School of Arts and Humanities

Department of Western Music

Insights From Stakeholder Feedback

Several stakeholders are involved in the department's operations when considering what to include in its curriculum. The following summaries are the key points articulated using surveys, face-to-face discussions and observations throughout the previous academic year.

Student Feedback: Course Content, Applicability and Outcomes
Students were surveyed at the end of every course, asking them to reflect on the practices of faculty and the learning environment experienced (such as the learning curve, attitudes of their peers and pedagogical approaches adopted by the faculty).

Key Insights
Overall, the operations within the department are generally well-received, yet there seems to be a gap between the expected standards of effort and study habits from both faculty and students. Faculty have difficulty in keeping the students consistent in their study habits, taking things day-by-day, instead of the usual approach taken by students to leave things to the last minute and cram their studies just before exams. As such, the department has designed the creation of practice journals for students to continuously update, having marks attached as incentives to their upkeep.
Students have responded favourably to practical applications of content, so the department has responded by including more of such approaches. At the time of the Board of Studies ratification, the department has proposed changes to the programmes to have a 66% practical-based to 33% theory-based courses.

Parent Feedback: Programme Effectiveness, Placement Opportunities and Human Values
Parents were surveyed at the end of the academic year to reflect upon the ways the program has been planned, asking to review program outcomes, the changes in mannerisms and knowledge application of their wards and giving a platform to suggest any changes they would like to see in the department.

Key Insights
The department of music has been received rather well by the parents who responded, with a few noting that support is lacking in some classes, yet did not describe exactly who. Despite this, the department continues to offer all course content on the LMS from the first week of classes for self-study support, office hours for any inquiries Monday to Friday at 4pm and the ability for students to contact them any time to clear up any doubts.
More placement options were a highlighted concern, so the department has linked with the placement cell in a stronger way to ensure such concerns can be met. The department has planned to invite industry professionals to give seminars, workshops and performance lectures to offer their insights, and entrepreneurship-based sessions are in the pipeline on topics such as Intellectual Property Rights, Copyrighting, setting up one's own business, two months of internship in semester four, professional networking and including a financial literacy program as a value-added course.

Alumni Feedback: Programme Impact, Progression, Placement and Entrepreneurship

The alumni were surveyed for their insights into their time at the department, what issues they currently face, and whether any gaps exist between what they gained from the degree versus what is required in the Indian context.

Key Insights
Alumni noted that they would like to continue to be invited to events held by the department, such as industry workshops, performances (as audience and performers), placement support and short courses to freshen up on concepts that are now being taught that weren't on offer during their tenure as a student. The department has responded by initiating the creation of an online MOOC in aural mechanics, offering an open-door policy to the department for any meetings and support the faculty can offer and continuing to invite them to all events, including placement drives and internship opportunities.

Industry Feedback: Quality of Graduates, Expected Skills and Knowledge for Employability
Throughout the year, whenever an industry professional was invited to undertake a workshop, seminar, performance or anything of the like, they were asked about their views on the department's curriculum and to offer any suggestions for its improvement.

Key Insights

Learning Outcomes that are specific to disciplinary / interdisciplinary areas of learning
Comprehensive knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning. Practical, professional, and procedural knowledge required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization.
Skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning. Capacity to extrapolate from what has been learned, translate concepts to real-life situations and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems.

Values Sought
1. Studious disposition
2. Determined: Practices often
3. Leadership potential
4. Creative thinker
5. Pragmatic problem-solver
6. Emotionally expressive
7. Curious learner
8. Culturally open-minded
9. Optimistic