, or drive a car in traffic without relying exclusively on trial and error.

There can be no teaching or learning without focus and memory. The student's intelligence is exercised and improved by the musical experience, which also helps them focus and memorize new information. However, what is the origin of the term "intelligence" and how does it relate to music? Harvard University psychologist Howard Gardner's study led to the creation of the phrase "musical intelligence." Language, logical-mathematical, visual-spatial, kinesthetic, musical, interpersonal, and intrapersonal intelligence are among the several forms of intelligence that are highlighted in the work, "Theory of Multiple Intelligences." According

to Gardner, intelligence is the capacity to come up with innovative solutions to problems in context-specific circumstances. A person with musical intelligence would be able to recognize various rhythms, timbres, and melodies as well as produce and interpret songs. Children with high musical intelligence like singing and using music as a means of self-expression. When musical kids hear a tune for the first time, they may even be able to play it on an instrument. Although it is true that some kids are naturally talented musicians and find playing an instrument simpler, musical intelligence is a skill that can be cultivated by everyone. For this reason, elements like practice, curiosity, and stimulation are essential to the development of musical youngsters. In inclusive educational environments, music is a vital tool for helping children acquire critical life skills. It is a very powerful tool for promoting social, emotional, and personal development because of its versatility and international appeal. Here are some ways that music aids in the development of life skills:

- **Teamwork and Collaboration:** Group music activities, such as choir singing or ensemble performances, encourage cooperation and mutual respect, teaching students how to work effectively with others.
- **Communication Skills:** Music facilitates non-verbal communication, helping students' express thoughts and emotions through rhythm, melody, and lyrics. This is especially beneficial for students with speech and language difficulties.
- **Empathy and Emotional Awareness:** Learning and performing music helps students understand and convey emotions, fostering empathy and emotional intelligence.
- **Problem-Solving Skills:** Creating music requires critical thinking and creativity, helping students develop problem-solving abilities in a dynamic, engaging way.
- **Self-Confidence:** Performing music in front of peers or audiences boosts self-esteem, especially for students who may feel marginalized in traditional classroom settings.
- **Time Management and Discipline:** Learning music involves practice and perseverance, teaching students how to manage their time and stay committed to long-term goals.
- **Motor Skills Development:** Playing instruments improves fine and gross motor skills, particularly for students with physical disabilities or developmental delays.
- **Stress Management:** Listening to or playing music provides a therapeutic outlet, helping students manage anxiety and develop coping strategies.
- **Social Inclusion:** Music acts as a bridge for social interaction, helping students with diverse abilities connect and build friendships.
- **Adaptability:** Participating in music activities encourages students to embrace flexibility and adapt to new challenges or group dynamics.
- **In the context of inclusive education,** music also helps break down barriers between students of different abilities, creating an environment where diversity is celebrated.

Teachers can raise a generation of students who are prepared to succeed academically and socially by incorporating music into life skills programs. In addition to helping individual pupils, this strategy fosters a society that is more unified and inclusive.

CHALLENGES IN IMPLEMENTING MUSIC FOR INCLUSIVE EDUCATION WITH TEACHER TRAINING SUPPORT

Incorporating music into inclusive education exemplifies the principles of conventional teaching learning. Music serves as a powerful medium for engagement, helping to bridge communication gaps and fostering a sense of belonging among students in teaching learning process. It complements the goals of inclusive education by enhancing cognitive, emotional and social skills, particularly for students with special needs. Ultimately, inclusive education is not just a model of teaching; it is a vision for creating a more equitable and compassionate society. By embracing diversity and ensuring that every child has the opportunity to learn and grow, inclusive education lays the foundation for lifelong learning, active citizenship and social cohesion. Despite its potential, integrating music into inclusive education poses challenges, including limited resources, lack of teacher training and inadequate curriculum support. Overcoming these barriers requires collaborative efforts from educators, policymakers, and stakeholders to prioritize music education and provide necessary support. Professional development programs for teachers can equip them with the skills to implement music-based strategies effectively, ensuring that no student is left behind. Here are some examples of how to help kids develop their musical intelligence:

- Play music appropriate to the child's age
- view musical films
- Engage in musical activities
- create sounds with your body, voice, or various objects.
- Present the kid with various musical instruments
- encourage them to play one
- take them to musical theater performances
- have them sing in a chorus
- take them outside and let them hear the sounds of nature
- come up with a jingle, song, or rhyme

Since music follows us throughout our lives, it is a component of human growth. with terms of biology, music stimulates the senses and aids with writing, reading, and logical-mathematical reasoning. For instance, learning to play an instrument may help with all learning since it improves memory and attention span. Another piece of advice is to utilize music as a teaching tool (making parodies) to help students learn dates, formulae, and other educational subjects. It may be quite effective as well as a lot of fun. Therefore, learning will be greatly impacted by the incorporation of music in school, regardless of age.

The integration of music in inclusive education poses several challenges, especially in the absence of adequate teacher training. Many educators lack the expertise to design and implement music-based teaching learning activities tailored to the diverse needs of students with special needs. This gap in training often results in underutilization of music's potential as a pedagogical tool. Additionally, resource limitations, such as a lack of musical instruments, technology and appropriate infrastructure, hinder effective implementation. Time constraints within rigid curricula further complicate efforts, leaving little room for innovative, music-driven teaching techniques. Resistance from educators accustomed to traditional methods and skepticism about the efficacy of music in education also impede its adoption. Addressing these challenges requires comprehensive teacher training programs that include music pedagogy, special education techniques and the use of assistive technologies. Regular workshops, collaboration with music therapists and peer-learning networks can empower teachers to embrace music as a dynamic, inclusive teaching learning method. The schools may utilize music's transforming power to create inclusive and engaging learning environments by providing instructors with the required training and resources.

CONCLUSION

In inclusive education, including music into teaching-learning strategies for special needs kids has enormous potential to promote holistic development. Music's universal appeal transcends barriers, creating a medium through which students of diverse abilities can communicate, express, and learn. It offers a versatile tool for enhancing cognitive, emotional and social skills, making it particularly beneficial in inclusive settings. This thematic paper has explored how music can be a transformative force, helping students with special needs to overcome challenges and realize their full potential. However, the effective implementation of music in inclusive education requires addressing several challenges for teaching learning, particularly those related to teacher preparedness, resource availability and systemic support. Comprehensive teacher training, integration of assistive technologies and collaboration with experts are crucial for overcoming these obstacles. Educators must be equipped with the skills to tailor music-based strategies to varied learning needs, ensuring that no student is left behind. Thus, music's role in developing life skills, such as communication, empathy and self-regulation, further underscores its value in inclusive classrooms. By fostering collaboration and mutual respect, music also promotes social inclusion, enabling students to thrive both individually and as part of a community. As education systems worldwide move toward inclusive models, the integration of music can serve as a cornerstone for creating more equitable and dynamic learning environments. The policymakers, educators and stakeholders must work together to embed music into curricula and support its sustained use in inclusive class room. The future research and innovation in this field will be critical to advancing understanding and expanding the benefits of music in education. Ultimately, music is more than a teaching learning tool; it is a bridge that connects students across abilities and fosters a culture of inclusion, creativity and lifelong learning. By leveraging the power of music, inclusive education can achieve its goal of nurturing empowered, empathetic, and capable learners.

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