

Intersemiotic Translation through Rāga: Pedagogical Perspective from Carnatic Music

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Healthy pedagogical practices in visual and performing arts increasingly emphasize experiential learning, emotional intelligence, aesthetic sensitivity, and multimodal meaning-making. Within music education, learning extends beyond technical proficiency to include the cultivation of emotional awareness, cultural identity, and interpretative competence. Carnatic music, with its inseparable relationship between text, melody, rhythm, and performance, offers a rich pedagogical environment where learners experience meaning through multiple semiotic systems simultaneously. In this context, rāga functions not merely as a melodic framework but as an educational medium that translates verbal meaning into emotional and aesthetic experience. Drawing upon Roman Jakobson's concept of intersemiotic translation, semiotic theory, and Indian aesthetic thought, this paper examines a devotional composition with rāga mudrā (rāga signature) by Yālpāṇam N. Veeramani Iyer to demonstrate how rāga facilitates the translation of lyrical meaning into affective experience. Using qualitative textual, musical, and semiotic analysis, the study explores the relationship between poetic diction, rāga selection, emotional expression (bhāva), and pedagogical engagement. The findings suggest that the deliberate correspondence between lyrics and rāga provides an effective pedagogical strategy for developing aesthetic perception, emotional literacy, cultural understanding, and interpretative skills among music learners. Rather than functioning as an accompaniment to the text, rāga becomes an active semiotic resource through which learners internalise devotion, compassion, joy, surrender, and spiritual reflection. The paper proposes that understanding rāga as an intersemiotic translator enriches both Translation Studies and music pedagogy by demonstrating how musical performance itself becomes a process of meaning-making, emotional communication, and holistic learning. The study contributes to interdisciplinary scholarship connecting Translation Studies, music education, semiotics, performance studies, and arts pedagogy while advocating healthy pedagogical practices that nurture creativity, empathy, cultural continuity, and emotional well-being through Carnatic music.

Keywords: *Intersemiotic Translation, Carnatic Music Pedagogy, Rāga, Emotional Learning, Semiotics, Veeramani Iyer, Performing Arts Education*