

# SUBJECT REVIEW REPORT

## DEPARTMENT OF MUSIC



## FACULTY OF ARTS UNIVERSITY OF JAFFNA

24<sup>th</sup> to 26<sup>th</sup> August 2009

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Subject review process evaluates the quality of education within a specific subject or discipline. It is focused on the student learning experience and on student achievement. It is designed to evaluate the quality of both undergraduate and postgraduate programmes. However, the responsibility for quality and standards lies within the institution itself, since it alone has the power to control and to change existing practices.

Review process was conducted according to the guidelines given in the Quality Assurance Handbook for Sri Lankan universities, published by the CVCD and University Grants Commission in July 2002. The Department of Music, University of Jaffna submitted a Self Evaluation Report consisting of Objectives, Learning outcomes and details of Programme, design of the Curriculum Content and Review, Students, Staff and Facilities, Teaching Learning and Assessment Methods, admissions, Quality of Students, Student Progress, completion and prospects of the graduates; Student Feedback; Postgraduate Research and study programmes; Academic Guidance and Counseling. The quality of education was reviewed according to the aims and learning outcomes given in the Self Evaluation Report.

The following eight aspects of education were reviewed at the subject level:

1. Curriculum design, Content and Review.
2. Teaching learning and Assessment methods.
3. Quality of students including Student Progress and Achievements.
4. Extent and use of Student Feedback, Qualitative and Quantitative.
5. Postgraduate studies.
6. Peer observations.
7. Skills development.
8. Academic guidance and Counseling.

The review team visited the Department from 24<sup>th</sup> to 26<sup>th</sup> August, 2009. The agenda of the three day visit is attached in Annex 1.

The evaluation of eight aspects was based on:

- Meetings held with the Vice Chancellor, Dean, Head of Department, Academic staff, Librarian of the Main library and the Library Attendant in the Department Library, Senior Student Counselor and one Student Counselor of the Faculty, Instructors of the Computer Units, Undergraduates representing all four years separately, passed out students, and the Academic Support Staff of the Department.
- Observation of physical facilities of the Department, Computer Centers, Main Computer Center of the University, classrooms, Instrument Room, Main Library, students' Hostels, Canteen and other facilities available in the Department.
- Observation of teaching, practical classes and students' presentations.

the Department.

Each of the eight aspects was judged as Good / Satisfactory / Unsatisfactory based on strengths, good practices and weaknesses in each.

## 2. BRIEF HISTORY OF THE UNIVERSITY, FACULTY AND THE DEPARTMENT

University of Jaffna was established in 1974 with two Faculties: Humanities and Science. Now it has eight Faculties and seven Academic Units. The Faculty of Medicine was established in 1978, Faculty of Agriculture in 1990, Faculty of Management Studies and Commerce and Graduate Studies in 1999. Vavuniya Campus was established in 1993 with two Faculties as Business Studies and Applied Sciences. Seven Academic Units are as follows: Department of Siddha Medicine, External Unit (Distance Learning Unit), Extra Mural Studies Unit, Centre for Fisheries Development, Sports Science Unit, Health Studies Unit, Workers Education (Human Recourse Advancement Unit).

The University of Jaffna functions with its vision being,

*To be the leading centre of excellence in teaching, learning, research and scholarship*

The origin of the Department of Music dates from 1960 when the late Mr. S. Nadesapillai founded the Ramanathan Music College in memory of his late father-in-law the late Sir Ponnampalam Ramanathan. At the early stage, this was run by Mr. Nadesapillai and later by a board. It was a private Institution aimed to promote Carnatic Music and Barathanatyam. The Institute continued to function mainly in the house of Sir Ponnampalam Ramanathan. Later this institution was taken over by the Minister of Education and given to the Intitute of Aesthetic Studies. Thereafter it was handed over to the Jaffna campus of the University of Sri Lanka. From this time onwards, this Instituion was named as Ramanathan academy of Fine Arts which was gradually integrated into the University of Jaffna in all aspects. The University of Jaffna took over the Ramanathan Academy of Fine Arts in 1975. In 1995 the Department of Music and Dance were created.

The Vision of the Department is

*To be a leading center of excellence in Teaching, Learning, Performance, Research and Scholarship.*

## 3. AIMS AND LEARNING OUTCOMES

### 3.1. Aims

The vision of the University of Jaffna is to be a leading centre of excellence in teaching, learning, research and scholarship. The Department of Music is committed to enhance undergraduate education in the field of music, creating programmes with skills, capabilities and competencies to meet the real world requirement through stage performances with professional performers. It is also committed pursue the excellence in teaching and learning in Music

service while making all efforts to contribute to the vision

Therefore, the DM aims to provide the students with

- An in-depth knowledge on music and practice of music, and their impact.
- An exposure to the current requirements of the employment market.
- An opportunity to expose them into research projects to develop research skills in their chosen field of specialisation and promoting their thinking to develop innovations which will immensely contribute to foster improvement and development.
- The enthusiasm and skills towards continuous learning process and to facilitate the achievement of the above aims of the Department;
- Maintaining an informal supportive and responsive atmosphere in order to promote the enthusiastic learning towards high completion rates.

Also the Department intends to support the Teaching Staff to widen their knowledge and strengthen their skills which ultimately lead towards their career development. Also it has an aim to improve the quality in these aspects to achieve the aims and objectives.

In brief, the effective teaching and learning process provided by the Department will definitely lead to quality enhancement of undergraduates and finally produce highly competent graduates.

### **3.2. Learning Outcomes**

On successful completion of a Four-Year degree programme, the students are expected to have:

- Gained knowledge in the theories and concepts in the various areas of music.
- Know how these theories and concepts can be applied efficiently and effectively in different situations for improvement.
- Get complete knowledge of conducive environments and practical knowledge.
- Realise the importance of music in achieving the goals.
- Acquire knowledge in the areas which involve the day to day operations such as, high technology equipment, IT etc.
- Improve their capability in handling instruments.

#### **Programme Details**

The Department of Music offers a Four Year Special Degree leading to Bachelor of Fine Arts (B.F.A) under the Course Units System and GPA system. The Students are allowed to specialize in Pannisai, Caratic Music ó Vocal, Violin Veena, and Mirudangam from their First Year onwards and the selection of specialization is entirely based on individual preference. The academic programme is conducted in Tamil. The degree programmes consist of 8 Semesters and examinations conducted at end of each Semester. Types of course units are main/core subjects, electives, inter-- faculty courses (optional units) co-modules(core-modules?) and non credit courses. A student is required to follow four taught core courses and an elective amounting to 15 credits in the first Semester and four taught core courses and an elective in the Second semester to earn 15 credits. Thus in the entire programme of the four academic year a student follow courses that allow them to gain 120 credits. This is excluding the ESL, which is a non ó credit course.

requirements is deemed to have satisfied the condition for  
arts (B.F.A) specialization in Pannisai, Carnatic Music ó  
vocal, violin veena, and mridangam .

Existing curriculum is a four year (08 Semesters) academic programme, having 66 courses (47 compulsory, 13 elective and 06 optional.). Please see Table I.

**Table I: Number of Courses Offered by the Department During Four Years**

Level	Number of Courses/ Credits Assigned					
	Main/Core Subjects		Electives		Optional (Inter Faculty Course Unit)	
	No. of Course Unit	Credits	No. of Course Unit	Credits	No. of Course Unit	Credits
<b>Year I</b>						
Semester - I	05	15	-	-	-	-
Semester - II	05	15	-	-	-	-
<b>Year II</b>						
Semester - I	07	16	-	-	-	-
Semester - II	06	14	-	-	-	-
<b>Year III</b>						
Semester - I	05	15	-	-	-	-
Semester - II	05	15	-	-	01	03
<b>Year IV</b>						
Semester - I	06	15	-	-	01	02
Semester - II	05	15	-	-	01	02
<b>Total</b>	<b>44</b>	<b>120</b>	<b>-</b>	<b>-</b>	<b>03</b>	<b>07</b>

\* Basic English has not been assigned credits

Students enrolment in the current Academic Year (2007/2008) in the DM is given below:

Table II

Year	2005/06	2004/05	2003/04	2002/03	2001/02
1 <sup>st</sup> year	44	61	75	157	87
2 <sup>nd</sup> year	61	75	157	87	51
3 <sup>rd</sup> year	75	157	87	51	61
4 <sup>th</sup> year	157	87	51	61	45
<b>Total</b>	<b>337</b>	<b>380</b>	<b>370</b>	<b>356</b>	<b>244</b>

#### 4.1. Curriculum Design, Content and Review

The Department of Music offers a Four Year Special Degree leading to Bachelor of Fine Arts (B.F.A) specialization in Pannisai, Carnatic Music ó Vocal, Violin Veena, and Mirudangam. The curriculum which spans four years, covers the major aspects of these areas of Specialization. The theoretical components are supplemented with adequate practical components and given the nature of the discipline, extensive exposure of students to practicals is welcome.

The curriculum is subjected to periodic review, in view of effecting changes in keeping with contemporary academic needs.

Further improvements to the curriculum could be effected with the addition of other sub-disciplines of music, viz. Western, Caribbean, Hindustani, Sinhala etc. This is important as the Department recognizes itself as a Department of Music and not a Department of Carnatic Music.

*The review team is of the view that the aspect of Curriculum Design, Content and Review would be judged as 'SATISFACTORY'.*

#### 4.2 Teaching, Learning and Assessment Methods

The Review Team had the opportunity of observing few sessions of classroom teaching. The teaching, learning and assessment methods adopted by the Department seem substandard. The objectives of the lessons, learning outcomes, list of references were hardly found. There were hardly any course manuals for any course. Undergraduates seem enthusiastic and they are happy as the numbers are small in their batches.

There were few presentations done by the students. Assessment methods are based both on continuous (25% marks) and end semester examinations (75% marks). It was revealed that though 25% marks are allocated for Continuous Assessment 15% were again allocated for a test based examination (i.e. Mid Semester test) and the other 10% was allocated for two classroom assignments. Documentary evidence to this effect was not fully available. May be that, this has started recently. These non-systematic assessment methods hinder opportunities for creativity. On the other hand, the marks earned below  $C+$  for any course at the end semester examination can be upgraded up to a  $B+$  at the next immediate attempt and the new grading is considered for final assessment there after. This seems advantageous from the point of view of the undergraduates.

There were records maintained by the Department in relation to these assessments. Past question papers were available with marking schemes prepared and submitted by the setter of the question paper. Majority of the question papers are based on essay type and few were on semi structured questions. The Review Team was unable to trace Structured and Multiple Choice Questions. Almost all the questions were of recalled type. Unrecalled type questions were hardly used. There again opportunity to demonstrate creativity by the undergraduates seemed seldom. Both lenient and strict marking were evident while Error of Central Tendency was commonly seen.

to teaching learning and assessment methods in the environment prevailing almost in all the places in and around the University. Free movements seem limited and most of the teachers as well as students have little access to outside world. Some students still do not know the situation of their kith and kin. The commitment and sacrifices made by the Lecturers in the Department to see the overcoming of the mental agony by the undergraduates should not be underestimated. Close upon 70% of the undergraduates in the Department are on bursaries and some are even provided with all three meals funded by the University and NGOs. Non availability of the conducive learning environment along with basic infrastructure facilities seem a primary factor for the drawbacks.

The availability of senior and junior Academic Staff with regard to the five areas of Specialization in the Degree Programme augurs well for the maintaining of quality in delivery and assessment. The Senior Lecturers available in the Department are with the Master's qualification and the majority of them have earned their postgraduate qualification either from the University of Jaffna and some are from Indian universities. There is only one Ph.D holder at present in the Department. There is only 01 Grade I Senior Lecturer and 02 Grade II Senior Lecturers, 08 Lecturers (Probationary) 01 Instructor and 06 Lecturers on contract basis. With this number (18) of Academic Staff members the Department should cater at least for 188 internal full time undergraduates.

The academic contribution made by the Lecturers in terms of publishing books and articles and publishing research papers and getting involved in other academic related activities are at a low level. This may partly be due to the environment prevailing in the University and in the area.

***Considering the above facts, the aspect of Teaching, Learning and Assessment Methods is judged as 'SATISFACTORY'.***

#### **4.3 Quality of Students, Student Progress and Achievements**

The UGC selects undergraduates through a separate window, for the B.Music degrees conducted by all the Universities in Sri Lanka. The Department of Music, University of Jaffna gets its undergraduates through this window. Students who have fulfilled the minimum requirements laid down by the UGC and other requirements set by the University are admitted for the BFA Degree Programme. In addition to their G.C.E.(A/L) results, the University conducts a practical/performance examination with the approval of the Faculty Board and the Senate and admits the students based on the results. The Senate shall approve the list of selected students. The list of students who passed the admission test is sent to the UGC for their consideration for admission to the University. Students from North-East provinces are generally admitted to the University of Jaffna. However, the average annual enrolment of the undergraduates in this Department does not exceed 50. In some academic years, e.g. 2001/2002, 2002/2003, 2003/2004, and 2004/2005 this number was as follows: 87, 157, 75, and 61 respectively. Accordingly, a big erosion in enrolling undergraduates to follow B.Music degree can be seen. There are no quantified data about repeat candidates available in the Department.

**Programs annually in the Department of Music.**

Ac. Year	Total passed	First Class		Second Upper		Second Lower		Ordinary Pass	
		No	%	No	%	No	%	No	%
2002/2003	51	<b>01</b>	02	<b>02</b>	04	<b>05</b>	10	<b>43</b>	84
2003/2004	36	<b>00</b>	00	<b>05</b>	14	<b>00</b>	00	<b>31</b>	86
2004/2005	40	<b>00</b>	00	<b>06</b>	15	<b>01</b>	02	<b>33</b>	83
2005/2006	85	<b>04</b>	05	<b>11</b>	13	<b>00</b>	00	<b>70</b>	82
<b>Total</b>	<b>212</b>	<b>05</b>	03	<b>24</b>	11	<b>06</b>	03	<b>177</b>	83

According to the available data, the numbers completing the degree annually seems good, (Please see Table III) as the undergraduates are allowed to upgrade the lower grading(s) at a subsequent attempt, chances of failing a course seems remote.

***When the above facts are considered the aspect of the Quality of Students, Student Progress and Achievements could be judged as 'SATISFACTORY'.***

**4.4 Extent and Use of Student Feedback**

The number of undergraduates reading for the B.Music. Degree in the Department of Music is less. It is close up to 50 in each batch. From the 3<sup>rd</sup> Year onwards, this number is divided into two programs and therefore the numbers in each class is confined to 15 to 25. A well designed qualitative and quantitative student feedback program could be implemented. This aspect seems to have been given low priority. However, steps have been taken to implement a student feedback program in the recent past. Yet, the undergraduates maintain a good rapport with the Lecturers in the Department in relation to their academic and welfare matters. This has to be formalized and implemented for the improvement and development of the teaching learning environment in the Department.

***When considering the situation of the aspect of the extent and use of student feedback, qualitative and quantitative it could be judged as 'UNSATISFACTORY'.***

**4.5. Postgraduate Studies**

The Department has only three Senior Lecturers. Four Lecturer (Probationary) staff are on study leave to pursue postgraduate studies. The Head of this Department is a member of the Board of study for Languages and Cultural Studies at the Faculty of Graduate Studies. Due to the prevailing logistic conditions in the area the senior members of the Department have minimal access to other postgraduate programs conducted by the other Universities located in the other parts of the country. This situation has affected their career development prospects as well as the institutional recognition and progress.

***When considering the situation as mentioned above, the aspect of the Postgraduate Studies could be judged as 'SATISFACTORY'.***

There is an understanding among the academic members in the Department about the importance of having Peer Observation as a powerful tool for improving the quality of teaching, learning process. It was observed that the overall attitude of the Academic Staff members about Peer Observation is positive. It was revealed that, an attempt has been made recently to develop a mechanism for Peer Observation in the Department.

The existing practice with regard to Peer Observation in the Department is poor. A Department-based evaluation form is used in a less formal manner and it is hardly used for any developmental activity. A few members use this form for the purpose and the majority seem to show the least interest towards this aspect. The academic members who have followed the Peer Observation procedure also have kept the outcomes of Peer Observation for themselves without bringing them to a proper forum for discussion and improvement. There was documentary evidence to prove that question papers are subject to moderation by another Lecturer and answer scripts are marked by two Lecturers, which is a general practice in Sri Lankan Universities. If the question paper moderation could be done by academics attached to the same discipline in the other Universities, the acceptance and recognition for the Degree Program could be improved. The presently available logistic facilities will not allow this to be put in to practice. The Department meetings are held on a needs basis to discuss various matters and staff members share their views at these meetings. Minutes of the meetings are not maintained.

***When the above facts are considered the aspect of the Peer Observation could be judged as 'UNSATISFACTORY'.***

#### **4.7. Skills Development**

The skills that have been identified and developed by the staff in the Department of Music seem poor.

However, the computer-- based courses and the Lecturers and Instructors involved in teaching these courses are with a positive attitude towards the skills development among the undergraduates. The computer centre conducts courses for all three faculties, namely Faculty of Arts, Faculty of Science, and the Faculty of Management and Commerce who have pooled their funds into one and established one computer lab which contains close upon 200 computers. Though the Internet facilities are a big constraint in the university due to security reasons, limited facilities are available for the undergraduates as well as for the Lecturers. A new centre will be established soon with 30 computers with Internet facilities for any one to have access to Internet by paying a nominal fee. This endeavour could be a blessing not only for the undergraduates but for all the academics.

***When the above facts are considered the aspect of the Skill Development could be judged as 'SATISFACTORY'.***

Academic guidance and counselling seems available at the Department level and there is one Student Counsellor appointed representing the Department. The Chief Student Counsellor for the University and the Student Counsellor from the Department collectively render a good service for the undergraduates. Almost all the undergraduates except a very few are facilitated with financial assistance either through Mahapola or bursaries. Some undergraduates are provided with three meals free of charge with financial assistance from the University and NGOs. Handbooks and prospectus are published and made available to the undergraduates at the commencement of the degree program. The orientation programme is conducted by the Faculty of Arts at the beginning of the First Year. There is hardly any time set apart in the time tables of the Lecturers to enable the students to meet them and discuss matters relating to academic and other areas.

The students seldom take part in extra- curricular activities other than the cultural festivals like Thai Pongal, and Saraswathie Pooja. There was no evidence to prove that sports activities are regular events among the undergraduates.

***When the above facts are considered the aspect of the Academic Guidance and Counselling could be judged as 'SATISFACTORY'.***

Based on the observations made during the study visit by the review team, the eight aspects were judged as follows:

Aspect Reviewed	Judgment Given
Curriculum Design, Content and Review	Satisfactory
Teaching, Learning and Assessment Methods	Satisfactory
Quality of Students including Student Progress and Achievements	Satisfactory
Extent and Use of Student feedback, Qualitative and Quantitative	Unsatisfactory
Postgraduate Studies	Satisfactory
Peer Observation	Unsatisfactory
Skills Development	Satisfactory
Academic Guidance and Counseling	Satisfactory

For the purpose of convenient readability, conclusions are presented in statement form as given below under respective headings.

## 1. Curriculum Design, Content and Review

### Strengths/Good Practices

- Curriculum revision takes place at different intervals.
- Inclusion of Independent Research in the Degree Programme.
- Practice of the Credit, GPA and Semester systems.
- Flexible higher educational opportunities with the proposed re-structuring program.
- Inter Faculty and Inter Department collaboration and their interdependence.

### Weaknesses/Improvements

- The Curriculum should be structured separately for the fields of specialization for easy understanding.
- Sub-disciplines of music, namely Western, Caribbean, Hindustani, Sinhala etc. should be included in the curriculum, bearing in mind that the Department is a Department of Music which awards a Special Degree in the subject. Currently, the key emphasis of the programme is on Carnatic music only.
- Optional subjects need to be included in the curriculum.
- Inadequate directions given to select optional and elective courses.
- Inadequacy of IT- related, practical oriented courses.
- Lack of opportunities for the undergraduates to demonstrate their creative skills.
- Availability of a minimal number of Copies of the recommended books in the library.
- Non-existence of recommended readings from recognized journals or periodicals.
- Non existence of Department, Community, Industry relationship in the process of curriculum development.

## 2. Teaching, Learning and Assessment Methods

### Strengths/Good Practices

- Possession of committed, qualified and capable Academic Staff.
- The students are supportive towards the academics and the administration.
- Extensive coverage of areas of specialization through the delivery of theory and conducting practicals.
- Continuous Assessments included in the assessment method.
- Question paper moderation and First and Second marking adopted in the assessment method.

### Weaknesses/Improvements

- Handouts should be provided to the undergraduates before the lessons.
- Courses need to be developed to an acceptable usage level of computer and laboratory.
- Non- existence of a teaching plan for any course being conducted.
- The very basic, teacher centered, teaching methods used in the class room.

als such as, Study Guides, Teaching Manuals etc.  
between Continuous Assessments and End Semester

Examinations.

- Existence of lenient/strict marking practices and prevalence of Error of Central Tendency.
- Non -practice of non- recalled level testing (Most of the questions are essay type).
- Lack of maintenance of musical instruments hampers the quality of the programme. There are several string instruments and one electronic organ neglected and needing repairs. The electronic organ is allowed to gather dust within the Department premises, showing perhaps the insularity and unwillingness of the Department in diversifying its courses.
- The Department possesses extra building space which may be utilized as office rooms for Lecturers etc. While the Lecturers are presently facing difficulties without a Staff Room and Office Space, a number of rooms remain unused and are allowed to gather dust.
- Non- availability of sufficient numbers of new reading material in the Main/Department libraries.
- Insufficient accessibility to the Internet and other knowledge sources.
- Inadequacy of support services reduces the quality of the current programme of study. The Students Canteen is in a dilapidated state and does not have adequate cleanliness and basic implements such as a water filter. Better hostel facilities are also in order with proper maintenance and equipment.

### 3. Quality of Students, Students Progress and Achievement

#### Strengths/Good Practices

- Greater involvement shown in studies by the undergraduates in spite of the prevailing conditions which make the learning environment un conducive for studies.
- The high rate of completion of the degree within the stipulated time.
- The opportunity of getting jobs especially in the public sector.
- Manageable numbers in each area of specialization.
- Accessibility of external subject expertise

#### Weaknesses/Improvements

- Non- availability of students' subject- based societies.
- Limited interaction between student representatives and the administration.
- Non- availability of adequately defined indicators to measure the student progress.
- Non- existence of an academic guidance program to keep up the morale of the undergraduates.

### 4. Extent and Use of Student Feedback

#### Strengths/Good Practices

- Positive attitudes among the teachers in the Department about Student feedback on teaching and other related activities.
- Open door policy practiced by all the Academic Staff members including the Head of the Department.

it demonstrated towards solving the problems of staff members in the Department.

- Acceptable level of rapport maintained between teachers and students in order to get the feedback from the students.

### **Weakness/Improvements**

- Non -existence of an adequately consistent formal feedback system.
- Non-existence of a formal Management Information System to make the relevant authorities aware of the prevailing strengths and drawbacks and suggest improvement where necessary.
- Less attention paid by the top management and the Administration to the students basic amenities.
- Dearth of awareness of students rights by both individual students and student associations.
- Lack of steps taken to analyze the feedback and provide timely information for on time solutions/improvement.

## **5. Postgraduate Studies**

### **Strengths/Good Practices**

- Having a Faculty of Graduate Studies for Higher Degrees.
- The opportunities available for at least the senior academic members to demonstrate their capabilities within the University.
- The fact that while the senior members of the Academic Staff have completed their Master's/Doctoral studies, there is considerable enthusiasm among the junior staff to do likewise.

### **Weakness/Improvements**

- Inaccessibility of other Postgraduate programs conducted by other Universities and similar Institutions.
- Non-existence of proper logistics and other facilities (a proper resource base including computer and Internet facilities) to encourage research among the academics and undergraduates.
- This situation has created a vacuum in the Department in establishing a research culture.
- Communication and transportation inconveniences prevailing in the area prevent academics from participating in the academic programs conducted by other Universities and similar institutions.

## **6. Peer Observation**

### **Strengths/Good Practices**

- There is an understanding and positive attitude among the academics in the Department about the importance of peer observation.
- Moderation of question papers and second marking systems are in practice.
- All members of the Academic Staff in the Department seem to participate in the curriculum revision and all other academic activities.
- Obtaining and maintaining moderators' reports.



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g with the question paper.  
d to discuss matters and staff members share their views  
at the meeting.

### **Weaknesses/Improvements**

- The poor existing practices in the Department with regard to peer evaluation procedures.
- No evidence could be found about the application of formal peer evaluation.
- Poor appreciation procedures practiced in relation to better performers among the Academic Staff.
- Non-existence of Team teaching and co- teaching methods with ample availability of human resources in the Department.
- Inadequate qualified senior staff to observe and guide the junior staff members.
- Lack of senior staff in the Department to be followed by the junior staff as role models.

## **7. Skills Development**

### **Strengths/Good Practices**

- Identification of subject- related skills to be developed among undergraduates.
- Requirement for each student to submit a project report on selected diverse topics.
- Enthusiasm and commitment demonstrated and practiced by the staff in the computer laboratories to develop computer and IT- related skills among undergraduates.
- Pooling of resources by three Faculties and trying to get the optimum output from the equipment and human resources in the Computer laboratory.

### **Weakness/Improvements**

- Non commitment and identification of discipline- wise multi skills to be developed among undergraduates.
- Lack of infrastructure and logistic facilities along with opportunities made available to demonstrate different skills of undergraduates. e.g. The absence of proper studio facilities with electronic recording equipment has hampered the development of skill-based activities at the Department.
- Non- availability of field trips, guest lectures, and other activities like organizing seminars and community- related services to make opportunities to improve, organize and develop leadership skills among undergraduates.
- Non- availability of Student bodies in the Department to improve skill-based activities.
- Absence of wall magazines, printed studentsø magazines etc. indicative of co- curricular/extra-curricular activities.
- Non existence of programs to encourage undergraduates to organize various non- subject related activities to develop organizing skills demanded by the modern world.
- Insufficient opportunities available for the undergraduates to improve their IT skills.
- Inadequate space and resources for the staff members in the Department to meet their academic requirements.

#### Strengths/Good Practices

- Having a Student Counselor in the Department.
- Better understanding by Student Counselors about the undergraduates and the problems they encounter.
- Orientation program conducted by the Department and its suitability for fresh students to familiarize themselves with the University atmosphere.
- Lecturers' humane behavior encouraging the undergraduates to come to them for redress.
- Steps taken to facilitate the needy undergraduates with financial and other day to day requirements including meals.

#### Weaknesses/Improvements

- Non- availability of a well thought out, properly designed academic counseling program in the Department.
- Lack of formal training for the teachers on student guidance and counseling.
- Non- existence of separate rooms for Student Counselors and student advisors.
- Non-availability of a sound and a common record maintenance system in relation to academic guidance and counselling in the Department for future reference.
- Non- existence of an effective decision making mechanism and implementing the same along with a proper follow up mechanism.
- Least priority shown towards student welfare. There are some vacant rooms in the hostels; however, some students are of the opinion that they are deprived of hostel facilities while the rooms are kept closed.
- There is hardly any formal time slot set apart in the time tables of the Lecturers for the students to come and discuss matters relating to academic and other problems.

## 6. RECOMMENDATIONS

On the basis of weaknesses identified, Reviewers wish to make the following recommendations in order to improve relevance and quality of the Special Degree Programmes conducted by the Department of Music.

1. Steps should be taken to introduce courses like Basics Mathematics and Statistics, Computer Literacy and Application during the First Semester of the First Year.
2. Same courses titles are with different code numbers giving an opinion of repetition. For example, AMUC 11013, AMUC 21313, AMUE 21312- Basic Exercises, (Appendix I in the SER)
3. As Dissertation is compulsory, research methodology should be introduced as a credit course in the First Semester of the 4<sup>th</sup> year.
4. Curriculum structure needs changes, to address initially the regional and national problems. Experts advice and guidance may be sought in this connection.

- Year Special Degree Programmes leading to specialization in vocal, specialization in Pannasai, specialization in Violin/Veena, and specialization in Mirudangam for which undergraduates are admitted from the First Year. In the First two years they could follow a common Program which is also to be conducted by the Department.
6. A well structured curriculum with the contribution of external expertise seems necessary and should be introduced with least delay. It seems that little guidance is available for the undergraduates to select the specialization program they need to follow from the Third Year. A proper academic counselling program will be necessary for this purpose.
  7. To improve the employability of the graduates of the Department, it is advisable to incorporate Practical Training as a compulsory credit course for the Final Year Second Semester.
  8. It is appropriate to organize study tours for the undergraduates to allow them access to peer institutions, peers and facilities.
  9. It seems useful to form an Industry Advisory Council for obtaining stakeholders' input for the curriculum designing and revision process. The role of an Alumni Association in this regard cannot be underestimated. It is important to establish an Alumni Association for the Department/Faculty to get their support to develop market oriented degree programmes for the Department.
  10. The Department will have to pay serious attention to the assessment methods and procedures adopted for student evaluation process.
  11. It seems necessary to use standard terminology in the handbooks and material used for orientation program in order to preserve consistency, professionalism, dignity and the decorum of the academia.
  12. Formalizing and regularizing Student Feedback, Peer evaluation, Academic Counselling and Guidance may produce fruitful results in relation to student progress and achievements. The unprotesting, obedient and docile behaviour of undergraduates may not at all times be encouraging in creating meaningful change.
  13. Student Counsellor's role in connection with problems faced by the undergraduates, the grievance handling, and their day to day welfare is vital and significant. Therefore proper training may be necessary to develop and equip the Student Counsellors with required skills. As the Student Counsellors are the link between the students and the Administration of the University, providing their requirements i.e. basically, a room and a computer, will help smooth functioning of the entire system.
  14. Reasonable amount of space and resources are necessary for the Academic Staff to make their academic contribution efficient and effective. Currently, insufficient computer facilities and no multimedia facilities are available for their activities and the Department



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connection. These facilities must be provided at the

15. The Office of the Head of the Department lacks personality and equipment. No computer and telephone facilities are available in this office which is inconveniently located next to the toilet for staff. This office needs to be re-located and refurbished speedily in order to maintain the dignity of the Department.
16. Currently, the Computer Applications Assistant allocated for the Department is not available and functions at the Dean's Office. Services of this member of staff are necessary for the smooth functioning of the Department.
17. The absence of a Sanitary Labourer affects the cleanliness of the sanitary facilities at the Department and the matter should be looked into.

### ANNEX I. AGENDA FOR THE REVIEW VISIT

#### Day-01- (24.08.2009 Monday)

08.00-09.00	Private Meeting of Review Panel wit QAA Council Representatives
09.00-09.30	Discuss the Agenda for the Visit
09.30-10.30	Meeting(s) with the Vice Chancellor/ Chairman, Internal QA Unit/Dean, Head of the Dept/Head, Faculty QA Cell .etc., (Working Tea)
10.30-11.30	Department Presentation on the Self Evaluation Report
11.30-12.30	Discussion
12.30-13.30	Lunch
13.30-14.00	Observing Teaching ó Practical Class
14.00-15.00	Observing Departmental Facilities
15.00-16.00	Observing Other Facilities (Library, IT Resource Centre, Hostel, Health Centre etc)
16.00-17.00	Meeting with Department Academic Staff
17.00-18.00	Brief Meeting of Reviewers

#### Day-02 – (25.08.2009 Tuesday)

09.00-09.30	Observing Teaching ó Lecture
09.30-10.00	Observing Teaching ó Lecture
10.00-11.00	Observing Documents (Working Tea)
11.00-11.30	Observing Teaching ó Practical class
11.30-12.00	Meeting with Technical Staff and Other Non- Academic Staff
12.00-12.30	Meeting with Undergraduate
12.30-13.30	Lunch
13.30-14.00	Observing Studentø Presentation
14.00-14.30	Observing Teaching ó Practical class
14.30-15.00	Meeting with Passed out graduate students
15.00-15.30	Meeting with Students ó (Third and Fourth Year)
15.30-16.30	Brief Meeting of Reviewers

#### Day-03 – (26.08.2009 Wednesday)

09.00-09.30	Observing Teaching ó Practical Class
09.30-10.30	Meeting with Senior Studentsø Counsellor and Student Counsellors
10.30-11.00	Reviewers Private Discussion
11.00-12.00	Meeting with Head and Staff for Reporting
12.00-13.00	Lunch
13.00-17.00	Report Writing